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Differences in Teachers' Employment Types and the Problems It Caused: A Study Based on the Views of Contracted and Substitute Teachers Working in Ankara, Turkey*

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Abstract

This is a survey modeled study aiming at determining the problems of the contracted and the substitute teachers on their personal employee rights and the proficiency of teaching because of their employment types in addition the effects of the problems on them. The study environment consists of the contracted and the substitute teachers working in the center districts of Ankara during 2008- 2009. Data were collected via a survey (questionnaire) form. The collected data were analyzed by identifying frequencies, percentages and Chi-square test. The open-ended questions in the survey were analyzed through content analyzing method. The findings of this research shown that contracted and especially substitute teachers have a lot of problems caused by their employment types because firstly they have no job warranty and their employee personal rights are less than civil servant teachers. In addition it was found that the employment types affect the job of the contracted teachers less but much more the jobs of the substitute teachers. Although it was declared by the Ministry on all occasions that the contracted teachers are the same with the civil servant teachers since they get the same salary with them, it has turned up that the situation is not evaluated as so by the contracted teachers. The substitute teachers complain a lot about very low salaries. Consequently, both of the contracted and the substitute teachers have a lot of problems stemming from their employment types and they affect their jobs. So, the contracted and substitute types of employment should be abolished, suggested in the research depending on the results and conclusions.

Keywords: Teacher employment, contracted teachers, substitute teachers, problems of teachers.

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Introduction

The teacher is a more indispensable component of the education than the atmosphere and tools of it. As cited by Bursalioglu (1994, 41) one of the most strategic parts of the school as a social system is the teacher. However, the process of neoliberal restructuring has been effective on education and teacher, who is the indispensable component of this service, as it has been civil servants in all public areas. According to Ünal (2008, 101-102);

Reducing the resources allocated for the education from the budget, accelerating privatizations in education, increasing the relationship between the education and the market (programs, commercial relations etc.), rapidly increasing the mastery of technology, changing the teacher training system and passing to applications of “flexible employment” for the teachers are all the parts of the related process.

Flexible working or flexibility, which expresses the employment of the employees according to way of working, numbers, working conditions, salaries, working time and working abilities that are arranged according to what the market needs, is also applied in the teachers' public employment recently. The applications carried out in education on the behalf of productivity, efficiency and rationality which is also reflected in the educational personal employment policies through the applications of flexible employment. On the contrary to the fact that education is a regular and continuous public service, the application of employing substitute teachers¹ based on working temporarily and having no job warranty takes place in central, local and the school levels as a reflection of “cheap labor” on education adopted in all over the world. Within a decade between 1990 and 2000 in Europe it has been reported that there has been a considerable amount of increase in the proportions of contracted teachers². By the employment stabilization general policy of labor unions in France is an exception for this situation (Eurydice, 2003). However with Sarkozy reforms the teacher employment has been lessened (Carroué, 2008).

Uygun (2005, 589) emphasizes that training and employing enough number of teachers corresponding to the need of schools has seen to be an important issue. Additionally according to Bayındır and et al. (2008, 506) although the teacher training and employment policy is among the most serious matters of our educational system, it has become a structure that is effected from the periodical paradigms at most. As Akyüz (2005, 15) stated despite of the fact that there has been a continuous experience of more than 150 years, there is a problem in employing enough teachers both in numbers and quality. These problems are tried to be solved through temporary solutions according to Uygun (2005, 589). The government shows its choice of flexible working as if it is more profitable, easier and less costly. The problems which will be caused in the quality of education in the long term by this situation are not taken into consideration. The application of employing contracted and substitute teachers, which is carried on to reduce the cost, means working with no job warranty and very low salaries apart from “solving the problems of education”. The contracted or the substitute teachers intensively have the anxiety of becoming unemployed as the fear of displacing by a civil servant (regular)

¹ Teachers who are employed temporary and without a contract according to the 89th article of PEL in Turkey.

² Teachers who are employed with a contract according to the 4/B article of the number 657 Public-Employee Law (PEL) in Turkey.

teacher and performance based working life and working length related to the employer's requests. Although there is not any responsibility of them other than teaching in their classes, they are obliged to do responsibilities like watching the students during the breaks, counseling to the students, attending to social club activities or meetings, working for the office works of the school. As Yiğit (2008, 64) asserted the integration of the education to the market and commercializing of it, reshapes the labours of education not only from the respect of professional ethics but also the way of working. It is expected to transform the teachers into a working group that is individualist, competitive and having no solidarity. So, it is intended to get the teachers alienate to each others.

In his book namely "The Corrosion of Character: The Personal Consequences of Work in the New Capitalism" Sennett mentions that the restructured economy weakens the personal character with the concepts of rival, flexibility and short term. Sennett (2002/2005, 47) states the applications of flexibility mostly concentrate on the forces flexing the person. By reducing the self-respect of a person the work stress affects his/her posture at work. The concept of "no long term" leads the behavior of a person out of its way, weakens the relations of confidence and loyalty and thus it separates the will and the behavior from each other (Sennett, 2002/2005, 30). No job warranty is dangerous for individual's health and it creates reducing effects on job satisfaction. It also leads the employees to show negative attitudes towards their organizations, and unwillingness to stay in the organization and reduce in performance (Çakır, 2007, 12).

Aside from the fact that no job warranty has a pressure on the teachers having this employment type, contracted and substitute teachers have different problems from the civil servant teachers. In addition to the problems of regular teachers, the contracted and the substitute teachers come across with different problems based on lacking of employee personal rights and socio economic status. It is also expected to slow down the process of unionization. Although the contracted teachers have the right of joining a labor union, they hesitate in applying this right because of their employment type. By weakening the belonging state of them, the employees are being transformed into atomized and weak individuals under increasingly warranty lacking working conditions (Ünal, 2008, 98). In the employment of the contracted teachers, which can be changed according to the decisions of Ministry of Finance, it cannot be asserted that the job warranty is the same as in civil servants (regular teachers). As for the substitute teachers the school administrators can give them a sack without any reason. For the teachers who are not regular and employing without a job warranty, it must be argued how much they can feel themselves as "an educator" and how equally the students and their parents can see them to be the regular teachers (Ünal, 2008, 103).

Ministry of Education is the public institution having the biggest number of civil servants. Ministry has started to present the service of education with different and becoming more flexible employing types of teachers. The need for teacher is tried to be compensated with the temporary solutions as it is in the employment of contracted and substitute teachers. Today there are three types of teachers who are employed as namely civil servant teachers, contracted teachers, substitute teachers in Turkish schools. All types of teachers do the same job at the same organization (school). On the other hand, they not only get different salaries and wages but also they have different personal employee rights (e.g getting fewer days of permission for the health problems, not being able to be transferred to a different school in the same city) and the social status (e.g. not

being perceived to be “real teacher” in the society). In these employment types the criteria of work, which means the work carried out, is not taken into consideration as the main criteria.

There is an obvious inconsistency in teacher employment types. While there is an examination for the selection and the election of the teacher candidates, employing teachers according to entirely subjective evaluation criteria and with an unacceptable wages without any job warranty indicates the inconsistency in teacher employment approach (Eğitim-Sen, 2004, 294). Young people, who have high level of education continuing for years to become a teacher, are obliged to work without a union and as if they are slaves by accepting every instructions and demands of the employers otherwise approving the termination of contract (Evin, 2006).

By the applications of contracted and substitute teacher employment it is ignored that teaching is a proficiency required job. Together with the principles of regularity, objectivity and equality the principle of continuity of the education service is ignored by employing the staff temporarily for the public service of education. It is not true to carry the service of education out with temporary teachers having no job warranty.

Ministry of Education makes cost calculations on the teachers, so the quality of education which is thought to be bad becomes worse through the cheaper employment cost policies basing on the employment of contracted and substitute teachers. Teacher as the core of education affects the quality of it and they can lead to educational problems. Furthermore there are problems caused by the substitute teachers who did not graduated from the educational departments of the universities and lacking of pedagogical knowledge.

Flexible working type causes the teachers to have a lot of problems and these problems corrode their personal characters. The problems of the contracted and the substitute teachers take place in the mass media just partly. Although the statements (which are made sometimes) of the Ministry on transforming the contracted teachers into the civil servant teachers, there are not any application yet. Flexible type of working in education seems to go on for years with its problems.

The purpose of this study is to determine the problems of the contracted and the substitute teachers on their personal employee rights and the proficiency of teaching because of their employment types in addition the effects of the problems on them.

Method

This study consists of a purposefully chosen sample having the proportional number of contracted and substitute teachers to the total number of them in every district (Anderson, 1997, 202). In this way randomly 25 contracted and 302 substitute teachers from various branches working in the central districts of (Altındag, Cankaya, Etimesgut, Golbasi, Kecioren, Mamak, Pursaklar, Sincan, Yenimahalle) Ankara, Turkey during 2008-2009 were applied the survey instrument. Table 1 summarizes the distribution of teachers according to employment type and districts. Of the participants, 72,5 percent were female and 27,5 percent were male.

Table 1. *The Distribution of the Teachers According to Employment Type and Districts*

Names of the districts	Numbers of contracted teachers	Numbers of substitute teachers	Total	
			n	%
Altindag	5	61	66	%20,2
Cankaya	1	18	19	%5,8
Etimesgut	1	27	28	%8,6
Golbasi	2	7	9	%2,8
Kecioren	1	45	46	%14,1
Mamak	9	44	53	%16,2
Pursaklar	1	15	16	%4,9
Sincan	4	52	56	%17,1
Yenimahalle	1	33	34	%10,4
Total	25	302	327	%100

Data were collected through the use of an instrument developed by the researcher. Before developing the instrument, the related web sites and forums of the contracted and the substitute teachers were reviewed and some teachers in these employment types were consulted during the instrument development process. After the related process the instrument obtained its latest form. The statements of the teachers were evaluated through a 3-point Likert- type scale including “yes”, “partially” and “no” answers. Besides the demographic information there are 11 statements and two open-ended questions in the instrument.

Data were analyzed through descriptive statistical methods and techniques which are frequencies, percentages and Chi- square by using SPSS 16.0. The open-ended questions in the survey were analyzed by encoding (Punch, 2005, 194). In the research the differences between groups are searched in 0,05 significance level. The possible reasons for the differences were tried to be identified by interpreting according to related literature.

Findings

In this section the views of the participants are analyzed and it is expressed whether they have shown statistically significant differences or not. Both the agreement level of the contracted and the substitute teachers to the statements about their problems and the results of Chi-square analysis are displayed in Table 2.

Table 2. The Results of the Statements Related to the Views of Contracted and Substitute Teachers on Their Problems and the Results of Chi-Square Analysis

Statements	Employment type of the teachers	The agreement level to the statements						N		X ²
		Yes		Partially		No		n	%	
		n	%	n	%	n	%			
1. I think I have job warranty.	Contracted	4	19	9	36	12	48	25	100	X ² =15.286 Sd=2 P***=.000
	Substitute	15	5	42	13,9	245	81,1	302	100	
	N	19	5,8	51	15,6	257	78,6	325	100	
2. I have the fear of being displaced by a civil servant teacher.	Contracted	12	48	2	8	11	44	25	100	X ² =18.415 Sd=2 P***=.000
	Substitute	199	65,9	65	21,5	38	12,6	302	100	
	N	297	91,4	12	3,7	16	4,9	327	100	
3. I have difficulties in utilizing the health service because of my employment type.	Contracted	16	64	4	16	5	20	25	100	X ² =1.125 Sd=2 P=.570
	Substitute	163	54,3	74	24,7	63	21	300	100	
	N	179	55,1	78	24	68	20,9	325	100	
4. I can get permission for a casual leave in need.	Contracted	16	66,7	4	16,7	4	16,7	24	100	X ² = 7.553 Sd=2 P*=.023
	Substitute	115	38,3	109	36,3	76	25,3	300	100	
	N	131	40,4	113	34,9	80	24,2	324	100	
5. My salary/wage is too low comparing to the civil servant teachers' salaries.	Contracted	6	24	6	24	13	52	25	100	X ² =165.629 Sd=2 P***=.000
	Substitute	291	97	6	2	3	1	300	100	
	N	297	91,4	12	3,7	16	4,9	325	100	
6. I can get my salary/wage on time.	Contracted	8	32	11	44	6	24	25	100	X ² =2.779 Sd=2 P=.249
	Substitute	128	42,6	85	28,2	88	29,2	301	100	
	N	136	41,7	96	29,4	94	28,8	326	100	
7. I hesitate in joining a labor union.	Contracted	12	48	8	32	5	20	25	100	X ² =4.430 Sd=2 P=.109
	Substitute	130	43,8	62	18,2	113	38	297	100	
	N	142	44,1	62	19,3	118	36,6	322	100	

(table continues)

Table 2. (continued) *The Results of the Statements Related to the Views of Contracted and Substitute Teachers on Their Problems and the Results of Chi-Square Analysis*

Statements	Employment type of the teachers	The agreement level to the statements						N		X ²
		Yes		Partially		No		n	%	
		n	%	n	%	n	%			
8. I often have to work in different schools because of my employment type.	Contracted	4	16	1	4	20	80	25	100	X ² =15.618 Sd=3 P***=.001
	Substitute	141	47,8	38	12,9	116	39,3	294	100	
	N	145	42,5	39	12,2	136	45,3	319	100	
9. I feel stressed with the fear of leaving from my workplace because of my employment type.	Contracted	12	48	2	8	11	44	25	100	X ² = 12.837 Sd=2 P**=.002
	Substitute	176	58,7	75	25	49	16,3	300	100	
	N	188	57,8	77	23,7	60	18,5	325	100	
10. I cannot be efficient in my job with the fear of leaving from my workplace because of my employment type.	Contracted	8	32	3	12	14	56	25	100	X ² =4.289 Sd=2 P=.117
	Substitute	84	28,2	93	31,2	121	40,6	298	100	
	N	92	28,5	96	29,7	135	41,8	323	100	
11. I believe that my employment type affects the quality of education I give.	Contracted	10	40	2	8	13	52	25	100	X ² =5.530 Sd=3 P=.137
	Substitute	133	44,2	72	23,9	96	31,9	300	100	
	N	143	43,9	74	22,7	149	33,4	325	100	

Findings Related to Personal Employee Rights

Having job warranty. The agreement level of the teachers to the statement of “I think I have job warranty” is statistically demonstrated in Table 2. It shows that (partially 36percent) 84 percent of the contracted teachers do not believe having job warranty. From the substitute teachers “partially”13,9 percent, 95 percent also think they do not have job warranty. From all the participants 15,6 percent to be “partially”, 94,2 percent think also that they have no job warranty.

As it is stated in Table 2 since $X^2 (2) = 15.286$, $p < 0.05$, $p < \alpha$ the difference between the views of two employment types is significant. That is because the substitute teachers think that they do not have job warranty much more than the contracted teachers. This situation creates serious problems and anxiety. Even if it is shown in media that the contracted teachers have job warranty the anxiety of whether they will be contracted next year gets them think that they do not have job warranty. More common believe of the substitute teachers in having no job warranty than the contracted ones is not surprising since they become unemployed at the end of the educational year.

Having difficulties in utilizing the health service. The agreement level of the teachers to the statement of "I have difficulties in utilizing the health service because of my employment type" is shown in Table 2. "Partially" 16 percent and 80 percent of the contracted and "partially" 24,7 percent, 79 percent of substitute teachers have difficulties in utilizing the health service. In all group the situation of having difficulties is in the same way 79,1 percent. Some of the substitute teachers state they have not tried to utilize that right yet while some of them state they benefit from it through their parents. As Sahin (2008, 88) stated the substitute teachers should wait about 6,5- 7 months in order to obtain the right of benefiting from the health service. If they become ill during this period, they cannot visit a doctor formally (as an employee personal right).

According to chi-square score the difference between the views of employment types of teachers is not significant. In the answers to the open-ended questions the contracted teachers mention the problem in utilizing "the health service" and the limitation in their medical resting time report. If it exceeds the limit of 30 days in a year, their contracts will be canceled. So, it becomes impossible for a contracted teacher to be ill more than 30 days! On the other hand the substitute teachers also state in their answers to the open-ended questions that they have very important problems in health service and they do not have the right of getting a medical report when they are ill.

Getting permission for a casual leave in need. The agreement level of the teachers to the statement of "I can get permission for a casual leave when I need" is displayed in Table 2. While 66,7 percent of the contracted teachers can get permission, 16,7 percent "partially" and 33 percent cannot get it. On the other hand, 36,3 percent "partially" and 61,6 percent of the substitute teachers cannot get permission. In all group 34,9 percent "partially" and 59,1 percent cannot get permission for a casual leave in when they need. As it is seen $X^2(2) = 7.553$, $p < 0.05$, $p < \alpha$ in Table 2, the difference between the views of employment types is significant since the contracted teachers can get permission in a bigger proportion than the substitute teachers. This situation is also thought to be changeable according to the attitude of the school administration.

Having less salary than civil servant teachers. The agreement level of the teachers to the statement of "My salary/wage is too low comparing to the civil servant teachers" is shown in Table 2. "Partially" 24 percent and 76 percent of the contracted teachers think that their salary is too low comparing with civil servant teachers' while 24 percent is not agree with this idea. From the substitute teachers 97 percent state that their wages are too low compare with both civil servant and contracted teachers. In the answers of the open-ended questions the mostly complained subject of the substitute teachers in this research is the difference and the amount of their wages. They have very low wages although they do the same job with the other teacher types. They mention that "it is almost one third of a civil servant teacher's salary" which means much lower teacher costs and opportunity for the government to employ three substitute teachers instead of a civil servant teacher. Besides they state that they cannot earn money on holidays and they are not given extra wage for extra courses to the students whereas regular teachers are given. Related to their insurance pay and job warranty they state that "my insurance is paid

incomplete" because it is paid for 15-16 days in a month. Also they often mention that they feel disturbed by having no job warranty.

As it is seen $X^2(2) = 165.629$, $p < 0.05$, $p < \alpha$ in Table 2, the difference between the views of employment types is significant. It is because of the fact that substitute teachers get very low wages compared to contracted teachers. At first sight, the salaries of the contracted teachers seem to be not much different from the civil servant teachers'. But the cut for social insurance pays from the extra course wages of the contracted teachers is more than retirement fund cut of the civil servant teachers. In addition, the salaries of the contracted teachers do not increase according to their seniority in job while the salaries of the civil servant teachers increase in parallel with their seniority.

Getting salary/wage on time. The agreement level of the teachers to the statement of "I can get my salary/wage on time" takes place in Table 2. "Partially" 44 percent and 68 percent of the contracted teachers state they cannot get their salaries on time while 32 percent can get. From the substitute teachers 42,6 percent can get their wages on time while 54,4 percent cannot. In all group "partially" 29,4 percent and 58,2 percent have problems in getting the salaries and wages on time while 41,7 percent does not have. This situation is thought to be stemming from not only payroll clerks do their jobs late but also the fiscal office of the districts delay in the payments. According to Table 2 the difference between the views of employment types is not significant.

Hesitation in joining a labor union. The agreement level of the teachers to the statement of "I hesitate in joining in a labor union" is seen in Table 2. According to the General Personal Management Department's official report on the 26th April, 2007, the contracted teachers have the employee right to become a member of a union. The data in Table 2 show that "partially" 32 percent and 70 percent of the contracted teachers hesitate in joining a union. When considering the rate of union members in group, which is just 16 percent, it is apparent that they have a much more hesitation than they have stated. While "partially" 18,2 percent and 38 percent of the substitute teachers state they do not hesitate, 43,8 percent of them hesitates in this situation. In the study group only a substitute teacher is a union member, so the high rates of partially hesitate or not hesitate is surprising. On the other hand, substitute teachers do not have the right of being a union member and the unions have prosecuted for this situation. According to chi-square results in Table 2, there is not a significant difference between the employment types since both of them hesitate in joining a union.

In the open ended questions the participants are asked to answer the statement of "what do you think about the deficiencies of your personal employee rights?" The answers of the contracted teachers are grouped under three categories namely; "injustice and being treated differently", "views on the personal employee rights" and "views on their feelings". Related the personal employee rights the contracted teachers state the uncertainty by expressing that nobody has a full knowledge about their rights. There is not a law specific to their personal employee rights but there are some regulations on the laws. This situation causes the uncertainty and misinterpretations in application. The participants also state they have difficulties because of having no rights of "being assigned to another school", "unpaid vacation", and "seniority progression". From the participants there are a few state

that their rights do not differentiate from the civil servant teachers' while there are also some who state it is just tried to shown to be the same by the Ministry.

The answers of the substitute teachers are grouped into seven categories namely; "views on their rights", "views reflecting the differences in their situation", "views on wages", "views on insurance pay and job warranty", "views on services", "views on work and working environment", "views reflecting what they feel and their effects on them".

Their views on their rights concentrate on the statements of "injustice" and the "inequality of the rights". Similarly they state that "we cannot benefit from the same rights", "our rights are very few they should be increased" and "equal work should be paid equally". Besides, they mention that they "cannot get a teacher identity card and benefit from the discount in transportation".

About the views on the differences in their situation they state that "although we do the same job and we are sufficient enough we are not evaluated to be sufficient like them". While the differences are normal for some participants, most of them evaluate the situation to be unfair. Similar to the contracted teachers they also state the uncertainty in their rights.

In their views about their work and working condition they state that their "working conditions are worse than they deserve". They are not treated to be a staff of the school. In addition regular teachers are more privileged in the choice of classes and the duties about the school.

Findings Related to Fears and Feelings of Teachers about the Job

Fear of being displaced by a civil servant teacher. The agreement level of the teachers to the statement of "I have the fear of being displaced by a civil servant teacher" takes place in Table 2. With the "partially" answer of 8 percent, 56 percent of the contracted teachers have the fear of being displaced. In addition 21,5 percent is "partially" and 87,4 percent of the substitute teachers have the same fear. In all group 20,5 percent "partially" and 85 percent have the fear of displacement by a civil servant teacher while just 15 percent does not have that fear.

Since it is stated that $X^2(2) = 18.415$, $p < 0.05$, $p < \alpha$ in Table 2, the views of the contracted and the substitute teachers show significantly difference. The substitute teachers do not have any contract with the school or educational directorate of the district so they have more fear of displacement by a regular teacher than the contracted teachers. Their work is over when a regular or contracted teacher comes. However, they can sometimes work in schools for the other courses having no teachers until a regular or contracted teacher comes.

Often having to work in different schools. The agreement level of the teachers to the statement of "I often have to work in different schools because of my employment type" is seen in Table 2. 80 percent of the contracted teachers state that they do not have to work in different schools. On the other hand, "partially" 38 percent and 85,8 percent of the substitute teachers state they often have to work in different schools. In all group "partially" 12,2 percent and 54,7 percent of the participants state they often have to work in different schools while 45 percent state they do not. In addition in Table 2, $X^2(3) = 15.618$, $p < 0.05$, $p < \alpha$. So the difference between the views of the employment types is significant since the substitute teachers more often have to work in different schools. Even if a substitute teacher

works in the same school for a year, in which school she/he will work next year is indefinite. That is really a serious problem which gets the substitute teachers have anxiety.

Often feeling stressed with the fear of leaving from their workplace. The agreement level of the teachers to the statement of "I feel stressed with the fear of leaving from my workplace because of my employment type" is displayed in Table 2. From the contracted teachers 8 percent is "partially" and 56 percent have the stress of leaving from their work place while 44 percent state they do not have. According to the 13-d article of the contract it is stated that "the contract of the staff is cancelled when a permanent staff is provided or in the case of there is no need for the contracted staff". So, it is normal for the contracted teachers to feel stressed with the fear of leaving their workplace. "Partially" 25 percent and 83,7 percent of the substitute teachers have the same stress because they do not have any contract for their employment. Just 16,3 percent of the substitute teachers do not have this stress. Some of them were interviewed and they stated that their schools were too far to city centre and none of the regular teachers wanted to come there. In all group "partially" 23,7 percent and 81,5 percent feel stressed with the fear of leaving from their workplaces. According to Table 2 $X^2(2) = 12.837, p < 0.05, p < \alpha$. So the difference between the views of two employment types is significant and the substitute teachers have the stress more than the contracted teachers. Because they are not permanent, their position in school is changeable and they have the stress of leaving from their work places. Even if their position is not replaced by a permanent teacher they should leave their positions at end of the year.

In their views reflecting their feelings and their effects the contracted teachers state they feel "discomfort", "too worry" and "they are in a continuous unrest", furthermore they are afraid of "their contracts to be cancelled". In addition the substitute teachers state they feel themselves as secondary class teachers and not being treated in the same way with the regular teachers. Besides they feel "oppressed", "deficient" and "lack of self esteem". Even, they mention they lose their enthusiasm for working as a teacher. So, it can be said that their employment type corrodes their personality and psychology.

Findings Related to Effects of Employment Type on Teaching Job

Not being efficient with the fear of leaving from their workplace. The agreement level of the teachers to the statement of "I cannot be efficient with the fear of leaving from my workplace because of my employment type" is displayed in Table 2. According to data "partially" 22 percent and 54 percent of the contracted teachers think that they cannot be efficient with the fear of leaving from their workplace because of their employment type. However, 56 percent do not think themselves to be inefficient. Among the substitute teachers "partially" 31,2 percent and 59,4 percent think they cannot be efficient while 40,6 percent think the reverse. These percentages of the substitute teachers are very close to group percentages. Since $X^2(3) = 4.289, p > 0.05, p > \alpha$, the difference between the views of the contracted and the substitute teachers is not significant.

Affecting the quality of education. The agreement level of the teachers to the statement of "I believe that my employment type affects the quality of education I give" is shown in Table 2. Among the contracted teachers 52 percent think that their

employment type do not affect the quality of education while “partially” 8 percent and 48 percent of them think they affect. Among the substitute teachers “partially” 31,2 and 75,4 percent think that their employment type affects the quality of the education they give while 31,9 percent do not think they affect. In all group “partially” 22,7 percent and 67,6 percent believe the effects of their employment types on the quality of the education while 33,4 percent do not believe that. Since chi-square result is $X^2(3) = 5.530$, $p > 0.05$, the difference between the views of the employment types is not meaningful.

In order to deeply analyze the effects of employment type on teaching job the participants are asked to answer the statement of “what do you think about the positive and negative effects of your personal employee type on your teaching job?” The answers of the teachers for the positive and negative effects are evaluated.

Most of the contracted teachers state that they cannot see any positive effect of their employment type on their job. They think being “not unemployed”, being able to do their “own job” and being “in a better situation” than substitute teachers are positive situations for them.

The views of the substitute teachers are grouped into three categories namely; “advantages for them”, “advantages for the students” and “advantages for their job”. They see “obtaining experience” and “earning money even it is too low” to be advantages. Also they think that “working as a substitute teacher is better than being unemployed”. In addition some participants state “working even in this employment type is better than working in the private sector”. Even they state they cannot get their wages while working in private sector. Being able to work in the same city or change their work place and give up the job whenever they want are flexibilities for them. Furthermore they describe their employment type having less even no responsibilities.

As for the advantages for their job they state they are able to have the feeling of doing their own job (teaching) despite of very low wages and they are not unemployed. Related to advantages for the students they think that their employment is good for the students otherwise they will have no teacher.

As negative effects on teaching job the contracted teachers emphasize that the value of the teaching job is reduced through the flexible employment types. By this way the reputation of teacher is reduced in the views of parents and students. Also they mention feeling uncomfortable, the anxiety in the renewal of their contracts and the stress of becoming unemployed, not feeling themselves as real teachers, feeling not belong to their schools and unions, being disturbed to be divided into categories, postponing the important things in their lives. Also they state the lack of effectiveness and concentration in their job. So, their way of teaching has changed because of their employment type. Mostly the contracted teachers state they want to become civil servant teachers to have certain personal employee rights.

The substitute teachers mostly state that they are anxious with the fear of being displaced if regular teacher comes. Also they reflect the anxiety of being not permanent in their schools and job. They state they do not feel any belonging to their jobs and schools. They state they cannot engage in their job and the students. In their feelings they feel uncomfortable and anxious about their future. In addition they feel lacking of self-esteem, inferiority complex, oppressed and stressed. It is also more stressful for them being prepared to an important examination in order to become a regular teacher.

Related to their work the substitute teachers think that their effectiveness in school decreases and they are not motivated to do this job. As Sarıce (2006) cited in his study in relation with the contracted teachers' being lack of motivation the school managers think that they cannot work effectively because of their anxiety. The substitute teachers also state that they cannot be continuous on their students' education and they cannot apply what exactly want at school since they are temporary. For the students they think that they are affected from the situation of their teachers and they also feel anxious about leaving from their teachers. They also complain that they cannot be disagreeing with the administration. In addition having problems in classroom administration, being considered to be temporary by the other teachers and regular teachers' trying to load their own works to the substitute teachers are other problems of them.

Conclusions

When the results related to employee personal rights analyzed it is noticed that the contracted and the substitute teachers have problems about having no job warranty, anxiety of displaced by a regular teacher, deficiency in health service, being able to work another place, being not able to get permission for a casual leave, low salaries and wages, having the right of joining a union and applying for this right, often having to work in different schools, being treated different from the regular teachers.

On the other hand, substitute teachers come across with these problems much more than contracted teachers because of their employment type. The present employment policy of Ministry of education is regarded to be inadequate and unfair because of the deficiencies in their rights and the limitations in the application.

As regard to the effects of their employment type on their job they cannot see really positive effects on it. On the other hand, they consider it is good for not wasting time, working more comfortable than the private sector, flexibility in their work place and giving up the job, feeling less responsibility, having their wages and payment of insurance on time. However, these positive effects are not related to the teaching job but to the situation of being employed in a public school.

Both of the contracted and the substitute teachers feel stressed and anxious about their job. They are disturbed to be divided into categories and they regard this application to be humiliating for their job. They also have trouble in feeling belong to their organization and unions. Furthermore because of their anxiety they have problems in effectiveness and motivation. Consequently, the employment types affect the jobs of contracted teachers less but much more the substitute teachers. This situation reflects on their job so on the quality of education they give.

Both the contracted and the substitute teachers are not satisfied with their employment type and they have a lot problems related to it. Their personal characters are corroded by their situations. The substitute teachers have these problems much more than the contracted teachers and they feel themselves as if secondary even third class teacher.

As it is clear the contracted and the substitute teachers are not pleasant with their employment types. They have many problems stem from having different and unequal personal employee rights. Having the same level of education they want all

of the teachers to work in the equal conditions and having the equal wage and rights with each other.

Suggestions about the Policies and Practices

According to the conclusions and background information followings were suggested:

Emergently the wages of the substitute teachers should be get bettered in order to ensure their living humanly.

Both the contracted and the substitute teachers should be able to work without the anxiety of being replaced with a civil servant (regular) teacher.

The problems that the contracted teachers encounter in health service should be solved. In addition this vital service should become usable for the substitute teachers.

Both teacher training and employment should be run with the policies which are regarded to be engaged in and coordinated with each other.

The different type contracting and temporality in teacher employment should be abolished.

To go with a fundamental solution, working right in suitable conditions with a sufficient wages and related with proficiency of teacher candidates should be accepted as main public employment policy. This policy should also be extended to all public employment areas.

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