



PERSPECTIVES OF TEACHERS AND SCHOOL ADMINISTRATORS ON CONTRACT TEACHING

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Abstract

The Turkish educational system employs teachers in a variety of positions with varying levels of privileges but also with some shared traits. This study aims to ascertain contract teachers' and school administrators' perspectives on the contract teaching procedure from the standpoint of these distinctions. The focus group interview technique, which favors the phenomenology approach, a qualitative research method, was employed in the study. 15 educators and 6 administrators who are employed in the Türkiye for the 2022–2023 school year make up the two separate study groups. Additionally, a semi-structured observation form was utilized in the research as a method for gathering data. In the data analysis, the content analysis technique was used to examine the information gleaned from the open-ended questions asked in the semi-structured interviews. As a result of the content analysis, the study findings were thoroughly assessed, and the data gathered within the confines of each sub-problem was coded. These codes were then collected under the appropriate themes. It was concluded that the contract teaching had a negative impact on school administrators, contract teachers, and the educational process.

Keywords: contract teachers, school administrators, teacher employment types

Introduction

The planning of the education is a crucial stage in establishing the teacher recruiting and training procedures. As in every industry, the employment of teachers should be assessed in the perspective of supply and demand equilibrium. The allocations of the institutions that train teachers are established in accordance with the employment policies of the nations, and those who choose teaching as a vocation are guided to this field. Developing nations like Turkey, which struggle to implement long-term education planning, typically apply short-term programs to the educational process as a result of the imbalance between supply and demand for teachers and the lack of cooperation between teacher training institutions and teacher employment institutions. As a result, different types of teacher cadres are revealed in the output.

In Turkey, a wide range of approaches are used for both teacher employment as well as teacher preparation. Short-term trainings were started to be introduced for teacher training and employment since the Village Institutes and Higher Teacher Training Schools, which followed a successful and high-quality teacher training program, could not fulfill the rapidly expanding teacher needs over time. Through expedited programs like Teacher Courses and Teacher Training with Literature, which do not adhere to professional standards, teachers are taught and employed (Eraslan, 2006). Since 1982, universities have attempted to carry out teacher training programs, and with the 1998 restructure, primary school teachers have been required to have a bachelor's degree, while secondary school teachers have been required to have a non-thesis master's degree (Güven, 2010).

However, as time went on and there were more teacher contract teachers than there were positions available, adjustments to the hiring process for teachers began to be made. Teachers

were required to take an exam in order to be hired in accordance with a regulation that went into effect in 1985; this exam was not used between 1992 and 1999; after 2002, the Public Personnel Selection Examination (PPSE), a multiple-choice test in the areas of general culture, general talent, and educational sciences, started to be implemented. Thus, the employment of teachers resulted in a reduction in the value placed on education provided in faculties of education, a tendency for teacher contract teachers to enroll in private teaching institutions, and teacher contract teachers, who only focused on teaching based on the results of the central examination (Güven, 2010). Over the years, as the disparity between the number of education faculty graduates and those in employment has grown, KPSS has gradually gained in prominence. It became clear that there are five employment models for teachers in Turkey: permanent, contract teacher, substitute, paid and military service. According to clause A of article 4 of the Civil Servants Law No. 657, permanent teachers are employed. Under the Ministry of National Education, permanent, are the employees tasked with providing services for mandatory and ongoing education and training (Soydan, 2012). The Ministry of National Education hires aspiring teachers who have completed the required university coursework. The main player in the training and employment of teachers in Turkey is the Ministry of National Education, which establishes the job terms, programs, and calendar (Koçak & Kavak, 2014).

The employment of all teachers is managed by the Ministry of National Education in addition to the employment of permanent teaching. The Ministry of National Education has been implementing the contract teaching status since 2005. As a result, contract teachers are employed by the Ministry of National Education in accordance with Article 4's subparagraph (B) of the Civil Code and within the context of decisions made by the Council of Ministers. No. 657 Civil Servants Law. The Ministry of National Education adopted both the status of contract teacher and permanent, salaried teachers under this employment model (Karadeniz & Beşir Demir, 2010). Teaching is referred to as "a profession of expertise that undertakes the duty of education and training and is tied to the administration of the State" in the Basic Law of National Education (1973). Under Civil Servant Law No. 657, which specifies that "public services are delivered by civil servants, contract workers, temporary workers, and workers," teachers are employed by the Ministry of National Education. This regulation applies to four different sorts of teaching positions which are usual teaching, contractual teaching, paid teaching, and substitute teaching (Akyüz, 2006). The phrase "Permission to employ contract teachers in circumstances where it is not possible to meet the demand for, with the use of permanent teachers according to the personnel standard of the Ministry of National Education" applies to the use of contractual teachers in the present day (Gürcüoğlu, 2019). According to him, the goal of the Ministry of National Education's contract teaching practice is to maintain qualified personnel in order to meet the demand for teachers in institutions of formal and non-formal education while also implementing the necessary management processes in the various regions (Çalışoğlu & Tanişir, 2018).

Research Problem

Although contract teaching and regular teaching share some similarities, there are also noticeable distinctions (Akyüz, 2012). As in Table 1, end-of-service indemnity, appointment rights, term limits, personnel rights, additional course fees, etc. are relevant here (Başaran, 1996).

Table 1*Rights-Based Differences Between Permanent Teachers and Contract Teachers*

Rights of the Permanent Teachers:	Rights of the Contract teachers:
The teacher has the choice to move within the province; he or she may also exercise this right outside of the province. When moving, the teacher is provided a travel allowance based on the distance between his current location and the new place of duty. The number of service points the instructor receives depends on the location of their employment. Both the additional course cost they got and the preparation allowance they received for the academic year do not include any Social Security Institution (SSI) reduction. On some of their salary items, income tax is collected. When the instructor is on a medical leave or for any other reason, there is very little taken out of his pay.	The right of the instructor to voluntarily migrate is not recognized. must finish the required year. The teacher cannot receive any travel reimbursement. Not eligible to earn any compensation. For additional course fees, Social Security Institution (SSI) deductions are made. The Social Security Institution (SSI) also deducts from the preparation allowance at the same time. The full contract price is reduced by income tax. When a teacher is absent from the classroom for any reason, a larger portion of his compensation is withheld from him than a permanent instructor would receive.

It has been noted that they have unique characteristics or rights in places like the viewpoints of regular teachers and contract teachers may differ as an outcome of these variances (Soydan, 2012). Additionally, it is believed that these variations will alter the expectations in both modes of teaching. When evaluating the hiring of teachers around the world, it is important to recognize that globalization has resulted in a shift in the nature of education from a public to a private service. Education services also reflect political shifts in hiring and teacher preparation procedures. The methods for training and hiring teachers have changed along with the nation's educational services, particularly in the past twenty years. New teacher employment systems have also been the subject of research (Barbieri, 2010; Kee-jian, 2006; Ross & Hutchings, 2003; Prost, 2013; Tepe & Vanhuyse, 2009; Wen-zhen, 2002; Walker & Bergman, 2013). Studies are conducted for employment, particularly in industrialized nations, and in this context, adjustments are frequently made regarding the credentials that the teacher who will be taught and hired should have. This system looks to be decentralized in the United States because it incorporates several variations among various states and school districts within each state.

In both Europe and the USA, two paradigms are typically applied to teacher hiring. Open-ended contracts are the first; these are typically used in the USA and Europe. In reality, teachers work for commercial companies (Lautenbach & Heyder, 2019). Local governments or educational institutions employ teachers. There isn't a centralized employment model, in other words. Contractual ties and thus insecure positions garner attention in this sort of work. The second is the civil service hiring approach for educators (Orland-Barak & Wang, 2021). Government agencies at the national, regional, or municipal levels employ teachers with this designation (Wilson, et al., 2020). Local administrations hire teachers to serve in local educational institutions (Clark & Newberry, 2019). That is, similar to Turkey, teacher employment regulations are put into place based on models for quick fixes. Between teacher employment institutions and teacher training institutions, there should be a close working relationship. It is important to underline how much the variations in teacher employment arrangements and types of teaching staff impact educational quality.

Research Focus

The type of teaching known as contract teachers teaching (contracted teaching) begins with the appointment of teachers to the MEB staff who have met the requirements for their appointment and is valid for a year (Bilhan, 1991). In some studies, contract teaching is referred to as an "internship." It has been noted that the principal civil servants, the teachers, share the same personnel rights as the contract teachers for civil service (Özpolat, 2005). Like regular teachers, contract teachers have the ability to join unions and take seminars and courses. Contract teachers and permanent teachers have various differences (Akdemir, 2013). In this context, there are variations between contract teachers, and permanent teachers in regards to things like relocation rights, leave rights, personal rights, financial rights, additional course costs, assignment status, etc.

Research Aim and Research Questions

The purpose of this study has to evaluate the Turkish contract teaching system from the perspectives of contract teacher and school administrators. The following questions have been sought to be answered in accordance with aim;

1. What do contract teachers think about contract teaching?
2. What are the administrators' opinions of contract teaching?

Research Methodology

General Background

As one of the qualitative research techniques, the phenomenology approach was used in the design of this study. According to Yıldırım and Şimşek (1999), qualitative research is centered on analyzing and comprehending social phenomena in the pertinent context. This strategy includes the examination of people's experiences with or expressions of their views, ideas, feelings, and understandings towards a specific event or idea (Rose, 1995). Due to this, the study conducted focus group interviews with two distinct groups, including contract teachers and school administrators, to ascertain their opinions of the contract teaching.

Sample

15 educators and 6 administrators that are employed in the Trabzon, Türkiye for the 2021–2022 school year made up the focus groups. The contract teachers and school administrators were selected with the maximum diversity method, one of the purposive sampling methods. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). Maximum variation sampling (sometimes referred to as maximum diversity sampling or maximum heterogeneity sampling) is a sampling method in which researchers attempt to collect data from the widest range of perspectives possible about a certain topic. When using a maximum variation sampling method the researcher selects a small number of units or cases that maximize the diversity relevant to the research question. The process of selecting a small homogeneous group of subjects or units for examination and analysis.

Table 2
Demographic Information of the Contract Teachers of the Focus Group

Participant	Gender	School Type	Department	Graduation
T-1	Male	Upper-secondary	Social Studies	Bachelor's Degree
T-2	Female	Secondary School	Religious Culture and Moral Knowledge Teacher	Ph.D.
T-3	Male	Secondary School	Religious Culture and Moral Knowledge Teacher	Bachelor's Degree
T-4	Male	Secondary School	Turkish Teaching	Bachelor's Degree
T-5	Male	Secondary School	Elementary School Teacher	Master's Degree
T-6	Male	Upper-secondary	Vocational School	Bachelor's Degree
T-7	Female	Primary School	Psychological Counseling and Guidance	Bachelor's Degree
T-8	Female	Guidance and Research Center	Psychological Counseling and Guidance	Bachelor's Degree
T-9	Female	Secondary School	Special Education Teacher	Bachelor's Degree
T-10	Male	Secondary School	Visual Arts Teacher	Bachelor's Degree
T-11	Male	Preschool	Preschool Teacher	Bachelor's Degree
T-12	Male	Kindergarten	Elementary School Teacher	Bachelor's Degree
T-13	Female	Secondary School	English Teacher	Bachelor's Degree
T-14	Female	Primary School	Psychological Counseling and Guidance	Bachelor's Degree
T-15	Female	Preschool	Preschool Teacher	Bachelor's Degree

10 of the 15 (fifteen) participants in the research are men, and 5 are women, according to Table 2. Three of the participants are employed by elementary schools, seven by secondary schools, two by upper-secondary, two by preschool, and one by a center for counseling and research with different departments. One person has a PhD, one has a master's degree, and the remaining thirteen participants have bachelor's degree. As it can be observed that teachers with master's degree or PhD is very low. When the group's gender information is studied in more detail, it becomes clear that there are 8 male teachers and 7 female teachers. As a result, the gender split is practically equal.

Table 3
Demographic Information of the Managers of the Focus Group

Participant	Gender	Department	School Type	Seniority	Graduation
A-1	Male	Turkish teaching	Upper-secondary	4-8	Master's Degree
A-2	Male	Vocational School	Upper-secondary	1-4	Bachelor's Degree
A-3	Male	Turkish teaching	Lower-secondary	12-16	Bachelor's Degree
A-4	Male	Turkish teaching	Lower-secondary	1-4	Master's Degree
A-5	Male	Visual Arts Teacher	Lower-secondary	8-12	Bachelor's Degree
A-6	Male	Elementary School Teacher	Primary School	4-8	Bachelor's Degree

The administrators' demographic data is shown in Table 2. Participants are all men, it appears. Four of the participants have bachelor's degrees, while two have master's degrees. Three of the participants work in secondary schools, one in elementary school, one in Upper-secondary school, and one person lastly works in a public education center. Participants' longest management periods range from 12 to 16 years, while their shortest periods range from 0 to 4.

Instrument and Procedures

During the development stage, the expert opinion was sought in order to ensure the reliability of the interview form. In order to determine whether the questions were understandable, a pilot interview with two teachers from the target group was also conducted. Long-term interaction is one technique utilized to improve the internal validity of the research (Yıldırım & Şimşek, 2013). In order to do this, it was tried to keep the interviews going for as long as possible in order to get more trustworthy data by fostering a relationship of trust between the participant and the researcher through regular communication. Expert examination is a different technique (Yıldırım & Şimşek, 2013). For this, two field experts with expertise in qualitative research from the Department of Measurement and Evaluation in Education and Educational Administration, Inspection, Planning and Economics are needed to develop the data collection tool, identify the themes and codes, and talk about the data collection and analysis procedures. By reading the interview form to two teachers, it was determined whether the remarks were understandable. Participant confirmation is another technique used to improve the research's internal validity (Yıldırım & Şimşek, 2013).

The comments from the interview helped to finalize the form, and at the end semi-structured interview formatted with the following components: interview setting, personal information, and questions regarding the contract teaching. The focus group method was used in the research because it is one of the most common ways to collect data for qualitative research studies. Focus groups typically include four to twelve (4-12) members and a moderator to establish a polyphonic environment without the need to hide individuals' genuine thoughts. Due to the confidentiality principle, the real names of the Contract teachers who participated in the research were not used during the coding process; rather, T-1, T-2,..., T-15 and A-1, A-2,..., A-6

were substituted for the real names of the school administrators. The relationships between the identified themes and codes were then clarified and evaluated, and the findings were presented in accordance with the study's objectives. The findings section also includes tables that list the themes and codes related to the contract teaching.

Figure 1

Focus Groups and Themes of the Findings



Data Analysis

The information gathered from the interviews and interview forms was subjected to content analysis. One method used while conducting content analysis is to develop themes or categories and identify codes using the conceptual framework that has already been developed, then examine the data using these to either add new themes or codes, if any, or replace the existing ones (Yıldırım & Şimşek, 2013). In this case, important data sets that might be used in the research were firstly identified by looking at the data that were transferred to a Word file in a computer environment. The information was then conceptually coded in accordance with the themes found in the literature review (Figure 1). The conceptual code list developed as a consequence of the literature review with the inductive approach has undergone various alterations as a result of the new codes that have been gathered at this point. The relationships between the identified themes and codes were then clarified and evaluated, and the findings were presented in accordance with the study's objectives. The analytical steps established by Thomas and Hardene (2008) were used as a guide when doing the analysis. MAXQDA 2018 was used to analyze the raw data. Here is a description of these phases:

- **Coding of Results:** In the initial stage, the raw data's fundamental or direct quotations are coded by reading each line individually. The second stage is begun once the entire coding procedure is finished.
- **Creating Descriptive Themes:** A hierarchical tree structure is formed by comparing and grouping the codes collected in the second stage based on their similarities and differences. Each created group is referred to as a theme. The definitions and meanings of the codes are incorporated into each topic.
- **Developing Analytical Themes:** It is crucial to employ descriptive themes in order to respond to the research questions. By going beyond the initial discoveries and developing more abstract analytical themes, new explanations and interpretations are developed at this stage, as opposed to the process of developing themes.

In the study, first, the data were sent to the subject-matter experts who were asked to code the data in subsections in order to ensure the reliability of the codes belonging to the categories created during the data analysis process, and then the reliability formula of Miles and Huberman (1994) was used to determine the discrepancy between the expert and researcher coding.

$$\text{Reliability} = \text{Consensus} / (\text{Agreement} + \text{Disagreement})$$

Lastly, the calculations revealed that 92% of the research was trustworthy. Reliability calculations over 70% are considered to be reliable for study (Miles & Huberman, 1994). The study's 92% result was accepted as being reliable.

Research Results

Two themes and 16 codes (contract teaching process, impact of contract teaching) were identified in light of the data from the interviews. The themes' codes, frequency ranges, and direct quotes are listed below.

Table 4
Findings of Contract Teachers on Contract Teaching Process

Theme	Participants	Quotations	Codes	f
Contract Teaching Process	T-1	"The psychological pressure we experience when working on assignments is the first issue. Problems with appointments, beginning to work as a contractual contract teacher after being appointed, and being allowed to join the staff are all processes that have a detrimental impact on a teacher's psychology, who has the responsibility of raising a healthy generation."		
	T-5	"Being able to do this already wears thin, especially at a time when getting an appointment is quite challenging. You begin working as a teacher contract teacher after being appointed."		
	T-7	"An issue in and of itself is the transition from the Public Personnel Selection Exam to an oral interview, written test, candidacy, and evaluation procedure. It became quite challenging to get appointed due to the circumstances in the country. Due to the test procedure, they successfully completed, many newly appointed teachers begin their careers bitter."	Repression	8
	T-12	"My interactions and officials exposed me to prejudice and mobbing. Even though school had ended, my manager continued to work there in the late hours and required me to assist with administrative tasks. Even though I explicitly indicated that I did not want to assist, he wouldn't accept and insisted that I do so."		

Contract Teaching Process	T-6	"He may be denied any and all assignments because he will spend some time at the school where he was first assigned. There is a difference between permanent employees and contract workers. It raises doubts about my ability to succeed in the interview exam we took after the written test."	Post-Appointment Procedure	4
	T-10	"The major issue with the oral interview technique is that, while high scores are rapidly eliminated, a system that favors low scores—specifically, the contract teacher with the strongest CV in the new order—presents its own issues."		
	T-8	"For me, the seminar session was a challenging experience. The main issue I had when I first started at the school was having a month off from classes and going to Trabzon every day, leaving late, and not making up the lessons."	Number Of Exams	2
	T-11	"Prolonged security investigations make this period hard. This late start to work as a result. After public personnel selection examination, first the written and then the oral interview and the unfairness of this process caused me to worry about the future."		
	T-5	"Some permanent lecturers continued to view themselves as professors and us as assistants despite the fact that the way we were appointed or the reason for our hiring was the same."	Staff And Contract Issues	3
	T-7	"Comparing our internship to those of permanent teachers, it was likewise more challenging and demanding four academic years. The primary issue is that after completing faculty study and earning the diploma stating that one "may be a teacher," one must retake the exam in order to become a teacher."		
	T-11	"The score we must achieve in order to be appointed is the higher handicap. Some of the issues that have existed and still exist are the inability to attend a school with a score matching the one we earned, the procedure of quitting the internship, and the requirement to remain at our place of employment for a longer period of time."		
	T-9	"Finding clear instructions for what to do and then putting them into practice made the process of compiling the file and turning it into an online system tough."		
	T-13	"I was appointed with an additional appointment, but it was not clear whether the additional appointment would take place, so there was a waiting period in uncertainty. In addition, it was not clear how long the security investigation would take after the appointment, and this process was also difficult."	Appointment Duration	2

Questions about how preservice teachers perceived the contract teaching process are included in Table 4. Repression, post-appointment procedure, number of exams, contract and permanent staff issues, and appointment length were among the participants' comments.

Table 5
Findings of School Administrators on Contract Teaching Process

Theme	Participants	Quotations	Codes	f
Contract Teaching Process	A-1	"To guarantee that teachers are distributed equally, the Ministry has a habit of restricting teacher mobility to some extent, which creates a bigger issue, a procedure that results in the grouping of teachers who perform the same function in the same organization but are qualified with many adjectives."	Reducing Teacher Shortages	4
	A-4	"By limiting teacher circulation there, it is intended to maintain the policy, in Eastern and Southeastern Anatolia and to minimize the needs of the institutions and students for teachers there."		
	A-3	"Because they do not want to work in the East part of the Türkiye, efforts are being made to fill the teacher deficit here through forced appointments. Due to considerable displacement during the appointment period, a teacher shortage must be avoided."	Creating Grouping	1
	A-2	"It should undoubtedly be taken out. Our teachers perform the same duties. There shouldn't be any distinction. I believe that this application's main goal is to temporarily fill the ongoing need for teachers in rural and eastern regions."		
	A-4	"The notions of contract teacher, permanent, and paid teachers must be abandoned among teachers in order to establish a unified system. In order to avoid the need for teachers, this application aims to stop teacher circulation in the east and keep departing teachers at the school where they are allocated for a set amount of time."	Should Be Repealed	3
	A-6	"If we take a more general look at the teaching profession, we find the civil servants statute no. 657. This law has already established a framework with the required guidelines for the teaching profession. Additionally, entering into a contract with the teacher is equivalent to placing that person in a legal prison. In order to meet the demand for, in the troubled areas, more rational alternatives should be looked for."		

Questions about the administrators' opinions of the practice of contract teaching can be found in Table 5. According to various authorities, the contractual teaching practice intends to address the teacher shortage in Eastern and Southeastern Anatolia. Some administrators made the suggestion that the issue be resolved because it concerns teacher grouping. It was also asserted that this conduct led to grouping and inequality.

Table 6
Findings on the Impact of Contract Teaching on the Lives of Contract Teachers

Theme	Participants	Quotations	Codes	f
Impact of Contract Teaching	T-8	"Even though we perform the same job, my compensation is lower than that of permanent teachers, which causes me to further limit my spending."	Financial	15
	T-4	"Although we perform the same work for the same pay as the regular personnel, we are paid less by them."		
	T-5	"All teachers should receive comparable pay and increased tuition costs. Despite sharing the same privileges as a permanent teacher, because of the staff member's position, there is a greater deduction from the additional course price."		
	T-11	"Despite sharing the same privileges as a permanent teacher, because of the staff member's position, there is a greater deduction from the additional course price."		
	T-3	"At this point, I believe that being distant from the family—both physically and spiritually—because of the circumstances that give us the opportunity to relocate has a bad impact on my family and me. The fact that nothing will change for a set number of years has a detrimental impact on the family."		
	T-4	"My family is constantly on edge. I constantly have the impression that something will go wrong or that a new rule will be established and ignored."		
	T-15	"You spend three or four years apart from your family. Exile and yearning: Either we stay apart and yearn, or we all go into exile at the same time."		
	T-6	"Interviewing and hiring are problematic concerns. Being in the same place as the employees and performing the same task while experiencing differential treatment is unpleasant."	Psychological	15
	T-7	"It affects the person negatively because it is exposed in the permanent-contract teacher comparison."		
	T-10	"My pleasure at work is impacted by financial and familial issues."		
	T-2	"There is a divide between contract teacher employees and permanent employees in modern culture. Contract employees are thought of being paid lecturers. Contract teachers lose value as a result."		
	T-5	"Social pressure will always exist. Even when joked about in conversation, the distinction between contract and employee is irksome. Even between friends, there might occasionally be a long-term contract disagreement."		
	T-11	"Because we are employed, we may feel reluctant to speak out in defense of our rights."		
	T-15	"Studying for the exam but avoiding social interaction during the application process is taxing. It inevitably causes working friends to feel inadequate or at a loss."		

The participants' thoughts on how contract teaching affects their lives are gathered in Table 6. Four categories were used to group the responses: financial, familial, psychological, and societal impact. The general conclusions made by the participants are as follows: In addition to being away from your family and failing to live up to their expectations of us or being viewed as insufficient, earning less money than they do for the same employment has a bad effect on us. Due to our professional position, the persuading process, which has a negative effect on us, and being contract teacher in both social and professional settings, we are seen as being insufficient. Teachers become frustrated and irritated by this circumstance.

Table 7
Findings on How the Lives of Contract teachers are Affected by Contract Teaching from the Perspective of School Administrators

Theme	Participants	Quotations	Codes	f
Impact of Contract Teaching	A-1	"The contract teachers may feel uncomfortable, be aware that their employment is only temporary, shape all of their relationships, accordingly, be less moral and motivated, attempt to form unintentional groupings and feelings of sympathy, and perceive their status as a contract teacher as being damned."	Self-perception of incompleteness and inadequacy	2
	A-5	"Permanent and contract teachers are identical to one another since they both instruct the same class on the same lesson and subject."		
	A-1	"Due to the psychological strain, lack of knowledge, and abilities brought on by the candidacy, contract, are unable to contribute their talents in the process as they would like. They experience continual anxiety."	No Difference	2
	A-3	"I cannot discern a difference. They are all motivated and diligent. No teacher should, in my opinion, be dissuaded from working."		
	A-4	"There are variations in both personal and material rights. timing for moving services."		
	A-6	"The key to teaching is being a volunteer and having a passion for both his job and his students (more than money). It is not appropriate to have various material or personal rights or the same performance or task."	Personal and Financial Rights	2

Participants' answers to questions about the differences between contract teachers and permanent teachers are shown in Table 7. Some participants claimed that contract teachers felt intellectually inadequate, lost their motivation and morale, and lacked knowledge. Participants disagreed on whether there was a distinction between a no contract teacher and them in terms of their personal and financial rights.

Discussion

Focus group interview was selected as the qualitative strategy to be used in this research. Contract teachers and school administrators were questioned about contract teaching in two focus groups. Following data analysis, two themes and 16 codes were identified based on the information from the interviews. These results suggest a relationship between educational planning and personnel planning, given that both are necessary for the sustainability of educational services and have undergone extensive analysis. Also, manpower planning issues

in developing nations are typically similar. Labor and employment policies in education should be set up in a healthy approach in order for them to be applied efficiently (Dawes, 2022). The determination of employment relations in education is crucial, particularly when identifying the factors that affect the educational process and assessing the quality of the educational service. Teachers, who play one of the most important roles in the teaching process, should have their employment processes reviewed in terms of the quality of education service and ongoing education service.

The first reason is all of these sub-dimensions, from in-service training processes to the evaluation of these processes, are crucial in shaping the recruitment process and understanding the value and meaning of this profession for society. Teacher employment processes include many sub-dimensions from teacher training to employment (Soydan, 2012). For instance, the school-student-teacher ratio, or the excess number of students per teacher, is a significant issue that developing countries face in addition to the employment of teachers. The only way to lower these rates is by hiring enough teachers. To strike a balance between the number of teachers who need to be employed and the number of teachers who are already employed, it is crucial to consider the value and standing of the profession in society (Doan, 2005). Thus, the fundamental driver behind the national manpower estimation is the unpredictability of the shortages and surpluses of labor force groups with various qualifications, which has a negative impact on both people and society as a whole (Hinchliffe, 1995) which is similar to the findings of this research.

After completing bachelor's degree, teachers in Turkey are evaluated differently according on the type of profession they hold. According to their performance on national exams and the subsequent interview process, permanent and contract teachers are hired. However, local and temporary hiring procedures are used more frequently, and district national education directorates play a more active role in the process in paid teacher and substitute teacher models (Walker et al., 2022). As a result, it is believed that changing our nation's teacher education laws is important to raise educational standards. In terms of educational outcomes, educational processes, and administrative processes, employment policy outcomes are crucial. The study conducted by Yılmaz and Altınkurt (2011) with 91 contract teachers revealed that the politics (ideological segregation and favoritism), teacher employment system, private teaching institutions, financial problems, and issues with the Turkish education system are the biggest issues. Other issues include crowded classes, rote learning, a lack of equipment and physical structure, the quality of current teachers, inequalities in access to education, and lack of equipment. At this stage, the teacher employment system is crucial, but it's also critical to identify the problems that various employment kinds lead to so that changes may be made in a methodical manner.

The results of a survey on the opinions of contract teachers (Karadeniz & Beşir Demir, 2011) revealed that there are differences between contract teachers and permanent teachers in terms of employee personal rights. For example, contract teachers do not have the right to a voluntary appointment, to fulfill their mandatory military duties as teachers, to become directors in educational institutions, to get a promotion, to obtain health insurance without working for 90 workdays (they have to apply to the provincial national education directorates), to apply for appointment due to educational requirements Social Security deduction made from their additional course fees, and similar employee personal rights to be members of PSTHSF (Primary School Teachers Health and Social Assistance Fund).

Another study including contract teachers (Öğülmüş et al., 2013) found that those teachers have low levels of profession loyalty and dissatisfaction with their salary and employee rights, and that their directors have negative opinions of their competency and effectiveness as teachers (Çınkır & Kurum, 2017). A different study on contract teachers found that problems faced by unemployed teachers included psycho-social issues (burnout, alienation, suicide),

employment-related issues (working in unsecured, irrelevant jobs), and issues with livelihood, central exams, and environmental pressure. It is crucial to assess the various models used in teacher employment and restructure these models to address issues (Seltzer, K. 2022).

Additionally, it is crucial to evaluate the issues by contrasting them in terms of several criteria. Despite having the same job and title, teachers who are employed under different models face differences in salary, social security, and working circumstances, which can cause professional issues. Having varied career opportunities also divides and artificially differentiates those who do the same duties. Teachers start to compete with one another, which causes issues with how they are organized (Cin, 2013). Therefore, it is crucial to evaluate and scrutinize the various teacher employment applications submitted in Turkey, as well as to identify the issues, face in these sorts of employment so that appropriate action can be taken. Similar to how the two main aspects of the study, psychological pressure and assignment difficulties, are exposed addressing any misunderstandings regarding the psychological pressure that being under pressure and not being appointed puts them under, notably by the school administration and its culture (Karada et al., 2020). It was also noted that some general assignment clauses were more challenging to write than those relating to permanent teachers. Furthermore, he contends that their contractual expression causes people to feel excluded.

The "Contract Teacher Training Process" (Öztürk, 1998) emphasized the significance of setting the requirements for eliminating status-based disparities in teacher hiring and claimed that these disparities create divisions in the educational environment. It could be argued that contract teachers do not understand this process. He further argued that restrictions on teacher hiring are the result of laws governing teacher education. Karadeniz and Demir looked at how contract teachers felt about using contracts as a teaching strategy (2010). The study found that there was a considerable negative influence on professional job satisfaction and motivation of a contract teacher. In the study, contract teachers were asked questions on the goals of the contract teaching practice (Aslantaş, 2022). Eliminating the teacher shortage in Eastern and Southeastern Anatolia, ensuring continuity in education, lowering the financial burden on the state, and preparing teachers for their careers were some of the measures proposed (Gedik, 2019).

Altay looked into the perspectives and experiences of contract teachers regarding the use of contract teaching (2019). Respondents to the study gave the reasons "reduced teacher migration from east to west," "effective and efficient education," and "benefit to the state economy" as the reasons why contracts were required. Findings and literature are equivalent in this regard. Participants further asserted that temporary teachers were less competent and experienced than permanent teachers, lost their enthusiasm, were fearful that their contracts would be terminated, and lacked experience. The study by Gündüz (2008) found that contract teachers had concerns about their personal rights and access to health care, that the possibility of a contract termination was unsettling and that this had a negative effect on motivation, and that some of them believed it would be advantageous to be assigned to the western rather than the eastern regions.

Moreover, Germany, France, and Japan all have national teacher selection exams, much like Turkey does. France and Japan do interviews in addition to the examinations, just like Turkey. While teachers are employed in these nations using a more centralized framework, teacher employment in the US is entirely different from that of these nations. A review of the hiring procedures for teachers in the US reveals widespread adoption of a decentralized system in which local governments play more active roles (Reddig & VanLone, 2022). Local demand determines the system under which the employment procedures in the various states vary. All in all, the supply and demand equation should be used to evaluate teacher employment, as it is in all other domains. The surplus or shortfall of contract teachers can be avoided, and difficulties with the hiring process can be greatly reduced, through collaboration between teacher training

programs and organizations that employ teachers. It is important to carefully evaluate measures like teacher training, which play a big role in the educational systems of different nations (Embang & Saluta, 2022).

Conclusions and Implications

There are various types of teaching in Turkish Education system and these types are classified as permanent, contract teacher, substitute, paid and military service. It is observed that there are differences and similarities between these types of teaching in various aspects, and some of these aspects are; financial rights, leave rights, personal rights. The purpose of this research was to determine the views of contract teachers and school administrators on the contract teaching process in the perspective of these differences. In the research, the focus interview technique, which preferred the phenomenology approach, one of the qualitative research methods, was used. The study group of the research consists of 15 teachers and 6 administrators working in Trabzon, Türkiye in the 2022-2023 academic year. As a data collection tool in the research, semi-structured observation forms were prepared, and the questions were asked for administrators and teachers. The data were collected by the researcher through face-to-face interviews. In the analysis of the data, the data obtained from the open-ended questions asked in the semi-structured interviews were analyzed by using the content analysis technique. In the content analysis process, the data obtained within the boundaries of each sub-problem were carefully examined and codes were created, and these codes were collected under the relevant categories. As a result, it was determined that there should be two themes which are contract teaching process, and impacts of contract teaching and sixteen codes. Briefly, up to contract teachers and school administrators the contract teaching negatively affects school, contract teachers, and the education process.

The study's findings led to the conclusion that teacher hiring practices and pay have a significant impact on the teaching process and their lives. Teachers working in the public sector nowadays are hired in a variety of ways. Teachers are no longer employed full-time but rather on contracts and in other forms of compensation. This variation in teacher usage is brought about by flexible employment laws that are mirrored in the curriculum. In Türkiye, in the selection of teachers, contract teachers did not present any issues prior to the 1980s, and just competency was required of the contract teachers. In other words, no exam was necessary for these jobs during this time period because all graduates from the institutions that were regarded as sources of education were appointed.

To sum up, as the primary implementers of the Turkish education system, these status and cultural disparities may affect contract teachers. Some of the recommendations which should be done within the parameters of the study, it is necessary to enhance the financial and personal rights of contract teachers. It was determined that favoritism would have major repercussions because oral examination is not a fair and impartial testing method. The assigning examination system should be re-created, and approaches that are supported by science should be favored. Due to their employment patterns both in the community and at their place of employment, contract teachers encounter challenges. As a result, the system of contract teacher employment at a wage should be eliminated. The public personnel system requires a thorough redesign based on integrity, merit, fairness, and equality, so the teacher assigning system has to be updated.

Research Limitations

The study is only focused on the teachers and administrators employed by public schools in the province of Trabzon, Türkiye that are associated with the Directorate of National Education during the 2021–2022 academic year. The study only includes publicly funded

primary, lower secondary, and upper-secondary schools; it excludes schools that are privately run. The study group is the sole subject of the research. The study is restricted to the relevant research methodology.

Declaration of Interest

The author declares no competing interest.

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