



European Journal of Educational Management

Volume 5, Issue 2, 129 – 141.

ISSN: 2642-2344

<https://www.eujem.com/>

Flexible and Precariat Form of Employment Policies at Higher Education in Turkey

Aydın Balyer* 

Yıldız Technical University, TURKEY

Erkan Tabancalı 

Yıldız Technical University, TURKEY

Received: May 27, 2022 ▪ Revised: August 10, 2022 ▪ Accepted: October 2, 2022

Abstract: The main objective of current study was to determine the opinions of adjunct faculty members regarding the flexible and precariat form of employment policies at universities in Turkey. The research was conducted qualitatively. The participants were 16 adjunct faculty members who were chosen with purposive sampling method. An interview technique was implemented in order to obtain data, and content analysis method was used to analyze the data. Results revealed that this form of employment policy causes organizational, academic and personal problems. As for organizational problems, it causes to prioritize financial points of views rather than academic expectations. Regarding personal problems, adjunct faculty members are underpaid, overworked, ignored regarding their professional development. Also academic and scientific knowledge production are ignored. Students do not respect adjunct faculty members. It is recommended that this kind of employment policy should be reconsidered and full-time employment should be preferred.

Keywords: *Adjunct faculty, flexible employment, university, precariat, part-timers.*

To cite this article: Balyer, A., & Tabancalı, E. (2022). Flexible and precariat form of employment policies at higher education in Turkey. *European Journal of Educational Management*, 5(2), 129-141. <https://doi.org/10.12973/eujem.5.2.129>

Introduction

Massification in higher education has been a controversial phenomenon of the 20th century for some reasons. It has changed many routines in higher education field such as changing student admission standards, student evaluation standards and faculty employment styles. Regarding academic side, this mass education in higher education has changed the elitist nature of the delivery of higher education service, and led entry of non-standard students to these institutions. It also caused diversification of employment policies of academic staff. Especially, with the neo-liberal economic policies around the world, the form of employment policies has shifted into a new form rapidly. In this regard, many higher education intuitions have employed part-timers and adjunct faculty members instead of tenure academic staff for some institutional reasons. One of the reasons is that employing adjunct or part-time faculty members is reducing increasing costs. By employing adjunct or part-time faculty members, institutions hope to reduce their expenses because they pay lower wages to adjunct faculty members and part-timer academic staff. These institutions also want to use contract renewal instrument to break their resistance towards un-academic implementations. In addition, this form of employment is considered to lead to the sense of insecurity among adjunct faculty members and part-time staff as their contract renewals are based on student satisfaction questionnaires. As their contract renewal process is based on student satisfaction, this may also lead adjunct faculty members and part-time staff to lowering academic standards in order to satisfy student satisfaction. As a result of all these reasons, this form of employment has become a problematic area in the field of higher education and it should be dealt with care. For all these reasons, this is important to research flexible and precariat form of employment policies at higher education in Turkey.

Literature Review

Employment Policies

Adjunct faculty or part-time faculty term refers to teaching instructors who are hired or re-hired for an academic year or term on a temporary contract basis. Therefore, they receive proportionate benefits depending on that contract. Their

* **Corresponding author:**

Aydın Balyer, Yıldız Technical University, Department of Educational Sciences, Istanbul, Turkey. ✉ balyer@yildiz.edu.tr



appointments are made on a year-to-year, semester-to-semester, or quarter-to-quarter basis and their workload and compensation are determined by the academic unit.

With the post-fordist management policies, neo-liberal policies have started to differentiate employment policies at higher education institutions as well as other organizations. These employment policies result in flexible and precariat form of employment. As an increasing form of employment according to Standing (2018) precariat has been popular in emerging market economies. Precariat is a kind of employment type which consists of flexible contracts and temporary jobs (Standing, 2014). The problem which used to be a main concern for blue-collars started to be a problem for white collars as well. The most prominent and radical transformation in employment in the post-fordist period is that the understanding of full-time work based on full employment has been replaced by a flexible, part-time, adjunct, short-term and contractual work approach. Post-Fordism is a process characterized by the "flexibilization" of the workforce and has emerged mainly in order to accelerate the fluidity of capital by using technology, division of labor, organizational structures (Belek, 1999). Flexibility of working time and conditions is supported by practices such as recruiting if it is part-time, flexible or on temporary contract basis, employing trainees instead of professional workers. New white-collar people, who are increasingly insecure due to flexible working conditions and that they have lost their class organizing opportunities, are often called precarious (Vatansever, 2013). These differentiated employment policies result in flexible and precariat form of employment.

With the changing neo-liberal policies in higher education, while nation-state universities tend to meet some of financial expenditures consisting faculty members' wages or salaries, they may sometimes deny to compensate expenses for full-time faculty members. As a result, universities prefer employing adjunct faculty members as a flexible employment policy. When academic staff are employed in this way, it is alleged that the workload of academic staff may increase, job-satisfaction and motivation may decrease. In both cases, it may affect academic quality for both academicians and students in a way. This form of employment can lead to an erosion in the future of higher education industry and faculty work as well.

According to Bergmann (2011) employing adjunct faculty started in the 1960's especially in community colleges. Because there was a great demand for evening classes and it was a quick solution to employ adjunct faculty. Wickun and Stanley (2011) stated that adjunct or part-time faculty members were essential functions for these certain academic programs. In any case, this form of employment increased and this form of employment has started to shift full time tenure academic faculty members recently. According to Kezar (2013) 70% of the current faculty members are part-time or adjunct appointments. In this case, only 30% faculty members are full-time faculty members. A study conducted by Reid (2008) reported that in 2006 the rate of non-tenured track faculty members increased to approximately 60% in all academic staff.

There are some institutional reasons of hiring adjunct faculty members. Among these reasons, there are economical limits, reduced state supports, retirements, and changing enrollment forms play significant roles in this need of employing adjunct staff. There are also some other reasons such as the increasing online and distance education programs and hybrid programs. In addition, some personal reasons for academics becoming an adjunct faculty played a role in this form of employment as well. In this sense, some academicians are in the need of receiving extra incomes while some other academicians seek intrinsic satisfaction in going back to the education environments and working with young generation. Furthermore, some retired professionals want to stay active as well. For these academicians, this position provides intellectual stimulation at the same time. What is more, there are some professionals who want to work as adjunct faculty members because they hope to be hired for a tenure-track position in the following year. Finally, there are some other professionals who want to teach because they enjoy spending time away from their own children.

Universities have some reasons to hire adjuncts or part-time faculty members. One of the reasons is that they save money because they pay less for these professionals than their full-time counterparts (National Center for Education Statistics [NCES], 2012; Stephens & Wright, 1999). Also, these institutions need these professionals for their remedial and specialized courses. They also substitute for their replacements for full-time faculty on sabbatical or other types of leaves (Pearch & Marutz, 2005). They are usually employed to teach lower-division courses in order to make tenured faculty members teach upper-division courses (Cross & Goldenberg, 2002).

As a result of abovementioned reasons, this kind of employment implementation has become a new form of employment policy for public and foundation universities. Especially, in recent years, there has been a steady evolution of employing adjunct faculty members at higher education institutions. According to Cohen (1992), the switch from the term full-time to the term "adjunct" is symbolic change regarding employment type of academicians. In fact, with neo-liberal policies the form of employment of all working class has been changing fast. Today, academic labor, like any other type of labor, is indexed to market conditions and has become insecure all over the world and in all kinds of institutions (Vatansever & Gezici Yalçın, 2015). On the other hand, they have some problems. First of all, they feel undervalued and unappreciated because they are paid-less and have part-time contracts (Gillespie & Robertson, 2010, p. 351). This may mean that they have no job security (Pearch & Marutz, 2005).

Leslie et al. (1982) underline that although employing adjunct or part-time faculty members may be attractive to many institutions for financial reasons, this form of employment may be hazardous for institutions. Because it may necessitate

more additional administrative work due to some supervisory charges (p. 3). In addition, Pearch and Marutz (2005) underlined that students think that they do not have to pay attention to adjunct or part-time faculty members because they do not see them as 'real' faculty members. Besides, McGuire (1993) and Morton (2012) emphasizes that these professionals are neglected institutionally and they are treated as second-class citizens. Therefore, they are called as the "neglected majority." Because institutions do not invite them to faculty meetings and they do not take part in faculty development activities, do not participate in textbook selection decision making process. They also do not supervise students, and participate in curriculum development meetings (p. 2-3). Moreover, adjunct or part-time faculty members do not have an office, clerical support, or connection to other faculty while full-timers have internet access, an office, and administrative support. Apart from all these, adjunct faculty members have no voice in governance issues as well (Green, 2007; Wallin, 2007). Only reward for many adjunct instructors is renewing their teaching contract which may mean further opportunity to be in the field of higher education. For most of them, teaching brings joy, pleasure, and satisfaction (Sullivan, 1999, p. 55).

Hoyt et al. (2008) report that most adjunct or part-time faculty members are not willing to conduct research because they believe that they are employed to teach. And as their workload is heavy, they have little time for their professional development. Hence, it is essential to be vital in order to be academic leaders (Lyons, 2007, p. 5). Higher education institutions do not provide professional development opportunities for adjuncts (Morton, 2012). Universities play a crucial role on the development of next future generations by providing education and training (Brzaković et al., 2019). It is underlined by Morton (2012) and Tice et al. (2005) that universities have to provide professional development opportunities and training and resources for them because they are already paid less and have no benefits to compensate for all these development opportunities themselves. It may be beneficial to employ adjunct faculty members instead of full-timers with full payment for financial reasons for higher education. However, it may result in lower quality instruction for their students (Jacobs, 1998; Louis, 2009; Roueche et al., 1996; Schmidt, 2008).

Although they are considered as being a major asset of the institution (Wallin, 2007), it is claimed by many researchers that very few universities provide benefits for adjunct or part-time faculty members (Gappa & Leslie, 1997; Gottfried, 1995; Roueche et al., 1996). Colsanti et al. (1991) underline that they work in low morale (p. 8).

Teixeira et al. (2016) conclude that they have insufficient part-time faculty members and they need to teach rather than doing PhD. Besides, according to the classification of Levy (2007), many private higher education institutions which employ adjuncts or part-time faculty members are not in the world class and elite categories. They are in the demand-absorbing category, business-oriented and profit-oriented ones.

On the other hand, Gottfried (1995) found in his study that almost 95% of community colleges work with adjunct or part-time faculty members and he also indicates that some mechanisms are used to help them to become more effective in the classroom. In this type of employment, employers provide handbook or printed material to be used while, professional development possibilities, mentoring, other benefits in order to develop teaching, and individualized teaching help (p. 35).

As this form of employment becomes an indicator for higher education institutions in Turkey, it should be reconsidered more carefully. Because it is an indicator of a transformation towards flexible employment model in the public sector. It can also be observed in teacher employment process as well as higher education field in Turkey. According to Acar (2009) this way of flexible employment in the public sector may take permanent status at stake and contractual status may become a basis of employment model. Although there are a few foundation universities considered as elite status in Turkey, most of foundation universities are in demand-absorbing group (Erguvan, 2013). In this category, Mızıkacı (2010) puts that the most basic features that distinguish marked-driven ones from business-oriented ones are the employing part-time and adjunct faculty members from public universities. In addition, Zayim-Kurtay and Duran (2018) noted that working conditions in foundation universities are similar, labor is exploited, academic staff circulation is intense. There is no understanding of training research assistants and therefore, academic staff in some departments are insufficient (Council of Higher Education [CHE], 2007; Tuzgöl Dost & Cenkseven, 2007).

On the other hand, research reveal that there are many disadvantages to foundation universities comparing public universities in Turkey (Birlir, 2012; Blackmore & Sachs, 2007; Gürüz, 2006; CHE, 2017). In Turkey, the employment statistics for adjunct faculty members has risen significantly for almost 45 years. It is claimed that in 2011, the amount of part-time and adjunct faculty exceeded full-time faculty with the percentage of 50.01% of total faculty members nationwide (National Center for Education Statistics, 2013). As this may influence quality at universities in a negative way, this form of employment is considered as an important problem for the Turkish academy. For this reason, the main purpose of this research is to determine adjunct faculty members' views regarding the flexible and precariat form of employment policies in higher education field in Turkey. To this end, we are interested in answering the following questions:

- Who are adjunct or part-time faculty members?
- Why do they prefer this form of employment?
- To what extent are they supported and valued by their institutions?

- How satisfied are they with their employment status?
- What implications do they make for the future?

Methodology

Research Design

This study was conducted with a qualitative research methodology. To Creswell (2007) these kinds of qualitative studies are done to discover how participants experience or understand any concept or phenomenon. Denzin and Lincoln (2005) and Marshall and Rossman (2006) indicate that it is also purposed to obtain in-depth knowledge with qualitative studies. The current study implemented a phenomenological design which is suggested that participants are considered as subjects to establish their own sense in their own social environments. In addition, the participants also create the relations. In this regard, they establish, and re-create their own social worlds with their own subjective points of views (Balci, 2015; Kümbetoğlu, 2005; Punch, 2005). To that end, 16 part-time/adjunct faculty members were interviewed in order to find out their experiences and views on the flexible and precariat form of employment policies in higher education institutions in Turkey.

Study Group

Through this study 16 adjunct faculty members were interviewed. They are employed by a flexible form of employment at 23 public/state and foundation universities in Turkey. In order to get their experiences as adjunct faculty members, a purposive sampling technique was administered. As a technique, the purposive sampling technique requires a provides a richer possibility to the researchers. According to Creswell (2007) and Marvasti (2004) this technique allows researchers to determine suitable participants according to the target of the study. In this sense, researchers choose this kind of technique since they do not want to work with a larger group, and do not plan generalize result to larger groups. Creswell (2007) and Patton (2002) purpose that this technique may also enable to enrich settings to get deeper data on certain subject. In this sense, the primary objective was to select subjects from gender groups, age group, post and professional experience. In Table 1, the demographics of participants are shown.

Table 1. Demographic Features of The Participants

Gender	Male	10
	Female	6
Age	25-30	-
	31-35	4
	36-40	4
	41-45	3
	46-50	2
	51 and over	3
Academic Title	Professor	5
	Associate Professor	7
	Assistant Professor	2
	Lecturer (Dr.)	2
Experience	1-5 yrs	-
	6-10 yrs	4
	11-15 yrs	3
	16-20 yrs	4
	21-25 yrs	2
	26 yrs and over	3

As presented in Table 1 above, as for gender, while 10 of them are male, 6 are female. As far as their age is considered, 4 participants are in 31-35 years old, 4 are in 36-40 years old, 3 are in 41-45 years old, 2 are in 46-51 years old and 3 participants are 51 years and over. Regarding their academic title, 5 are professors, 7 are associate professors, 2 are assistant professors and 2 are lecturers. As far as the participants' experience is considered, 4 participants are between 6-10 years' experience, 3 are in 11-15 years, 4 are in 16-20 years, 2 are in 21-25 years and 3 are in 26 years and over group.

Data Collection

Semi-structured interview technique was implemented to collect the data of the study. In this technique, it is essential to confront the participants with some elements. Bailey (1994), DeMarrais (2004), Kerkhof (2006) and Kümbetoğlu (2005) underlined that they were asked to announce some important paths where these elements seem alike and, thereby, show difference from each other. Moreover, in this technique, the adjuncts can express their views in a free atmosphere.

In the beginning of data collection, the researchers e-mailed the objective of the study to a large size of participants. It was also requested from them to answer back to the mail if they wished to engage in the study voluntarily or not. Thus, over 25 adjuncts volunteered to take part in the study. However, as a requirement of purposive sampling method, 16 adjunct/part-time academicians were chosen to interview. Later, the researcher contacted to those academicians and consented them about the confidentiality of the data that will be obtained from them. In this regard, the researchers assured that the data will be used in a scientific article and will adhere to ethical principles. Therefore, their personal identities would be kept in secret, and their names would not be acknowledged in the manuscript. The researchers conducted the interviews on agreed-upon days. Finally, the participant adjuncts were visited on those planned days. The researchers both recorded and took notes with their approvals. Each interview lasted nearly half an hour.

Data Analysis

Content analysis technique was used in order to analyze the data. According to Mayring (2000) this technique purposes to analyze similar data on a certain topic and comment around it. In this data analysis process, firstly, the data were organized. Here, the researchers revisited each interview. They listened each participant's recorded audiotape to provide the accuracy of the data. Then, as suggested by Bogdan and Biklen (2007), the researchers analyzed the participants' interview transcripts. As a requirement of data analysis procedure, coding categories are developed, the data are sorted mechanically, and the data are analyzed within each coding category. Later, the researchers were coded each participant's interview separately according to their views on flexible and precariat form of employment policies in higher education field in Turkey. Here, the researchers grouped emerging and repeated themes according to coding categories in three steps: These steps are category definition, exemplification, and codification regulation. In this regard, to start with, the researchers separated the answers to each question into meaningful categories, named, and coded. Second, the researchers gathered conceptualized statements. Third, the researches aimed to refrain from repetition. In the final phase, the researchers explained defined results and established relation to each other. The researchers also tried to institute a cause effect relation among the emerging sections. The researchers gave codes to adjunct faculty members as A1, A2, A3, and A4...

The researchers also employed a constant comparative approach while organizing and analyzing the data. As recommended by Bogdan and Biklen (2007) and Glaser (1992) it was done for to emerge theory. It was done because theory can emerge during enduring analysis, doubling back for more data collection and coding as well. By employing this method, the researchers re-examined each set of gathered data concerning key issues, recurrent events, or activities. In this phase, the researchers re-analyzed each participant's data for a few times to confirm the data and find out contradicting statements.

Trustworthiness and rigor

For trustworthiness and rigor, some precautions were taken in this study. Here, firstly, the interviewers played roles of facilitators and listeners. They only asked questions. After asking their questions, they recorded the participants' answers without leading the respondents. Secondly, for providing content validity, the researchers requested four field experts' views on the interview questions. As a result of these experts' opinions, the questions were revised and the final forms of the questions were developed. What is more, the participant academicians were warranted for the confidentiality of their identities. The researches gave a warranty to the participant adjuncts to keep their identities in secret. The researchers also determined interview places especially out of the university buildings to refrain from any kinds of influences.

Some other precautions are also taken for ensuring validity and reliability of the study. In this regard, first, while developing interview form, the researchers re-examined the literature on adjunct faculty members in order to establish a contextual framework for enhancing internal validity. The researchers also sent transcribed interviews to the participants for checking if their statements are written correctly or not. In order for them to feel free to explain their thoughts, their identities are promised to keep in secret. In the final phase, in order to increase external validity, the researchers described every minute of the research in detail. Here, the researchers described the methodology, the research design, the study group, the data collection process, and the data analysis procedures in detail. Also, the researchers kept the raw data, coded data for other researchers' demand. In order to provide internal reliability, the researchers transcribed the data with no subjective judgement. The coded data were compared with that of the researcher and the consistency technique recommended by Miles and Huberman (1994), and it was calculated as 88%.

Findings / Results

Who They Are and Why They Work Part Time

In this part, the participants' views on who they are and why the reasons why they work part time were asked. As far as analyzing who they are, the majority of adjunct faculty members are position-seekers at universities while some are retired academicians. Position-seekers hope to develop network at universities and once they complete their academic studies, they hope to get a full-time contract there. The retired ones are daily-based contract owners. They prefer to work 2-3 days and they want to spend other times with their families. When the reasons why they work part time is concerned, participants' responses were presented below:

Table 2. *The Reasons Why They Work Part Time*

Main Theme	Sub Themes	f
The reason for working as part-time	Insufficiency of their own academic qualifications	6
	Personal priorities and preferences	8
	Saves time for other things	5
	(Coronavirus Disease) COVID-19 working conditions	4

**A participant may have engaged in more than one view.*

When the participants' views on the reasons why they work part time are concerned, some reasons are underlined. One of the reasons is some participants' insufficiency of required academic qualifications for a full-time position. In addition to the criteria the CHE asked, additional criteria are demanded by the universities themselves. In this regard, the candidates are asked to meet all these criteria. For this reason, they have to sign a part-time faculty contract rather than full-time. An adjunct faculty member said, "My qualifications are not sufficient to apply a full-time position. I need to complete my qualifications first. Therefore, I had to sign a part-time contract (A3)." The other reason is the participants' personal priorities and preferences. Some participants underlined some personal priorities and preferences like spending more time with their families and children. They noted that by working part-time they have a chance to support their own children and save some time. For this reason, they prefer to work as an adjunct faculty member. In this sense, an academician noted, "When I work part-time, I have more free time to support my children. They need my support (A13)." Another reason is COVID-19 working conditions. When the virus emerged, some universities adopted a new employment policy. During COVID-19 restrictions process, some universities limited full-time faculty positions and prefer to employ part-time positions as it saves money. In this process, they employed most of academic staff as part-time. An academician indicated, "X university terminated most of the participants' contracts and most of the academic staff are working part-time there now (A9)."

Adjunct Faculty Members' Academic, Social and Financial Rights

In this part, the participants' views on their academic, social and financial rights are evaluated. Their responses were presented below:

Table 3. *Adjunct Faculty Members' Academic, Social and Financial Rights*

Main Theme	Sub Themes	f
Academic, social and financial rights	Have the same rights	5
	Insufficient financial support regarding professional development	4
	No assistants and less resources comparing full-time faculty	2
	Have education and professional development support	2

**A participant may have engaged in more than one view*

Regarding adjunct faculty members' academic, social and financial rights, three main issues are underlined. First, although academically and socially they have the same rights at first sight, when financial issues and professional supports are concerned, some participants stated that they are not treated the same as the full time faculty. In this regard, an academician stated, "Sometimes, the point of view of senior administration becomes disturbing. The senior management does not value and support adjunct faculty members comparing full time academicians. This situation may affect their sense of belonging and organizational commitment negatively (A9)." They mean that the senior management separate us as full-time and part-time faculty members regarding some rights. A part-time faculty proposed, "For example, adjunct faculty members are not invited meetings. In addition, they are not informed about meeting results, conferences (A12)." The senior management does not support part-time faculty members' professional development, because they prefer to invest full-time academicians. Indeed, the part-timers are not valued and their problems are usually ignored. As a result, they are trying to find their own career path, which may also affect them negatively. An academician stated, "I can only get conference pay. It is generally paid 7 months later. In fact, it is one third of the payment I made (A3)." The institutions do not provide assistants and even a private room to study or student meetings. An academician said, "We have to share a

common office with 5-6 other faculty members. There is no privacy especially while having talks with students. We do not have assistants to help us, either (A9)." The senior management also does not support adjunct faculty members for professional development. A part-time faculty said, "I wish I could have support from my institution, but we are not supported (A16)." On the other hand, few academicians stated that they had education and professional development support. An academician uttered, "Although it is paid late, we get support (A15)."

The Experiences and Problems They Encounter as Part Time Adjunct

In this part, the views on the experiences and problems of the participants encounter as part time adjuncts were asked. Their responses were presented below:

Table 4. The Experiences and Problems They Encounter as Part Time Adjunct

Main Theme	Sub Themes	f
Experiences and Problems They Encounter	Economic problems	4
	Discrimination of part-time and full-time	5
	Problems with student respect	5
	Cannot cooperate with colleagues	5
	Psychological problems	4
	Administrative pressure	3
	Unable to reach students	3
	No private offices and bad physical conditions	2
	No problem	2

*A participant may have engaged in more than one view

Regarding the part-time adjuncts' experiences and problems, several experiences and problems are indicated. In this sense, first, adjunct faculty members encounter economic problems as they cannot get any pay during holidays. In this regard, an adjunct faculty member reported, "We have difficulty to survive when they do not pay us on holidays. Then, our priorities change and we cannot focus on our academic studies (A19)." The adjunct faculty members also complain about being discriminated as part-time and full-time faculty. When they are discriminated, they feel undervalued. In addition, they reported that they experience some psychological problems as we they separated as full-time and part time faculty members. Senior administrators usually imply this discrimination in every minute. An academician noted, "You are part time and have no security. You have to do whatever I order you in order to be contracted in the following year (A13)." It is considered that as a result of this policy, students do not respect them. Within this context, an academician uttered, "A student frankly told me he takes his full time professors more seriously, as part-time faculty members have to grade them better for renewing their contracts in the following semester. If students complain about them, their contracts are terminated (A8)." Moreover, adjunct faculty members cannot cooperate with their colleagues adequately. They are even not invited to academic meetings and cannot take part in some projects. The adjunct faculty members also underlined that when they have hospital visit, the administration cuts their payments. An adjunct faculty said, "When I asked my full pay, the administrator threatened me not to sign contract next years. Although it is a common problem, no solution is provided (A1)." Another academician noted, "Students sometimes ask us if we are adjunct faculty members or not. This makes us worried. There occur negative thoughts on students' minds. Therefore, we cannot be academically effective (A11)." Another problem is that part-time adjunct faculty are unable to reach students as they are not at school all the time. In this regard, they do not have private rooms and physical conditions are bad. On the other hand, few academicians underlined that they have no problems in this process.

Part Time Employment Type and Its Influences on Their Institution, Satisfaction and Motivation

In this part, the participants' views on part time employment type and its influences on their institution and satisfaction and motivation were asked. Their responses were presented below:

Table 5. Part Time Employment Type and Its Influences on Their Institution, Satisfaction and Motivation

Main Theme	Sub Themes	f
Influences of Part Time Employment	No influences	4
	Beneficial for an institution	5
	Administratively beneficial for an institution	5
	Problem with focusing on academic lives	4
	Negative effects on academic promotion	3
	As no connection with students and internet problems decreases motivation and job satisfaction	3

*A participant may have engaged in more than one view

As can be seen in Table 5, the participants have differing opinions about influences of part time employment. According to some of the participants, it is administratively beneficial for an institution. When part-time faculty have better performance, it is beneficial for them to renew their contracts in the following year. As far as performance expectations from adjunct faculty members is concerned, performance expectation is high. They expect for the same performance as the full-time faculty members. In fact, an adjunct faculty stated, *"It is administratively beneficial, because they make us work harder. We get lower salaries, and do not cause any problem (A16)."* However, it is indicated by some academicians that it has negative influences on an institution. Students do not even attend to part-time faculty members' classes, and it affects educational process negatively. Here, an adjunct faculty member noted, *"Students do not take us seriously because they are sure that our contract renewal depends on their satisfaction. We have to do our best to make them satisfied. We even grade well for average papers (A9)."* It is understood from their statements that from time to time working as an adjunct faculty member affects their satisfaction and motivation negatively. An adjunct stated, *"It influences us negatively because we work the same, but we get lower salaries comparing our full-time counterparts (A7)."* Another academic reported, *"It affects my motivation negatively. Although I love my profession, I plan to quit the job (A13)."* Some adjunct faculty members find it difficult as it causes to a focus problem on their academic life. An academician said, *"As my motivation is too low, I cannot focus on making more publications. I cannot show any effort on my academic career. Working part time did not contribute to my academic promotion. It influences me badly. (A5)."* As there is no connection with students and internet problems, working part time decreases their motivation and job satisfaction as well. In this regard, an academician said, *"I feel robotized day by day (A16)."* On the other hand, few adjunct faculty members are happy with this situation. In this regard, an adjunct faculty member said, *"I sometimes face some problems, but I love my part-time work in general. Because, I am retired and I can socialize at work (A19)."* Another academic says, *"As I can save time for myself and my family, it increases my motivation (A16)."*

Future Implications on Part Time Employment Type in Higher Education

Table 6. Future Implications on Part Time Employment Type in Higher Education

Main Theme	Sub Themes	f
Future Implications	Equal rights and better salaries	5
	Full-time contracts	5
	Support for professional development	4
	Better working and physical conditions (offices, internet etc.)	3
	Part-time contracting employment system should be kept	2

*A participant may have engaged in more than one view

As far as the participants' views on future implications of part time employment type in higher education are concerned, adjunct faculty members hope to have equal rights with full time counterparts and better salaries. A part-time academic noted, *"Economic conditions should be developed (A16)."* They also want to be contracted full-time. When they are contracted part-time, they are not paid during summer times and it is difficult for them to survive. In this regard, an adjunct faculty member emphasized, *"Contracts should be full-year not 9-month contracts. Our salaries should be increased and our rights should be equal to full-time faculty (A12)."* In addition, the part-time adjunct faculty members hope to be supported for their professional development. Another academician said, *"As we are part-time, our professional development is ignored. Universities should support our professional development efforts the same as our full-time counterparts (A14)."* Furthermore, the academicians want to their physical working conditions to be improved. They indicate that they do not have a regular office with internet connection. An academic says, *"Physical conditions and internet connection should be improved. I have to supervise my students in the canteen, which is not professional (A13)."* On the other hand, very few academicians stated, *"As this system helps save time for you and your family, this system should be continued (A14)."*

Discussion

This qualitative study aimed to determine the views of adjunct faculty members on flexible and precariat form of employment policies in higher education system in Turkey. In this research, some results were obtained. According to one of the results obtained through this research, the number of adjunct or part-time faculty members has been increasing at universities. Results show that the adjuncts or part-timers have some main basic motivations. One of the reasons is that they have insufficient to apply to an academic position in terms of their academic qualifications. As they cannot meet required qualifications to apply to full time faculty positions, they prefer to work as an adjunct or part-time. Another reason is that adjuncts or part-time academicians hope to save extra time to spend with their family and children. When they sign 3-4 day-basis contracts, they can spend some of their time with their own family and children. Some of them have infants to look after, and as a result of this form of employment, they can look after their children. A final reason is COVID-19 process and the anxiety concerns it brought to both their professional, personal lives and institutional working conditions. During the COVID-19 restrictions process, some universities limited full-time faculty positions, and preferred to employ part-time positions as it saves money. Some universities benefitted from COVID-19 process in order

to reduce the number of academic staff. They gathered tens and hundreds of students in an online class with limited staff. Personally, some faculty members preferred to work part-time or online instead of going to the campus as they have some health concerns. They did not want to get infected by a virus. Therefore, they wanted to work from home. According to Altbach et al. (2005) approximately 50 percent of the total faculty is adjunct faculty members. Higher education institutions started to employ more adjunct faculty members for economic, social and personal reasons. When analyzed about who these adjunct faculty members are, it is understood that the majority of adjunct faculty members are position-seekers at universities while some are retired academicians. For example, some position-seekers hope to develop network at universities once they complete their academic studies and after that they hope to get a full-time contract there. The retired ones are daily-based contract owners. They prefer to work 2-3 days and they want to spend other times with their families. Universities are hiring part-time faculty to teach the overcrowded, preparatory courses because senior faculty are less interested in teaching these lower level and crowded classes. These classes are considered to be available for part-time instructors (Caruth & Caruth, 2013; Halcrow & Olson, 2008).

According to another result obtained from this research, although adjunct faculty members have the same rights academically and socially, when professional support is concerned, most participants stated that they are not treated the same as the full time faculty staff. For example, they are paid less comparing to full-time faculty and they do not have social security. It is considered that this may affect their sense of belonging and organizational commitment negatively. Sam (2021) proposed that their sense of belonging is affected negatively.

Another point is that adjunct faculty members are not invited faculty meetings. They are even not informed about meeting results. This shows that adjuncts or part-timers are ignored at institutions. It may affect their motivation, sense of belonging negatively. In addition, results reveal that the professional development initiatives of adjunct faculty members are not supported. For example, when they wanted to participate in a conference, a training, they are not invited or financially supported while full-timers are supported. Adjunct faculty reported they did not perceive money for travel to conferences would improve their teaching. At this point, the institutions are alleged to prefer to invest full-time academicians. Also, adjuncts or part-timers are not provided research assistants and adequate resources. They are even not aware of the availability of campus services, and seldom participate in extracurricular student faculty interactions. Bergmann (2011) also found that the most adjunct faculty do not take part in support services. One-third of them reported that they do not have offices. On the other hand, it was discovered in this research that only two part-timers are happy with their current situations as they can have some time to do other activities themselves. Only, few part-timers stated that they had enough support regarding professional developments. Literature supports the finding of this research. For instance, Caruth and Caruth (2013) reported that adjuncts or part-timers receive little or no professional development opportunities as compared to their colleagues. Hence, Bergmann (2011) found that adjuncts asked more support. By being supported, they would be able to answer student questions better; they would feel more confident in their teaching. In a similar research conducted by Bergmann (2011) it was found that although part-time faculty are generally well-qualified to perform their duties, they are more weakly linked to their students, colleagues and institutions than full-timers.

A further result shows that the adjuncts or part-time participants encounter financial problems, as they cannot get any pay during holidays. When they are not paid during summer time, they have difficulty to survive, and this leads to stress on them. Also, the adjunct faculty members complain about being discriminated as being part-time or full-time. Even their hospital visits result in loss in wages. The adjunct faculty members also experience some psychological problems as they are discriminated as full-time and part time faculty members. As a result, they start to lose respect to their work and students do not respect them accordingly. Moreover, adjunct faculty members do not have regular offices and they are not invited to meetings. As a result, they cannot cooperate with their colleagues adequately. In their study, Caruth and Caruth (2013) discovered that the average salary for adjunct faculty members is not enough to live on therefore, they are forced to eventually leave the profession.

When influences of part time employment are concerned, while some participants find it administratively beneficial, some other academicians indicate its negative influences on an institution. Those who find it beneficial think that part-time faculty have better performance in order to renew their contracts in the following year. However, those who indicate its negative influences reveal that students do not even attend to classes, and it affects educational process negatively. Furthermore, they cannot focus on their academic life. It is inferred from their statements that from time to time working as an adjunct faculty member affects their satisfaction and motivation negatively. According to Bergmann (2011) this kind of employment policy may create an erosion in terms of academic freedom and academic profession. Even though some part-time faculty members appear satisfied with their jobs, this form of employment may harm profession. In their research Leslie and Gappa (2002) revealed that as far as instructional methods are concerned there is no difference. However, adjuncts or part-time faculty members seem less committed, less accomplished, and less creative comparing to their full-time counterparts. It was also found that adjunct faculty members of this sample tend to satisfy students lower expectations. Similar results were obtained by Murray (2021). She found that academicians are attentive and receptive to the needs of the student, the instructor responds in such a way to satisfy the need or provides an alternative goal, and the student recognizes, or receives, in some way the efforts of the instructor to show caring.

As far as future implications on part time employment type in higher education are concerned, adjunct faculty members hope to have better working conditions, full-time contracts, better salaries, support for professional development and equal rights. They want full-time contracts, as it is hard to survive and focus on academic studies when they have basic needs problems. They also want to be supported as well as full-time faculty members. They need to develop themselves but they may not have a chance to develop themselves when the institution does not support financially. The adjunct faculty members hope to have regular offices to supervise their students. As they do not have offices, they have to meet their students at canteens or cafes. As Lyons (1996) suggested adjunct or part-time instructors need more orientation regarding institution, institutional culture, classroom management skills, commitment. They also need ongoing professional development. Gelman et al. (2022) states that a multi-faceted approach that fosters adjunct inclusion, promotes professional development, and provides concrete resources to support teaching not only supports part-time faculty, but also serves students, the school, and, ultimately, the profession.

Conclusion

As a result of this qualitative research, it can be concluded that this form of flexible employment policy in higher education management field causes organizational, academic and personal problems for some reasons. As for organizational problems, it was found that this form of flexible employment causes to prioritize financial points of views rather than academic expectations. By employing adjunct and part-time faculty members, many institutions hope to reduce their institutional costs. However, this may lead to lower academic standards. In addition, regarding personal problems, adjunct faculty members and part-time faculty members are underpaid, overworked, ignored regarding their professional development. Their professional development needs are ignored and they are undervalued. As academicians, they need to follow new approaches but they are not supported in this manner. It was also discovered that students' points of views are affected by these intuitional attitudes. As their contract renewal process heavily depends on student satisfaction, they may have a tendency to accept lower student outcomes to satisfy them. In this sense, students do not respect adjunct faculty members. It also reduces the status of academic work and it may influence academy in the long term.

Recommendations

As a result of the findings obtained from this study, it is recommended that this kind of employment policy should be reconsidered and full-time employment should be preferred. If they want to continue adjunct and part-time faculty members, their working conditions, and their rights should be improved. This research was conducted with a limited group of adjunct faculty members with a qualitative research method. Other researchers can conduct a similar research with a quantitative or mixed research methodology with more academicians. Also an international comparative research can be carried out to find out what the situation is in other country cases.

Limitations

As can be for all researches, this study has several limitations in terms of results transferability to the population. In the first place, the study group was composed of volunteer adjunct faculty members so they may not necessarily be representatives of other adjuncts in other higher education institutions. For this reason, the results can only be limited to the participants of this study. When inferring the results, researchers must be more careful. Secondly, the researchers consist of the main instruments of data analysis in this study. Therefore, the analyses and comments are a product of their own interpretations. This means that according to Bogdan and Biklen (2007) and Creswell (2007) other researchers may discover different features of importance with the same data sets Finally, even though the researchers purposed to interview equal genders, it was not possible as a result of the high representatives of male participants.

Authorship Contribution Statement

Balyer: Conceptualization, drafting manuscript, design, data analysis, writing. Tabancali: Data acquisition Editing/reviewing, supervision, critical revision of manuscript.

References

- Acar, A. (2009). *The transformation of the public personnel regime in turkey after 1980: The case of education sector* [Unpublished doctoral dissertation]. Dokuz Eylül University.
- Altbach, P., Berdahl, R., & Gumport, P. (2005). *American higher education in the twenty-first century* (2nd ed.). Johns Hopkins University.
- Bailey, K. D. (1994). *Methods of social research*. The Free Press.
- Balcı, A. (2015). *Research in the social sciences*. Pegem Publishing
- Belek, İ. (1999). *Postcapitalist paradigms* (2nd ed.). Sorun Yayıncılık.
- Bergmann, M. D. (2011). *A study of adjunct faculty* [Unpublished doctoral dissertation]. Montana State University.

- Birler, Ö. (2012). Neoliberalization and foundation universities in Turkey. In K. İnal & G. Akkaymak (Eds.), *Neoliberal transformation of education in Turkey: Political and ideological analysis of educational reforms in the age of the AKP*. Macmillan. https://doi.org/10.1057/9781137097811_11
- Blackmore, J., & Sachs, J. (2007). *Performing and reforming leaders: Gender, educational restructuring, and organizational change*. State University of New York Press.
- Bogdan, R., & Biklen, S. (2007). *Qualitative research for education: An introduction to theory and practice*. Allyn and Bacon.
- Brzaković, A., Brzaković, T., & Brzaković, P. (2019). The determinants of brand positioning in higher education – what dominantly influences students' satisfaction? *Croatian Journal of Education*, 21(2), 407-436. <https://doi.org/10.15516/cje.v21i2.3136>
- Caruth, G. D., & Caruth, D. L. (2013). Adjunct faculty: Who are these unsung heroes of academe? *Current Issues in Education*, 16(3), Article 6. <https://bit.ly/3y95IGE>
- Cohen, M. (1992, November). *Benefits on a budget: Addressing adjunct needs*. Paper presented at the 78th annual meeting of the Speech Communication Association, Chicago, IL. (ERIC Document Reproduction Service No. ED355578)
- Colsanti, L. M., Holmes, D., & Greenstein, L. (1991). *Adjunct faculty morale and faculty development*. ERIC. <https://eric.ed.gov/?id=ED415766>
- Council of Higher Education. (2007). *Turkey's higher education strategy*. <https://bit.ly/3rp7IGZ>
- Council of Higher Education. (2017). *Yükseköğretim istatistikleri [Higher education statistics]*. <https://istatistik.yok.gov.tr>
- Creswell, J. W. (2007). *Qualitative inquiry ve research design: Choosing among five approaches*. Sage.
- DeMarrais, K. (2004). Qualitative interview studies: Learning through experience. In K. de Marrais & S. D. Lapan (Eds.), *Foundations for research* (pp. 51-68). Lawrence Erlbaum.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The sage handbook of qualitative research* (3rd ed.) Sage.
- Erguvan, D. (2013). Perceptions of academics towards the impact of foundation universities on Turkish higher education. *Educational Sciences: Theory & Practice*, 13(1), 137-160.
- Gappa, J. M., & Leslie, D. W. (1997). Two faculties or one? The conundrum of part-timers in a bifurcated work force. *New pathways: Faculty career and employment for the 21st century working paper series, Inquiry #6*. ERIC. <https://eric.ed.gov/?id=ED424817>
- Gelman, C., Gandel, J., & Bausman, M. (2022) A multi-faceted, adjunct-centered initiative to support part-time faculty, *Journal of Teaching in Social Work*, 42(1), 82-99. <https://doi.org/10.1080/08841233.2021.2013000>
- Gillespie, K. H., & Robertson, D. L. (Eds.). (2010). *A guide to faculty development* (2nd ed.). Jossey Bass.
- Glaser, B. G. (1992). *Basics of grounded theory analysis*. Sociology Press.
- Cross, J. G., & Goldenberg, E. N. (2002). Why hire non-tenure-track faculty? *Peer Review*, 5(1), 25-29.
- Gottfried, B. (1995). Part-time faculty in community colleges: Esteemed contributors or invisible entities. *Michigan Community College Journal: Research & Practice*, 1(2), 29-36.
- Green, D. W. (2007). Adjunct faculty and the continuing quest for quality. *New Directions for Community Colleges*, 2007 (140), 29-39. <https://doi.org/10.1002/cc.302>
- Gürüz, K. (2006). The development of private higher education in Turkey. *International Higher Education*, 45(Fall), 11-12. <https://doi.org/10.6017/ihe.2006.45.7933>
- Halcrow, C., & Olson, M. R. (2008). Adjunct faculty: Valued resource or cheap labor? *Focus On Colleges, Universities, and Schools*, 2(1), 1-8.
- Hoyt, J. E., Howell, S. L., Glines, L. J., Johnson, C., Spackman, J. S., Thompson, C., & Rudd, C. (2008). Assessing part-time faculty job satisfaction in continuing higher education: Implications for the profession, *The Journal of Continuing Higher Education*, 56(1), 27-38. <https://doi.org/10.1080/07377366.2008.10400139>
- Jacobs, F. (1998). Using part-time faculty more effectively *New Directions for Higher Education*, 1998(104), 9-18. <https://doi.org/10.1002/he.10401>
- Kerkhof, V. D. M. (2006). *The repertory grid technique, (RGT), integrated assessment*. <https://vu.nl/nl/over-de-vu/onderzoeksinstituten/ivm>
- Kezar, A. (2013). Non-tenure-track faculty's social construction of a supportive work environment. *Teachers College Record*, 115(12), 1-13. <https://doi.org/10.1177/016146811311501204>

- Kümbetoğlu, B. (2005). *Sosyolojide ve antropolojide niteliksel yöntem ve araştırma* [Qualitative method and research in sociology and anthropology]. Bağlam.
- Leslie, D. W., Kellams, S. E., & Gunne, G. M. (1982). *Part-time faculty in American higher education*. Praeger.
- Leslie, D. W. & Gappa, J. M. (2002). Part-time faculty: Competent and committed. *New Directions for Community Colleges*, 2002(118), 59-68. <https://doi.org/10.1002/cc.64>
- Levy, D. C. (2007, January 16-17). *Private-public interfaces in higher education development: Two sectors in sync?* [Paper Presentation]. The 2007 World Bank Regional Seminar on Development Economics, Beijing, China.
- Louis, D. (2009). Adjuncts: Solutions for a mistreated majority. *The Chronicle of Education*, 55(39), 72-78. <https://doi.org/10.2466/02.20.PR0.113x16z1>
- Lyons, R. E. (1996). *A study of the effects of a mentoring initiative on the performance of new, adjunct community college faculty* [Unpublished doctoral dissertation]. University of Central Florida.
- Lyons, R. E. (2007). Deepening our understanding of adjunct faculty. In R. E. Lyons (Ed.), *Best practices for supporting adjunct faculty* (pp. 1-12). Anker.
- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Sage.
- Marvasti, B. A. (2004). *Qualitative research in sociology*. Sage Publications. <https://doi.org/10.4135/9781849209700>
- Mayring, P. (2000). Qualitative content analysis. *Forum: Online Journal Qualitative Social Research*, 1(2), 1-10.
- McGuire, J. (1993). Part-time faculty: Partners in excellence. *Leadership Abstracts*, 6(6), 1-3.
- Miles, M. B., & Huberman, M. A. (1994). *Qualitative data analysis: A Sourcebook of new methods*. Sage.
- Mızıkacı, F. (2010). Isomorphic and diverse institutions among Turkish foundation universities. *Education and Science*, 35(157), 140-151.
- Morton, D. R. (2012). Adjunct faculty embraced: The institution's responsibility. *CEJ: Series 3*, 9(2), 396-407. <https://doi.org/10.1177/073989131200900211>
- Murray, K. J. (2021). *Residential adjunct faculty members' experiences forming and maintaining caring instructor-student relationships: A transcendental phenomenological study* [Unpublished doctoral dissertation]. Liberty University.
- National Center for Education Statistics (2012). *Employees in postsecondary institutions, fall 2010, and salaries of full-time instructional staff, 2010-2011 (NCES Publication No. 2012-276)*. <https://bit.ly/3E7ztvh>
- National Center for Education Statistics. (2013). *About IPEDS*. <https://bit.ly/3dU42dv>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage.
- Pearch, W. J., & Marutz, L. (2005). Retention of adjunct faculty in community colleges, 11(1), 29-44.
- Punch, K.F. (2005). *Introduction to social research-quantitative & qualitative approaches*. Sage.
- Reid, J. R. (2008). Community college dilemma: Adjunct faculty. *Community & Junior College Libraries*, 14(4), 295-298. <https://doi.org/10.1080/02763910802336456>
- Roueche, J. E., Roueche, S. D., & Milliron, M. D. (1996). Identifying the strangers: Exploring part-time faculty integration in American community colleges. *Community College Review*, 23(4), 33-48. <https://doi.org/10.1177/009155219602300404>
- Sam, C. H. (2021). How academic community and an ethic of care can shape adjunct work environments: A case study of a community college. *Journal of Academic Ethics*, 19, 323-341. <https://doi.org/10.1007/s10805-021-09436-y>
- Schmidt, P. (2008). Use of part-time instructors to lower student success. *The Chronicle of Higher Education*, 55(12), 8-9.
- Standing, G. (2014). The precariat. *Contexts*, 13(4), 10-12. <https://doi.org/10.1177/1536504214558209>
- Standing, G. (2018). The precariat: Today's transformative class? *Development*, 61, 115-121. <https://doi.org/10.1057/s41301-018-0182-5>
- Stephens, A., & Wright, S. (1999). The part-time paradox. *Community College Week*, 11(13), 6-10.
- Sullivan, J. D. (1999). Of carrots and other rewards for adjuncts. *The Journal of the Midwest Modern Language Association*, 32(2/3), 51-55. <http://www.jstor.org/stable/1315284>
- Teixeira, P. N., Biscaia, R., Rocha, V., & Cardoso, M. F. (2016). What role for private higher education in Europe? Reflecting about current patterns and future prospects. In M. Shad & C. S. Nair (Eds.), *A global perspective on private higher education* (pp. 13-28). Elsevier. <https://doi.org/10.1016/B978-0-08-100872-0.00002-1>

- Tice, S. L., Jackson, N., Lambert, L. M., & Englot, P. (2005). *University teacher: A reference guide for graduate students and faculty* (2nd ed.). Syracuse University Press.
- Tuzgöl Dost, M., & Cenkseven, F. (2007). Devlet ve vakıf üniversitelerinde çalışan öğretim elemanlarının mesleki sorunları [Professional problems of faculty members at state and private universities]. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 16(2), 203-218. <https://bit.ly/3V2oGsi>
- Vatansever, A. (2013). The precarian nights. The futureless white-collar workers' dream in 21st-century world. *EUL Journal of Social Sciences*, 4(2), 1-20.
- Vatansever, A., & Gezici Yalçın, M. (2015). *Ne ders olsa veririz, akademisyenin vasıfsız işçiye dönüşümü* [We Give Any Lessons, The Academician's Unqualified Worker Conversion]. İletişim Yayınları.
- Wallin, D. L. (2007). Part-time faculty and professional development: Notes from the field. *New Directions for Community Colleges*, 140, 67-73. <https://doi.org/10.1002/cc.306>
- Wickun, W. G., & Stanley, R. E. (2011). *The role of adjunct faculty in higher education*. The Montana Professor. <https://bit.ly/3SNhnTp>
- Zayim-Kurtay, M., & Duran, A. (2018). Vakıf üniversitesinde akademisyen olmak: rutinler ve bu rutinleri etkileyen faktörler [Being an academician at a foundation university: Routines and the factors that affect those routines]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 18(4), 2518- 2540. <https://doi.org/jfd2>