

# An Evaluation of the Paid Teaching Policy from the Perspective of Administrators

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## ABSTRACT

This article provides an in-depth examination of the effects of the employment of paid teachers on the education system, categorizing these effects into five main areas: school administrators, tenured teachers, students, parents, and differences arising from employment policies. The primary aim of the research is to evaluate the paid teaching policy from the perspective of administrators, focusing on its negative impact on school management and the quality of education. The study involved semi-structured interviews with 9 school principals and 9 vice principals. During the interviews, administrators were asked five key questions, and their responses were analyzed using descriptive analysis. The results indicate that the majority of administrators hold a negative view of the paid teaching policy. They expressed that paid teachers face significant challenges in the educational process due to a lack of subject knowledge and pedagogical training. Furthermore, these teachers often do not feel job security or continuity, leading them to perceive themselves as temporary and distinct from tenured teachers. This perception makes it difficult for them to adapt to the school culture and classroom environment, thereby hindering their ability to effectively deliver course content. Overall, administrators emphasized that the paid teaching policy fails to ensure sustainability and quality in education, arguing that it should be discontinued.

**Keywords:** Paid teaching, school administrators, productivity, sustainability, education quality.

## Introduction

One of the most essential concepts necessary for nations to exist socially, culturally, and economically—and to transfer their cultural heritage to future generations—is instruction. Within the education system, students are considered as inputs, and through instruction delivered in accordance with the curriculum set by the Ministry of National Education and enriched with the cultural characteristics of society, it is expected that students will become beneficial to the national economy and grow into responsible citizens (Erol & Merze, 2023). Education, in this context, refers to the totality of processes through which individuals develop positive attitudes, skills, and behavioral patterns within the society in which they live (Sünbül, 2011). In other words, education is a social process that facilitates the optimal development of individuals' social abilities and personal growth. Within this process, the key components of the education system—students, teachers, curriculum and subject-matter experts, administrators, as well as the technologies, physical resources, and financial means employed—hold significant importance.

The quality of education is determined by the quality of educators. It is essential that teachers receive adequate training both before and during their professional careers, as this directly affects the quality of instruction provided (Ergüven, 2019, p. 2). The education system is a holistic structure, and the lack of qualifications among teachers—who constitute one of its most fundamental components—poses a significant threat to national development (Tuncer, 2012, p. 798). During their undergraduate education, teachers receive subject-specific training in order to become qualified educators, and they represent the core group needed to drive educational development and progress.

Within the context of educational systems, goals and outcomes are represented through achievement; therefore, an education system that contributes more significantly to student success is considered to be more effective than others. The term *school effectiveness* is used within the education system to describe variations among schools. Accordingly, a school that contributes more to student achievement is regarded as more effective (Demir Yıldız, 2020).

In Türkiye, teachers are employed under four different statuses at the primary and secondary education levels: permanent (tenured), contracted, substitute, and hourly-paid teachers who work in return for additional teaching hours. Hourly-paid teachers, considered a subcategory of temporary employment, are appointed based on Article 89 of the Civil Servants Law No. 657, which states: "In cases where no teachers or faculty members are available in educational institutions of all levels, including universities and academies (military academies included), additional teaching duties may be assigned for a fee to existing teachers, faculty members, other civil servants, or external appointees." Accordingly, the Council of Ministers, through its decision dated 01.07.2006 and numbered 11350, ruled that in cases of teacher shortages, university graduates could be employed as teachers in return for an hourly wage. Within this legal framework, hourly-paid teachers are employed under Article 9 of the "Regulation on Teaching and Additional Teaching Hours of the Ministry of National Education's Administrators and Teachers" when there is an insufficient number of teachers. The legal foundation of the hourly-paid teaching practice—arising from varying needs and expectations—is also supported by Article 4/C of the Civil Servants Law No. 657 and the provisions related to teaching and additional teaching hours in the Ministry of National Education's regulations. These provisions allow for the employment of hourly-paid, part-time, and temporary instructors when there is a shortage of qualified teaching staff (Öğülmüş, 2012). The aforementioned legal basis enables the assignment of paid additional teaching duties to teachers, academic staff, other public officials, or external appointees (Doğan & Demir, 2013). Decisions regarding teacher recruitment are made by the provincial and district directorates of national education. Hourly-paid teachers are compensated based on the number of lessons they teach, and their social security contributions are calculated and paid according to the total number of instructional hours (Polat, 2014).).

On the one hand, the issue of unemployed teacher candidates who are unable to secure permanent appointments, and on the other, the assignment of individuals who have merely graduated from any higher education institution to teaching positions due to a shortage of teachers, may appear contradictory on the surface. However, this situation is in fact a consequence of the neoliberal policies pursued. The diversification of teacher employment into permanent, contracted, and hourly-paid forms leads, in general, to problems such as job insecurity, wage injustice, and the erosion of labor organization. More specifically, it results in a decline in the quality of education, job dissatisfaction, alienation from the profession, a weakening sense of institutional belonging,

and the emergence of various conflicts among administrators, teachers, students, and parents (Polat, 2014).

In his 2014 study, Polat examined the problems arising from the employment of hourly-paid teachers under five thematic categories. These themes include issues encountered with school administrators, problems in relations with tenured teachers, challenges experienced with students, conflicts with parents, and problems stemming from employment-related disparities.

The findings of the study revealed that the practice was associated with concepts such as "injustice/inequality," "servitude," and "disrespect for labor." It was also observed that hourly-paid teachers face significant disparities in terms of employment rights such as appointment, job security, health insurance, promotion, leave entitlements, salary, and retirement. Similar conclusions have been reached in studies conducted with contracted and hourly-paid teachers (Bayram, 2009; Karadeniz & Demir, 2010).

In conclusion, the segmentation within the teaching profession has led to significant inequalities for hourly-paid teachers, depriving them of job security and rendering them vulnerable in multiple dimensions. While this situation results in the marginalization of hourly-paid teachers, it also negatively affects the education system and students by creating an unregulated and unqualified workforce.

An examination of studies conducted within the scope of Türkiye's hourly-paid teaching policy reveals that;

Turhan (2011), based on survey data collected from 149 school administrators and teachers, concluded that the negative consequences of hourly-paid teaching are significant. The findings indicate that this practice poses an obstacle to improving the quality of education and should not be implemented unless absolutely necessary. In cases where its implementation is deemed unavoidable, the study emphasizes that only graduates of faculties of education should be employed, that in-service training should be provided to these teachers, and that there should be close cooperation between the Ministry of National Education and universities.

In a study conducted by Öğülmüş, Yıldırım, and Aslan (2013), surveys were administered to 122 hourly-paid teachers working in Tokat during the 2010–2011 academic year and to 85 administrators from their respective schools. The results revealed that the hourly-paid teachers held negative perceptions regarding their wages and employment rights, and that their level of professional commitment was low. The administrators, on the other

hand, reported that they found the competencies and performance levels of hourly-paid teachers to be inadequate and unsatisfactory.

In a study conducted by Doğan, Demir, and Turan (2013), a total of 217 minutes of interviews were carried out using a semi-structured interview form. The findings revealed that all of the administrators working within the Ministry of National Education stated that they did not approve of the hourly-paid teaching system and that they only employed hourly-paid teachers out of necessity.

Arsalan, Sabah, and Göksu (2006) conducted interviews with 10 administrators working in primary schools in Gebze, Kocaeli. In addition to the administrators, tenured and contracted teachers were also surveyed. As a result, the administrators stated that the productivity of hourly-paid teachers was not at a satisfactory level. The findings of the study revealed that, when the productivity of tenured and hourly-paid teachers was compared, hourly-paid teachers demonstrated lower productivity across multiple dimensions.

In the study conducted by Akça, Meydan, and Sarıbaş (2020), the "Teacher Professional Commitment Scale" was administered to 120 hourly-paid teachers. The results indicated a statistically significant relationship between the teachers' level of professional commitment and the school level and subject area in which they worked. However, no significant relationship was found with variables such as place of assignment, year of graduation, gender, or duration of service. The study also revealed that hourly-paid teachers working in institutions other than preschool education showed lower levels of commitment compared to those working in preschool settings. The group with the lowest commitment scores consisted of hourly-paid teachers assigned to secondary education institutions.

In the study conducted by Tokmak, Ginesar, and Kaya (2023), hourly-paid teachers reported that they received extremely low wages, experienced discrimination from administrators, parents, and fellow teachers, and were unable to adapt to their jobs due to the short-term nature of their employment and the lack of job security. Based on the findings, the study recommended that the title "hourly-paid teacher" be reconsidered, improvements be made in their employment rights, access to in-service training opportunities be provided, and the problems they face not be overlooked.

In their study conducted in Bahçelievler, Istanbul, Cebiroğlu, Kılınçaslan, Çetin, and Apaka (2023) included 10 hourly-paid teachers, 10 tenured teachers, and 10 school administrators. The administrators stated that the primary source of the problems they experienced with hourly-paid teachers stemmed from the latter perceiving themselves as

temporary and feeling labeled. They also noted that they did not intentionally differentiate between tenured and hourly-paid teachers. However, hourly-paid teachers reported that school administrators generally treated them differently from tenured teachers, assigned them a heavier workload, and tended to behave more harshly toward them due to their non-permanent status.

In their study involving 16 hourly-paid teachers, Bayar and Çelik (2020) identified key challenges faced by participants, including low salaries, limited employment rights, marginalization, lack of recognition, and inadequate social security coverage. As solutions, the participants recommended salary improvements, fair appointment processes, and enhancements in professional recognition and status.

Similarly, Arısan and Gerçek (2024), Evci (A., 2024), Evci (B., 2024) proposed various solutions to address the problems stemming from the hourly-paid teaching practice. These suggestions include the development of specialized training and support programs for hourly-paid teachers, the organization of stress management seminars, regular assessments of job satisfaction, improvement in wage levels, and the provision of career development support.

In another study, Gökşen and Oğuzhan (2019) conducted 20-minute interviews with 20 hourly-paid teachers working in Siverek, Şanlıurfa. The findings indicated that these teachers experienced low levels of professional satisfaction, exhibited tendencies to leave the profession, and were both financially and psychologically affected. Furthermore, they were found to require support in areas such as assessment and evaluation, subject-matter knowledge, and classroom management.

In their 2022 study conducted in Istanbul with 146 participants, Ayna and Deniz generated 70 metaphors related to the concept of hourly-paid teaching and classified them into seven main categories. These categories included: injustice (regarding wages and employment rights), insecurity (concerning professional, social, and future-related concerns), labor and struggle, necessity/obligation, professional reputation (both positive and negative), quality of education, and employment issues. The five most frequently cited metaphors were *slavery*, *seasonal worker*, *injustice*, *stepchild*, and *unfairness*.

### Purpose of the Study

A review of the literature reveals that studies evaluating the outcomes of the hourly-paid teaching policy from the perspectives of administrators at different educational levels remain limited. In this regard, the present study is expected to contribute to the literature. The research aims to identify the problems arising from the employment of hourly-paid teachers and their impact on the quality of education by drawing on the views of school administrators.

In line with this objective, the study seeks to answer the following questions directed to school administrators:

- What are administrators' views on the problems encountered in the employment of hourly-paid teachers?
- What are administrators' perspectives regarding the sustainability of the hourly-paid teaching policy?
- What are administrators' opinions concerning the professional competencies of hourly-paid teachers?
- What do administrators think about the impact of hourly-paid teaching on students?
- How do administrators evaluate hourly-paid teaching in terms of educational quality?

## Method

### Research Model

In this study, interviews were conducted with school principals and vice principals working in schools that employ hourly-paid teachers, with the aim of identifying their views on the hourly-paid teaching policy. The study employed the phenomenological design, one of the qualitative research methods. Phenomenology is a research design used by researchers to explore and interpret individuals' lived experiences regarding a phenomenon that has been previously defined (Creswell, 2007).

### Study Group

The study was conducted with the participation of nine principals and nine vice principals working in nine different schools located in the central district of Muş province.

In determining the study group, a purposeful sampling method was employed. This method involves selecting units that best represent the characteristics intended to be studied (Yazıcıoğlu & Erdoğan, 2004). The participants were selected using criterion sampling, one of the purposeful sampling strategies. Criterion sampling is based on the principle of examining all cases that meet a predefined set of criteria. In this approach, only the units that satisfy the established conditions are included in the study (Yıldırım & Şimşek, 2008). Through this method, all schools employing hourly-paid teachers were selected in order to obtain detailed information about the key characteristics targeted by the research.

Among the nine schools included in the study, two are primary schools, three are lower secondary (middle) schools, one is a religious (Imam Hatip) middle school, two are Anatolian high schools, and two are vocational high schools. In the school selection process, particular attention was paid to ensuring that each school met the criterion of employing hourly-paid teachers.

### Data Collection Tool

Data were collected through face-to-face interviews using a semi-structured interview form developed by the researcher, with administrators who agreed to participate in the study. The purpose of using a semi-structured interview form is to conduct a guided yet flexible interview based on pre-prepared questions (Ekiz, 2009). The interview form consisted of five open-ended questions. All interviews were conducted in person at a prearranged time and were audio-recorded with the participants' consent.

To ensure the confidentiality of participants' personal information, they were categorized into two groups: principals and vice principals. Each participant was assigned a code as follows: Principal 1 (P1), Principal 2 (P2), Vice Principal 1 (VP1), Vice Principal 2 (VP2), and so on...

The questions included in the semi-structured interview form are as follows:

1. Do you experience any problems regarding the employment of hourly-paid teachers? If so, what are these problems?
2. In your opinion, is the hourly-paid teaching practice sustainable? Why or why not?
3. Do you think there is a difference between hourly-paid teachers and tenured teachers? If so, what are

these differences?

4. From a student perspective, do you believe there are any drawbacks, deficiencies, or negative impacts of hourly-paid teaching? If so, what are they?
5. How do you evaluate the hourly-paid teaching policy in terms of educational quality?

The ethical process in the study was as follows:

- Ethics committee approval was obtained from Muş Alparslan University University Ethics Committee (Date: 18.07.2024, Number:150016)
- Informed consent has been obtained from the participants.

### Data Analysis

In this study, descriptive analysis, one of the qualitative data analysis methods, was employed to analyze the data collected. This method was used to organize, interpret, and present the data obtained from interviews conducted with participants. The data were categorized and summarized within the framework of identified themes and findings, and then interpreted. This process also allowed for the identification of causal relationships among the statements provided by participants (Yıldırım & Şimşek, 2008).

During the data analysis phase, the inductive reasoning approach was utilized. All audio recordings were transcribed into Word documents, and the responses were compiled in accordance with the research questions. Repetitive statements were identified and grouped under thematic categories. These themes and related statements were presented in tables as excerpts, and the data were summarized along with frequency values for each expression. Additionally, notable quotations from participants were included to enhance the validity of the findings.

### Results

The findings obtained from the study were categorized into six themes in line with the research objectives. These themes are: continuity and sense of belonging, economic and social rights, sustainability, student–teacher relationship, administrative challenges, and educational quality.

In the table below, the responses collected from principals and vice principals are thematized. The statements of the participants have been classified under the relevant themes, and frequency values have been indicated based

on the participants' responses.

Upon examining the statements of the administrators, it becomes evident that issues related to continuity and sense of belonging are particularly prominent. Based on their responses, it can be inferred that hourly-paid teaching is a form of employment that negatively affects the continuity of education in both structural and emotional dimensions. The frequently emphasized notions of "short-term employment" (P1, P8, P9) and "perceiving the position as temporary" (VP6) indicate that hourly-paid teachers often view their professional roles as transitional. This perception limits the development of a professional identity and reduces the teacher's willingness to invest in the school or their students. Continuity is a key element in building school culture and enhancing student achievement within educational organizations (Fullan, 2007). However, the frequent turnover of hourly-paid teachers disrupts this continuity. Moreover, the expressions referring to a "lack of sense of belonging" (P2, P4, VP5) and "inability to take ownership of the school" (VP4, P6) demonstrate that hourly-paid teachers tend to form weak connections with their institutions. Organizational commitment is shaped by an employee's perception of being valued and needed within the institution (Meyer & Allen, 1991). Yet, due to the lack of job security and their temporary status, hourly-paid teachers often struggle to develop such a commitment, which in turn leads to disruptions across various dimensions—from teacher-student relationships to teamwork. In addition, several administrators emphasized systemic issues such as "disruption in educational processes" (VP2), "lack of continuity" (VP8), and "motivation problems" (VP7), which highlight the structural challenges posed by the employment of hourly-paid teachers. Students' need for pedagogical consistency and coherent learning experiences is frequently undermined by the constant rotation of teaching staff, thereby negatively affecting both academic performance and classroom engagement.

When analyzing administrators' comments under the theme of economic and social rights, it is clearly emphasized in their statements that hourly-paid teachers are economically disadvantaged. Expressions such as "receiving lower wages" (VP1), "working below minimum wage" (P8), and "low salaries" (P4, VP3, P6) point to the precarious financial situation of these teachers. This condition has a direct negative impact on job satisfaction, motivation, and professional commitment. According to Herzberg's (1959) two-factor motivation theory, *hygiene factors* such as salary must be adequately provided; otherwise, employees are unlikely to experience job



**Table 1.**  
*Perspectives of School Administrators on the Hourly-Paid Teaching Policy*

Statements	Statements	Participants	f
<b>Continuity and Sense of Belonging</b>	"Hourly-paid teachers work for short periods of time..." – P1	P1,	13
	"They do not feel sufficiently connected to the school." – P2	P2,	
	"Due to their short-term employment, there is a lack of continuity in education." – VP2	VP2,	
	"Hourly-paid teachers tend to leave the job frequently... there is a lack of sense of belonging." – P4	P4,	
	"Hourly-paid teachers are unable to take ownership of the school." – VP4	VP4,	
	"Due to the frequent turnover of hourly-paid teachers..." – M5	P5,	
	"The sense of belonging remains underdeveloped." – VP5	VP5,	
	"Hourly-paid teachers are unable to take ownership of the school." – M6	P6,	
	"Their short-term employment and their perception of themselves as temporary staff..." – VP6	VP6,	
	"Their short-term presence leads to problems with school attachment and motivation." – VP7	VP7,	
	"They are generally employed on a temporary basis." – P8	P8,	
	"...makes it difficult to ensure continuity." – VP8	VP8,	
	"...their short-term employment..." – P9	P9	
<b>Economic and Social Rights</b>	"...receiving lower wages..." – VP1	VP1,	11
	"...working with low salaries..." – P2	P2,	
	"...working with low salaries and insufficient social rights..." – VP3	VP3,	
	"The low salaries received by hourly-paid teachers..." – P4	P4,	
	"Improvement of the low salaries and social rights of hourly-paid teachers..." – VP4	VP4,	
	"...low pay and inadequate social benefits..." – VP5	VP5,	
	"...receiving low wages creates economic injustice." – P6	P6,	
	"...there should be regulations regarding salaries and employment rights." – P7	P7,	
	"...working below the minimum wage and lacking sufficient employment rights..." – P8	P8,	
	"...not being paid on official holidays and not having full insurance contributions..." – P9	P9,	
	"Hourly-paid teachers work for low wages and lack social benefits." – VP9	VP9	

<b>Sustainability</b>	<p>"I do not find the practice sustainable." – VP1</p> <p>"Current conditions need to be improved for it to be sustainable." – VP4</p> <p>"It is not a sustainable practice; it leads to inequality." – VP5</p> <p>"It is not sustainable under current conditions." – VP6</p>	<p>VP1,</p> <p>VP4,</p> <p>VP5,</p> <p>VP6</p>	4
<b>Teacher–Student Relationship</b>	<p>"...students who are aware of the situation do not take hourly-paid teachers seriously..." – VP3</p> <p>"...it negatively affects the teacher–student relationship." – VP5</p> <p>"...it causes students not to take lessons seriously and leads to disciplinary problems." – VP8</p>	<p>VP3,</p> <p>VP5,</p> <p>VP8</p>	3
<b>Administrative Challenges</b>	<p>"...disruptions in lessons occur..." – VP2</p> <p>"Out-of-field teachers place a burden on the administration." – P3</p> <p>"Administrative workload increases due to the frequent turnover of hourly-paid teachers." – VP6</p> <p>"...it increases the workload of administrators." – VP7</p> <p>"The documents and lesson schedules of hourly-paid teachers create a significant workload." – P9</p> <p>"...an increase in administrative tasks..." – VP9</p>	<p>VP2,</p> <p>P3,</p> <p>VP6,</p> <p>VP7,</p> <p>P9,</p> <p>VP9</p>	6
<b>Educational Quality</b>	<p>"...not being sufficiently beneficial to students..." – P1</p> <p>"...it leads to a decline in the quality of education." – P2</p> <p>"...students' academic achievement is negatively affected." – P3</p> <p>"Out-of-field teachers negatively impact educational quality." – VP4</p> <p>"...they are unable to master the subject matter." – VP5</p> <p>"It lowers the quality of education." – P6</p> <p>"Hourly-paid teachers do not take lessons seriously." – MY6</p> <p>"Hourly-paid teachers' lack of focus on lessons reduces educational quality." – P7</p> <p>"The inability of hourly-paid teachers to maintain classroom control negatively affects the continuity of education." – VP7</p> <p>"Hourly-paid teachers working outside their field fail to establish communication." – VP8</p> <p>"...it negatively affects the quality of education." – P9</p> <p>"The lack of continuity in education reduces educational quality." – VP9</p>	<p>P1,</p> <p>P2,</p> <p>P3,</p> <p>VP4,</p> <p>VP5,</p> <p>P6,</p> <p>VP6,</p> <p>P7,</p> <p>VP7,</p> <p>VP8,</p> <p>P9,</p> <p>VP9</p>	12

satisfaction, which in turn leads to reduced productivity and organizational commitment. Hourly-paid teachers earn significantly less than their tenured counterparts despite performing similar duties. This not only creates a personal

sense of injustice but also fosters a broader perception of systemic inequality.

The administrators' evaluations under the theme of sustainability reveal that the current form of the hourly-paid teaching practice fails to offer a long-term solution, both structurally and ethically. Recurrent expressions such as "not sustainable under current conditions" (VP6) and "I do not find the practice sustainable" (VP1) highlight that, within the framework of current staffing policies, wage structures, and social rights, the hourly-paid teaching model cannot function as a stable or enduring component of the education system. Sustainability is not merely the ability to maintain a practice over time; it also refers to the capacity to provide effective, efficient, fair, and long-term solutions (WCED, 1987). However, due to factors such as low pay, lack of social security, and the temporary nature of employment, the hourly-paid teaching system fails to meet most of these criteria.

When examining the statements under the theme of teacher–student relationship, it becomes evident that the practice of hourly-paid teaching negatively affects students' perceptions of their teachers, the quality of teacher–student interactions, and classroom discipline. These findings also suggest that the practice is problematic in terms of pedagogical legitimacy. The administrators' observations reveal how the status of hourly-paid teachers is perceived by students and how this perception shapes classroom dynamics. For instance, the statement "students who are aware of the situation do not take hourly-paid teachers seriously" (VP3) indicates that students recognize the teacher's temporary status within the institution and develop corresponding behaviors. According to social interaction theory (Berger & Luckmann, 1966), individuals are aware of the social structures they operate within, and these structures shape their behaviors. When students perceive that a teacher holds a temporary and less secure position, their perception of the teacher's authority weakens, making classroom management more difficult. The remark "it negatively affects the teacher–student relationship" (VP5) demonstrates that hourly-paid teaching hinders the formation of meaningful pedagogical bonds within the classroom. Relationship-building is a fundamental component of effective teaching and enables students to participate confidently in the learning process (Pianta, 1999). However, when a teacher is in a temporary, low-paid, and disadvantaged professional position, students are less likely to form long-term, trust-based relationships with them. Additionally, the statement "it causes students to not take lessons seriously and leads to disciplinary problems" (VP8) shows that hourly-paid teaching undermines pedagogical authority. One of the key sources of power in classroom management is the

teacher's institutional and professional authority (Emmer & Evertson, 2016). When this authority is clearly weakened by the system itself, it disrupts classroom discipline, weakens the learning environment, and results in decreased student motivation.

The administrators' statements reveal that the hourly-paid teaching system causes not only pedagogical issues but also a range of challenges in terms of administrative processes. Through expressions such as "increase in administrative tasks" (VP9), "the workload caused by paperwork and lesson planning" (P9), and "increased workload for administrators" (VP7), they emphasize that the processes involved in hiring, assigning, tracking documents, and scheduling for hourly-paid teachers significantly increase the consumption of time, energy, and resources. This situation may lead administrators to divert attention from their core responsibilities—such as leadership, supervision, and school development—and experience administrative burnout (Grissom, Loeb & Mitani, 2015). Furthermore, the remark "out-of-field teachers are a burden on administration" (P3) highlights that assigning hourly-paid teachers to subjects outside their areas of expertise creates both pedagogical and managerial challenges. Such appointments not only lower the quality of instruction but also contribute to student underachievement and decreased motivation, requiring administrators to intervene and make ongoing adjustments. Out-of-field teaching assignments reduce the efficiency and effectiveness of workforce planning within educational institutions (Leithwood & Jantzi, 2005).

Finally, under the theme of educational quality, frequently recurring expressions such as "decline in the quality of education" (P2, P6, P9, VP4, VP9) and "not being sufficiently beneficial to students" (P1) suggest that the practice of employing hourly-paid teachers undermines the overall quality of educational services. Educational quality is not limited to the transmission of knowledge; it encompasses pedagogical competence, classroom management, communication skills, and assessment practices as a whole (OECD, 2005). However, as hourly-paid teachers often lack sufficient pedagogical training or qualifications, they struggle to perform effectively in these areas. Additionally, statements such as "inability of out-of-field teachers to establish communication" (VP8), "lack of subject mastery" (VP5), and "inability to maintain classroom control" (VP7) indicate that employing teachers outside their area of specialization compromises the pedagogical process. A teacher's content knowledge is not only essential for conveying information but also for structuring learning,



guiding students, and deepening understanding (Shulman, 1986). When out-of-field teachers are unable to demonstrate these core competencies, learning processes become shallow and student motivation tends to decline. Moreover, remarks such as “lack of continuity” (VP9), “inability to fully focus on lessons” (P7), and “students not taking lessons seriously” (VP6) reflect the lack of motivation and disruption in pedagogical continuity stemming from the temporary nature of hourly-paid teaching. In education, continuity is achieved through the sustained development of teachers, curricula, and interpersonal relationships over time (Hargreaves, 2000). A constantly changing teaching workforce interrupts this continuity and may ultimately diminish the depth and quality of student learning.

### Discussion

The findings of this study, which aimed to evaluate the policy of hourly-paid teaching from the perspectives of school administrators, reveal that hourly-paid teaching has long been perceived as a problem, negatively affects the quality of education, disrupts continuity and stability in the educational process, creates economic and social insecurity for hourly-paid teachers, leads to injustices, hinders healthy teacher–student relationships, and imposes administrative burdens on school management.

When examined in terms of continuity and sense of belonging, administrators reported that the short-term nature of hourly-paid teaching disrupts continuity and stability in education, undermines the development of a sense of belonging among hourly-paid teachers, and contributes to decreased motivation. Similar findings have been reported by Öğülmüş et al. (2013), Akça et al. (2020), and Tokmak et al. (2023), who emphasized the short-term employment structure of hourly-paid teachers and arrived at results consistent with those of the current study.

From the perspective of economic and social rights, the findings show that administrators perceive the low wages and insufficient employment and social rights of hourly-paid teachers as indicators of economic and social injustice. Although they perform duties similar to their tenured counterparts, hourly-paid teachers reportedly earn as little as one-fourth of the salary received by tenured teachers. This situation negatively affects their motivation, fosters a sense of job insecurity, and increases their tendency to leave the profession. These factors, in turn, hinder sustainability in education and weaken institutional belonging. Similar issues were highlighted by Öğülmüş et al. (2013) and Tokmak et al. (2023), who underscored the need to improve the wages and employment rights of hourly-paid teachers.

In terms of sustainability, most participants stated that the current hourly-paid teaching policy is not sustainable and that improvements are necessary. They emphasized that the practice lowers academic productivity and educational efficiency. These findings align with those of Aslan et al. (2006), who also concluded that hourly-paid teaching reduces effectiveness in education.

Regarding teacher–student relationships, participants noted that short-term employment disrupts the teacher–student dynamic within schools. Hourly-paid teachers without an educational background were seen to struggle with establishing effective communication with students. Additionally, students reportedly do not take hourly-paid teachers seriously once they realize their temporary status, which results in low student participation and academic engagement. Teachers working outside their subject area were also found to contribute little to students' academic progress. Similar findings were reported by Cebiroğlu et al. (2023), who pointed to teachers' perceptions of themselves as temporary and labeled as the root of these problems.

With respect to administrative challenges, some principals and vice principals stated that hourly-paid teachers place an additional burden on school administration. Participants highlighted challenges in planning and scheduling, difficulties in monitoring educational quality, and the repetitive administrative workload associated with recruiting, onboarding, and orienting each new hourly-paid teacher.

Finally, in terms of educational quality, all participants agreed that the hourly-paid teaching policy negatively affects the quality of education. They emphasized that the policy fails to provide academic benefits to students and creates challenges in classroom management and discipline. The short duration of employment was reported to undermine educational continuity and stability. These conclusions align with the findings of Turhan (2011), who argued that hourly-paid teaching obstructs improvements in education quality and should not be employed unless absolutely necessary. Similarly, Doğan, Demir, and Turan (2013) reported that none of the administrators they interviewed approved of the hourly-paid teaching system, stating that they only resort to it out of necessity.

### Conclusion and Recommendations

In conclusion, the current implementation of the hourly-paid teaching policy in Turkey appears to be a significant barrier to improving the quality of education. The system fosters economic and social inequalities, undermines

teachers' sense of institutional belonging and motivation, imposes a continuous administrative burden on school leadership, and damages the continuity of the educational process.

Based on the findings of this study, several recommendations are presented for policymakers and researchers:

#### Recommendations for Policymakers

- Increase the number of tenured teachers within the national education system.
- Assign current tenured teachers with reduced course loads to schools in need, to cover shortages.
- Improve the economic and social rights of hourly-paid teachers.
- Ensure subject-area relevance, pedagogical training, and appropriate qualifications are considered in the assignment of hourly-paid teachers.
- Simplify administrative procedures and, where necessary, provide additional support personnel.
- Provide communication skills training to hourly-paid teachers to strengthen teacher–student relationships.
- Offer in-service training programs tailored to the needs of hourly-paid teachers.

#### Recommendations for Researchers

- This study was conducted in the central district of Muş; future research could be carried out in other cities and districts to obtain broader and more generalizable results.
- As this study focused solely on school principals and vice principals, future research could incorporate the perspectives of hourly-paid teachers themselves.
- A more in-depth review of national and international literature on the subject could be conducted to deepen the understanding of the issue.
- Longitudinal studies can be designed to assess the long-term effects of hourly-paid teaching on students' academic achievement, motivation, and overall educational quality.
- Comparative research could be conducted to evaluate the academic performance of classes taught by hourly-paid teachers versus those taught by tenured teachers.
- Further studies may explore the job satisfaction, motivation levels, and professional commitment of hourly-paid teachers.
- Finally, alternative models to the current hourly-

paid teaching policy should be investigated and proposed.

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**Informed Consent:** All participants in this study provided informed consent prior to their involvement. They were informed about the purpose, procedures, and their rights, including the right to withdraw from the study at any time. Confidentiality and anonymity were assured, and the data collected was used solely for academic research purposes.

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