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## AN EVALUATION OF THE EFFECTS OF TEACHER EMPLOYMENT UNDER DIFFERENT STATUSES ON THE LEVELS OF TEACHERS' ORGANIZATIONAL COMMITMENT: A CASE IN AMASYA

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### Abstract

In this study, it is intended to compare contracted and permanent primary school teacher's levels of organizational commitment with regard to the commitment to school, to teaching works, to occupations and to colleagues. This study was conducted on a total of 757 primary school teachers, 610 of which were permanent teachers and 147 were contracted teachers who work in Amasya province and its districts in the academic year 2009-2010. Celep's (2000) 'Teachers' Multidimensional Organizational Commitment Scale' was used for the collection of data on the study. The scale is developed to measure teachers' organizational commitment at educational organizations and it consists of 28 items which were divided into four dimensions including commitment to school (9 items), commitment to teaching occupation (7 items), commitment to teaching work (6 items), commitment to work group (6 items). The construct validity of this scale was assessed by factorial analysis. For construct validity of scale, it is observed that items load highly on four factors as a result of the rotation procedures with factor analysis. To determine the reliability of the scale, first of all it is computed discrimination coefficients of 28 items as a one-dimensional. The coefficient of internal consistency was determined for both one dimension and each factor. In the organizational commitment scale of educational organizations, a total of 28 items have reliability coefficients of .88. Cronbach's alpha coefficient is computed .80 in the dimension (or factor) of commitment to school, .75 in Commitment to Teaching Occupation, .78 in Commitment to Teaching Work and .81 in Commitment to Work Group. ANOVA, t-test was used for data analysis and the Levene test is to assess the equality of variances. The results with  $P < 0.05$  were considered as statistically significant.

According to the results of the analysis, the organizational commitment points of the 610 permanent teachers was 107.93, and the average answers given to the questions was 3,9 and the organizational commitment points of the contracted teachers was 104.66 and the average answers given to the questions was 3,7. When examined separately, the views given by the permanent teachers to organizational commitment was "little" and "from time to time" level, and the contracted teachers responded as "little". According to this a difference at  $p < 0.05$  level was observed between the permanent teachers and the contracted teachers in respect to organizational commitment level in primary schools. ( $p=0.04$ ). The difference is statistically significant in favour of permanent teachers.

The permanent teachers' level of commitment to Teaching Work ( :4.22) turned out to be lower than that of the contracted teachers. The permanent teachers' level of commitment to school ( : 3.46), was higher than that of the contracted teachers ( :3, 23). The permanent teachers' level of commitment to work group ( : 3, 75), was found to be higher than that of the contracted teachers. ( :3, 42). Also, permanent teachers' the average point of commitment

to teaching occupation was 4.13 while contracted teachers' the average point of commitment to teaching occupation was 4.05. Additionally, it was examined whether level of organizational commitment change in terms of the variables such as gender, seniority, and the branch.

Consequently, it is concluded that the employment of equally qualified personnel under different statuses creates discrimination, and that this situation adversely affects their Organizational Commitment Levels and therefore, it can be said that this application should be avoided.

**Key-words:** Organizational Commitment, Permanent Teacher, Contracted Teacher, Multi Dimensions of Commitment, Primary School.

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## **Introduction**

The employment of contracted personnel in the public administrations was introduced for exceptional positions which required special expertise that could not be acquired in country, for the fulfillment of temporary duties technical in nature, and to benefit from the specialty of the foreign experts. However, up to date, the implementation of the contracted personnel has expanded, both with the amendments made to the Law number 657, and other arrangements (Serim, 1987,90).

The application of contracted personnel was not terminated with the Decree-Law number 632, which entered into effect on 4 June 2011 and allowed the assignment of some of the existing contracted personnel to permanent positions. Consequently, new contracted personnel, in place of those who have been assigned as government employees, can be hired and a new increase in the number of contracted personnel may be seen.

The public administrations, by adding provisions to the laws governing their organizations and leaving the arrangements on the essence to the Council of Minister may hire contracted personnel. This lenience in hiring contracted personnel causes an increase in special provisions and an increase in the number of personnel hired, and the extensive employment of contracted personnel in this manner, complicates the personnel system on one hand, and the employment of personnel doing the same kind of work, subject to different statuses, and in some areas it causes discrimination against the permanent personnel offering the same services (Kartepe 2011). This situation at the same time adversely affects the commitment of the personnel to their organizations.

While in accordance with paragraph 4/B of the Government Employees Law number 657 contracted personnel were initially only hired for a specific period of time to perform works that required special expertise, with the provision added to the decree-law number 181 with the law number 5413, in 2005, on the Organization and Duties of the Ministry of Health for the employment of contracted personnel for the primary and auxiliary health services of the Ministry, followed by the addition made to the article 4/B of the Law number 657 with the law number 5473 in 2006, on educational services, and the amendment made to the article 4/B of the law number 657 with the law number 5620 in 2007 opened the way to the employment of contracted personnel in all fields.

In the recent years, the employment of teachers in Turkey is being conducted in accordance with the results of the Government Personnel Selection Examination. Until the year 2005, base points were determined

for each branch according to the results of the Government Personnel Selection Examination (GPSE) and the employment of teachers was made for each branch as permanent personnel according to the results of the GPSE results. In 2005 contracted teachers under the name of part time temporary personnel began to be hired. After this implementation a part of the teachers to be employed were hired as permanent and the rest were hired as contracted personnel. In this way, there was a drop in the number of permanent teachers hired.

One of the most important problems in our education system is that the attitude of the teachers has changed negatively towards their schools, work and their profession (Balay, 2000,10). This may be attributable to social, psychological, physiological, financial or organizational reasons. Commitment and estrangement may be among these reasons. The more the teachers can assimilate their value with the values of the organization their productivity will increase that much also. .

Knowing the extent of commitment the teachers have to their organizations and the level of their commitment and the factors that influence them, is very important in increasing the performance of the teachers and the realization of the applications that will enable them to work efficiently. Self-confidence (2003, 127); It is stated that the work place where a person spends one third of his/her life is an important environment for that person, that the relation of the people who get satisfaction out of their work is more regulated, that they enjoy working at their work place, and like their working groups, and as a result are happy with their work and that they are dedicated to their work with pride and feelings of success and that they are productive in their work.

According to Celep (2000, 145); The commitment level of the teachers being low will not only make them leave the school but will also impact the productivity. Teachers with low commitment may hinder the working environment of the school and may deviate from the educational purpose of the school as well. It may not be possible to control or understand such negative behavior in timely manner. This may be because it is very difficult to objectively evaluate the product in education. Because the education process is extended to a long period of time, it may not be possible to see instantly and in full the behavioral products of the student stemming from the negative attitude and behavior of the teacher This situation explains how important the organizational commitment of the teachers is. It seems that the level of organizational commitment of the teachers is dependent on the interface between the teachers, to communication between teacher and student, the quality of the works, and the degree of perception by the teachers of their profession.

Many numerous reasons that can affect the levels of commitment of the teachers, which is the most important part of the education system, may be cited. These may include financial dissatisfaction, lack of educational tools and equipment, poor quality of the school equipment, behaviors of the administrators and the employment policies. (Savgun Doğruöz, 2009, 52).

Tsui et al. (2002), in the study he conducted on the organizational commitment of the teachers, he concluded that the teaching experience of the teachers, the working hours at school, and their positions had a lot to do with the organizational commitment. It was also observed that the positions of the teachers at school affected the organizational commitment of the teachers. In the light of this study, it can be expected that the applications the contracted personnel are subjected to at school and their positions in school may adversely affect their organizational commitment.

In short, organization commitment is the loyalty shown by the worker to the place of work and the interest he shows for the organization to be successful. In the attitude towards organizational commitment; individual variables such as seniority in the organization and work design, and the organizational variables such as the leadership qualities of the administrator play an important role.

Mowday, Porter and Steers searched for the commitment factors in four groups: individual factors, work and role factors, work experience and the factors related with the work environment and factors related to the structure of the organization. Celep compiled these factors in five groups as; personal characteristics, organizational structure, characteristics of the work, organizational climate, and organizational processes (Celep 2000, 34).

According to Etzioni individuals join an organization because they see the organization as a power or a system or control. Etzioni characterized organizational commitment as three levels of involvement: moral involvement, calculative involvement, and alienative involvement (Swales 2002, 157).

When examined in general we may list the factors that affect and identify the organizational commitment as below:

- 1) Personal – Demographic Factors,
- 2) Organizational –Duty Factors,
- 3) Other Factors.

While organizational commitment focuses on the purpose and values of the organization; it intensifies on job satisfaction, the duties of the worker, and the specific work environment where the worker performs his work. Although both factors are closely related to each other, while an individual may be favorable in his inclination on the commitment to his organization he may be unhappy with certain works or experiences. Both commitment to the organization and the positive reaction to a certain work within the organization are both necessary to elevate the morale (Glisson and Durick, 1988, 65).

According to Reichers (1985, 467); multi-dimensional commitment approach envisions that the commitment felt by one person may be different from the commitment felt by another. Consequently, the source of one individual's commitment to the organization may be that organization offers quality products at suitable prices, while for the other individual the close interest shown by the employer to his employees may be the source of commitment to his organization. In the multi-dimensional commitment model, the organizational commitment appears as the total of the of the multi dimensions of commitment of the various internal and external elements constituting the organization. Individuals can develop different commitments to the administrators of the organization, colleagues, and the reference groups. At the same time, they can show different type of commitment .to customers, purchasers, chambers of various professions, the unions, and the community which constitute the external circle of the organization.

Multi-Dimensions of commitment emphasizes that individuals will show different types of commitment to their organizations, professions, administrators, auditors, customers and colleagues. Under the scope of multi-dimensions of commitment it is understood that the administrators and teachers, as the

personnel of the school, can become committed to the schools, professions, colleagues, management, education and teaching-learning matters, etc.

In this study, organizational commitment was evaluated under the dimensions of commitment to the organization (commitment to school), Commitment to Profession (commitment to teaching occupation), Commitment to Work (commitment to teaching work) and commitment to colleagues (commitment to work group).

### **The Purpose of the Research**

The purpose of this research is to compare the levels of organizational commitment of the equally qualified teachers employed under different statuses (contracted and permanent) in terms of the perceptions of primary school teachers in province scale in Amasya. Therefore, answers were sought for the questions listed below:

- What is the general structure of the sample group?
- Is there a significant difference between levels of the permanent teachers and contracted teacher working in the primary school?
- What is the level of organizational commitment of permanent and contracted teachers working in primary schools into dimensions including commitment to school, commitment to teaching occupation, commitment to teaching work, commitment to work group?
- Is there a significant difference between permanent teachers' and contracted teachers' levels into dimensions including commitment to school, commitment to teaching occupation, commitment to teaching work, commitment to work group?
- Do levels of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group of permanent and contracted teachers working in primary school differ significantly according to their gender?
- Do levels of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group of permanent and contracted teachers working in primary school differ significantly according to their seniority?
- Do levels of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group of permanent and contracted teachers working in primary school differ significantly according to their branch?

### **Method**

The Research is a descriptive study of the relational models. Descriptive study of the relational models tries to explain and to describe what the events, objects, assets, institutions, groups, and the various fields are (Kaptan, 1988, 59). This model is based on reflecting the existing situation as it is as Karasar had said (1994, 80). The data was compiled from the answers given by the permanent and contracted teachers to the 'Teachers'

Multidimensional Organizational Commitment Scale' (Celep, 2000).

### **Scope of Research and Sampling**

The target population of the study consists of 2.247 permanent teachers and 184 contracted teachers working in Amasya Province and its central districts during the academic year 2009-2010. As the sample the 610 permanent teacher chosen with simple random sampling method and included in sample as a result of an examination and all contracted teachers due to the accessibility to all were been applied but including 147 of contracted teacher 747 teachers were included in the sample

### **Data Compilation Tool**

As a means of data collection, Celep's (2000) 'Teachers' Multidimensional Organizational Commitment Scale' consists of four dimensions for the determination of the teachers' organizational commitment at educational organizations. Commitment to school is defined as keeping their desire to work in school as well as the adoption of the objectives and values and more efforts to make them happen. This definition is based on the concept of organizational commitment (Mowday, Porter, Steers 1979).in this respect, Commitment to School Scale was composed by adaptation of Mowday, Porter and Steers' Organizational Commitment Questionnaire to educational organizations. The scale was composed of 14 items but as a result of item analysis, commitment to school scale was formulated with nine items by omitting five items. Two items were scored in opposite way. Commitment to School Scale consists of the following items (Celep 2000: 147):

1. I strive to offer more than expected normally for school
5. I can accept taking other lessons irrelevant to one's branch in order to stay in the school
9. I am proud of the school.
13. I don't confirm of the applications related with the teachers
17. I have working desire created by the school.
21. I prefer working at this school even though the teachers have choices for working at the other the school.
25. I disapprove of the relations existing between the people in the school.
27. I deal with the future of the school.
28. The school is the best one among the others where I can work

Commitment to Teaching Occupation is defined as teachers' attitudes towards their occupation. Commitment to Teaching Occupation scale was developed on the basis of conceptual approaches including Price and Mueller's (1981) Professional Commitment, Green and Liden's (1980) career orientation , Blau's (1985) career commitment and Greenhaus' (1971) career salience (Celep 2000: 147). Twelve items were included into the scale for commitment to teaching occupation on the basis of these conceptual approaches. As

a result of item analysis, six items were omitted. Commitment to Teaching Occupation scale consists of the following items:

3. I assess that to take the choice of becoming a teacher is the best decision in my life.
7. I consider the values of teaching occupation more important than those of other professional values.
11. I can proudly tell other people that I'm teacher.
15. I desire to take an important place (be well-known) in teaching profession.
19. I consider teaching occupation as an ideal occupation for working life.
23. I desire to continue teaching even if I don't need economically to work

Commitment to Teaching Work is the physical and psychological occupied level of a teacher in his/her daily life. Commitment to Teaching work scale was formulated with nine items in the direction of Kanungo's Job Involvement Scale (1982) that depended on Lodahland

Kejner's Scale (Lodahland & Kejner, 1965).As a result of item analysis, the scale was generated of seven items. Commitment to Teaching work scale consists of the following items:

2. I spend time with the students on subjects (activities) related with the lesson outside the classroom.
6. When I'm behind daily lesson plans, I look for extra courses.
10. I get into the class on time without the need for any alerter (ring)
14. I accomplish the job with enthusiasm.
18. I try to get information about the student's family life.
22. I try to do the best for the unsuccessful students.
26. I enjoy teaching.

Commitment to Work Group is defined as the individual's sense of faithfulness and collaboration with other working groups within an organization. In this respect, the commitment of teachers to the other teachers in the school is based on density of the teachers' sense of faithfulness and collaboration with other teachers. Commitment to Work Group scale was formulated with six items in accordance with Sheldon's Work Group Attachment (1971).

4. I'm pleased with other teachers in the breaks.
8. I'm proud to mention my colleagues to other people.
12. The teachers in this school see me as the close friend.
16. The teachers in this school are my best friend in my life.

20. I have relation with the teachers out of the school.

24. I feel myself as the teachers' close friend in the school.

The organizational commitment scale which is developed to teachers' organizational commitment in educational organizations and has four dimensional structures consists of 28 items. The construct validity of this scale was assessed by factorial analysis. For construct validity of scale, it is observed that items load highly on four factors as a result of the rotation procedures with factor analysis. To determine the reliability of the scale, first of all it is computed discrimination coefficients of 28 items as a one-dimensional. The coefficient of internal consistency was determined for both one dimension and each factor. In the organizational commitment scale of educational organizations, a total of 28 items have reliability coefficients of .88. Cronbach's alpha coefficient is computed .80 in the dimension (or factor) of commitment to school, .75 in Commitment to Teaching Occupation, .78 in Commitment to Teaching Work and .81 in Commitment to Work Group (Celep 2000: 148).

Each commitment item was scored from 5 point scale graded as (1) Very Seldom, (2) Rarely Occurs, (3) Sometimes Occurs, (4) Mostly Occurs, (5) Always Occurs.

### **The Statistical Analysis of the Data**

All necessary permissions are obtained for the collection of data. According to data from Amasya National Education Directorate contract and permanent teachers have been identified and adequate number of questionnaire was conveyed to the schools. 610 from 714 questionnaires applied to permanent teachers were included in the research as well as 147 from 148 questionnaire applied to contracted teachers. Rate of the target population of the sample group represented % 79.9 of contracted teachers while that of the sample group represented of permanent teachers.

The analysis of the data was made with the SPSS for Windows 15.0 package program. The independent bilateral t test was used to determine the levels of commitment of the permanent and contracted teachers working at the primary schools to determine whether there are any differences in the levels of their commitment to their professions, to the schools they are working at, to their colleagues and to the teaching methods. The Levene test was used to test the equality of the variances. In situations where a meaningful difference is observed statistically as a result of test statistics interpretation was made by looking at the reliability intervals. For  $p < 0.05$  it he results were statistically accepted to be meaningful.

### **Findings and Remarks**

In this section, we focused on findings based on data collected in accordance with question determined according to the purpose of the research. Accordingly the analysis results of the teachers' responses in the dimension of "Commitment to the organization, Commitment to the Profession, Commitment to Work, and Commitment to Colleagues" of the organization commitment scale are given below:



### Findings Related to the General Structure of the Sample Group

279 of the permanent teachers who participated in the research were females (36,9%), 331 teachers were males (43,7%). 116 of the contracted teachers were females (15,3%), 31 of them were males (4,%1).

52, 4% of the teachers who participated in the research were classroom teachers and 47, 6% were subject teachers. While 9, 2% of the contracted teachers were classroom teachers and 10.2% were subject teachers 43.2% of the 610 permanent teachers were classroom teachers and 37.4% were subject teachers.

The distribution according to the seniority of the teachers who participated in the research was also examined. 33,7% of the teachers who participated in the research had seniority between 1 and 5 years 19,3% had seniority between 6 and 10 years, 16,6% had seniority between 11 and 15 years, 12,9% had seniority between 16 and 20 years of service, and 17,4% had seniority between 21 years and more years. As compared to the total number of the group majority of the contracted teachers (18.9%) had seniority between 1 and 5 years and the majority of the permanent teachers (19.2%) had seniority between 6 and 10 years (table 1).

**Table 1:** The General Structure of the Sample Group

		N (Permanent)	Permanent (%)	N (Contracted)	Contracted (%)	N (Total)	Total (%)
Gender	Woman	279	36,9	116	15,3	395	52,2
	Man	331	43,7	31	4,1	362	47,8
	Total	610	80,6	147	19,4	757	100
Branch	Classroom	327	43,2	70	9,2	397	52,4
	Subject	283	37,4	77	10,2	360	47,6
	Total	610	80,6	147	19,4	757	100
Seniority	1-5 Years	112	14,8	143	18,9	255	33,7
	6-10 Years	144	19,2	2	0,3	146	19,3
	11-15 Years	126	16,6	0	0	126	16,6
	16-20 Years	98	12,9	0	0	98	12,9
	21+ Years	130	17,2	2	0,3	132	17,4
	Total	610	80,9	147	19,4	757	100

#### 1. Is there any significant difference between the organizational commitment levels of the permanent and contracted teachers working in the primary school?

Independent samples t-test, one of the statistical analysis techniques, was used for the solution of the problem. The organizational commitment levels of the permanent and contracted teachers were examined as a group in respect to teachers. Averages and standard deviations are given in table 2.

**Table 2:** Organizational Commitment Level Permanent and Contracted Group Statistics

		N	$\bar{x}$	S	Standard Deviation
Commitment to School Scale	Permanent	610	107.9328	3.9	12.63107
	Contracted	147	104.6599	3.7	12.24381

According to the results of the analysis the organization commitment points of the 610 permanent teachers is 107,93 and the average of the answers given to the questions is 3,9 and the organizational commitment points of the contracted teachers is 104,66 and the average of the answers given to the questions is 3,7. While the permanent teachers responded between 'Very Seldom (low)' and 'Sometimes Occurs' to organizational commitment the contracted teachers expressed their views as 'Very Seldom (low)'.

According to the results of the Levene test (0.656) conducted to see if the distributions demonstrate or not a statistically meaningful difference it was observed that the variations were not equal. Accordingly, at the 0.05 meaningful level the difference between the environments was statistically found to be meaningful (p=0.04).

**Table 3:** Testing of the Commitment Average of the Permanent and Contracted Teachers (t test)

Status	N	$\bar{x}$	S	sd	t	p
permanent	610	107.93	12.63	755	2.89	.004
contracted	147	104.65	12.24			

According to this it can be concluded that there is a difference in the levels of organizational commitment between the permanent and contracted teachers assigned to the primary schools and when the table 3 is examined it can be concluded that the organizational commitment levels of the permanent teachers (organizational commitment points 107,93) is higher than that of the contracted teachers (organizational commitment points 104,66).

#### **4.3. What is the level of organizational commitment of permanent and contracted teachers working in primary schools into dimensions including commitment to school, commitment to teaching occupation, commitment to teaching work, commitment to work group?**

The difference between the levels of commitment to their schools of the teachers working at primary schools according to their statuses (permanent, contracted) was examined. Independent t-test statistical analysis technique was used for the test. According to this, the level of commitment to school in respect to permanent and contracted teachers was examined as a group and Table 3 gives the average standard deviation and the average error.

In the research the question which consist of four factors were asked to measure the levels of organizational commitment, these factors include commitment to school , commitment to teaching occupation , commitment to teaching work and commitment to work group. Permanent and contracted teachers' level of commitment of each factor was examined in this section. From related the descriptive statistics, level of commitment to school of the teachers who participated in the research was commented 'sometimes occur', that of commitment to teaching work 'Mostly Occurs', that of commitment to teaching occupation 'mostly occurs' and that of commitment to work group 'mostly occurs' according to examination of four factors (Table 4)

**Table 4:** Descriptive Statistics According to Level of Commitment

			<b>Commitment To School Scale</b>	<b>Commitment To Teaching Work Scale</b>	<b>Commitment To Teaching Occupation Scale</b>	<b>Commitment To Colleagues Scale</b>
<b>Status</b>	<b>Permanent</b>	Average	3,4650	4,1300	4,2219	3,7511
		N	<b>610</b>	<b>610</b>	<b>610</b>	<b>610</b>
		Standard Deviation	.53540	.46217	.71376	.71781
	<b>Contracted</b>	Average	3,2313	4,0486	4,4433	3,4297
		N	<b>147</b>	<b>147</b>	<b>147</b>	<b>147</b>
		Standard Deviation	.62130	.50119	.59247	.78995
<b>Total</b>		Average	3,4196	4,1142	4,2649	3,6887
		N	<b>757</b>	<b>757</b>	<b>757</b>	<b>757</b>
		<b>Standard Deviation</b>	.56037	.47076	.69704	.74281

**4.4 Is there a significant difference between permanent teachers' and contracted teachers' levels into dimensions including commitment to school, commitment to teaching occupation, commitment to teaching work, commitment to work group?**

The difference between levels of organizational commitment according to the status of teacher (permanent and contracted) working in primary school was examined. The independent t test statistical analysis technique was used to test this difference. Accordingly, permanent and contracted teachers' commitment to school level was examined as a group and Table 5 shows the average, standard deviation and the average standard error.

**Table 5:** Commitment to Occupation Level Group Statistics According to Status

status	N	$\bar{x}$	S	sd	t	p
permanent	610	4.22	0.71	755	-3.5	.001
contracted	147	4.44	0.59			

According to analysis results, 610 permanent teachers' commitment to occupation score was in average 4.22 and 147 contracted teachers' commitment to occupation score was in average 4.44 (table 3). Permanent teacher's commitment to teaching occupation level was lower than that of contracted teacher.

**a. Examining of the commitment to school levels of the permanent and contracted teachers working in the primary schools.**

The difference between levels of commitment to school according to the status of teacher (permanent and contracted) working in primary school was examined. The independent t test statistical analysis technique was used to test this difference. Accordingly, permanent and contracted teachers' commitment to school level was examined as a group and Table 6 shows the average, standard deviation and the average standard error.

**Table 6:** The Group Statistics on the Commitment to School According to the Status

		N	$\bar{x}$	S
Commitment to the Teaching Process	<b>Permanent</b>	610	3,4650	.53540
	<b>Contracted</b>	147	3,2313	.62130

If we are to examine whether the distributions show a significant difference or not; according to the Sig results of the Levene test (0.015) it is concluded that the variances are not equal. At the 0.05 meaningful level the difference is not statistically meaningful. The related table is as shown below;

**Table 7:** The t Test Results of the Commitment to the Teaching Process According to Status

Status	N	$\bar{x}$	S	sd	t	p
<b>Permanent</b>	<b>610</b>	<b>3.46</b>	<b>0.54</b>	<b>755</b>	<b>4.600</b>	<b>.000</b>
<b>Contracted</b>	<b>147</b>	<b>3.23</b>	<b>0.62</b>			

It is said that permanent teacher's levels of commitment to school ( $=3.47$ ) were higher than that of contracted teachers ( $=3.23$ ) (table 7).

**b. Examining of the commitment to teaching work of the permanent and contracted teachers working in the primary schools.**

The difference between levels of commitment to teaching work according to the status of teacher (permanent and contracted) working in primary school was examined.

**Table 8:** Group Statistics of Commitment to Teaching Work Level According to Status

		N	$\bar{x}$	S
<b>Commitment to Teaching Work Scale</b>	<b>Regular</b>	610	4,13	,46217
	<b>Contracted</b>	147	4.05	,50119

Permanent and contracted teachers' commitment to teaching work level was examined as a group and Table 8 shows the average, standard deviation and the average standard error. According to analysis results, 610 permanent teachers' commitment to teaching work score was in average 4.13 and 147 contracted teachers' commitment to occupation score was in average 4.05.

If we are to examine whether the distributions show a significant difference or not; according to the Sig results of the Levene test (0.2) for the equality of the variances it was concluded that examination should be examined when the variances aren't equal. Therefore, according to Table 9 with the Sig (2tailed) result ( $p=0.07$ ) at the 0.05 meaningful level the difference is statistically meaningful.

**Table 9:** The Results of the t Test on Commitment to Teaching Work According to Status

Status	N	$\bar{x}$	S	sd	t	p
Permanent	610	4.13	0.46	755	1.794	.074
Contracted	147	4.05	0.50			

**c. Examining of the Commitment to Teaching Occupation of the permanent and contracted teachers working in the primary schools.**

The difference in the levels of commitment to the Commitment to Teaching Occupation of the teachers according to their status (permanent, contracted) assigned to primary schools was examined. The independent t test statistical analysis technique was used for the test. According to this, commitment to the working group in respect to permanent and contracted teachers was examined as a group and Table 10 shows the standard deviation and the average standard error.

**Table 10:** Group Statistics of Commitment to Teaching Occupation Level According to Status

		N	$\bar{x}$	S
Commitment to Teaching Occupation scale	<b>Status Permanent</b>	610	4,2219	.71376
	<b>Contracted</b>	147	4,4433	.59247

If we are to examine whether the distributions show a significant difference or not; according to the Sig results of the Levene test (0.010) it is concluded that the variances are equal. According to table 11, the difference was statistically significant (p=0.01).

**Table 11:** The Results of the t Test on Commitment to Teaching Occupation According to Status

Status	N	$\bar{x}$	S	sd	t	p
<b>Permanent</b>	<b>610</b>	4.22	0.71	755	-3.5	.001
<b>Contracted</b>	<b>147</b>	4.44	0.59			

According to analysis results, 610 permanent teachers' commitment to Teaching Occupation score was in average 4.22 and 147 contracted teachers' commitment to occupation score was in average 4.44 (table 3). Permanent teacher's commitment to teaching occupation level was lower than that of contracted teacher.

**d. Examining of the commitment to work group levels of the permanent and contracted teachers working in the primary schools.**

The difference between levels of commitment to work group according to the status of teacher (permanent and contracted) working in primary school was examined. The independent t test statistical analysis technique was used to test this difference. Accordingly, permanent and contracted teachers' commitment to work group was examined as a group and Table 12 shows the average, standard deviation and the average standard error.

**Table 12:** The Group Statistics on the Commitment to Work Group According to the Status

	N	$\bar{x}$	S
<b>The Commitment to Status Teaching Work Scale</b>	<b>Permanent 610</b>	<b>3,7511</b>	<b>.71781</b>
	<b>Contracted 147</b>	<b>3,4297</b>	<b>.78995</b>

According to analysis results, 610 permanent teachers' commitment to work group score was in average 3, 75 and 147 contracted teachers' commitment to work group score was in average 3, 42.

If we are to examine whether the distributions show a significant difference or not; according to the Sig results of the Levene test (0.145) for the equality of the variances it was concluded that the variances aren't equal. At the 0.05 meaningful level the difference is statistically meaningful (table 13).

**Table 13:** The Results of the t Test on Commitment to Work Group According to Status

Status	N	$\bar{x}$	S	sd	t	p
<b>Permanent</b>	<b>610</b>	3.75	0.72	755	4.505	.000
<b>Contracted</b>	<b>147</b>	3.43	0.79			

Permanent teacher's levels of commitment to work group ( $=3.75$ ) were higher than that of contracted teachers ( $=3.42$ ) (table 11).

#### **4.5 Do levels of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group of permanent and contracted teachers working in primary school differ significantly according to their gender?**

The difference between levels of organizational commitment according to the gender of teachers (permanent and contracted) working in primary school was examined. The statistical analysis method named Twoway ANOVA was used for this review. Before the result of Anova is examined, assumptions need to be tested. In studies, generally testing for homogeneity of variance is checked (Kalaycı 2009: 133). In study, those which are higher than the Sig results of the Levene test (0.05) assured homogeneity. For the examined problem the homogeneity of the variances was assured. According to table 13, the difference between permanent and contracted teacher's levels of commitment to school ( $p=0.179$ ,  $p>0.05$ ), commitment to teaching work ( $p=0.701$ ,  $p>0.05$ ), commitment to teaching occupation ( $p=0.579$ ,  $p>0.05$ ) and commitment to work group is not statistically significant.

**Table 14:** Examination of Common Effect of Status and Gender on Scales ANOVA Analysis Results

Scales	Testing for Homogeneity of Variance	Status * Gender Interaction	
	Sig.	F	P
Commitment To School	0,62	1,808	0,179

Commitment To Teaching Work	0,59	0,147	0,701
Commitment To Teaching Occupation	0,06	0,307	0,579
Commitment To Work Group	0,347	3,221	0,073

It is seen that from testing for homogeneity of variance, the results obtained aren't statistically significant

**4.6. Do levels of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group of permanent and contracted teachers working in primary school differ significantly according to their seniority?**

The difference between levels of organizational commitment according to the seniority of teachers (permanent and contracted) working in primary school was examined. The statistical analysis method named Twoway ANOVA was used for this review. For the examined problem the homogeneity of the variances was assured ( $p > 0.05$ ). According to table 15;

According to their seniority, the difference between permanent and contracted teacher's levels of commitment to school ( $p = 0.021$ ,  $p < 0.05$ ) was statistically significant, whereas the difference between permanent and contracted teacher's levels of commitment to teaching work ( $p = 0.803$ ,  $p > 0.05$ ), commitment to teaching occupation ( $p = 0.673$ ,  $p > 0.05$ ) and commitment to work group ( $p = 0.416$ ,  $p > 0.05$ ) are not statistically significant.

**Table 15:** Examination of Common Effect of Status and Seniority on Scales ANOVA Analysis Results

Scales	Testing For Homogeneity of Variance	Status * Seniority Interaction	
	Sig.	F	p
Commitment To School	0,054	3,905	0,021
Commitment To Teaching Work	0,495	0,219	0,803
Commitment To Teaching Occupation	0,090	0,396	0,673
Commitment To Work Group	0,057	0,877	0,416

It is seen that from testing for homogeneity of variance, the results obtained aren't statistically significant

Regarding the effect of the status and seniority on the scales, the difference is determined according to the level of commitment to the school. Post hoc tests were used to test from which variances this difference is provided. The difference between matchups of permanent teachers with 1-5 years and contracted teachers with 1-5 years is significantly significant. Accordingly, the commitment to school level of permanent teacher who

has the seniority between 1 and 5 years was higher than that of contracted teacher who has the seniority between 1 and 5 years. The commitment to school level of contracted teacher who has the seniority between 1 and 5 years has lower score than that of other matchups. The commitment to school level of contracted teacher who has the seniority more than 21 years has the highest score of other matchups (Table 16). (4, 11-‘mostly occurs’).

**Table 16:** Status \* Seniority Descriptive Statistics

		Average	Standard Error	95% Interval	Confidence	
				The lower limit	The upper limit	
Status	Permanent Seniority	1-5 Years	3,461	.051	3,361	3,562
		6-10 Years	3,276	.045	3,187	3,365
		11-15 Years	3,512	.048	3,417	3,607
		16-20 Years	3,514	.055	3,406	3,621
		21years +	3,595	.048	3,501	3,688
	Contracted Seniority	1-5 Years	3,211	.045	3,121	3,300
		6-10 Years	3,833	.384	3,080	4,587
		11-15 Years	.(A)	.	.	.
		16-20 Years	.(A)	.	.	.
		21years +	4,111	.384	3,357	4,865

**4.7. Do levels of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group of permanent and contracted teachers working in primary school differ significantly according to their branch?**

The difference between levels of organizational commitment according to the branch of teachers (permanent and contracted) working in primary school was examined. The statistical analysis method named Twoway ANOVA was used for this review. It can be said that those which are higher than the Sig results of the Levene test (0.05) assured homogeneity ( $p>0.05$ ). For the examined problem the homogeneity of the variances was assured. According to table 17;

According to their branch, the difference between permanent and contracted teacher’s levels of commitment to school ( $p=0.014$ ,  $p<0.05$ ) was statistically significant, whereas the difference between permanent and contracted teacher’s levels of commitment to teaching work ( $p=0.061$ ,  $p>0.05$ ), commitment to teaching occupation ( $p=0.761$ ,  $p>0.05$ ) and commitment to work group are not statistically significant ( $p=0.951$ ,  $p>0.05$ ). In other words (Table 16).



**Table 17:** Examination of Common Effect Of Status And Branch on Scales ANOVA Analysis Results

Scales	Testing for Homogeneity of Variance	Status * Branch Interaction	
	<b>Sig.</b>	<b>F</b>	<b>p</b>
Commitment To School	0,136	6,090	0,014
Commitment To Teaching Work	0,234	3,519	0,061
Commitment To Teaching Occupation	0,075	0,093	0,761
Commitment To Work Group	0,055	0,004	0,951

It is seen that from testing for homogeneity of variance, the results obtained aren't statistically significant

Regarding the effect of the status and branch on the scales, the difference is determined according to the level of commitment to the school. Post hoc tests were used to test from which variances this difference is provided. For the test of which the group number is desired to be at least 3, this condition couldn't be fulfilled, according to the status-branch matchups of which the confidence intervals don't match; it will be speculated (table 17). According to this;

The difference between matchups of permanent classroom and contracted classroom teachers is significantly significant. Accordingly, the commitment to school level of permanent classroom teacher was higher than that of contracted classroom teacher. The commitment to school level of contracted classroom teacher has lower score than that of other matchups.

**Table 18:** Status \* Branch Descriptive Statistics

Status	Permanent	Subject	Classroom Branch	Average	Standard Error	95% Confidence Interval	
						The Lower Limit	The Upper Limit
				3,465	,030	3,405	3,525
				3,465	,033	3,401	3,530
	Contracted	Subject	Classroom Branch	3,100	,066	2,971	3,229
				3,351	,063	3,227	3,474

## 5. Discussion And Interpretation

the discussions and interpretations related questions generated (sub-problems) in accordance with the purpose of studying teachers' organizational commitment levels on the basis of commitment to school commitment to teaching occupation, commitment to teaching work, commitment to work group included in this section

### **5.1. Is there a significant difference between levels of the permanent teachers and contracted teacher working in the primary school?**

According to the results of the analysis the organization commitment points of the 610 permanent teachers is 107,93 and the average of the answers given to the questions is 3,9 and the organizational commitment points of the contracted teachers is 104,66 and the average of the answers given to the questions is 3,7. Namely the permanent teachers responded between 'Very Seldom (low)' and 'Sometimes Occurs' to organizational commitment the contracted teachers expressed their views as 'Very Seldom (low)'. accordingly, the difference between permanent and contracted teacher's organization commitment  $p < 0.05$  level, were found significant differences. This difference is a favor of permanent teachers.

Tsu and al. (2002) in his study on teachers' organizational commitment conclude that qualifications such as teachers' teaching, experience, status, position and the periods at school are largely associated with the organizational commitment. Also, it has been appeared that teacher's status and their position affect their organization commitment levels. This study indicates that because of above mentioned conditions; the contracted teachers' organizational commitment is lower than permanent teachers due to positions of contracted teachers in the school

### **5.2. What is the level of organizational commitment of permanent and contracted teachers working in primary schools into dimensions including commitment to school, commitment to teaching occupation, commitment to teaching work, commitment to work group?**

According to average scores of the answers given by permanent and contracted teachers, commitment to school levels were determined as 'Sometimes Occurs', those of commitment to teaching work, commitment to teaching occupation and commitment to work group were determined as 'Mostly Occurs'. According to interpretation made by looking at the average scores, it has been observed that both permanent and contracted teachers' commitments to school were lower than their commitment to other factors.

Commitment to colleagues was assessed as to be pleased with other teachers in the breaks, to be proud to mention her/his colleagues to other people, to feel the other teachers in the school as his/her best friends, and to have relation with the teachers out of the school. Both permanent teacher and both contracted teacher's commitment to work group level was 'Mostly Occurs'.

Commitment to school was tried to be measured with the questions such as to strive to offer more than expected normally for school, To be proud of being teacher of the school, Working desire created by the school, To deal with the future of the school., To perceive the school as the best one among the others, not to confirm of the applications related with the teachers and Disapproval of the relations existing between the people in the school. Both permanent and contracted teacher's commitments to school were lower than commitments to other factors. This can be considered as resulting from teachers working conditions in schools or school administrations applications

### **5.3. Is there a significant difference between permanent teachers' and contracted teachers' levels into dimensions including commitment to school, commitment to teaching occupation, commitment to teaching work, commitment to work group?**

The difference between organizational commitment levels of teachers working in primary school was examined according to the state of being permanent or contracted. Contracted teachers' commitment to teaching occupation level was significantly higher than that of permanent teacher ( $p=0.01$ ). This can be considered as a result of contracted teacher's efforts to start their teaching career and keep it. Contracted teacher's spent both money and time while preparing the exams at the beginning phase of a professional's career. That they are appointed on contract basis can find a few years. During this time, teachers who have to make many material and spiritual sacrifices have a high opinion of the values related their occupation because there are no other employment opportunities Both socially and juristically, the discrimination between contracted and permanent teachers leads to push teachers to prove themselves related to their profession. This situation also affects contracted teachers' point of views to their occupation.

## **6. Conclusions and Suggestions**

### **6.1 Conclusions**

According to findings related first sub-problem identified within the scope of the aim of the study, permanent teachers' commitment scores were determined as 'Rarely Occurs (low)' or 'Sometimes Occurs' while contracted teachers' commitment scores were determined as 'Rarely Occurs (low)'. This finding means that there is a significant difference between organizational commitment levels of permanent teacher and contracted teachers working in primary school

According to findings related second sub-problem identified within the scope of the aim of the study; viewed the average scores of permanent and contracted teachers' answers , commitment to school levels of teachers in both status were determined as 'sometimes' , levels of commitment to teaching occupation commitment to teaching work and commitment to work group were determined as 'usually'.

According to findings related third sub-problem, when the difference among levels of commitment to school, to their occupation, to their colleagues and to teaching work of permanent teacher and contracted teachers working in primary school were examined, contracted teachers' levels of commitment to teaching work found significantly higher than those of permanent the teachers. When the difference between permanent teachers' and contracted teachers' levels of commitment to school were examine, it is concluded that permanent teachers' levels of commitment to school were significantly higher than those of contracted teachers. Also when teachers' levels of commitment to work group were examine, permanent teachers' levels of commitment to work group found significantly higher than those of contracted teachers'.

According to findings related fourth sub-problem, it is concluded that permanent and contracted teachers' levels of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group did not differ significantly according to their gender.

According to findings related fifth sub-problem, it was observed that the difference between permanent and contracted teachers' levels of commitment to teaching occupation, commitment to teaching work and commitment to work group was not statistically significantly different according to their seniority. Permanent and contracted teachers' levels of commitment to school showed statistically significantly different according to their seniority. Levels of commitment to school of permanent teachers having seniority between 1 and 5

years were higher than those of contracted teachers having seniority between 1 and 5. Levels of commitment to school of contracted teachers who are new to their profession scored lower than other matches.

According to findings related sixth sub-problem, permanent and contracted teachers' levels of commitment to school, commitment to teaching occupation, commitment to teaching work and commitment to work group did not differ significantly according to their marital status.

According to findings related seventh sub-problem, permanent and contracted teachers' levels of commitment to teaching occupation, commitment to teaching work and commitment to work group did not differ significantly according to their branch. Permanent and contracted teachers' levels of commitment to school showed statistically significantly different according to their branch. Permanent classroom teacher's levels of commitment to school were higher than those of contracted classroom teachers. Contracted classroom teachers' level of commitment to school has 'low' score than contracted subject teachers' as well as than that of permanent classroom teachers and permanent subject teachers.

## **6.2. Suggestions**

Permanent teachers' level of commitment to school was higher than that of the contracted teachers'. So as to improve the contracted teachers' commitment to school, measures to be taken are listed here below:

- To have contracted teachers involve in school decision making
- To have teachers who strive for school reward without exception
- To define collectively aims and values of school with all teachers in the school and to ensure teachers identify with them.
- Administrators, teachers and staff should treat contracted teacher like a permanent member of the school

Permanent teachers' level of commitment to work group was higher than that of contracted teachers'. Commitment to colleagues is an important factor which affects commitment to school. In Celep's study (2000), a linear relationship was found between quality of teachers' relationship and commitment to school. For that reason, increasing teachers' commitment to their colleagues can help increase commitment to school. To provide commitment in this dimension:

- It should be provided that administrators and teachers work in harmony in the school environment
- Administrators make contracted teachers a part of the school and have them feel that they have the same value with permanent colleagues
- Administrative applications of school concerning teachers must be acceptable by all teachers
- It should be provided that all teachers are together in the breaktimes

The commitment to school begins accepting the objectives of school and being an active member of the schools. However, in contract teaching, teacher's tenure at school remains uncertain. Thus a contracted

teacher isn't seemed a member of school by other teachers and school administrators as well as himself/herself. This condition is the most important reason for the emergence of broken relationships with the other teachers. Accordingly, it is necessary to introduce conditions to assure teachers' continuity in profession and school even if they are contracted. Permanent teachers' level of organizational commitment was higher than that of contracted teachers. That a teacher who educates the next generation of a country does his/her job willingly and correctly has positive consequences as incomparable as with other professions. All kinds of applications which influence teachers' willingness to work, confidence in the profession and commitment to the work environment should be implemented after thought out very well. The status differences among the teachers cause a chaos in the system. If the contract teaching application is considered to continue, it should be provided that the legal rights given to contracted teacher must be same with permanent teachers'. Contracted teachers' level of commitment to teaching occupation was significantly higher than that of permanent teachers. Both socially and juristically, the discrimination between contracted and permanent teachers leads to push teachers to prove themselves related to their profession. These issues can affect the social point of view, financial problems and professional values etc. For this reason, so as to improve both teachers' and society's respect for the teaching profession, teachers' living standards must be enhanced and all factors which might cause the discrimination among them must be taken out.

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