EFL teachers' use of the seven principles for good practice in education and its relation to their job satisfaction

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ABSTRACT

The constant changes and developments in every sphere of life make the same or similar changes in the field of education inevitable. Accordingly, to meet the requirements due these changes and developments and increase the quality of education, different approaches, methods, techniques, models or tools have been generated. One of the models proposed to improve the quality in education is Chickering and Gamson's seven principles for good practice in higher education. In this respect, this study aims at investigating the use of these seven principles of good practice by teachers of English in Türkiye. The study also aims to explore whether there are differences in the levels of using these principles from principle to principle and the relationship between teachers' use of the principles and their job satisfaction levels. This quantitative study presents the findings from the data obtained through The Faculty Inventory of the Seven Principles for Good Practice and Job Satisfaction Inventory. The statistical analyses of the data gathered from 102 participants showed that teachers often used these principles in their classes and their levels of using them varied from principle to principle. Based on the findings, the principle most frequently employed was emphasizing time on task, while active learning techniques were the least commonly used. The participants' levels of satisfaction with their job, on the other hand, was found to have significant and positive correlation with their use of the principles. This study contributes to the field by highlighting the limited use of active learning and teacher-student interaction among EFL teachers in Türkiye and emphasizes the role of teacher job satisfaction in effectively implementing educational principles. Under the light of the findings, the study makes several suggestions for practitioners and future research.

Introduction

The age we live in has required a number of changes for a perfect fit in many areas. Education, in this sense, is no exception. The changing needs of human beings and ever-evolving purposes of education have resulted in a transition from traditional education to modern teaching. For years, particularly in certain regions of the world, teacher-centered education where teachers serve as a source of information has been the norm. Today, however, it is widely accepted that

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students should take the responsibility of their learning and should be in the very center of their education (Ahmed, 2013). The education provided to learners, therefore, should encourage active learning and participation (Baeten et al., 2013). As education demands change, there is a shift from traditional, teacher-centered methods to modern, student-centered approaches, emphasizing active learner participation. This study evaluates the implementation of Chickering and Gamson's (1987) Seven Principles for Good Practice in Higher Education by English teachers in Türkiye, aiming to improve teaching quality and student outcomes. It also explores how these principles relate to teacher job satisfaction.

The Seven Principles for Good Practice

With the increasing need for education and the growing number of students and teaching staff, assessing the quality of the education has gained significance (Craft, 1994; Đonlagić & Fazlić, 2015). For long, the common belief was that knowledgeable teachers are at the very core of effective education. However, it is now realized that effective teaching and learning depend on a number of factors which require more than a plain content knowledge of the course. Chickering and Gamson (1987), upon their very comprehensive investigation into the approaches, methods, techniques, strategies used and regarded to be effective by the instructors in several prestigious educational institutions until and at the time of their investigation, developed a set of guidelines that they believe would increase the quality in education and introduced them as seven principles for good practice (SPGP) in higher education. These principles are listed as:

- encouraging contacts between students and faculty;
- developing reciprocity and cooperation among students;
- using active learning techniques;
- giving prompt feedback;
- emphasizing time on task;
- communicating high expectations; and
- respecting diverse talents and ways of learning (p. 2).

Chickering and Gamson (1987) also suggest that these principles can be dealt with as a whole set, in different combinations of some principles, or individually.

Henceforth, in the study, these principles will be referred to with somehow shortened forms corresponding to the keywords in each to avoid being too wordy in explanations through the paper.

The efficiency of education is widely believed to be dependent, first of all, on teachers and their teaching practices. Teachers' teaching practices and students' learning performance are interwoven. Therefore, the belief is that increased teaching quality leads to better learning outcomes. Effective teaching enables active participation in the course and results in deep level learning (Ramsden, 2004; Üstünlüoğlu, 2016). In this sense, Chickering and Gamson (1987) proposed the SPGP aforementioned to provide some guidelines for effective and high-quality teaching in undergraduate education.

One of the few studies regarding SPGP in Türkiye examined the utilization of the SPGP and investigated science teachers' perceptions regarding these principles. It concluded that teachers used the principles in varying degrees (Uğraş & Asiltürk, 2018). Another study conducted in a social studies teaching faculty (Yıldız et al., 2017) revealed that the inclusion of collaborative learning in an academic course as a treatment had a positive and scientifically meaningful impact on the participants' views about the SPGP. In the study carried out by Okumuş et al. (2013), the participants included pre-service and in-service math teachers and the results showed more positive perceptions regarding the SPGP among in-service teachers. The study by Kocaman Karoğlu et al. (2014), on the other hand, looked to Turkish students' perceptions regarding the SPGP. According to their findings, the students believed that all the principles except for the 7th (high expectations) were beneficial for them. Tanis (2020) examined the SPGP for online lessons with the participation of 111 alumni and 14 faculties. The findings suggested that holding high expectations is important for both parties. In addition, alumni participants expressed the importance of faculty-student interaction. They also reported to have preferred organized and communicative teachers in their online lessons.

The relevant literature on these principles, or in another word factors, confirms that there is a close link between favorable learning outcomes and teacher-student interaction (Kyriacou, 2009; Pennings et al., 2018; Trolian et al., 2016), cooperation in the classroom (Fekri, 2016; Johnson & Johnson, 2008), active learning environment (Dibapile, 2012; Er et al., 2012; Naderi & Ashraf, 2013), feedback (Gershenson & Papageorge, 2018; Gibbons et al., 2018), quality time on task (Spanjers et al., 2008), high expectations from students (Chang, 2011; Gershenson & Papageorge, 2018; Papageorge et al., 2018), and respecting diversity in classroom (Bozdoğan, 2016; Lumpkin & Multon, 2013; Marlowe, 2016).

According to the constructivism theory, interactions form the basis for any learning process (Canbay & Beceren, 2012). Therefore, a healthy relationship between students and the teacher as well as among the students is significant to establish a learning environment that fosters learning (Hu et al., 2015; Kavenagh et al., 2012), particularly by establishing a sense of belonging in the classroom through social interaction (Mei et al., 2016).

There have been a number of studies investigating the impact of teacher-student interaction on schooling outcomes. Ullah and Wilson (2007), for example, conducted a research on the link between interactions within the classroom, students' achievement and engagement. The students of a public university were requested to fill in a survey regarding their engagement and interaction patterns in 2003, 2004, and 2005. The findings revealed a strong relationship between academic achievement and engagement level. Likewise, interactions both among students and between teacher and students were found to have significant impact on students' academic achievement. A study by Gasser et al. (2018) also reported that positive emotional support from teachers through high-quality interactions resulted in a higher chance of engagement in courses.

Chickering and Gamson (1987) view learning as a team work. Studies so far have confirmed that cooperation in classroom among students helps them learn better and enhances their achievement, also. Ghorbani and Nezamoshari'e (2012) studied the impact of cooperation among students on learning outcomes and their findings revealed enhanced learning progress

in the presence of cooperation in classroom. Pan and Wu (2013) reached similar conclusions as well. Their study was carried out in a freshman English reading course with the participation of 78 students. The analysis of the data revealed that the experimental group who were encouraged for cooperative learning in the classroom had higher motivation and achieved better learning outcomes compared to the learners in the control group who were exposed to traditional instruction.

Another important aspect of the seven principles established by Chickering and Gamson (1987) is the notion of active learning. In active learning, learners are expected to employ some higher-order thinking skills like problem-solving, which requires a strong steer from traditional teaching methods where teachers are considered as a source of knowledge (Jones & Palmer, 2017). Studies so far agree that active learning can enhance the quality of education; thus, the learning outcomes as well (e.g., Aydede & Matyar, 2009; Diederich, 2010; Okumuş & Doymuş, 2018). Ashraf et al. (2013), for example, studied the role of active learning in English language learners' listening comprehension skill and concluded that active learning promotes listening comprehension. The study by Er et al. (2012), on the other hand, revealed the beneficial effects of active learning on students' reading comprehension achievement in English courses. However, it is important to ensure the proper implementation of active learning for favorable outcomes. Teachers, for this, can receive training on how to effectively infuse active learning into their courses (Mulatu & Bezabih, 2018).

Active learning, or in other words, learners' engagement in courses, or tasks, increases the likelihood of achievement (Bakker et al., 2015; Phan et al., 2016). A study by Karabıyık (2019) discussed the impact of engagement on Turkish EFL learners and concluded that the participants' level of engagement was positively correlated with their exam scores. Another study conducted in Türkiye (Özer, 2020) also argued the positive impact of active learning on learners' success in and attitudes towards English course, which was confirmed by a more recent study conducted by Siyuan and Sriwisathiyakun (2023).

The next principle proposed by Chickering and Gamson (1987) is providing feedback to learners so that they know where they are on their way to their target and what they should do to enhance their performance. For best results from the provision of feedback, the feedback should be well-organized to trigger self-regulation in students (Gibbons et al., 2018). To maximize the benefits of feedback, the task itself should trigger interest in students. In addition, students should be encouraged to discuss the feedback with their peers and reflect on the whole process (Boon, 2016).

Chickering and Gamson (1987, 1999) indicate that one of the basic components of high-quality education involves sufficient time on task. Time on task refers to the time allocated for learning to occur. However, spending time on a task is far from bringing success unless the allocated time is efficiently used (Romero & Barberà, 2011). It is possible to increase the quality of time-on-task. According to the study by Stapp and Karr (2018), recess, particularly for young learners, is an effective means of increasing the overall quality of time-on-task.

Chickering and Gamson (1987) believe that high teacher expectations are also a must for the quality of education. Teachers are in the very heart of education, and the beliefs they hold about and expectations from their students are argued to have an impact on their academic

performance, which is called 'pygmalion effect' (Szumski & Karwowski, 2019). The theory is that when teachers communicate high expectations, students are more likely to achieve greater success than when they are encountered with low teacher expectations (Chang, 2011; Sandilos et al., 2017). In their study titled 'Teacher Expectations Matter', Papageorge et al. (2018) explain how high teacher expectations lead to enhanced performance. Therefore, it is crucial for teachers to avoid biased expectations and stick to realistic goals about their students and their learning progress.

The last of the seven principles for high quality education offered by Chickering and Gamson (1987) involves respecting learning styles in classrooms. Students tend to differ from each other in a range of degree in many aspects, making it a necessity for teachers to be sensitive to every individual in the classroom. Teachers need to have great awareness of various learning styles to embrace all the diversity in the classroom by implementing activities that appeal to everyone in the classroom (Bozdoğan, 2016; Munir et al., 2019). Applying cooperative learning and benefiting from various educational materials can also create an inclusive classroom environment that fosters learning (Al Tale, 2016; Crisianita & Mandasari, 2022; Khan et al., 2024; Namaziandost et al., 2020; Veldman et al., 2020)).

Teachers' Job Satisfaction

Job satisfaction, according to Locke (1976), refers to "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values" (p. 1342). Teachers' job satisfaction, in this respect, is primarily related to the level of satisfaction they receive from their job. Research on job satisfaction is of importance since it, as shown by previous studies, is positively correlated with job performance (Hoque et al., 2023). Increased job satisfaction among teachers also has a positive impact on learning outcomes (Neto et al., 2017; Tsai & Antoniou, 2021; Usop et al., 2013).

Previous studies suggest a close relation between teachers' levels of satisfaction with their job and their work performance. The study by Baluyos et al. (2019), for example, investigated the relationship between the two variables and revealed that teachers particularly satisfied with their security tend to perform better at work. The findings of another study (Wolomasi et al., 2019) also revealed that job satisfaction predicted teachers' work performance. A recent study (Bertus et al., 2023) similarly confirmed that teachers' job satisfaction along with organizational culture had an impact on teaching performance. There is research revealing an association between teachers' job satisfaction and teacher-student relationship, as well. A recent study (Harrison et al., 2023), for instance, showed that teachers' job satisfaction was also linked to student-teacher relationship. In the study, the student-teacher relationship was also found to be more positive when teachers experienced higher job satisfaction. They concluded that student-teacher relationship mediated the connection between teachers' satisfaction with their job and high-quality teaching. The study by Heinla and Kuurme (2022) also investigated the impact of teachers' job satisfaction on student-teacher relationship through teacher interviews and student questionnaires and yielded similar results. Their findings suggested that meaningful student-teacher interaction should be encouraged within every school. However, the research on the relationship between job satisfaction and work performance, in general, and specifically use of the seven principles proposed by Chickering and Gamson (1987) is limited and more research is needed.

Providing a high-quality education is of significance to avoid waste of time, energy, and money. It is particularly important to ensure the quality in foreign language education since it has been one of the most problematic areas in Türkiye, and the effort put in the teaching process has not reached the desired levels to return favorable results so far. The SPGP, on the other hand, has been seldom researched in Türkiye, especially in the ELT field. Therefore, this study aims to bridge a gap in the literature by depicting the current situation of the foreign language education in Türkiye in terms of the use of the SPGP in English courses and its relationship with teacher job satisfaction. With the depiction of the use of the SPGP, it would be possible to detect in which area enhancements are needed, thus, relevant measures could be taken to enhance teacher satisfaction and ensure the quality of education for improved educational outcomes in the field of ELT. In the scope of this study, the following research questions were formed:

> 1. To what extend do English teachers use Chickering and Gamson's SPGP in their classes?
>
> 2. Which SPGPs are used by English teachers most?
>
> 3. Is there a significant relationship between English language teachers' levels of job satisfaction and their use of the SPGP?

Methodology

This study benefitted from quantitative research method to pursue responses to its research questions. The purpose of using quantitative research method in studies is to investigate the potential relationships between variables that can be measured and thus shed light on phenomena (Leedy, 1993). The main purpose of this study was to examine English teachers' employment of the SPGP; differences in the use of these principles; and the relationship of job satisfaction with their utilization. Therefore, a non-experimental descriptive research design was implemented to describe the phenomenon under investigation (Johnson & Christensen, 2003).

Participants

The participants included 102 teachers of English from 51 public elementary, middle, and high schools who were actively teaching English courses at the time of the study. Their years of experience and weekly course load varied, however the majority had 1-5 years of experience and 22-30 courses weekly (Table 1).

Table 1. *Participants' demographic information*

		F	%
Gender	Male	25	24.5%
	Female	77	75.5%
Years of teaching	First year	8	7.8%
	1-5	40	39.2%
	6-10	23	22.5%
	11-15	16	15.7%
	16-20	9	8.8%
	+21	6	5.9%
School level	Primary school	14	13.7%
	Middle school	34	33.3%
	High school	54	52.9%
Weekly workload (hours)	16-21	21	20.6%
	22-30	72	70.6%
	+31	9	8.8%

Instruments

For the purpose of the study, The Faculty Inventory of the Seven Principles for Good Practice prepared by Chickering and Gamson (1987) was used as the primary data collection tool to explore English teachers' practices in relation to the seven principles during their classes. The inventory was originally designed for the faculty practices at the undergraduate level of education; however, since then, it has been adapted to different populations and stages of education by several researchers (Altun, 2017; Okumuş et al., 2013; Öztürk et al., 2013; Yılar et al., 2015). Therefore, it was tested to be available, valid, reliable to be used for participants from different stages of education, and it was assumed to be suitable for the target group of this study as well. The original inventory was published in English, however, in this study, the Turkish version taken from the study by Aydoğdu et al. (2012) was used to encourage more participation and to allow the participants to respond the questions fully and easier. There were seven sub-parts in the inventory covering 10 items for the SPGP listed in the introduction section. The Likert scale had 5 graded options between very often (5) and never (1) for each item. As for its reliability, the Cronbach Alpha value for the Turkish version was 0.68 (Aydoğdu et al., 2012) and the Cronbach Alpha value calculated in the present study was found as .96.

In addition to the Faculty Inventory of the Seven Principles for Good Practice, the Job Satisfaction Inventory prepared by Gündüz (2008) was implemented to measure the participants' job satisfaction, which constitutes one of the variables of this study. The scale consisted of three dimensions and 19 5-point Likert-type items. Organizational climate, working conditions, and social outlook belonged to the first dimension, and the other two dimensions were related to individual factors and organizational communication. The original version of the instrument, which was originally developed in Turkish, was used in the study. With its Cronbach Alpha value, .93 ($0.80 \leq \alpha \leq 100$), the scale had high level of reliability.

Data Collection and Analysis

Prior to the data collection phase, all the necessary obligations were met. The written permissions from the authorities were granted. Then, as for the data collection procedure, the participants were offered information about the study first and were kindly asked to read and

sign the consent forms. Then, they were informed about the seven principles in a general sense so that they knew what the study was mainly about. The participants were handed both inventories at the same time, and they were asked to return them in a few days. The purpose of providing ample time for them to fill the inventories out was to obtain more realistic and fully responses by avoiding hurriedly given answers. The data gathered from the above-given two Likert-type inventories were subjected to descriptive statistical analyses and Pearson Correlation Test using SPSS 22.

Results

In this section, results are introduced in accordance with the order of the research questions. First, the research question pertaining to the levels to which English teachers use the seven principles will be answered. Then, the variances across principles in terms of the extent they are used by the teachers will be introduced. Finally, teachers' levels of satisfaction with their job and the relationship of these levels with their use of the seven principles on the subdimension and whole-scale levels will be explained in detail.

To verbally introduce the participants' levels in both use of seven principles and job satisfaction, the formula commonly preferred by researchers (e.g. Ekmekçi, 2023; Oxford, 1990) was used. The data about both variables of the study were collected through five-point Likert scales. Therefore, to identify the participants' levels and label them, in accordance with the abovementioned formula, first the possible highest score (5) was divided by the range (4) and the result (0.8) was added to the lowest possible score (1) to determine the range of the lowest scores. The result was applied to all levels equally in the same way. As a result, the scores 1-1.80, 1.81-2.60, 2.61-3.40, 3.41-4.20, and 4.21-5.00 were used to represent respectively the levels, 'never', 'rarely', 'usually', 'often', and 'very often' (for the use of seven principles); and, 'very inadequate', 'inadequate', 'average', 'good,' and 'very good' (for job satisfaction levels).

The first research question of the present study, "To what extend do English teachers use Chickering and Gamson's SPGP in their classes?", aimed at finding out the levels of English teachers' use of these principles in their classes. Table 2 shows the statistics found for the first research question.

Table 2. *Descriptive results for teachers' levels of use of SPGP*

Principles	N	X̄	SD	SE	95% CI for Mean LB	UB	Min	Max
1. Student-Teacher Interaction	102	**3.59**	.49	.05	3.49	3.68	2.30	4.80
2. Student Cooperation	102	**3.73**	.68	.07	3.60	3.87	2.30	5.00
3. Active Learning	102	**3.51**	.67	.07	3.37	3.64	2.20	5.00
4. Prompt Feedback	102	**3.90**	.60	.06	3.78	4.02	2.40	5.00
5. Emphasizing time on task	102	**4.18**	.58	.06	4.07	4.29	2.80	5.00
6. High Expectations	102	**4.13**	.57	.06	4.02	4.24	3.00	5.00
7. Respecting Different Learning Styles	102	**4.10**	.61	.06	3.93	4.17	2.80	5.00
Total	102	**3.87**	.65	.02	3.82	3.92	2.20	5.00

Mean scores of the participants for the overall scale and its seven subdimensions are between 3.51 and 4.18. All these means correspond to the response "often" to the statements about how often the they use SPGP. The highest scores belong, respectively, to the principles

5, 6, and 7 (M= 4.18; 4.13; and 4.05) whereas the lowest scores belong to the principles 3, 1, and 2 (M= 3.51; 3.59; and 3.73). The means show English teachers report that they often use all the SPGP with slight differences. After the presentation of the basic descriptives, the findings about which principles are used by English teachers most will be given in order to respond the second research question of the study.

The second research question of the present study, "Which SPGP are used by English teachers most?" will be answered on the basis of the findings presented in Table 2. As it is understood from means, the principle which is used most by English teachers is the principle "emphasizing time on task". The means for the principles "high expectations' and "respecting different learning styles" are very close to the mean of this principle. As for the principles that the participants reported to use less frequently, they are "active learning", "student-teacher interaction", and "student cooperation". These may be interpreted that the principles requiring more interaction and necessitate the direct involvement of learners are less commonly used by English teachers when compared to the ones pertaining to their own responsibilities and preferences. Nevertheless, to summarize the findings for answering the first two research questions of the study, it can be stated that English teachers often use the principles of good practice in education with no great differences.

The third research question, "Is there a significant relationship between English language teachers' levels of job satisfaction and their use of the SPGP?", was formed to investigate the relationship between the degree to which English teachers use Chickering and Gamson's (1987) seven principles and their job satisfaction levels. The Pearson Correlation test was run to detect the relation, if any, between these two factors.

For teachers' job satisfaction levels, again the descriptives are introduced first. To demonstrate participants' job satisfaction levels verbally, the same formulation (1-1.80, 1.81-2.60, 2.61-3.40, 3.41-4.20, and 4.21-5.00 for 'very inadequate', 'inadequate', 'average', 'good,' and 'very good', respectively) used for their levels of using SPGP is employed. Table 4 shows participants' job satisfaction levels.

Table 3. *Descriptive results for teachers' job satisfaction levels*

	N	Min	Max	$\bar{X}$		SD	Kurtosis	
	Stat	Stat	Stat	Stat	SE	Stat	Stat	SE
Overall Job Satisfaction	102	1.84	5.00	**3.55**	.07	.68	-.214	.474
Organizational Climate, Working Conditions, Social Outlook	102	1.67	5.00	**3.49**	.07	.70	-.319	.474
Individual Factors	102	1.50	5.00	**3.67**	.08	.77	-.297	.474
Organizational Communication	102	1.00	5.00	**3.51**	.08	.84	-.020	.474
Valid N (listwise)	102							

As seen in Table 3, the mean for the overall job satisfaction scale is 3.55 out of 5. It corresponds to the response "good". The means for the subdimensions of the scale are, respectively, 3.49 for organizational climate, working conditions, social outlook; 3.67 for individual factors; and, 3.51 for organizational communication. All these average scores correspond to the response "good", which is the second most positive one in the scale.

To seek answers to the third research question of the study, as aforementioned, a correlation analysis between English teachers' degrees of using SPGP and their job satisfaction levels was conducted. Before the correlation analysis, the preliminary normality tests were carried out. Almost all the parameters, extreme values, histograms, Q-Q plots, boxplots, and skewness and kurtosis values indicated the normality of the tests. The skewness and kurtosis values for teachers' overall SPGP and job satisfaction levels and their sub-dimensions were all found to be between -1 and 1, which are accepted as the absolute normality of data (Orcan, 2020). Although Kolmogorov Smirnov and Shapiro Wilk tests revealed p values under 0,05 for few factors, which stand for the absence of normality, since the skewness and kurtosis values were within the acceptable range and they can be taken as references (Orcan, 2020) to proceed with the parametric test, the Pearson Correlation analysis was employed. The results of this correlation analysis are presented in Table 4.

Table 4. *Correlations between English teachers' degrees of using SPGP and their job satisfaction levels*

		Seven Principles	Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6	Principle 7
Overall Job Satisfaction	Pearson Correlation	.35**	.28**	.27**	.39**	.20*	.24*	.25*	.26**
	Sig. (2-tailed)	.00	.01	.01	.00	.05	.02	.01	.01
	N	102	102	102	102	102	102	102	102
Organizational Climate Working Conditions and Social Outlook	Pearson Correlation	.29**	.26**	.20*	.34**	.16	.23*	.20*	.19
	Sig. (2-tailed)	.00	.01	.04	.00	.10	.02	.04	.05
	N	102	102	102	102	102	102	102	102
Individual Factors	Pearson Correlation	.42**	.32**	.33**	.42**	.28**	.27**	.34**	.33**
	Sig. (2-tailed)	.00	.00	.00	.00	.00	.00	.00	.00
	N	102	102	102	102	102	102	102	102
Organizational Communication	Pearson Correlation	.22*	.15	.22*	.28**	.06	.14	.13	.18
	Sig. (2-tailed)	.03	.12	.03	.00	.56	.17	.21	.07
	N	102	102	102	102	102	102	102	102

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

For the interpretation of the strength of relationship among the variables, the following formula offered by Cohen (1988, p. 82) will be utilized; r=0.10 to 0.29 or r=–0.10 to –0.29 small; r=0.30 to 0.49 or r=–0.30 to –0.4.9 medium; and, r=0.50 to 1.0 or r=–0.50 to –1.0 large.

As can be seen in Table 4, the participants' utilization of the principles is in positive and significant correlation with their general job satisfaction. The strength of relationship between their job satisfaction levels and the degree they use the SPGP is medium (r=0.35). In addition, the strength of relationship of the level of SPGP use with the individual principles, except for one, "active learning" with medium strength (r=.39), it is small with the r values between 20 and 28. As for the subdimensions of job satisfaction, the participants' perceptions pertaining to organizational climate, working conditions, and social outlook are in correlation with the degrees of their use of SPGP in general, and the principles student-teacher interaction, student

cooperation, active learning, emphasizing time on task, high expectations successively mostly with small strength of relationship. Individual factors of job satisfaction, on the other hand, were found to be correlated with the use of all the principles with generally medium strength of relationship (r values between .27 and .42). The findings also revealed a significant correlation between organizational communication and the use of the principles, student cooperation and active learning though the strength of their relationship is small (Akdağ Çimen, 2017). In sum, English teachers' job satisfaction and their use of SPGP both in general and on the sub-dimension or principle level are significantly and positively correlated with either medium or small strengths of relationship. All these findings together indicate that when teachers are satisfied with their job conditions, they are much more likely to perform their profession better using the principles of good practice.

Discussion

The study results reveal that English teachers often use the SPGP with slight differences of degree. They employ the principles emphasizing time on task, high expectations, and respecting different learning styles more than the other principles, student cooperation, student-teacher interaction, and active learning. On the basis of the analyses, it is concluded that the most commonly utilized principle is emphasizing time on task. Teachers' emphasis on time on task probably stems from their effort to ensure achievement in classroom, as suggested by the previous studies (e.g. Godwin et al., 2016), since off-task behaviors are likely to lead to poor academic learning outcomes (Cocea et al., 2009). Therefore, encouraging learners to efficiently organize their time can boost their learning progress (Razali et al., 2018).

The least commonly favored principle, on the other hand, is active learning although the results show that it is used at the level of "often" as all the other principles. A recent study by Said (2017) investigated the effective teacher behaviors from students' perspective. Its results indicate that efficient education mostly relies on promoting active learning, prompt feedback, and high expectations. However, according to the results of the present study, although the mean scores of high expectations and prompt feedback are rather high, Turkish EFL teachers who participated in this research have reported to be less successful in promoting active learning, which is crucial for effective language learning. Based on this finding, it can be interpreted that some EFL teachers in Türkiye might still be sticking to traditional teaching methods instead of employing modern student-centered teaching methods due to some difficulties they encounter. Although previous studies reported positive teacher attitudes (Akdağ Çimen, 2017; Daouk et al., 2016) as well as positive student attitudes (Daouk et al., 2016; Lumpkin et al., 2015; Machemer & Crawford, 2007) towards active learning worldwide, implementing active learning in classrooms might prove tricky in certain cases. In countries where traditional teaching methods have been the norm for long, a smooth transition to active learning might require extra effort from both teachers and students (Aksit et al., 2016). In addition, changing teaching style to promote active learning is also related to teacher beliefs and the ability to implement convenient technology in classroom (Ungar et al., 2018).

The second least commonly used principle after active learning in this study was reported to be student-teacher interaction, which probably contributes to the EFL education outcomes which are open to development and need to be developed since the interactions within the classroom and school increase the chances for effective learning environment for students

(Allen et al., 2013; Hoque, 2016; Nguyen & Phuong, 2017). The study by Harrison et al. (2023), on the other hand, argues that teacher-student relationships play a mediating role in the association between teacher satisfaction and teaching quality. The comprehensive study by Wartenberg et al. (2023) also suggests a positive correlation between job satisfaction and teacher-student interactions. To overcome the problem pertaining to interactions, teacher training programs should be revised so that future teachers feel prepared to initiate proper interactions in their classrooms. In addition, encouraging students to engage in higher order thinking skills may also increase the interactions (Li-ping, 2017). Students who actively think and engage in the courses can easily alter the atmosphere in their schools.

The findings also indicate that teachers' use of the seven principles is correlated with their job satisfaction from various aspects. Their views of the climate in the organization, working conditions, and social issues were found to be correlated with the use of principles, high expectations, emphasizing time on task, active learning, student cooperation, and student-teacher contact respectively while individual factors had correlations with all the principles. The statistical analyses also showed a significant correlation between organizational communication and the employment of the principles active learning and student cooperation. This finding is in line with the findings reported by Oga-Baldwin and Praver (2008) who concluded that lack of institutional support might result in avoiding modern teaching methods altogether. Therefore, organizational communication which is vital for establishing and maintaining cooperative and active learning should be given utmost attention by all shareholders of education.

The literature on the relationship between teachers' use of SPGP formulated by Chickering and Gamson (1987) and their job satisfaction levels is rather scarce. The studies so far which have mostly focused on the relationship between job satisfaction and high-quality instruction agreed on the significance of job satisfaction in teaching performance (e.g. Chamundeswari, 2013; Iwu et al., 2013; Peršēvica, 2011). The study by Afshar and Doosti (2016) investigated the impact of teachers' levels of job satisfaction on their teaching performance rated by their students. Their findings revealed that teachers who were reported to be effective were the ones that were satisfied with their jobs. A similar study was conducted by Halder and Roy (2018). They studied the relationship between job satisfaction and teacher effectiveness through two questionnaires. Their results pointed to a positive correlation between these two factors. A recent study (Harrison et al., 2023) similarly revealed an association between teacher satisfaction and teaching quality. In their study, Liuying et al. (2024) also reported a positive relationship between teachers' job satisfaction levels and their teaching quality. Therefore, satisfied teachers can be said to have greater tendency and potential to follow the educational practices that boost the quality of education resulting in better student achievement (Hessamy & Kheiri, 2013; Usop et al., 2013; Werang & Agung, 2017).

Based on the findings of the study, it is understood that though there are slight differences in degrees of use EFL teachers generally utilize the SPGP. However, there are areas to focus on and improve; particularly active learning and teacher-student interaction principles, which are utilized by teachers relatively less frequent than other principles should be given greater attention and measures should be taken for their better integration into teaching practices to increase the quality of education. Good instructional practices, on the other hand, are considered to be associated with teachers' job satisfaction. Therefore, this study is expected to provide some insights to policy makers, authorities, administrators and all stakeholders of

education to support teachers for higher levels of job satisfaction and, in turn, for more effective teaching practices.

Limitations

The present study, despite the valuable insights into English teachers' use of SPGP and its relation with their job satisfaction levels, has some limitations as well. First of all, it presents findings solely based the quantitative data. Quantitative data can be more appropriately interpreted when backed up with qualitative data. Besides, this study collected data from participants in one city in the east part of Türkiye. The scope can be widened to include other parts of the country for more generalizable results. In addition, the participants' self-reports about their use of the seven principles constituted the base for this study. Other forms of data collection such as observation can be implemented to shed light on teachers' practices regarding the seven principles in their classrooms. Furthermore, the aim of this study was to describe the current situation of the EFL education in Türkiye. Further experimental research is needed to offer deeper insight into how to promote the quality in education. Furthermore, teachers' use of these principles can be studied also by including some other factors such as age, gender, or the type of school where the teachers work at.

Conclusion and Recommendations

Increasing the quality of foreign language education is a must. For this, instructors should pay attention to the integration of the seven principles established by Chickering and Gamson (1987) into their classes. The present study shows that the most problematic area in EFL education in terms of the integration of the SPGP into teaching processes, is the inclusion of active learning and student-teacher contact. Therefore, the aim should be to alter the way that courses are taught so that students can actively engage and interact in EFL classrooms. Taking differing student needs and learning styles into account and preparing varying classroom activities such as task-based activities, drama, feedback interviews, role play may help with engagement level while creating a warm classroom environment and building friendly relationships with students are more likely to result in further interactions. The study also reveals that a satisfied teacher is more likely to utilize the seven principles, which calls for additional support from both colleagues and institutions. Certain improvements in schools' physical environment, organizational communication, organizational climate, and working conditions are expected to make valuable contributions to teacher satisfaction, thus teaching performance.

Disclosure Statement
No potential conflict of interest was reported by the authors.

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