

Examination of hourly-paid teachers' participation in decisions made in school management

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Abstract

The general purpose of this research is to examine the participation of hourly-paid teachers working in primary and secondary schools in the decisions taken in school management. The case study model was used in the study. The study group of the research consists of 21 hourly-paid teachers working in public primary and secondary schools in the Türkoğlu district of Kahramanmaraş province in the 2021-2022 academic year. In the determination of the research participants, the easily accessible sampling method, one of the sample selection methods, was used. In the research, a personal information form for teachers and a semi-structured interview form consisting of six questions were used. Content analysis was used in the analysis of the data of the research, based on the findings obtained. As a result of the research; In general, it was concluded that hourly-paid teachers could not be included in the decision-making processes due to their temporary situation at school. These teachers made suggestions about the abolition of hourly-paid teaching or the need for school administrators to receive training in order to improve their perspective on hourly-paid teaching in order for the decision-making mechanism to work effectively.

Keywords: Hourly-paid teacher, participation, decision making, school management processes

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Introduction

A school is an institution created by society to promote the continuation and growth of culture. In addition to acquiring real knowledge, culture encompasses attitudes, ideals, and values linked to emotional responses. Recognizing the importance of emotions and reactions imposes a serious responsibility on the administrator in choosing a teacher (Feazell, 1934, p. 2). Due to this responsibility, it is known that in many countries of the world, some supply policies are implemented in case of need according to the conditions of the period, taking into account the position of the teacher in meeting the needs of teachers and conducting education and training uninterruptedly. In Turkey, too, an application called 'assignment for tuition fee' or 'paid teaching' as it is popularly used is preferred in order to close the teacher shortage (Metem, 2019, p. 1).

The criteria regarding the employment of paid teachers are not clearly specified in the 89th article of the Civil Servants Law, the appointment of people who are not graduates of education faculties or any college graduates as teachers at schools, and the existence of teachers who are appointed in different branches despite being a graduate of education faculties, cannot be considered as paid teaching. It can cause problems that affect related professional perceptions and the efficiency of the education-

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teaching process (Gökşen, 2019, p. 2). The attitudes of school administrations to include paid teachers in the decisions taken are among the issues that can be taken into consideration.

Participation is not just the unity of individuals or groups, but the integration of them in a way that affects each other. Despite the presence of the same elements in two schools of the same type, the fact that one is efficient and the other is inefficient can be explained by whether this integration is achieved or not (Bursalioglu, 2015, p. 160). Managers have to try to understand human, who is an elusive entity in the institutions they work for (Kaya, Balay and Tınaz, 2014, p. 80). Because the understanding of human can be reflected to the institution as efficiency. There are many processes in school management that affect this efficiency. The 'participation' of teachers in this study means 'decision making' from school management processes. The decision-making process in management forms the axis of other processes (Kuğuoğlu, 1997, p. 30). In fact, there is a decision-making process in all processes of management (Çoruk, 2012, p. 90). Decision making, which is a mental process, comes before doing a job or an action in an organization. No action can be taken in an organization without making a decision (Kaya, 2000, p. 25). Decision making is divided into some processes in itself. Recognition and implementation of decision processes is of vital importance for a school administration, and it can enable decisions to be made that will increase accuracy and reliability within the organization (Karagöz, 2006, p. 24). Likewise, according to Ebabil (2015, p. 20), in order to take correct and efficient decisions, the manager must first of all have knowledge about the model and stages related to the decision-making process. By knowing about these processes, the school administrator can include all groups that can participate in the decision-making process correctly and effectively. Based on the value of their role in the education-teaching process, it can be said that the impartial, full and effective participation of teachers in this process is important in terms of ensuring human relations and democratic atmosphere in the school. The reason why the decision-making process has an important place is that the management processes are decisive. For efficiency and effectiveness in educational organizations, it is important not only for the physical presence of the human element, but also for her/him to have positive feelings and thoughts about the organization (Çevik and Köse, 2017, p. 999). For the efficiency and peace of the management and the organization, managers should involve more people in the decision-making process, identify the factors that limit the process in order to make the necessary improvements, and strive for a democratic and positive working environment (Aydın, 2019, p. 21). This effort and participation must be lively in the decision-making process at school. This vitality in participation can also ensure democratic participation in decision making at school. The idea of the vitality of participation, which draws attention to the role of education in democracy, has been widely accepted by educators and has found expression in five salient points: a general movement for democracy in educational administration, a joint movement towards the concept of systematic adaptability, professional interest in group dynamics, a sustained advocacy of action research, and renewed emphasis on citizen cooperation in the formulation of school policy (Inabnit, 1954, p. 3).

About of Hourly-paid Teaching

As the executor of the education-teaching process and the determinants of the quality of education, teachers constitute the basic building blocks of education systems. Countries that have achieved quality in education have given importance to the teaching profession, which requires a special education and training, and the training of teachers, their appointments and assignments, and have brought various conditions and criteria (Turhan, 2011, p. 1776). Countries are trying to take various measures for teacher employment in order not to disrupt education and general functioning. Although many practices are carried out in our country in order to close the teacher shortage in this sense, as a short-term and practical solution, all kinds of teacher shortages are tried to be filled by 'assigning teachers for course fees'. Paid teachers are employed temporarily, based on paragraph C of Article 4 of the Civil Servants Law, according to article 89 of the same law, saying that "in case of a shortage of teachers in any official education institution, official employees or those who will be appointed vacantly can be assigned with additional course fees". (Arslan et al., 2006, p. 35).

According to a study conducted by Türk Eğitim-Sen [TES] (2022) in the 2021-2022 academic year, there are 85 thousand 513 paid teachers in Turkey and 34 thousand 445 of these teachers are graduates of education faculties. The number of paid teachers who have completed a two-year

vocational school and therefore do not have a pedagogical formation is 8,993 in 81 provinces. The number of paid teachers who have a bachelor's degree in a field other than the faculty of education is 42,075. Despite the existence of unemployed teachers, the assignment of graduates from any higher education institution as teachers due to 'teacher shortage' is a requirement of the neoliberal policies pursued. Reducing public expenditures is given as the reason for this practice. Employment of teachers in different ways, such as permanent/contracted/paid, causes various problems such as job insecurity, wage inequality, and the inability of employees to organize, on the other hand, the decrease in the quality of education, job dissatisfaction, alienation from work, etc. causes problems (Polat, 2013, p. 70).

Decision Participation Process

The society naturally has some expectations from schools, which are an open system. The society is aware of the opportunities offered by the schools and is concerned with the entire adventure of a student's educational life in the school. In this sense, the school is an organization established to meet the educational needs of the society (Sağlam, 2016, p. 159). In order to achieve this aim, the school needs a management mechanism as in other organizations. School management, on the other hand, can be defined as the sum of management tasks undertaken by school administrators to achieve organizational goals (Rankapole, 2000 p. 7). Education systems have some purposes. It is thought that the most important role for the realization of these goals belongs to the school administrators due to their position and they should be school leaders or instructional leaders (Sagir, 2015, p. 134). There is a close relationship between the school administrator's carrying out an effective management process in the school and the full fulfillment of the functions expected from the schools where education and training services are provided (Aydın, 2019, p. 4). In addition, it is aimed to reach an effective school with the presence of effective administrators and teachers, and the way to do this is to train all the stakeholders of the school in line with the effective school understanding (Can, 1998, p. 68). At the same time, the communication established by the school administrator is a factor that affects all the actors that exist to achieve the goals of the school. As an administrator, the principal bears the primary responsibility for ensuring the school's effective communication policy. It is the principal who determines the style and tone of communication in the school. Management style determines the style of communication. The more flexible the management style, the more likely the principal is to communicate effectively and satisfactorily with representatives of the school community and external agencies. The principal is the person who determines and supervises the compliance with the principles of good communication such as democracy, tolerance, trust, control, humanity, responsibility, legality and compliance (Totseva, 2015, p. 119). It can be stated that an effective decision-making mechanism should be established in order for good communication and a positive atmosphere to prevail in the school.

It can be said that it is important for school culture to take into account the demands of social change for a sustainable education understanding and to present a management approach in which institutional actors are included in the process, and that administrators who can make effective decisions and put them into practice together with their stakeholders are more successful in changing the conditions they are in. Taking the feelings and thoughts of the stakeholders in the decision-making process is the only way to increase the impact of the decision (Uzundag, 2019, p. 1). The main purpose of sharing decisions is to improve school effectiveness and student learning. When principals, teachers, and staff work as a team and collaboratively decide what is in the school's best interest, the institution responds to the needs of students and society. Teachers, parents and school staff should have more control over the policies and programs that affect their schools and their children. Accordingly, the persons responsible for the implementation of the decisions should have a clear say in the determination of the decisions that will hold the participants responsible for the process as well as the results when implemented (Mosheti, 2013, p. 26). In this sense, the fact that the decisions taken in a school can carry a responsibility for the teacher can be made on the condition that they are included in the decision-making process. Because a teacher who is not involved in the process may take a less active role in the adoption and implementation of decisions.

The general aim of this study; To examine the participation of paid teachers working in primary and secondary schools in the decisions taken in school management. In addition to this main purpose,

answers were sought to the questions stated in the sub-problems below. Some questions in the formation of sub-problems are derived from the questions in a study by Can and Serençelik (2017):

- 1) What are the opinions of paid teachers working in primary schools about participation in school management?
- 2) What can be the benefits of participating in the decisions taken in school management for paid teachers working in primary schools?
- 3) What are the drawbacks of participating in the decisions taken in school management for paid teachers working in primary schools?
- 4) What could be the reasons for not being able to participate in the decisions taken in school management in terms of paid teachers working in primary schools?
- 5) How does the participation of paid teachers working in primary schools in the decisions taken in the school management affect the human relations in the school?
- 6) What can paid teachers working in primary schools do for a more effective participation in the decisions taken in school management?

Method

This research is a case study to determine the participation of paid teachers in the decisions taken in school management. In the research, a personal information form for teachers and a semi-structured interview form consisting of six questions were used. Interviews can take different forms depending on the availability of resources and the characteristics of the data to be collected in the research. Semi-structured interviews enable both fixed-choice answering and in-depth examination in the relevant field together (Büyüköztürk et al., 2016, p. 154).

Working group

The study group of the research consists of 21 paid teachers working in public primary and secondary schools in the Türkoğlu district of Kahramanmaraş province in the 2021-2022 academic year. In the determination of the research participants, the easily accessible study group method, one of the study group selection methods, was used.

Table 1

Demographic Information on the Working Group

		f	%
Gender	Female	18	85,7
	Male	3	14,3
Level of education	Associate degree	1	4,8
	Undergraduate	20	95,2
Type of school worked	Primary school	13	61,9
	Middle School	8	38,1
Total		21	100

Of the 21 participants participating in the study, 18 were female and 3 were male. One of these participants is an associate degree graduate and the others are undergraduate graduates. While 13 of the participants work at the primary school level, 8 of them work at the secondary school level. While 15 of the participants have a seniority of 1 year or less than 1 year, the number of participants with a seniority of 2 to 4 years is 4, and the number of participants with a seniority of more than four years is 2. While 7 of the participants were graduates of classroom teaching, 4 of them were Turkish Language and Literature teachers, 2 of them were primary school mathematics, 2 of them were Special Education and 1 each was Child Development, Geography, Religious Culture and Moral Knowledge, Science, Preschool, Participants are graduates of Guidance and Psychological Counseling teaching departments.

Data Collection Tool and Analysis of Data

A semi-structured interview form was used to obtain the data of this research. A personal information form was also given to the participants. While some of the questions in the interview form were created by the researcher, some questions were derived from a research conducted by Can and Serençelik (2017). Necessary permission was obtained from them to adapt the questions to this study.

In order to ensure the validity of the questions used in the research, an expert academic who works at Kahramanmaraş Sütçü İmam University was consulted, and necessary corrections were made on the questions. The interviews were conducted during the teachers' extracurricular times and were recorded in writing because the participants did not allow voice recording. The recorded discourses were read to the faces of the participants and confirmed. The names of the teachers participating in the research were coded as T1, T2, T3...T21 without being used in the research.

In this study, content analysis was carried out according to the findings. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data (Yıldırım & Şimşek, 2016, p. 242). The data obtained from the interview forms were first read and analyzed and themes related to the data were formed. After this process, sub-themes were formed by bringing together the related answers under each theme.

Findings

When the data obtained from the research were examined, 6 main themes and a total of 26 sub-themes under these themes were reached. The main themes created; status of participation in the decisions taken, the benefits of participation in the decision, the disadvantages of participation in the decision, the reasons for not participating in the decision, participation in the decision and human relations, suggestions for active participation in the decision. Sub-themes will be mentioned under each main theme.

Findings Regarding the State of Participation in the Decision Taken

The opinions of the teachers about participation in the decisions taken by the school administration were gathered under 5 sub-themes. These; My opinion is taken (n=8), I am treated fairly (n=8), My opinion is not taken because I am paid (n=5), I am not treated fairly (n=5), No teacher's opinion is taken (n=2). It is seen that the themes are evenly distributed. The statements of the teachers regarding these sub-themes are given below:

In the sub-theme My opinion is taken, the teachers stated that the opinions of the school administration are generally taken in the decision-making process. Some of the teacher's statements regarding this theme are as follows; *"My opinions are sought in the decisions taken by the school administration at my school. Our school administration is very fair and self-sacrificing in this regard. Like my other teachers, my opinions are taken and they are effective in the decision point"* (T1). *"They always hold meetings for decisions to be taken at school. We usually brainstorm according to the title of the topic and they listen to opinions from everyone who wants to express an opinion. And the final decision is taken and confirmed again by saying if there is a problem"* (T9).

In the sub-theme of being treated fairly, some of the teachers stated that they were treated without discrimination. Some of the teacher's statements regarding this theme are as follows; *"At my school, the administrators take the opinions of the teachers regardless of whether they are paid or permanent staff and include the teachers in the process while the decisions are being implemented"* (T2). *"We generally agree with the decisions taken at the school where I work now. Our opinions are also given importance"* (T19).

In the sub-theme, "I am not asked for my opinion because I am paid," the teachers attributed that their opinions were not received because they were paid teachers. Some of the teacher statements in this theme are as follows; *"I have a short-term experience like a semester, but I observe the negative effects of both my being younger than other teachers and the fact that I work as a paid teacher in terms of participating in the decisions taken during this process"* (T5). *"Although paid teachers are temporary, they become part of the school they work in over time. It is a pleasing situation for school"*

administrators to include paid teachers in making any decision. I see that there are deficiencies in this regard in the school where I work" (T10).

In the sub-theme of not being treated fairly, the teachers stated that they were treated less fairly in the meetings. Some of the teacher statements are as follows; "As a paid teacher in school management, we do not have a lot of say. We have no right to speak except for the General BTB meetings..."(T6). "I have been to many schools. Every school, every administrator, every teacher has different perspectives. While some of them did not act fairly and excluded because I was paid, some were sincere" (T18).

In the sub-theme, "No teacher's opinion is taken," teachers stated that the decision-making process of not only themselves but also all teachers in the school is problematic. Some of the teacher statements in this theme are as follows; "I do not have much influence on the decisions taken by the school administration at my school. I hear about the decisions taken by the school administration later. However, the school administration does this not only to me but to all teachers" (T4). "As the school I am in, attention is not paid to ensure that not only me but also all teachers participate in the decision" (T15).

Findings on the Benefits of Participation in Decisions

Teachers' views on the benefits of participating in the decisions taken in school management were examined and 6 sub-themes were formed. These; Different perspective (n=7), Provides equality (n=5), Positive school climate (n=4), Efficient decisions (n=4), Willingness and morale (n=3), Self-confidence (n=3) It has been observed that teachers concentrate more on the themes that provide different perspectives and equality. The statements of the teachers regarding these sub-themes are given below:

In the sub-theme of different perspectives, teachers emphasized the positive aspects of expressing different views in meetings. Some of the teacher's statements regarding this theme are as follows; "As each individual's views are different, getting everyone's opinion in order to see various perspectives will contribute positively to the future of the school and the students" (T2). "It may be good to express and evaluate different ideas about making decisions that will be beneficial for school and children" (T13). "I think every thought is very important. An idea that does not come to mind at the moment may be the thought of our paid teachers. That's why it's so important to be able to express yourself" (T17).

In the sub-theme ensures equality, teachers stated that the distinction between paid and staff members can be removed with the fair decision participation process. Some of the teacher's statements regarding this sub-theme are as follows; "If people with the same documents as me have a say, I should too. We must not be overlooked. Every idea is valuable (T18). "Assuming that paid teachers are also a teacher at the school. Paid teachers will not be excluded and they will actively do their job more happily" (T20).

In the positive school climate sub-theme, the teachers stated that participation in the decision would positively affect the school climate. Some of the teacher's statements regarding this sub-theme are as follows; "The biggest benefit of my decisions in school management is the increase in my self-confidence. An increased self-confidence also brings success. Increasing my self-esteem affects both me and the school climate positively (T1). It ensures the integrity of the school and the continuity of the rules. It ensures that all students in the school are identical. All teachers, whether permanent or paid, should implement the decisions" (T7).

In the sub-theme of productive decisions, teachers emphasized that participation in decision-making would yield productive results. Some of the teacher's statements regarding this sub-theme are as follows; "Decisions taken by exchanging ideas are more efficient and can be more empathetic" (T11). "If people talk about participation while making decisions, they are motivated and cooperation is ensured because their own decision is taken, and thus the decisions taken are implemented more efficiently" (T15).

In the sub-theme of willingness and morale, the teachers stated that participation in the decision would increase the willingness and morale of paid teachers. The teacher's statement regarding this theme is as follows; "Because we have just graduated, our willingness can be a positive factor in the decision" (T8).

In the sub-theme of self-confidence, the teachers stated that self-confidence would increase with participation in the decision. The teacher's statement regarding this sub-theme is as follows; "The biggest benefit of my decisions in school management is the increase in my self-confidence. An increased self-confidence also brings success. Increasing my self-esteem affects both me and the school climate positively" (T1).

Findings Regarding the Disadvantages of Participation in the Decision

The opinions of the teachers about the disadvantages of the decisions taken in the school administration were examined and 3 sub-themes were formed. These; There is no problem (n=12), There may be a lot of disagreement (n=4), and there is a disruption in the implementation of the decision (n=4). The statements of the teachers regarding these sub-themes are given below:

In the sub-theme "There is no problem", the teachers stated that participation in the decision would not be a problem. Teachers' views on this sub-theme are as follows; "I don't think there will be any harm in the decisions taken by the school administration. In the worst case, I will be responsible for the decisions made. I don't think it's right to call this a problem" (T1). "I don't think that participation would be objectionable unless there is an unhealthy participation" (T12). "I think it's okay. What upsets me the most is who separates us from permanent teachers..."(T19).

In the sub-theme "There can be a lot of disagreement", the teachers stated that many different opinions can cause disagreement. Teachers' views on this sub-theme are as follows; "The inconvenience of participating in the decisions taken in the school administration may be too much difference of opinion. This can be a difficulty in reaching a common decision. Other than that, I don't think there will be any problem" (T4). "There are too many ideas in crowded schools, so it may be difficult to make decisions, and the process will be disrupted" (T15).

In the sub-theme of disruption in the implementation of the decision, the teachers mentioned the problems related to the delay in the implementation of the decision. Teachers' views on this sub-theme are as follows; "The right of the paid teachers to have a say in the long-term decisions taken in the school management may lead to disruptions in the implementation of the decisions. In other words, if he does not work in the same place while the decisions he is involved in are being implemented, it may pose a problem" (T3). "There may be a situation where decisions are made that are not beneficial for students" (T13).

Findings Regarding the Reasons for Not Agreeing with the Decision

The opinions of the teachers on the reasons for not participating in the decisions taken in the school administration were examined and 4 sub-themes were formed. These; The distinction between permanent and paid staff (n=6), Temporary status at school (n=5), Non-contemporary managerial attitudes (n=3), I agree with the decision (n=2) and the statements of the teachers regarding these sub-themes are given below:

In the sub-theme of permanent-paid distinction, teachers attributed the reasons for not participating in the decision to being paid. Teachers' views on this sub-theme are as follows; "If I could not participate in the decisions taken in the school administration, it would probably be because of the permanent and paid segregation. But since the state institution I work for is very sensitive about this issue, I have not encountered such a problem yet" (T1). "... There are permanent and paid distinctions" (T13). 'We are paid. If anyone comes to our place, we will go, our decisions will not be permanent. We already start school with this fear. Will someone come in our place?' (T19).

In the sub-theme of the temporary situation at school, the teachers attributed the reasons for not being able to participate in the decision to their temporary work. Teachers' views on this sub-theme are as follows; "I think the most important reason for not being able to participate in the decisions is being a temporary teacher. In other words, the thought that he will not stay in our school for a long

time is also effective in my participation in the decisions. Besides, the thought that they do not have professional experience because most of the paid teachers are young" (T4). "... Since the uncertainty of the duration by the school administrator and teacher causes a bad process, a situation such as not agreeing with the rules may occur" (T7).

In the sub-theme of non-contemporary administrator attitudes, teachers attribute the reasons for not participating in the decision to undesirable administrator attitudes. Teachers' views on this sub-theme are as follows; "I would like to talk about the attitude of school administrators on this issue. If the administrators in a school become an administrator who assimilates the modern education philosophy and values the teacher, that school will achieve success. The primary duty of a school is not to raise a student who memorizes everything as it is without questioning, but to raise students who have improved themselves in life and being a good individual..." (T10). "... unequal behavior and wrong practices of the administration" (T18).

The opinions of the teachers regarding the sub-theme I agree with the decision are as follows; "Because there is no situation where I disagree with the decision, I cannot show why" (T12). "I am participating..." (T17).

Findings Concerning Decision Participation and Human Relations

Teachers' views on the decisions taken on behalf of the school management and their effects on human relations were examined and 5 sub-themes were formed. These; Positive climate (n=7), Cohesion and socialization (n=6), Democratic environment (n=5), Teacher's happiness (n=5), Fair environment (n=3). has been placed:

In the positive climate sub-theme, teachers stated that participation in decision making would create a positive climate. Teachers' views on this sub-theme are as follows; "As the participation of teachers in the decisions taken in school management will create a fair and positive school climate, human relations will also be positively affected in this course. Socialization will increase and many negativities in human relations will disappear" (T1). "Positive effects. Teachers' self-esteem will increase and a democratic environment will be provided so that everyone will have the opportunity to express their opinions. A person who can express himself will be more peaceful, which will improve both the communication between teachers and the general atmosphere of the school" (T15).

In the sub-theme of cohesion and socialization, the teachers stated that participation in the decision would create a social environment in the school. Teachers' views on this sub-theme are as follows; "...I think it helps teachers to get together" (T4). It develops the ability to work collaboratively. It enables administrators and teachers to work effectively and in harmony with each other. A spirit of trust and participation emerges. The capacity to understand and empathize develops" (T14).

In the sub-theme of democratic environment, teachers stated that participation in decision making would create a democratic environment in the school. Teachers' views on this sub-theme are as follows; "Taking everyone's opinion on the decisions taken will make teachers feel that they are in a democratic environment and will enable them to enjoy their work more. This will positively affect the development of the student and the school" (T2). "... Teachers' self-esteem will increase and a democratic environment will be provided, so everyone will have the opportunity to express their opinions..." (T15).

In the sub-theme of the teacher being happy, the teachers stated that participation in the decision would make the teachers happy. Teachers' views on this sub-theme are as follows; "... A happy teacher produces happy and loving students. In this respect, a strong motivation of the teacher will strengthen the success of the school..." (T10). "I don't want to have a bad relationship with the school administration or the teacher, so if there is a negative situation, it will affect my mental health and happiness, and it will reduce my efficiency for my students". (T12).

In the fair environment sub-theme, the teachers stated that participation in the decision would create a fair environment. Teachers' views on this sub-theme are as follows; "... Since the participation of teachers in the decisions taken in school management will create a fair and positive school climate, human relations will also be positively affected in this course. ..." (T1). "At the school, the decision is

taken with the cooperation of the principal and the teacher. The administration, which does not see us as teachers, does not include us in the decision anyway. If a decision is to be made at the school, even if I am a paid teacher, I have to be involved. If the decision taken is outside of me, I do not want to implement those decisions anyway" (T19).

Findings Regarding Suggestions for Active Participation in the Decision

Teachers' views on what can be done for more effective participation of paid teachers in the decisions taken in school management were examined and 4 sub-themes were formed. These; Abolition of the permanent-paid distinction (n=8), Seminars and briefings (n=7), Perspective of the paid teacher (n=5), The necessity of the current order (n=2) and the statements of the teachers regarding these sub-themes are given below:

In the theme of the abolition of the permanent-paid distinction, the teachers expressed the abolition of paid teaching as a suggestion. Teachers' views on this sub-theme are as follows; "In order to increase the participation of paid teachers in school management, the discrimination of paid staff in the eyes of the society and on an administrative basis should be eliminated. Teachers don't need an adjective. The fact that they are teachers is proof that they have accomplished many things" (T1). "Paid teaching should be abolished. If the teacher can teach, there should be no discrimination. If a teacher is needed, it should be filled with the qualification that all our teachers deserve, not with a paid qualification. What needs to be done first is the elimination of the paid staff discrimination (T3).

In the sub-theme of making seminars and briefings, teachers can offer seminars etc. to administrators and teachers as suggestions. stated that they need to be informed. Teachers' views on this sub-theme are as follows; "The school administration can be informed about this issue. Seminars can be given" (T5). "A school management rules based on cooperation and tolerance can be developed so that paid teachers can feel that they belong where they are. In a school where strong communication bonds are formed, an environment of love, respect and free thought will also be created. For this reason, organizing activities that will improve the harmony between school administrative administrators and teachers will be effective and productive in this regard." (T10).

In the sub-theme of perspective on paid teachers, teachers stated that their perspective on paid teaching should be changed as a suggestion. Teachers' views on this sub-theme are as follows; "I think that school administrators and other teachers should look at paid teachers with a permanent eye. No matter how predictable the uncertainty of the process is, it is necessary to put a veil on it. Again, school administrators should show a supportive attitude towards the paid teacher towards the parents, and they should not make the paid teacher feel alone. This will support the teacher in complying with the decisions taken at the school and adopting the school" (T7). "First of all, we need to change the mentality. The parent comes and does not take it into account because you are a paid teacher and you are temporary. Therefore, it also affects the student. Teachers do not take into account permanent changes in the school. They don't even ask for his opinion, they even jump when it's our turn. Even if it is for a short time, studies should be carried out in which they will accept that we are a part of that school" (T17).

In the sub-theme of the necessity of the current order, the teachers stated that the system will continue in the same way. Teachers' views on this sub-theme are as follows; "...I think that there has been enough effective participation. I do not think that a more effective participation will be achieved..." (T11). "I don't think such a situation will happen, frankly. Since paid teachers think that the school they work at is temporary, they may not want to be active in school management anyway" (T12).

Discussion, Conclusion, and Recommendations

In this study, the participation of paid teachers in the decisions taken in school management was examined by qualitative research method. When the research findings were examined, it was seen that 26 sub-themes were formed under 6 main themes. Main themes; status of participation in the decisions taken, the benefits of participation in the decision, the disadvantages of participation in the

decision, the reasons for not participating in the decision, participation in the decision and human relations, suggestions for active participation in the decision. Participants stated that decision participation is beneficial in general, they cannot participate in the decision-making processes sufficiently because they are paid teachers, that decision-participation practices will not pose a problem in the school, and that such practices will contribute to a positive climate and socialization in the school. In addition, the participants expressed their opinion that in time, paid teaching should be abolished or informative seminars should be increased in order for the decision participation mechanism to work effectively.

When the results regarding the personal information of the teachers are examined, it is seen that the majority of the participants (85.7%) are women. The reason for this situation can be shown as the fact that the majority of the teachers who were appointed as paid teachers in Türkoğlu district in the year the research was conducted are women. The distribution of teachers in terms of the level they work in, on the other hand, showed a more representative distribution than gender. In this sense, the number of participating teachers working in primary school is 13, while the number of working in secondary school is 8. In terms of seniority, the majority of the participants (71,4) consisted of teachers working between 0-1 years. The limited economic earnings of teachers and various transportation problems related to this can be shown as the reason for the scarcity of teachers with long seniority years. When we look at the teaching branch from which the participant teachers graduated, it is seen that there are 10 different departments. In terms of the representation of teachers from different branches, it can be said that this situation is reflected in the research as a richness.

When the answers regarding the participation in the decisions taken are examined, it can be stated that the opinions of the teachers are divided into two. Half of the teachers stated that they could participate in the decisions taken, while the remaining half stated that they could not participate due to various reasons. The teachers who could not participate indicated that they were paid teachers, that they were not treated fairly by the school administration since they were paid teachers and they were temporary, and that not only their own but also the opinions of other permanent teachers were not taken sufficiently. Even the teachers who stated that they participated stated that they were able to participate in the decision at the school they work at, but they were not included in the decision at the schools they worked in the past. All these situations lead us to the conclusion that paid teachers are not generally included in the decisions taken regarding school management. The reason for this can be shown as the lack of an adequate understanding and perspective unity between the school administration and the paid teacher. The apparent disagreement of teachers here is that in the research of Turan and Bozkurt (2010, p. 1551) on paid teachers, "The relationship between paid teachers and school administration is broken." It is similar to giving the answer 'I partially agree' to the item I agree with. Likewise, in the study of Fidan and Fidicioğlu (2010, p. 155), about 85% of the participants stated that the attitude of the administrators affected them and their relevant views in the research revealed that paid teachers had problems in terms of integration with the administration and reaching unity of purpose.

Considering the answers regarding the benefits of participation in the decisions, it can be said that all of the teachers expressed their opinion that it is beneficial to participate in the decisions in school management. Teachers in this section; They stated that their participation in decisions brings a different perspective to the practices, ensures equality and efficient decisions at school, creates a positive climate in the school and adds enthusiasm, self-confidence and morale to the teacher. Being a school administrator also requires teachers to carry out their profession with effort and enthusiasm by providing the motivation they need (Özdemir, Kartal and Yirci, 2014, p. 192). In this sense, in a school, the support of the subordinates and their participation in the decision of the school management will provide numerous benefits for the organization and its members (Çelikten, 2001, p. 4). In this study, it was concluded that teachers' being valued by the school administration is effective in the decisions taken by the school administration, similarly in a study conducted by Beytekin and Kılıç (2021, p. 51). At the same time, participating in the decision integrates the employees with the organization and makes them dependent on the organizational decisions (Babaoğlu & Yılmaz, 2012, p. 1). Emphasizing that participation in decision making in the other questions of the research as well as in this question provides a positive climate in the school supports this view.

When the opinions of the teachers on the possible drawbacks of participating in the decision were examined, they stated that it would not be a problem to participate more. However, contrary to this view, there are also opinions that participation may cause differences of opinion and this situation may create setbacks in the institution. Although contrary opinions were expressed in the research, it is more likely that there are different opinions in institutions and organizations, the diversity of the employees of the organization, and the positive reflection on the decision-making mechanism. Through effective diversity management, organizations can access the largest possible pool of ideas, talent, and features (Robbins and Judge, 2021, p. 40). In this sense, employees should be given the opportunity to participate in decisions that affect and concern them, in order to increase the quality of the decisions to be taken at school, as well as to ensure ownership of the decisions (Yılmaz, 2016, p. 138). The managers, who benefit from the realistic ideas of the employees and the lower-level staff about the work and planning of the work, have the opportunity to increase the managerial efficiency and productivity (Eren, 2015, p. 405).

When we look at the views on the reasons why teachers cannot participate in decision-making in school management, it is seen that the majority of them attribute this situation to being a paid teacher and being temporary at school due to paid teaching. Paid teaching is inherently temporary and this affects the school administration's view of these teachers from various aspects. This negative perception, due to the fact that they are not permanent teachers, also affected the answer given to this question, as in the rest of the research. Paid teaching practice is an application based on the appointment of teachers for a one-year period in return for a course fee, provided that they are university graduates, when the employment of permanent and contracted teachers is not sufficient due to various reasons in the Ministry of National Education. However, the number of teachers who continue this one-year period is quite low. The non-continuous tenure of paid teachers, due to reasons such as the appointment of these teachers while continuing their duties, or their preparation for the exam to be appointed, as well as the appointment to the positions they are in, causes it to be impossible to fully form their sense of belonging and commitment to the school, group, profession (Saribaş, 2005. Akça and Meydan, 2020, p. 54). In this sense, it is possible to encounter the negative perspective of school administrators towards paid teachers, which appeared in the related question, in other studies. For example, in a study conducted by Doğan, Demir, and Turan (2013, p. 386), all participants stated that they were against paid teaching, but they were forced to work with paid teachers due to necessity and obligation. When we look at the expressions of the teachers in the related question, it is seen that it is unfair to them that their commitment to the institution and their participation, which is a decision, is associated with this temporary state of being and that they are quite affected by this situation. In this sense, it can be said that it is necessary to establish a relationship based on trust between paid teachers and school administrations. Because, as in the result of Demirdağ (2017, p. 145), in a study, it has been seen that in a school atmosphere where trust is established, intimidating activities towards paid teachers have also decreased..

When the opinions about the decisions taken and the effects of these decisions on human relations are examined, it is seen that this situation creates a positive climate in the school, cohesion and socialization among the teachers, a democratic and fair environment and makes the teacher happy. Informal interactions that arise spontaneously in organizations and reflect the culture, climate, deep, emotional and dramatic aspect of an organization characterize the goals, values and attitudes of the members of the organization and, if used appropriately, make the work of the members of the organization productive (Toytok and Doğan, 2019, p. 853). When we look at the other statements shared by paid teachers, we see that they focus more on justice and refer to values such as discrimination and democracy. As stated before, the reason for this can be shown as the temporary feeling of paid teaching, the inability of teachers and school administration to establish more advanced relations with these teachers, and the fact that the parents of the students treat these teachers differently than they treat other teachers. Particularly in our study, they stated that due to the fact that all the participants were teachers who graduated from the faculty of education, being exposed to different treatments in the same environment with other teachers they graduated under the same conditions upset them and negatively affected their relationships in the school. School administrators are expected not to exhibit these unfair attitudes. The fact that teachers are permanent, contracted or paid should not cause them to participate in educational decisions to different extents in a way that

creates discrimination. At the same time, in addition to these situations that differ in terms of staff, there are also linguistic, religious, racial and ethnic differences. Differences are natural and common. It is important to know the individual and organizational advantages and disadvantages of the reflections of these organizational differences on the management (Memduhoğlu, 2013, p. 203). Due to this importance, school administrators have important duties in participation in school management and in the management of these differences that affect participation. As Bursaloğlu (2015, p. 161) states, participation in the school environment is both compulsory and more difficult. As there are various groups, various subgroups are formed within each group. In this case, the manager who can realize efficient participation among these groups can be considered successful in many ways.

When the suggestions presented by the participants for more effective participation in the decisions taken in school management are examined, it is seen that the teachers mostly unite around two views. These; removing the permanent-paid distinction among teachers and enriching the perspective of paid teachers with informative seminars for school administrators. When the opinions of the participants are examined, it is understood that what they mean by the removal of the permanent-paid distinction of teachers is 'the abolition of paid teaching'. Teachers who expressed this opinion generally stated that it would not be possible to participate in decision making or other educational functions to be effective if the current order continues. The other group of teachers, including the same teachers, shared their views that it is difficult to abolish paid teaching under current conditions, and that some informative seminars are inevitable, at least in order to develop the perspectives of school administrators and, subsequently, teachers and parents. In this sense, school administrators should believe that teachers can make sound decisions when opportunities are provided (Memişoğlu, 2021, p. 152). These informative seminars can be given in addition to the existing trainings so that they can carry this belief and involve the teacher. Receiving similar results in many other studies carrying the results of the proposal to abolish paid teaching or that this field is a problematic field (Turan & Bozkurt, 2010, p. 1549; Polat, 2013, p. 82; Yıkılmaz & Altıncak, 2021; Öztaş, 2010) , p. 103) supports the alternative views of the teachers in this study.

As a result of the findings obtained in this research and the analysis and discussion of these findings with the support of different research results and expert opinions in the literature; In order to create a more productive and participatory environment at the point of participation in the decision, providing the necessary informative seminars to the administrators, encouraging all the teachers, including the paid teachers, in the decisions to be taken in the school management, reviewing the paid teaching under current conditions, education faculty graduates and training in the field when necessary. Suggestions such as providing the training of paid teachers can be made by people with experience.

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