

The Relationship Between Teachers' Flow Experiences at Work and Perceptions of Employee Personnel Rights

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The aim of this research is to determine the flow experiences of teachers while working and their perceptions of employee personnel rights and the relationship between them. Correlational survey model was used in the research. The sample group was selected by simple random sampling method. A total of 450 teachers, 182 men and 268 women, constitute the sample of the research. "Flow Experience Scale", adapted into Turkish by Turan and Pala (2021), used in the research and Erdem (2010) "The Scales of Primary and Secondary Education Teachers' Participation in Personal Problems Given" was adapted to the research. The data were collected in accordance with the permissions obtained using the google form. Since the data showed normal distribution, t-test and one-way Anova analyzes were performed to determine the significance levels. According to the findings, teachers have a little experience of flow during the study and tend to participate in the issues of employee personnel rights. After the age of 40, the level of experiencing flow increases. Teachers working in high school have more flow experience than those working in secondary school. Teachers with 21 years of seniority and above experience flow. Those who are members of the union feel the flow experience in their work more than those who are not members. Women are more likely to participate in employee personnel rights issues than men and those under the age of 40. According to the result of Pearson Correlation analysis; a very low level of negative significant relationship was detected. The reason for this may be that the flow is felt instantaneously and the employee personnel rights are felt for a longer period of time. According to this research, the participation of teachers in the problems related to their employee personnel rights does not prevent them from experiencing flow while working.

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Keywords: Employee personnel rights, flow experience, teacher.

INTRODUCTION

In a profession, we do not only work to meet our economic needs. While working, psychosocial needs and economic needs are met at the same time, and psycho-social progress and satisfaction are provided through our profession (Yazıcı, 2009). For this reason, the experiences and psychology of the individual in the process should be evaluated together as well as the product she/he reveals at the end of her/his work (Büyükoğlu, 2015). Teachers contribute to the development of the country by preparing students for life (Kavcar, 2002). Progress in education is only possible with qualified and mentally healthy teachers (Çetin, 2019). Schools are the working and living spaces where teachers, who play a key role in the development of countries, spend most of their time. The characteristics of the living space affect people's experience of flow (Csikszentmihalyi, 1988) and their perceptions of employee personnel rights (Habaci et al., 2013). For this reason, it is expected that the improvements to be made in the employee personnel rights of teachers and the increase of flow experiences will have a positive effect on the whole society.

Flow experience, which is a widely studied subject in the field of positive psychology, has been included in many researches since the 1960s (Turan, 2019). Flow experience research first started in sports activities and then spread to the fields of art, music, dance and education (Karasakal, 2020; Turan, 2019). It is mostly used to increase academic success in the field of education (Turan & Pala, 2021). In the 1970s, Csikszentmihalyi made great contributions to the literature on flow experience, especially with his applied studies on athletes, painters and mountaineers. In these studies, he observed that when the participants focused excessively on their work, they lost the concepts of time and space (Csikszentmihalyi, 1975). Flow experience is the state of enjoyment one experiences when playing a game that one enjoys, chatting with a friend, reading a book or doing sports (Turgut & Ümmet, 2021). Csikszentmihalyi (1988) defines flow experience as revealing an individual's mental awareness of the action in which he or she is concerned. In addition, in order for the individual to experience flow, the activity must be suitable for the level of difficulty and ability (Csikszentmihalyi, 1990). In its most general definition, flow experience is the state of being at the highest level of satisfaction and pleasure achieved during an activity or job; During this situation, while the highest level of commitment, control, passion, internal motivation and focus is observed, the perception of time changes without boredom and anxiety, and it is the state of being isolated from the environment and concentrating on one's work without judging himself (Csikszentmihalyi, 1990).

Flow experience has a positive impact on business life. Employees focus only on the work they do without understanding how time passes when they are in flow (Csikszentmihalyi, 1990). Thus, individuals who feel happy and enjoy their work have positive thoughts about business life (Yeşiltaş & Ekici, 2017). The fact that the person is happy with the work he does and the work makes sense for the individual provides the experience of flow (Maeran & Cangiano, 2013). The structure of the job (Guo, 2004), the work environment (Kasa & Hassan, 2013), burnout (Schaufeli & Bakker, 2004) are the factors that affect the flow experience. "Subjective well-being, personal and organizational resources, leadership, intrinsic motivation, professional development opportunities and intrinsic motivation" it is positively associated with flow experience in the study (Baker,

Demerouti & Schaufeli, 2003). The flow experiences of the employees that are tried to be obtained in their work-related activities; positive emotions and positive mood towards work (Akin, 2020), increased performance and productivity at work (Csikszentmihalyi, 2003), individual and organizational productivity increased (Gerow et al., 2013). Individuals with a high level of flow experience are more likely to be in harmony with their environment, with high job engagement and job satisfaction (Büyükoğlu, 2015; Karasakal, 2020). According to Csikszentmihalyi (2008), when conditions are improved, it has been observed that employees in difficult work environments that require skills and high levels are more willing to improve themselves and increase their productivity. The flow experience experienced while working is three times more than that experienced in normal leisure time, and the positive flow experience experienced positively affects other areas of life (Csikszentmihalyi & Le Fevre, 1989). It has been determined that teachers' attitudes towards their profession, such as low motivation and low commitment to work, reduce the quality of education and cause failure (Şirin & Vatanartıran, 2014). Accordingly, the fact that teachers have a high flow experience is the key to many problems in business life. Thus, it is expected that the quality of education given in schools will increase.

According to Göker and Gündüz (2017); The rights given to teachers so that they can live in prosperity and peace constitute their employee personal rights. Employee personal rights are the rights that teachers have determined by law by state officials (Baydar, 2019). The regulations issued based on the DMK (State Servants Law) were published in the Resmi Gazette and the framework of teachers' rights and responsibilities was determined (DMK, 1965). The employee personal rights of teachers affect teachers' image (Ünsal & Bağçeci, 2016), status (Ünsal, 2018), job satisfaction (Çivilidağ, 2003), job performance (Gündüz & Can, 2011) and job motivation (Can, 2019).

The problems arising from the employee personal rights of teachers are as follows in the literature: financial problems (Ünal, 1999), attitudes and behaviors of administrators (Çivilidağ, 2003:13), limited opportunities for advancement in the profession (Altay, 2007), lack of objectivity and the profession's depreciation in society (Yurdakul et al., 2016), lack of union rights (Eraslan, 2012), very few and insufficient health and recreation areas offered to teachers (Göker & Gündüz, 2017), determination of administrators according to party and politics rather than professional success, and leaving the teaching profession. Bureaucrats and deputies do not deal with the problems of teachers (Tekişik, 1987), retirement age (Acar & Kitapçı, 2008), lack of actual compensation (Baydar, 2019), difficulty in housing and owning a house (Erdem, 2010), not knowing employee personal rights (Cereci, 2009), leave before and after birth (Gökdemirel et al., 2008), lack of creches for children (Yılmaz, Bozkurt and İzci, 2008), contracted and permanent staff (Yılmaz, 2018). According to Erden (2009); generally, teachers are among the lowest paid professions in the world when the level of education they receive is compared with the salary they earn. When comparing the salary with the world countries, it is seen that Turkey lags behind other countries (Göker & Gündüz, 2017).

Improvements in personnel rights are expected to increase the qualifications of teachers (Esen, Temel & Demir, 2017; Habacı et al., 2013). While training qualified teachers, studies are carried out to increase the employee personal rights of teachers in some developed countries in order to increase the quality of life of teachers and thus increase their motivation (Marlow, 2002). The value given to education by the state and the public affects the social status of the teacher (Torun, 2010). While developed countries invest more in education, developing countries invest more in defense and industry. This is due to the fact that education has a long-term return. This delays the improvements to be made in the status and employee personal rights of teachers, causing them to fall behind from their current position and indirectly weakens the societies (Göker & Gündüz, 2017). For these reasons, this research topic has been preferred since increasing the flow experience levels of teachers and improvements in their employee personal rights will indirectly affect the whole society positively.

The Problem of Research

What is the relationship between teachers' flow experiences and their perceptions of employee personal rights?

Sub Problems

- 1) What are the teachers' perceptions of the flow experiences they show while working and their employee personal rights?
- 2) Among the flow experiences of teachers while working and their perceptions of employee personal rights;

- a) Gender, b) Age, c) School level, d) Seniority, e) Institution level f) Working time in the same institution g) Is there a significant difference according to the variables of being a member of a union?
- 3) Is there a significant relationship between teachers' levels of flow experience while working and their perceptions of employee personal rights?

Purpose, Importance and Limitation of the Research

The aim of this research is to determine the flow experiences of teachers while working and their perceptions of employee personal rights and the relationship between them.

A review of the national literature shows that many studies have been conducted on the flow experience but fewer on the flow experience of teachers and it is important to carry out this research in terms of keeping the studies on employee personal rights up-to-date and diversifying, due to its contribution to the literature.

Within the scope of this research, it is aimed to follow the changes related to the flow experience and employee personal rights of the teachers who shape the whole society, to identify the changes and developments within the framework of the teachers' opinions, to identify the deficiencies, to present opinions on the elimination of these deficiencies, and to determine to what extent the demands of the teachers are taken into account.

This research also contains some limitations. This study is limited to teachers working in Kocaeli in 2021-2022 of the Education Year.

METHOD

This section contains information about the method, model, study group, data collection and analysis of the research.

In the model of this study, which aims to determine the relationship between the flow experience and employee personal rights of teachers working in Kocaeli in the 2021-2022 academic year, the correlational survey model from quantitative research was used. The population of the research consists of 24710 teachers working in Kocaeli in the 2021-2022 academic year. The questionnaire was applied to 450 teachers through various communication channels (WhatsApp, Bip, e-mail) via "Google Form" in accordance with the permissions obtained by simple random sampling method.

In the study, the "Flow Experience Scale" adapted by Turan and Pala (2021), and the scales of Erdem (2010) "Participation in the Personal Problems Given by Primary and Secondary Education Teachers" were used by adapting them in accordance with the subject. The flow experience scale is a seven point likert style and the answer options are (1) Strongly Disagree to (7) Strongly Agree and consists of two sub-dimensions. These are "devotion to work and inner joy in work". Erdem (2010)'s scale is a four point likert type scale consisting of the dimension of participating in personal problems. Response options are (1) Strongly Disagree to (4) Totally Agree.

Order to evaluate the reliability of the scales, the Cronbach's Alpha internal consistency coefficient was calculated and the criterion value was .75 (Singh, 2007; Can, 2020). Cronbach's Alpha value for flow experience was calculated as .915, for employee personal rights scale as .893 and Cronbach's Alpha value for two scales was calculated as .850. It can be said that the scales used are reliable by looking at the Cronbach's Alpha values.

This research was approved by Sakarya University Ethics Committee on 11.12.2021 with the number E-61923333-050.99-85903. The form consists of three parts. In the first part, nine questions about the demographic characteristics of teachers; in the second part, 13 questions about the teachers' flow experience; In the last part, there are 21 questions about the employee personal rights of teachers.

The collected data were entered into the SPSS-22 package program, and first of all, it was examined whether there were erroneous or lost data. According to Tabachnick and Fidell (2013), skewness and kurtosis values should be between -1.5 and +1.5 for a normal distribution. As a result of the normality tests are for the flow experience scale, the skewness value is "-.884", kurtosis value is ".805"; for the employee personal rights scale, the skewness value is "-.664", the kurtosis value is "-.240". Since the skewness and kurtosis values are in the normal range, it can be said that the data show a normal distribution. Since it is acceptable that the data are normally distributed during the analysis; t-test, one-way anova, and pearson in relationship tests and correlation analysis techniques were used. While evaluating the analysis results, a significance level of .05 was accepted.

Table 1. Demographic Information of Teachers

	Variable	f	%
Gender	man	182	40,4
	woman	268	59,6
Age	20-29	69	15,3
	30-39	241	53,6
	40-49	97	21,6
	50-59	37	8,2
	60 and older	6	1,3
school level	Pre-school	38	8,4
	Primary school	80	17,8
	Secondary School	218	48,4
	High school	114	25,3
Seniority	0-5	62	13,8
	6-10	172	38,2
	11-15	87	19,3
	16-20	51	11,3
	21 and above	78	17,3
public sector	participant	446	99,1
	private	4	,9
employment status	permanent staff	390	90,8
	contracted	30	4,5
	paid	30	4,7
the working time in the same institution	0-3	210	44,8
	4-6	107	25,0
	7-10	83	18,6
	10 and above	50	11,6
the status of being a member of the union	yes	340	75,6
	no	110	24,4
Total		450	100

According to the data on the demographic characteristics of the participants are in the Tablo 1.

RESULTS

Sub problem 1: What are the teachers' perceptions of the flow experiences they show while working and their personal rights?

Table 2. Arithmetic Mean and Relative Variability Coefficients of Flow Experience and Its Sub-Dimensions and Employee Personal Rights Scales

Variable	N	\bar{x}	SS	V
Flow experience scale	450	5.2460	1,07579	20.5
Dedication to work	450	5.0972	1.18518	23.3
in the study inner pleasure	450	5,3121	1,20553	22.7
Employee personal rights scale	450	3.1824	,57131	18.0

As seen in Table 2, the mean of the flow experience scale ($\bar{x}=5.2460$) and the mean of the employee personal rights scale ($\bar{x}=3.1824$) were found. The relative variability coefficient for flow experience ($V=9.6664125$) and the relative variability coefficient for the employee benefits scale ($V=8.462166918$) were determined. According to the findings, teachers' perceptions in the study, flow experience levels were found to be "I agree a little" and problem perception levels regarding employee personal rights were found to be "I tend to agree". Since the relative variability coefficients are below 30, the data are similar and homogeneously distributed.

Table 3. Mean, Standard Deviation and Relative Variables of the Items of the Employee Personal Rights Scale

Sequence No.	Substances	\bar{X}	SS	V
1	<i>Very little state payment contribution such as teeth and glasses</i>	3,6156	,76751	21.23
2	<i>Insufficient postpartum leave</i>	3.4867	85002	24.38
3	<i>Refusal to grant 3600 additional indication rights</i>	3,4800	,99477	28.59
4	<i>Teachers' lack of union rights</i>	3.4733	,85754	24.69
5	<i>Having two different teachers, contracted and permanent</i>	3,4133	1,04585	30.64
6	<i>Insufficient prenatal leave</i>	3.3489	,93464	27.91
7	<i>Failure to meet housing needs</i>	3,3111	,93490	28.24
8	<i>Lack of objective criteria for promotion in teaching</i>	3.3089	,87792	26.53
9	<i>Insufficient information about employee personal rights is not provided.</i>	3.3044	,83798	25.36
10	<i>The absence of a kindergarten in the institution where I work for the care of my child</i>	3.2911	.99985	30.38
11	<i>Giving careers to teachers only based on exam results</i>	3.2667	1,06367	32.56
12	<i>Not arranging personnel transportation expeditions to and from overtime</i>	3.2178	1.03250	32.09
13	<i>Deduction from salary upon receipt of report</i>	3.1711	1,08628	34.26
14	<i>My institution does not fight enough for the development of my employee personal rights.</i>	3.0689	1,00429	32.73
15	<i>Rising retirement age</i>	3.0556	1,16712	38.20
16	<i>Determining political preferences in appointments</i>	2.9644	1,12813	38.06
17	<i>Failure to provide 1 year of actual service compensation every 4 years</i>	2.9578	1,09076	36.88
18	<i>My institution does not fight enough to protect my employee personal rights</i>	2.7978	1.10938	39.65
19	<i>My institution is not interested enough in solving my personal problems</i>	2.7911	1.10109	39.45
20	<i>My institution does not protect my employee personal rights</i>	2.7578	1.11738	40.52
21	<i>Failure to comply with the "points, sequence" system in appointments</i>	2.7489	1.13521	41.30

Table 3, the first 3 items with the highest average in terms of employee personal rights problems perceived by teachers are as follows: "Too little state payment contribution such as teeth and glasses", "Insufficient postpartum leave" and "Not granting 3600 additional indicator rights ". The last 3 items with the lowest averages are respectively "Failure to comply with the 'point and rank' system in appointments", "My institution does not claim my employee personal rights" and "My institution does not care enough about solving my personal problems".

Sub problem 2: Among the flow experiences of teachers while working and their perceptions of personal rights;

a) Gender, b) Age, c) School level, d) Seniority, e) Institution level f) Working time in the same institution g) Is there a significant difference according to the variables of being a member of an union?

There is no significant difference in the analysis findings of the flow experience scale according to the gender variable.

Table 4. t-Test Results of the Employee Personal Rights Scale by Gender Variable

Variable	N	\bar{x}	SS	t	sd	P
Woman	268	3.2233	,53487	-1,848	448	,036*
Man	182	3.1222	,61769			

*p< ,05

As seen in Table 4, it was determined that there was a negative significant difference according to the t test analysis findings of the employee personal rights scale according to the gender variable ($t_{(448)} = -1.848; p = ,036$). Based on these findings, the level of employee personal rights problems perceived by women ($\bar{x} = 3.2233$) differs significantly compared to the level of employee personal rights problems perceived by men ($\bar{x} = 3.1223$). According to these results, women think that there are more problems with their employee personal rights than men.

Table 5. Flow Experience Scale by Age Variable Anova Test Results

Variable	N	\bar{x}	SS	F	p	Games- Howell
20-29	69	4.9186	1,20641	7,495	,038*	[(20-29) and (30-39)]-[(40-49) and (50 and above)]
30-39	241	5.1538	1.07109			
40-49	97	5.5052	,89638			
50 and above	43	5,7030	1,01490			
Total	450	5.2460	1,07579			

*p<,05

When the age variable is examined according to Table 5, flow experience level was found to be significantly different according to the one-way anova test analysis findings ($F_{(3,446)}=7,495$; $p=,038$). Based on these findings, the flow experience levels of teachers aged 20-29 ($\bar{x}=4.9186$), the flow experience levels of teachers aged 30-39 ($\bar{x}=5.1538$) and the flow experience levels of teachers aged 40-49 ($\bar{x}= 5,5052$), the flow experience levels of teachers aged 50 and over ($\bar{x}=5,7030$) have been found. Based on these findings, it was determined that teachers' flow experiences during the study felt "a little agree" until the age of 40-49 and "agree" after the age of 40-49. According to the findings, the highest level of flow experience is in the age group of 50 and above; the lowest was determined as 20-29 years old. Since the data were not homogeneously distributed ($p=,00<,05$ for the homogeneity test), the Games-Howell test was chosen from the post hoc tests. According to the Games-Howell test results, significant differences are between the age ranges (20-29 and 30-39) and the age groups (40-49 and 50 and above).

Table 6. Employee Personel Rights Scale by Age Variable Anova Test Results

Variable	N	\bar{x}	SS	F	p	Tukey
20-29	69	3.1725	,62324	3,071	,028*	(30-39)-(40-49)
30-39	241	3.2513	,5263			
40-49	97	3.0727	,57715			
50 and above	43	3.0598	,66740			
Total	450	3.1824	,57131			

*p<,05

As seen in Table 6, when the age variable is examined, employee personel rights level was found to be significantly different according to the one-way anova test analysis findings ($F_{(3,446)}=3.071$; $p=,028$). Based on these findings, the level of teachers' perception of employee personel rights problems according to the age variable is 20-29 ($\bar{x}=3.1725$), 30-39 ($\bar{x}=3.2513$), 40-49 ($\bar{x}=3.0727$), 50 and over ($\bar{x}=3.0598$). According to the findings, the highest level of perception of employee personel rights problems is in the age group of 30-39; the lowest was determined as 50 and over. Since the data were homogeneously distributed ($p=,348>,05$), the Tukey test was chosen from the post hoc tests. According to Tukey test results, the significant difference is between 30-39 and 40-49 age groups.

Table 7. Level of Flow Experience by School Level Variable Anova Test Results

Variable	N	\bar{x}	SS	F	p	Games- Howell
Pre-school	38	5.2895	1.13483	3,977	,008*	Secondary School-High School
Primary school	80	5.2279	1,05695			
Secondary School	218	5,0999	1,14157			
High school	114	5,5236	,87950			
Total	450	5.2460	1,07579			

*p<,05

As seen in Table 7, it has been determined that the level of flow experience perceived by the teachers according to the variable of school type is a significant difference according to the one-way anova test analysis findings ($F_{(3,446)} = 3.977$; $p = ,008$). Based on these findings, the levels of flow experience perceived by the teachers working at pre-school level ($\bar{x}=5.2895$), primary school level ($\bar{x}=5.2279$), secondary school level ($\bar{x}=5.0999$), high school level ($\bar{x}=5.5236$) form. According to the findings, the highest level of flow experience was determined at the high school level, and the lowest at the secondary school level. According to the Games Howell test ($p = ,17 < ,05$ for the homogeneity test), this significant difference is between middle school and high school levels.

Employee personal rights problems perceived by the teachers according to the variable of school type, did not differ significantly according to the one-way anova test analysis findings ($F_{(3,446)} = 1.395$; $p = ,244$).

Table 8. Flow Experience Level by Seniority Variable Anova Test Results

Variable	N	\bar{x}	SS	F	p	Games – Howell
0-5	62	5.1836	1,23056	4,977	,001*	(6-10)-(21 and above) (16-20)-(21 and above)
6-10	172	5.0622	1.10822			
11-15	87	5.3554	,96792			
16-20	51	5,1041	1,08413			
21 and over	78	5.6716	,85025			
Total	450	5.2460	1,07579			

*p<,05

Table 8 was examined, it was determined that the level of flow experience perceived by the teachers according to the seniority variable was significantly different according to the one-way anova test analysis findings ($F_{(4,445)} = 4.977$; $p = .001$). Based on these findings, the level of flow experience perceived by the teachers working according to the variable of seniority 0-5 ($\bar{x}=5.1836$), 6-10 ($\bar{x}=5.0622$), 11-15 ($\bar{x}=5.3554$), 16-20 ($\bar{x}=5.1041$) and 21 and above ($\bar{x}=5.6716$). According to the findings, the highest level of flow experience was found in teachers with 21 and more years of seniority, and the lowest in teachers with 6-10 years of seniority. According to the Games Howell test ($p = ,007 < ,05$ for homogeneity test), this significant difference is between 6-10 and 21 years of seniority and between 16-20 and 21 years of seniority.

In terms of the seniority variable, it was determined that the level of employee personal rights problems perceived by the teachers did not differ significantly according to the one-way anova test analysis findings ($F_{(4,445)} = 2,360$; $p = ,053 > ,05$).

The level of flow experience perceived by teachers working in the public sector ($\bar{x} = 5.2387$), the level of flow experience in the sub-dimension of dedication to work ($\bar{x} = 5,0897$), the level of flow experience in the sub-

dimension of inner enjoyment at work ($\bar{x}= 5.2387$) and employee personel rights and the level of perception of the problems ($\bar{x}= 3.1787$) was determined at the level of "I tend to agree".

In terms of the employment status variable, it was determined that the flow experience levels in the study did not differ significantly according to the one-way anova test analysis findings ($F_{(2,447)} = 2.286; p = .103 > .05$).

Employee personel rights problems perceived by teachers according to the variable of employment status levels were not significantly different according to the one-way anova test analysis findings ($F_{(2,447)} = .177; p = .838 > .05$).

According to the one-way Anova test analysis findings of the level of flow experience by working time variable in the same institution, there is no significant difference ($F_{(3,446)} = .683; p = .563 > .05$).

In terms of the variable of working time in the same institution, there is no significant difference ($F_{(3,446)} = 1.445; p = .229 > .05$) according to the one-way anova test analysis findings of the level of employee personel rights problems perceived by the teachers.

Table 9. t-Test Results of Flow Experience Scale According to the Variable of Being a Union Member

Variable	N	\bar{x}	SS	t	sd	p
Yes	340	5.2493	1.03797	.116	448	.020*
No	110	5.2357	1.19015			

* $p < .05$

According to Table 9, it was determined that there was a significant difference according to the t test analysis findings of the flow experience scale according to the variable of being a member of the union ($t_{(448)} = .116; p = .020$). Based on these findings, the level of flow experience ($\bar{x} = 5.2493$) of the individuals who were members of the union at the time of answering the scale, and the flow experience levels of those who answered no ($\bar{x} = 5.2357$) differ significantly. According to these results, those who are members of the union feel the flow experience in their work more than those who are not members.

When the analysis findings are examined, there is no significant difference in the analysis findings of the scale of perception of the employee personel rights problem according to the variable of being a member of the union ($t_{(448)} = -.405; p = .583$).

Sub problem 3: Is there a significant relationship between teachers' levels of flow experience while working and their perceptions of personal rights?

Table 10. Pearson Correlation Table Showing the Relationship Between Flow Experience and Perception of Employee Personel Rights Issues

Variable	N	1	2
1. Flow Experience Scale	450	-	-.129**
2. Employee Personel Rights Scale	450	-.129**	-

* $p < .05$ ** $p < .01$

As seen in Table 10, as a result of the pearson correlation analysis, a very low negative significant relationship was found between the level of flow experience and the level of perceiving employee personel rights ($r = -.129; p = .006 < .01$). Considering the coefficient of determination ($r^2 = .017$), it can be said that 2% of the flow experience levels of the teachers stem from the level of perception of employee rights problems. It can be said that the remaining 98% level is related to other variables. Accordingly, we can say that teachers' perception of problems with their employee personel rights does not prevent them from experiencing flow.

CONCLUSION and DISCUSSION

According to the results of this research, teachers have some flow experience while working. This result is similar to the studies of Akçakanat, Erhan and Uzunbacak (2019), Büyükoğlu (2015) and Çelenlioğlu (2020). In addition, teachers tend to agree with the employee personel rights given. This result is based on Altay (2007), Baydar (2019), Cereci (2009), Göker and Gündüz (2017), Gündüz and Can (2019), Erdem (2010), Pervez and Hanif (2003), and Rençber (2008), Tekişik (1987), Uygun (2012), Yılmaz, Bozkurt, and İzci (2008).

According to another result of the research, teachers think that the employee personal rights given are insufficient. For this reason, it may be useful to conduct a comprehensive study on the employee personal rights given in the research. However, developments such as 3600 additional indicator rights draft (MEB, 2021), changes in teaching career steps (Resmi Gazete, 2022) and the removal of the Teaching Profession Law (ÖMK, 2022) show that teachers' requests are taken into account to a certain extent.

There is no significant difference in the flow experience scale according to the gender variable. This result is similar to the studies of Gencer (2018) and Fujita, Diener and Sandvik (1991). In the research of Dilmaç and Bozgeyikli (2009) and Yeşiltaş and Ekici (2017); women have a higher flow experience than men. Women are more likely to participate in the employee personal rights issues than men. This result is similar to the studies of Cereci (2009), Gündüz and Can (2011) and Yaprak (2008) and different from Erdem (2010) and Altay (2007). According to the results, the level of experience of flow in the profession increases with increasing age. This result is similar to Gencer (2018) and Yeşiltaş and Ekici (2017). The reason for this may be that there is a process of getting used to the profession in the first years and that attachment to the profession increases with advancing age and experience. In the first years, while people were more worried about the profession, as the age progressed, the anxieties may have left their place to the flow. Participation in the employee personal rights granted increases until the age of 40 and decreases after the age of 40. While this result is similar to Gündüz and Can (2011) it is different from the studies of Altay (2007) and Erdem (2010).

According to the results, while teachers are more sensitive to personal problems until the age of 40, this level decreases after the age of 40. This may be related to the fact that teachers are in a period when the current situation is accepted rather than making new breakthroughs after the age of 40, their work and non-work life is more stagnant, and they are approaching retirement after the age of 50.

According to the results, the highest flow experience is seen in high school teachers, while the lowest flow experience is seen in secondary school teachers. This result is similar to the research conducted by Gündüz (2004). The fact that secondary school students act as a bridge in the transition from primary school to high school during a transition period and the division of all courses into branches in the fifth grade may have caused adaptation problems and this may have affected the level of flow experience of the teachers. In addition, considering the relationship between burnout and flow experience, it may be related that high school teachers have less burnout than secondary school teachers (Kasa & Hassan, 2013).

According to the results, teachers begin to experience flow after they have a seniority of 21 and above. The fact that teachers with "21 and above" seniority years are approaching the retirement age or that they are teachers who continue to work voluntarily may have affected this situation. In the research conducted by Yeşiltaş and Ekici (2017) on academicians, the lowest level of flow experience was found in "research assistants" and the highest level in "professors". No significant difference was found in the level of participation in employee personal rights given according to the variable of seniority. This result is similar to Gündüz and Can (2011) and Kumaş (2008).

According to the results, those who are members of the union feel the flow experience in their work more than those who are not members. Accordingly, teachers who feel secure through union rights may experience a higher level of flow at work than non-unionized ones. No significant difference was found in the scale of participation in employee personal rights problems given according to the variable of being a member of a union. This is similar to Cereci (2009)'s research and differs from Erdem (2010).

According to the results, very low negative correlation was found between the flow experience during the study and the scales of participation in the employee personal rights given. Accordingly, teachers' perception of problems with their employee personal rights does not prevent them from experiencing flow. The reason for this situation may be related to the instant feeling of the flow and the fact that employee personal rights have more permanent features. According to Sahranç (2008), since the individual does not think about what he or she is going through during the flow, he does not think about situations such as anxiety or worry. Because the individual expresses his flow experience even after the experience is over (Novak, Hoffman & Yung, 2000). In other words, we can say that flow is a momentary state of enjoyment. According to Arygle (1994), an individual can experience both positive and negative emotions at the same time because this is related to the spiritual dynamic of the person. During the flow, the criticisms, doubts and evaluations directed against the individual's self are silent (Jackson & Csikszentmihalyi, 1999). Individuals who experience flow are not expected to care about other threats (Yaşın, 2016). For these reasons, the fact that there is a weak negative relationship between the flow experience and employee personal rights supports the fact that the

flow experience is a momentary enjoyment and not thinking about other negative emotions and perceptions while focusing on the work.

SUGGESTIONS

Opportunities may be offered teachers to develop their careers. For this aim, it can be cooperated with universities. A digital platform which teachers can easily follow all the developments and share and communicate issues that they think are problems related to their employee personal rights and teachers can share ideas with each other can be created by the Ministry of Education. Teachers may be given fund for transportation, so it can be free. In this research, flow experience and employee personal rights were combined in the study and applied to the participants as a scale. The flow experience scale can be applied together with questionnaires containing different concepts such as "job satisfaction", "commitment to work", "motivation".

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Sakarya University. We conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Sakarya University (Approval Number/ID: 12/2021/85903). Hereby, we as the authors consciously assure that for the manuscript the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

The authors provide equal contribution to this work.

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