

## THE DETERMINATION OF THE EFFECTS OF SOCIO ECONOMIC DIFFERENCES THAT THE TEACHERS ARE EXPOSED DUE TO IMMIGRATION LAW (NEW LAW) ON THEIR PROFESSIONAL ATTITUDES

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### ABSTRACT

This study aims to determine the effects of socio economic differences and demographic features such as income status, gender, marital status, age that the teachers are exposed due to immigration law (new law) on their professional attitudes. In terms of the effects of teachers' professional attitudes on teaching and educational activities; this study has been essential due to its scope about these professional attitudes. Questionnaire technique was used related to the qualitative research. The study group of this study is 237 teachers who work for the Office of Secondary Education under the Ministry of Education, Turkish Republic of Northern Cyprus. The questionnaire of "Attitude Scale of teachers towards their profession" was used (Demirel-2018). For the gathered data analysis, IBM SPSS Statistics 26 program was used. After the necessary calculations on the data, the normality test of Kolmogorov-Smirnov sig value was ,000 so, the data was not normally distributed. That is why for the sub-groups of gender, marital status and entry date to the public service (2 groups) Mann-Whitney test was applied whereas for the sub groups of income status (3 groups) and age (4 groups) Kruskal-Wallis test was applied. As a result of analysis, there are not meaningful differences between the sub groups for all the demographic factors.

### INTRODUCTION

Known as Immigration Law (New Law), "The Law of Regulation of the Public Workers' Monthly (salary-wage) and other Payments numbered 47/2010" was accepted by a majority vote in the ninth meeting of the TRNC Parliament on the 25th October 2010 and was run on the 1st of January 2011. Within this law two different status occurred between the public workers who started the job after the 1st of January 2011 and before such as monthly (salary-wage) and other payments. The public officials (worker) subject to this law were pushed to a serious professional unrest due to this different implementation.

One of the most essential variables that affect the productivity and job satisfaction of the worker is the payment s/ he takes. As well as the sufficient payment makes the worker feel happy, it also contributes to the performance positively. The teachers are the most crowded group of educational officials and in most of the studies about their job satisfaction shows that especially in Turkey the teachers working in state schools have basically insufficient income problems (Süngü, 2014). Within the frame of the new law (immigration law) the educators working in the same environment had income differences and faced injustice which paves the way for negative effects on their psychology and professional attitudes.

Attitude is a predisposition, a mental, emotional and behavioral reaction that an individual organizes towards his or herself, a person or any event, societal issue or object by depending on experiences, feelings and incentives (İnceoğlu, 2011: 22). As the human's emotional characteristics are irrefutable existence; the effect and role of his or her feelings in their lives is as much as not to underestimate (Gökalp, 2019). Therefore, the behaviors and actions of the teachers in social and professional meaning are affected due to their attitudes, emotions and psychological states. Starting from this point of view; the psychological unrest and socio economic differences that the teachers are exposed to due to the new law (immigration law) have negative effects on their professional attitudes and therefore, it is thought that this situation affects their attitudes negatively towards the education and teaching approaches. It is beneficial to deeply analyze this issue in terms of creating awareness in related institutions for determining the effects of these variables of teachers on their professional attitudes.

### AIM OF THE STUDY

Aim of this study is to put forward whether the socio economic differences the teachers are exposed to due to new law (immigration law) had any effect on professional attitudes or not. If so, what kind of and in what way is there a relationship could be put forward. The following questions were tried to be answered;

- a) What kind of relationship is there between the new law (immigration law) and the teachers' professional attitudes?
- b) Are the teachers' professional attitudes affected from the demographic characteristics such as, income differences, gender, age and marital status? What kind of relationship is there between these variables and the professional attitudes?

### SIGNIFICANCE OF THE STUDY

This study is significant for increasing the awareness about the socio economic disadvantage due to the new law (immigration law) on educational activities and professional attitudes of educators working under TRNC Ministry of Education and its effect and also to increase the awareness of these effects on professional attitude and service supply of workers who work under the same conditions of new law (immigration law) in other profession groups in their work places.

### RELATED RESEARCHES

According to a study held in 2020 about the professional commitment and positive psychological capital perceptions of teachers; it is found that there was a positive meaningful medium level relationship between the professional commitment and positive psychological capital perceptions (Yıldırım and Tösten, 2020). In a study held by Pehlivan, the multi cultured proficiency perceptions of teachers working in high schools were analyzed in terms of socio economic status of the teachers. There are only meaningful differences among the groups in terms of monthly income level of the teachers' family within the frame of analyzed variables (Pehlivan, 2014). The psychological capital defines the positive psychological development status of the individuals (Luthans, Youssef, et.al. , 2007:3). As the positive psychological capital is related to how the individuals perceive themselves and define it; it consists of four factors as self-sufficiency, hope, optimism and flexibility.

### RESEARCH METHOD

The quantitative research model was used in this study which means putting forward the phenomena and events as observable, measurable and mathematical by objectifying (Öztürk-2015). The scope of this study was created on sampling that represents the target mass. The sampling consists of 237 teachers working under the Secondary Education Office of the Ministry of Education, Turkish Republic of Northern Cyprus between 2021-2022. The demographic information about the sampling is given on Table 1. Error margin reliability was created on 0,5 level.

The random sampling type was used and also the questionnaire that Demirel developed in 2018 as "The attitude scale of teachers for their teaching profession". As the Cronbach Alpha value is over .70 of the test that is used, it is stated as sufficient for the reliability (Büyüköztürk, 2004). In the first section there are personal information (i.e. date of entry to the public service, age, gender, marital status, income). In the second section; there are total 28 research questions of which 12 of them are negative. This scale consists of four sub dimensions as "valuing (12 questions)", "professional burnout (6 questions)", "incuriousness (6 questions)" and "being open to professional development (4 questions)". The coefficient of the general validity is 0,5 and the interview form was prepared according to the expert's opinion.

**Table1: Demographic information of participants**

Gender	Frequency	Percent	Cumulative Percent
Male	71	30,0	30,0
Female	166	70,0	70,0
Total	237	100,0	
Marital Status	Frequency	Percent	Cumulative Percent
Married	174	73,4	73,4
Single	63	26,6	26,6
Total	237	100,0	
Age Group	Frequency	Percent	Cumulative Percent
21-30	25	10,5	10,5
31-40	122	51,5	62,0
41-50	68	28,7	90,7
51-60	22	9,3	100,0
Total	237	100,0	

Date of Entry to the Public Service	Frequency	Percent	Cumulative Percent
Before 01/01/2011	141	59,5	59,5
After 01/01/2011 (new law)	96	40,5	40,5
<b>Total</b>	<b>237</b>	<b>100,0</b>	
Income Status	Frequency	Percent	Cumulative Percent
Income is less than outcome	100	42,2	42,2
Income is equal to outcome	111	46,8	89,0
Income is more than outcome	26	11,0	100,0
<b>Total</b>	<b>237</b>	<b>100,0</b>	

### DATA ANALYSIS

SPSS program was used in this study. In SPSS program, the points of the items were calculated and were determined whether those data were normally distributed on the normality test (Kolmogorov-Smirnov sig:000). Therefore, one of the non-parametric tests as Mann-Whitney test was applied to find out whether there was a meaningful difference between the sub groups and age, marital status, date of entry to the public service. Also one of the non-parametric tests as Kruskal-Wallis test was applied to find out whether there was a meaningful difference between the sub groups and income status and age sub groups.

### FINDINGS

According to the analysis by the SPSS program as can be seen on Table 2 the Kolmogorov-Smirnov sig value was ,000 so the data distribution was not normal.

**Table 2: Normality test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>Toplam Puan</b>	,186	237	,000	,792	237	,000

#### a. Lilliefors Significance Correction

The participants were divided into two groups as “entering to the public service before 01.01.2010” and “entering to the public service after 01.01.2010 (immigration or new law)” in order to find out the effects of this law and entry dates on the teachers’ professional attitudes. Through these groups these data were applied the Mann-Whitney test as also illustrated on Table 3 and Asymp. Sig. (2-tailed) value was found as ,247. Since this value is larger than 0,05 it has been found out that there was not a meaningful difference among the groups.

**Table 3: Test results according to the date of entry to the public service (new law) groups  
Mann-Whitney Test**

Ranks				
	Kamu Hizmetine Giriş Yılı	N	Mean Rank	Sum of Ranks
Toplam Puan	01/01/2011 Öncesi	141	114,75	16180,00
	01/01/2011 Sonrası (göç yasası)	96	125,24	12023,00
	<b>Total</b>	<b>237</b>		

#### Test Statistics<sup>a</sup>

Toplam Puan	
Mann-Whitney U	6169,000
Wilcoxon W	16180,000
Z	-1,157
Asymp. Sig. (2-tailed)	,247

a. Grouping Variable: Kamu Hizmetine Giriş Yılı

Mann-Whitney test was applied to find out whether gender and marital status had an effect on the professional attitudes of the teachers and, Kruskal-Wallis test was applied to find out whether income status and age had an effect on the professional attitudes of the teachers and for all of them Asymp. Sig. (2-tailed) value was found greater than 0,05. The values of these calculations are given on Table 4, 5, 6 and 7. The value of Asymp. Sig. (2-tailed) was greater than 0,05 which means there aren't a meaningful differences among the two groups that were compared. Therefore, it has been resulted from the analysis that; the new law due to the entry years, genders, marital status, income status and ages did not have any effect on the professional attitudes of the teachers. The 4 sub groups ("valuing", "professional burnout", "incuriousness", and "being open to professional development") were calculated one by one each on SPSS program and the sampling value of Asymp. Sig. (2-tailed) was found as greater than 0,05 for each application by implementing the Mann-Whitney Test and Kruskal-Wallis test by depending on the entry date, age, gender, marital status and income status groups. That is why the factors mentioned above did not cause a meaningful difference in the areas that the scale measures with its sub dimension.

**Table 4: Test results according to gender groups**

**Mann-Whitney Test**

Ranks				
	Cinsiyet	N	Mean Rank	Sum of Ranks
Toplam Puan	Erkek	71	121,29	8611,50
	Kadin	166	118,02	19591,50
	Total	237		

**Test Statistics<sup>a</sup>**

	Toplam Puan
Mann-Whitney U	5730,500
Wilcoxon W	19591,500
Z	-,336
Asymp. Sig. (2-tailed)	,737

a. Grouping Variable: Cinsiyet

**Table 5: Test results according to marital status groups**

**Mann-Whitney Test**

Ranks				
	Medeni Durum	N	Mean Rank	Sum of Ranks
Toplam Puan	Evli	174	115,87	20161,50
	Bekar	63	127,64	8041,50
	Total	237		

**Test Statistics<sup>a</sup>**

	Toplam Puan
Mann-Whitney U	4936,500
Wilcoxon W	20161,500
Z	-1,169
Asymp. Sig. (2-tailed)	,243

a. Grouping Variable: Medeni Durum

**Table 6: Test results according to income groups**  
**Kruskal-Wallis Test**

Ranks			
	Gelir Durumu	N	Mean Rank
Toplam Puan	Gelirim giderimden azdır	100	117,82
	Gelirim giderime denktir	111	117,45
	Gelirim giderimden fazladır	26	130,17
	Total	237	

**Test Statistics<sup>a,b</sup>**

Toplam Puan	
Kruskal-Wallis H	,778
df	2
Asymp. Sig.	,678

a. Kruskal Wallis Test

b. Grouping Variable: Gelir Durumu

**Table 7: Test results according to age groups**  
**Kruskal-Wallis Test**

Ranks			
	Yaş Grupları	N	Mean Rank
Toplam Puan	21-30	25	128,20
	31-40	122	123,36
	41-50	68	112,13
	51-60	22	105,59
	Total	237	

**Test Statistics<sup>a,b</sup>**

Toplam Puan	
Kruskal-Wallis H	2,474
df	3
Asymp. Sig.	,480

a. Kruskal Wallis Test

b. Grouping Variable: Yaş Grupları

**RESULTS**

According to the data gathered from this study, the findings were related to the objectives. It is possible to say that the professional attitudes of the teachers are affected by many factors as well as income status, gender, marital status, age, the new law (immigration law) that was mentioned in this study. The numerosness of these factors makes difficulty in determining how some of them are affected. There is not a meaningful difference among the compared groups in this study and the reason is thought to be that the professional attitude is affected

in a complex way from the combination of the factors mentioned above. For instance; when a teacher starts a job very soon has low salary and it has negative effect however the excitement and eagerness to the job has positive effects and as a result they become balanced.

Due to the reasons mentioned above, when a research about emotional features such as professional attitudes is held, the possible factors that are thought to be affecting the analyzed emotional feature should be determined. And the ones with greater effects should be determined and the importance should be given to the sampling to be homogenous distributed in terms of these factors.

### SUGGESTIONS

The Ministry of National Education in Turkish Republic of Northern Cyprus should conduct scientific studies in order to convey the factors that affect the behaviors and attitudes of especially the teachers besides the routine educational activities.

The Ministry of National Education in Turkish Republic of Northern Cyprus should take precautions in order to increase the positive effects, decrease the negative effects or eliminate the factors that have negative effects on the professional attitudes of the teacher which were determined.

In studies to be held about finding out the factors that affect the professional attitudes of the teachers; the external factors should be homogenous on all samplings as much as possible which are out of the research.

The government's related units should take precautions for the income level not to be lower than the minimum level that can a private sector and public sector workers or officials have for a physically and psychologically healthy life standards.

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