



Opinions and Suggestions of School Administrators Working at the Directorate of National Education in Kocaeli Province Kartepe in the Academic Year 2021-2022.

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ABSTRACT

The school-parent union system is among the most important stakeholder and element of the school. While changing conditions transform schools, it is inevitable that they will also affect the school-parent union system, which is one of the most important units of schools. This study aims to determine the opinions and suggestions of school administrators on the school-parent union system together with the current developments. Qualitative method was preferred within the scope of the study, and in-depth data were obtained under four main headings, namely formation of the parent-teacher union system, communication, dialogue and supervision by using a semi-structured interview form with 15 school principals working in Kartepe District in the 2021-2022 academic year. According to the data reported by the researcher with the content analysis method, it has been determined that the families should be informed in more detail about the system, the competence of the members should be increased, the correct use of the communication language, the determination of common goals, the clarification of the job descriptions, the integration of the Tefbis system with other systems can be listed as a need.

Keywords: School, Administrator, Parent-Teacher Association.

1. Giriş

Parents support children's learning and growth from the cradle to career and influence their cognitive, social and emotional development. In previous work, the authors explained that parents also influence children's educational participation and professional aspirations, so that parents' interactions and activities help shape children's school readiness. In addition, the researchers explained that parental assistance shapes language and literacy development before children enter formal school. Parental involvement in early education is an important factor for children's academic success and parents need to be involved throughout their school years. In addition, families foster children's learning and interests by creating a literacy-rich home environment, taking children to visit libraries and other places. Families are children's first and most important teachers, so they must work in collaboration with schools.

(CANGİL, 2004) Family involvement as parents describe teacher meetings, students have and participate in volunteer activities at school, participate in programs and help with homework, includes activities at home and structuring home when discussing the child's school and encounters at school. As a result, they explained that socio-economic status is related to parents' expectations about their children's academic performance and achievement. They also synthesized many studies on home-school collaboration. The authors found that students whose parents were involved in education, regardless of income or background, earned higher grades and test scores and were enrolled in higher-level programs. In addition, these students are encouraged to complete their courses, attend school regularly, and have good social skills and behavior. The authors said that these students also adapted well to school, graduated on time, and continued their post-secondary education. The authors think that schools can close the achievement gap by improving parent and school communication. (GÜL, 2013) further explained how high-performing schools engage families and communities. This example of conflict in schools; c) a) focus on building trustworthy relationships between teachers, families, and community members; b) recognize, respect and address the needs of families as well as class and cultural differences. Also, many studies pay attention to the school's role in fostering home, school, and community partnerships and collaboration. For example, (AKTAN, 2020) they explained that more proactive communication by schools with parents affects parent involvement and provides parents with the opportunity to volunteer for school activities. In addition, school leaders need to use policies to improve communication with families and encourage teachers and families to cooperate at an optimum level.

1.1. Problem Status

The subject of the research is the opinions and suggestions about the school-parent union system. The changes and developments experienced today have brought to light some problems regarding the school-parent union system. Therefore, in order to be able to identify the problems raised regarding the

system and the solutions, "What are the opinions and suggestions of school administrators and parent-teacher associations? The answer to the question and problem was sought.

1.2. Purpose of the research

The aim of this study is to determine the perceptions, opinions and suggestions of the education administrators in Kocaeli Karatepe District towards the school-parent union system. In the research, it is aimed to determine what the opinions about the school-parent union system are together with the changing conditions, which issues are seen as a problem and what kind of solutions are presented in the face of this problem.

1.3. Importance of Research

The school-parent union system is one of the main issues at the center of the school administration. It is essential that the school-parent union system be adapted to today's conditions, which are constantly changing and developing. In this respect, it has become necessary to examine and evaluate the system by school administrators, who are de facto implementers of the system. Therefore, it is thought that this research will contribute to the Ministry of National Education in terms of addressing the school-parent union system according to the changing conditions of the day, determining its faulty aspects, and gathering it under one roof in the light of the feedback from the field on the improvement or adjustments on the system. In addition, it is considered important in terms of directing the research to school administrators, who are the implementers of the system.

1.4. counts

While conducting the research, it was assumed that school administrators were more in control of the system than the members of the parent-teacher union system, as they were the invisible implementers of the parent-teacher association system. It is also among the assumptions of the research that the questions asked in the research were answered with sincerity and honesty.

1.5. Limitations

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2. Parent-Teacher Association

Communication is of great importance not only between school administrators, teachers and students, but also with the parents of the students in the realization of an efficient education in educational organizations. In particular, communication between teachers and parents about students' performance in the course is of vital importance in better understanding students' problems, increasing parent support in education, providing effective counseling and guidance, and ultimately increasing students' motivation and success.

Existing parent-teacher communication studies generally approach the subject from two perspectives. The first includes teacher-parent relations and parents' contributions to school communities and organizational activities, and the second includes studies on parents' support for students' academic development (Egüz & Öntaş, 2018). As a result, teacher-parent relationships are of increasing importance for schools to develop as learning communities and for students to grow by meeting their needs and expectations. The US National School Public Relations Association (NSPRA) reports on the results of numerous studies showing the important roles of school-family-environment cooperation in promoting school success and student growth.

However, a healthy communication between teachers and parents is not always possible, and numerous obstacles at various levels can negatively affect the communication process. These barriers may arise in connection with school resources, teachers' professional development levels, family and environmental characteristics. It is not always possible to talk about a regular and efficient communication between the school administration and the structures such as the school-parent union, the school protection association, which were created to improve school-family cooperation (Egüz & Öntaş, 2018). School administrations understand the importance of communication between teacher-parent and school-parent and are insufficient in developing effective strategies to improve this communication. On the other hand, most teachers cannot improve themselves without having the necessary knowledge and skills to communicate effectively with parents.

The Parent-Teacher Association is expected to play the following roles in the educational development guidelines in our country. Based on the revitalization of the school-parent union, it should be noted that this system has many roles to fulfill for the maintenance and educational development of the school system in cities. The responsibility of the school parent association is as follows:

Identifying the school's needs and helping to provide basic facilities that will promote effective teaching and learning outcomes for children;

- Providing moral and financial support to the school by raising funds for small projects and repair of school facilities.
- Promote the participation of local communities in their children's education by paying teachers in the key subject area, thereby ensuring high moral and academic excellence;

- Show great interest and support in the organization of the school's awards day celebrations by contributing to the presentation to the best students in various subject areas;
- To closely monitor the activities of teachers in schools to reduce absenteeism and unchallenging attitudes,
- Encouraging parents to provide their children with the necessary learning material for effective academic studies,
- Regular introduction to the school curriculum to improve academic performance,
- Ensuring adequate safety of life and property in schools by organizing illegal groups and establishing a perimeter fence around schools,
- To show great interest in exhibitions organized by schools on various aspects of the curriculum from time to time,
- Showing interest in the organization of open day celebrations,
- Helping improve their children's discipline, both at home and at school

Encourage fundraising to support government efforts, particularly in infrastructure, equipment and services

The Parent-Teacher Association is expected to play these roles and play effectively in order to facilitate rapid education development in our country. How and how the school-parent union will be allowed to play these roles is left to future generations. In order for the Parent-Teacher Association to achieve these roles and to effectively implement the educational development goals in the cities, the association convenes through regular meetings at the example of the president and at the school premises. The General Assembly convenes the general assembly and the annual meeting to prepare the reports, including the financial statements, during the period. A meeting is held every two years for the election of civil servants. This will promote growth and development and avoid monopoly. All meeting minutes are kept by the manager after the developments made by the secretary. Copies of signed minutes will be sent to the school board, the Ministry of Education and the board, which will demonstrate transparency action. Ministry and control board officials will have unrestricted access to parent-teacher association records of minutes and account books for accountability purposes.

Zuniga & Alva (1999) argue that parent involvement in school management has been widely acclaimed as an important component of education reform. Comparative studies in education also show that many countries around the world, such as the United States, predict that in their national education goals, each school will foster parental involvement and partnership that will increase participation in fostering children's social, emotional and academic growth. Consistent with the above international experience, the National Education Policy recognizes that systems, and hence their administration and day-to-day management, will grow from the life and social morality of the society they serve. The literature on parent involvement in school largely reveals that schools typically decide that parents should get to know and teach their children and therefore set the agenda for parent-teacher relationships. Through this school Parent Association partnership, parents can be informally taught what is worth knowing about their expected role in this partnership and what they should teach their children at home.

The reason for the Parent-Teacher Association / community relationship cannot be eliminated with a hasty wave of the hand. Some schools of thought believe that the parent-teacher school/society relationship has been validated by empirical studies. Increasing parent involvement in school activities has been proven by these studies, which correlates with an increase in students' achievement. In addition, due to their support in students' discipline issues, a relationship was established between parent involvement and improving student participation and reducing the dropout rate. Furthermore, correlation beyond educational attainments is considered to increase parents' self-esteem as they participate in non-academic activities of the school such as sports. Their participation in school makes their children behave better because the presence of parents increases accountability in school and society. It also promotes the empowerment and well-being of parents, families and society. Finally, for parent-teacher association cooperation to be successful, provision must be made for parents to recognize and value their knowledge and skills in this partnership.

There should also be an opportunity to leverage these strengths and resources available among parents and create multiple ways for parents to expand their capabilities.

3. Method

In the study carried out to determine the opinions of the education administrators in Kartepe District about the school-parent union system, a qualitative research was preferred in the general survey model.

The study group of the research consists of 15 school principals in Kartepe District in the 2021-2022 academic year. Maximum variation sampling, one of the purposive sampling methods, was used in the study. Within the scope of maximum diversity sampling, 15 school principals in Kartepe District were randomly determined.

Table 1. Information on School Principals

Gender	N	%
Male	11th	73.34
Woman	4	26.67

Age	N	%
30 years and under	0	0
31-40 age range	12	80.00
41-50 age range	3	20.00
over 51 years old	0	0
Education status	N	%
Licence	13	86.67

graduate	2	13.34
Service Period	N	%
10 years and below	one	6.67
between 11-20 years	12	80.00
21 years and above	2	13.34
Time in Management	N	%
1-5	6	40.00
6-10	7	46.67
11-15	one	6.67
over 15	one	6.67
Total	15	one hundred

When the data on the School Principals in the table above are analyzed, it is understood that 73.34% of the School Principals participating in the research are male and 26.67% are female. It is seen that the number of male school principals is higher than that of females.

When the data on the School Principals in the table above are analyzed, it is understood that 80% of the School Principals participating in the research are between the ages of 31-40 and 20% are in the age range of 41-50. From the findings, it is seen that the majority of the School Principals are between the ages of 31-40.

When the data on the School Principals in the table above are analyzed, it is understood that 86.67% of the School Principals participating in the research have undergraduate education and 13.34% have graduate education. From the findings, it is seen that the majority of the School Principals are undergraduate graduates.

When the data on the School Principals in the table above are examined, it is understood that 6.67% of the School Principals participating in the research have 10 years or less, 80% of them have a service period of 11-20, and 13.34% have a service period of 21 and above. From the findings, it is seen that the majority of the School Principals are professionally experienced.

When the data on the School Principals in the table above are analyzed, 40% of the School Principals participating in the research have 1-5 years, 46.67% have 6-10 years, 6.67% have 11-15 years,

It is understood that 6.67% of them have been in management for more than 15 years. From the findings, it can be said that School Principals are in a dynamic age range in terms of management.

In this study, 2 forms were prepared by the researcher to determine the opinions of school administrators about the school-parent union system. While the first form is prepared to determine the personal information of school administrators, the second form is a semi-structured interview form prepared to determine the views of education administrators on the parent-teacher association system.

There are 4 questions in the semi-structured interview form. While the interview form was created and the form was given its final shape, the literature was searched and the data tools used in the related researches were reviewed. In addition to all these, in order to determine the clarity of the questions with 3 participants, a trial application/comprehensibility test was conducted and the form was given its final shape.

Qualitative research method was used in the research. After a comprehensive literature review on the subject, more detailed information was obtained with the interview/interview method, which is one of the qualitative methods, and the obtained information was coded and presented as findings.

The data obtained in the research were reported by the researcher with the content analysis method. During the content analysis, the opinions of the education administrators related to each question were formed into codes, and themes were created from the codes.

4. Findings

Under this title, the findings and comments obtained from the views of education administrators within the scope of the research are included.

Within the scope of the research, four findings in total, including the formation process of the parent-teacher association system, the TEFBİS system, the parent-teacher association dialogue and inspection, are discussed.

What are your opinions and suggestions about the formation and general assembly of the school parent union? The following findings were obtained with the answers received from the education administrators regarding the question:

The opinions of the education administrators participating in the research on the application process of in-service training are as follows:

M1: "...We form the school-parent union according to the current regulation. However, in schools with a sparse population and a low number of students, the current regulation slows down the functioning. Since the quorum for the meeting is not always provided, the parents who come to the first meeting have to come twice, even to the second one, and we have to form a school-parent union with a few people. In the formation of the parent-teacher union, the school principal should be authorized to choose the talented and volunteer parents to do this job.

M2: "...The general assembly held on a certain date every year and the board of directors elected in this assembly must be held as determined in the Parent-Teacher Association Regulation and must be democratic. However, after the elections and the formation of the board of directors, a regulation should be given to the parents who are on the board of directors, their review should be provided and explained."

M14: "...The Parent-Teacher Association has an important place in the development of the school and in communication with the parents. Since it will be difficult to access all the parents at the same time, communicating through the representatives chosen from among the parents saves time and helps the work and transactions to be concluded faster. For these reasons, the members to be elected to the school-parent union should have strong human relations and strong communication skills.

M15: "...Although the formation of the elected council is seen as a democratic structure in general, the fact that the duties and responsibilities of the family union and its functionality are not sufficiently understood by the candidates creates an extra burden on the school administration, as well as the continuity of the annual elections and for longer purposes. can create. The fact that the elections are held every 2 years and that the candidates are knowledgeable and equipped about the functioning of the board may bring about the emergence of a more dynamic structure at the point of service."

The question "What are your opinions and suggestions about the income-expenditure transactions of the school-parent union and the TEFBİS system?" As a result of the interviews with the education administrators within the scope of the second interview question, the following findings were obtained:

Participation (f:7)

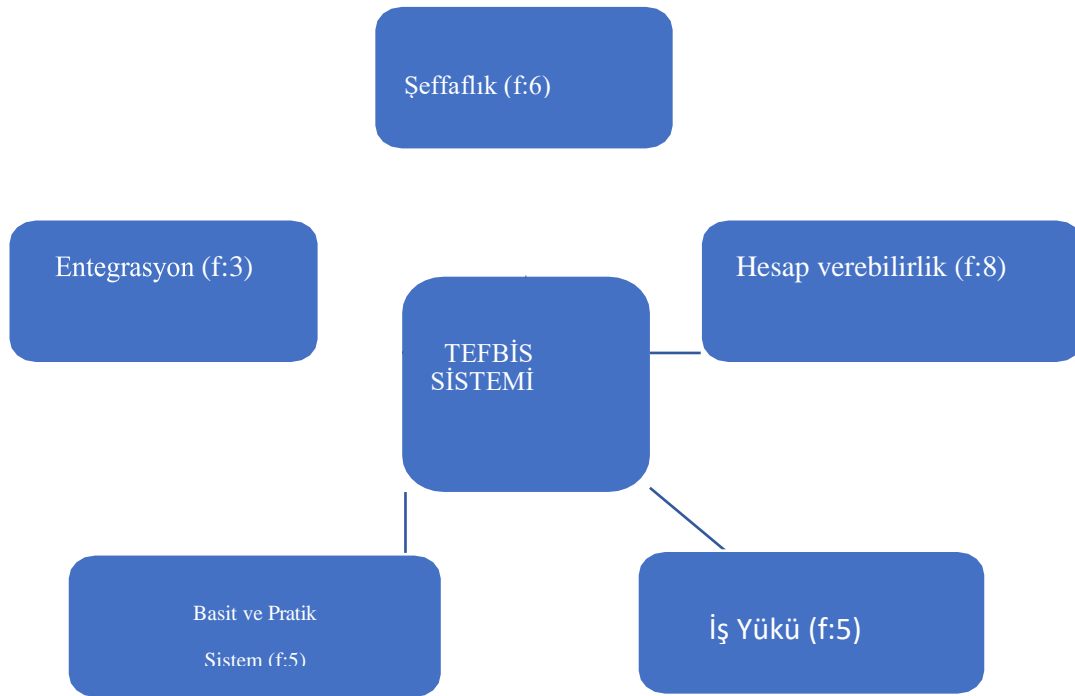


Figure 2. Codes Related to the Tafbis System

As above, the coded form of the data obtained as a result of the interviews with the school administrators participating in the research is included. The findings obtained from the interviews were coded under 5 headings under the theme of "Tefbis System" in line with the interview question. These are "transparency (f:6), accountability (f:8), workload (f:5), simple and plain system (f:5), integration (f:3).

The opinions of the school administrators participating in the research on the TEFBIS System are as follows:

M3: "...Schools should work transparently and objectively in this regard. The school administration should control the income and expenses together with the family union, the supervisory board should do its duty on time and the system should work in accordance with the regulation. Tefbis Education finance and education expenditures information management system in Turkey. A system designed to be implemented by the ministry in order to control the in-school financing of education. When you donate to the school, you can also see that the donation has been deposited into the parent-teacher association account. It is a necessary system in terms of income and expense control, although there is a bit of workload on the administration."

M4: "...The income and expense transactions of the school-parent union should be made as a result of the incomes. However, income to schools is very limited. Creating income sources is among the most important problems of every school administration and union. In this regard, school administrations and union members fall into difficult situations and are constantly exposed to criticism and complaints. In this regard, it should be ensured that every family donates a small amount of income to the school-parent union. ... Processing the tafbis system together with income and expense books in terms of transparency is very useful in terms of accountability. It provides a lot of convenience for both the school administration and the school-parent union in terms of relaxation. In particular, it supports the inspection and comparison of the supervisory boards. Entries to this system entirely by the members of the parent-teacher association ensure that they are more firmly grounded on the subject, namely income and expenses. Only in the reporting section, income and expense statements can be easily and more clearly presented. This can be arranged."

M10: "...TEFBIS system should be integrated into the bank account of the parent-teacher association..."

M12: "... Education Financing and Education Expenditures Information Management System in Turkey TEFBIS is an archiving and accounting system that has lagged behind our modern age. It should be more functional, understandable, simple and practical. I don't think it meets the goals and objectives..."

Discussion and Conclusion

In the research, the most striking issue about the general assembly and formation of the parent-teacher association is expressed as the indifference of the parents and the low participation rate. For this reason, it is difficult to form a school-parent union management board and sometimes the general assembly has to be postponed due to lack of participation. The postponed and forced general assembly also creates problems for school administrations. In particular, the stages such as the execution, organization, repetition and formation of this process create an additional workload for school principals. As the reason for the lack of participation, the school principals put forward the unconsciousness of the parents. It is thought that the participation rate will increase if the formation of the parent-teacher association, its content and the regulation regarding this can be conveyed to the parents more clearly.

According to the findings of the study, in an article submitted for the teachers' reeducation program, the Parent Teachers Association was defined as the community of parents and teachers of children in a particular school. It has also been characterized as a welfare organization established to pursue the welfare interests of the school and community where the school is located and where the parents live.

The Cross River State handbook on the operation of the Parent-Teacher Association published by the Ministry of Education (MEB, 2008) defines the Parent Teachers Association as the welfare association of parents of children and teachers of a particular school, which also includes parents living in the community where the school is located. . Parent-Teacher Association membership will be selected from the indisputable character members of this community where the school is located. PTAmembers are made up of all: parents/guardians of school-going children.

- Every teacher in the school is an automatic member due to his role as a teacher.
- Official community leader or project leader with a strong interest in the educational development of the community.
- District manager, The official who represents the district where the school is/is located.
- Regional education officer or any representative of the Ministry of National Education.

The said Board of Directors of the Parent-Teacher Association, in charge of the working of the association and under the chairmanship of the Chairman of the Board, Vice-President, Secretary, Publicity Secretary, Financial Secretary, Treasurer, Director or head teacher of the special committee, President and Secretary of the Parent Teacher Association, former Ministry of Education field education The clerk established by the officer or other representative and the Regional adviser will be supported by the members. It is assumed that expert assistance may be needed in some areas.

As a result, the association will be free to choose any member of the community as a partner when expert advice and services are needed. The Parent-Teacher Association will appoint special committees for specific projects as needed. Parent-Teacher Association members will be persons of indisputable quality and will reside in the community where the schools are located and will be parents or mentors whose children or wards are students/students in their respective schools.

On the other hand, teachers still widely use some basic management techniques, such as rewarding students for appropriate behavior that can be described as student-centered. This suggests that teachers perceive reinforcement as a student-centered technique, although it is not suitable for self-initiated learning

and intrinsically motivated learners. In order for teachers to adapt their practices through in-service training as intended, they must first be informed about the philosophy of the constructivist curriculum.

There is no gain to say that education is a tool for national development, integration and self-reliance. Education work therefore requires the active participation of individuals, communities and other non-governmental organisations. And there are such community-based organizations (parents' association) and associations where parent-teacher relations are provided.

Source

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