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Research Article

**Opinions on the Problems Between School Principals and PTA Presidents and
Their Solutions**

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Okul Müdürleri ve Okul Aile Birliği Başkanları Arasında Yaşanan Sorunlar ve Çözümüne İlişkin Görüşler

Özet

Bu araştırmada, okul müdürleri, öğretmenler ve okul aile birlikleri başkanları arasında sağlıklı bir iletişim ve işbirliğini engelleyen sorunlar ve bu sorunların çözüm yollarını tespit edilmesi amaçlanmıştır. Araştırmada veri toplamak amacıyla, nitel betimsel tarama yöntemi ile gerçekleştirilmiştir. Araştırma yarı yapılandırılmış görüşme formları ile veriler toplanmıştır. Araştırmanın çalışma grubunu 2020-2021 eğitim öğretim yılında Ankara ili Mamak ilçesinde devlet okullarında görev yapmakta olan beş okul müdürü ve beş okul aile birliği başkanından oluşmaktadır. Araştırma sonuçları olarak okul aile birliği başkanlarının okul müdürleri ve öğretmenlerle büyük oranda sorun yaşadıkları, okul aile birliği başkanları ile okul müdürleri arasında yaşanan sorunların en büyük sebebinin ekonomik sebepler olduğu görülmektedir. Okul aile birliği başkanları ile okul müdürleri arasında yaşanan sorunların en büyük sebebinin maddi kaynak bulma konusunda çıktığı, okul müdürünün okul aile birliği başkanlarına güvenmediği ve kültürel etkinliklere okul müdürünün yeterince destek vermemesinden kaynaklandığı, bu çatışma ve sorunların bertaraf edilmesi için devlet okula daha çok maddi kaynak ayırmalıdır gerekirse zorunlu bağış uygulaması getirilmesi gerektiği, okul aile birliği başkanı ile okul müdürleri arasında sorun yaşayan ve sorun yaşamayan okul müdürlerinin olduğu görülmektedir.

Anahtar Kelimeler: Okul müdürü, okul yöneticisi, okul aile birliği.

Opinions on the Problems Between School Principals and PTA Presidents and Their Solutions

Abstract

In this study, it is aimed to identify the problems that prevent healthy communication and cooperation between school principals, teachers and PTA presidents and the solutions to these problems. In order to collect data in the study, a qualitative descriptive survey method was used. Data were collected through semi-structured interview forms. The study group of the research consists of five school principals and five PTA presidents working in public schools in Mamak district of Ankara province in the 2020-2021 academic year. As the results of the research, it is seen that PTA presidents have a great deal of problems with school principals and teachers, and the biggest reason for the problems between PTA presidents and school principals is economic reasons. It is seen that the biggest reason for the problems between PTA presidents and school principals is the issue of finding financial resources, that the school principal does not trust the PTA presidents and that the school principal does not support cultural activities sufficiently, that the state should allocate more financial resources to the school in order to eliminate these conflicts and problems, that if necessary, a compulsory donation application should be introduced, and that there are school principals who have problems and school principals who do not have problems between PTA presidents and school principals.

Keywords: Head of school, head of school, head of family association

Introduction

Parent-Teacher Associations It is possible to see that in the Turkish National Education System, importance was given to the development of school-family relations in the first years of the Republic. It is seen that Vasıf Çınar, one of the first Ministers of National Education, and İsmail Hakkı Baltacıoğlu, one of the professors of Istanbul University, emphasized the importance of family relations and discipline in school success and talked about the need to work on strengthening school-family communication in their speeches (Celkan 2004).

The purpose of establishing parent-teacher associations in schools affiliated with the Ministry of National Education is to achieve integration between the school and the family and to ensure cooperation between parents and teachers. The school-parent association takes the name of the school where it was established. It is required by the regulation for parent-teacher associations to cooperate with organizations such as the Child Protection Agency, Red Crescent Society, Turkish Aeronautical Association, Green Crescent Association, Charity Lovers Association, school protection associations and education foundations. The school's principal, deputy principals, teachers and students' parents are members of the union (Açıkalm, 1998).

Family is the cornerstone of society and is the place where an individual's personality and memory are molded. Family type is the source of laying the foundations of the student's personality. Introvert, semi-introvert and semi-extrovert student personalities emerge. It has been found that school education and environment cause these types to develop for better or worse. A student's memory type first begins to take shape within the family, and can be strengthened and enriched especially with education at school. 13th century A scholar named Zernuci, who lived in 1966, said, "Success in education and training depends on the efforts of three elements. By saying "These are teachers, students, fathers (parents)", he formulated the relationship that should be established between family and school in a very concise way. Accordingly, family-school, teacher-parent, hand in hand, heart to heart, will prepare the young generation for the future (Bayraktar, 2003).

The family is the place where the child's first education is given. First of all, the family is considered a preschool educational institution. After the child starts school, educational institutions undertake some of this function of the family. However, the family can never completely isolate itself from the child's education (Şişman, 2000).

While the coordinated work and superior effort of the student, teacher and family trio increases success; Neglecting one's duty reduces efficiency in education and training. These 3 elements will be in mutual communication and interaction, will fulfill their duties and responsibilities, and play their role fully (Bayraktar, 2003).

Problem Status

It is seen that there are various problems between school principals and parent-teacher association presidents in some public schools. In schools where these problems are experienced, there are difficulties in financing education, it is observed that

administrators, teachers and parents are tense, far from healthy communication and cooperation, and school success is lower. For this reason, it is thought that researching the opinions of school principals and parent-teacher association presidents in order to determine the conflicts and problems experienced between school principals and union presidents in schools and the solutions to these problems will contribute to the achievement of the goals of both educational institutions and parent-teacher associations. In summary, the problem of the research is the opinions of school principals and union presidents regarding the problems experienced between school principals and parent-teacher association presidents and the solutions to these problems.

Sub-Problems

It is possible to list the sub-problems of the research as follows:

1. How do school principals communicate with the heads of parent-teacher associations?
2. How do teachers communicate with the heads of parent-teacher associations?
3. How can communication between school principals and heads of parent-teacher associations be increased?
4. How can communication between teachers and the heads of parent-teacher associations be increased?

Purpose and Importance of the Research

The purpose of this research is to determine what kind of problems school principals, teachers and parent-teacher union presidents experience in public schools and to identify the solution suggestions of school principals, teachers and union presidents regarding these problems. This research was conducted to contribute to making our education system more effective and efficient by identifying the problems that prevent healthy communication and cooperation between school principals and parent-teacher associations and the solutions to these problems.

School parent associations, which are established to achieve integration between the school and the family, to ensure communication and cooperation between parents and the school, to support activities that improve education and training, to meet the compulsory needs of the school and students who lack financial means, have important roles, responsibilities and duties in the financing of education. they have undertaken. It is observed that in schools where school administrations and Parent-Teacher Associations work in understanding, harmony and cooperation, there are fewer financial difficulties, teachers, students and parents are happier, and school success is higher. However, in some educational institutions, it is seen that there are various problems between institution managers and union presidents. It is observed that in schools where this situation occurs, financial difficulties are experienced, administrators, teachers and parents are tense, far from healthy communication and cooperation, and school success is lower. In the light of this information, it was thought that it would be useful to conduct a qualitative research in order to obtain in-depth data on the problems experienced between school principals and parent-teacher association presidents and their solutions.

Method

This research was designed in qualitative research method and case design. The case study design is the in-depth examination of the situation with the limited factors (individuals, environment, event, process, time) considered, and the discovery of causal connections, where the investigator's control is not on the variables (Subaşı and Okumuş, 2017; Leymun, Odabaşı and Yurdakul, 2017).

Working Group

A total of 5 (five) school principals, 5 (five) teachers and 5 (five) heads of parent-teacher associations working in public schools in Mamak district of Ankara were interviewed.

Data Collection Tool

In this study, a semi-structured interview form was used as a data collection tool. This form was created based on the literature and expert opinions. In the form, there are questions about the problems that information technology teachers may encounter. Expert opinions were consulted to ensure the validity of the form.

Data Collection and Analysis

Research data was collected by the researcher. Five school principals and five school parent association presidents working in public schools in Mamak district of Ankara were selected as participants on the basis of their volunteerism. Brief information about the research was given to the participants. Data were obtained through face-to-face interviews in the institution where the participant worked within the specified time period. Within the scope of the ethical principles that must be followed in scientific studies, it was stated to the participants that their personal information will remain confidential while the findings of the institutions they work for will be reported, and that the research report will be delivered to them upon request. Participants were informed that the interview would end as soon as they were free to do so. The prepared survey was applied with the consent of the participant after the interview. Each interview, including the survey, lasted between 30 and 45 minutes.

Themes, categories and coding in this research were calculated using Miles and Huberman's (1994) formula ($\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{disagreement}}$). In qualitative studies, it is assumed that the desired level of reliability will be achieved when the agreement between expert and researcher evaluations is 90% or above.

Findings and Interpretations

In terms of the ethics of the applied data collection tool, the identities of teachers, school administrators and heads of parent-teacher associations were presented with the help of codes such as B1, M1, T1, which will be kept confidential. The answers given by the teachers were grouped and interpreted according to their similar qualifications.

Analysis of the Answers Given by the Heads of Parent-Teacher Associations

The distribution of the answers given to the question "**Have you ever had a problem with your school principal?**" is given below:

B2, B3, B5: "I have problems with my school principal from time to time. There are issues where we disagree with the school principal."

B1: "Just as there is no meat without bones, of course there is no problem in school."

Accordingly, it is seen that the heads of the parent-teacher associations have a great deal of problems with the school principals.

The distribution of the answers given to the question "Why/what do you think these problems are caused by?" is given below:

B1, B2, B3, B4, B5: "I think that the problems between principals and family union presidents arise from lack of money, use of authority and lack of communication. Most of these problems arise from economic reasons, lack of money. Also due to the difference in understanding and method of producing resources. "It's because the principals want to decide everything themselves."

Accordingly, it is seen that the biggest reason for the problems between the heads of the parent-teacher associations and the school principals is economic reasons.

The distribution of **the answers given to the question "Can you list the problems you have with your school principal?"** is given below:

B1: "We sometimes have problems with our school principal on the following issues:

a) We experience the most problems regarding registration at registration time. He tells us not to record without getting paid. When the parent does not want to give money and complains to the principal, the principal blames us.

b) When we wanted to invite some businessmen who we thought would donate to the school, they did not accept for political reasons.

B2: "To summarize the problems I had with the school principal:

a) The principal gets angry when he buys some of the equipment that the teachers want. The teachers will not ask you, they will tell me. He says if it will be taken, I will tell you. He accuses me of discriminating against my class.

B3. "It is possible to summarize the issues that I had problems with and could not get along with the school principal as follows:

The school principal takes sides in the family union elections and wants to determine the president himself. When the manager cannot find the amount of resources

he wants, he accuses us of disrupting our work. It limits us a lot in cultural activities. Then he criticizes us for not being able to find money."

B4: "I can list the problems I experienced as the head of the Parent-Teacher Association as follows:

I have a lot of trouble paying my employees' salaries at the end of each month. School principal, your reason for existence is to produce resources. You will find money somewhere. He says the needs of the school will be seen. When you ask for dues from the parents, the school principal complains that you have offended him by mentioning the name of so-and-so student in class because he did not give money. Who gives money to whom without asking? "It also creates difficulties in allowing events such as cinema and theater bazaars that we want to organize to

"Accordingly, it is seen that the biggest reason for the problems between the heads of the parent-teacher associations and the school principals is the issue of finding financial resources, the school principal does not trust the heads of the parent-teacher associations, and the school principal does not give enough support to cultural activities.

The answer sought in the research is **"What are your suggestions for eliminating these conflicts and problems?"** The distribution of the answers to the question is given below:

B1, B2, B3, B4, B5: "The state should allocate more financial resources to schools to solve these problems."

B2: "Donations should be taken during registration time, families should help the school more. Managers should also support us in finding resources. "The hours that the parent-teacher association must be present at school should be shortened."

Accordingly, in order to eliminate these conflicts and problems, the state should allocate more financial resources to the school, and if necessary, compulsory donations should be introduced.

Analysis of School Principals' Answers

The answer sought in the research is **"Did you have any problems with the President of the Parent-Teacher Association?"** The distribution of the answers to the question is given below:

M1: "There were times when he was having trouble and trouble based on having problems with his own board members rather than having problems with me personally."

M2, M3: "Yes, I've had presidents with whom I've had problems."

Accordingly, it is seen that there are school principals who have problems between the President of the Parent-Teacher Association and the school principals and those who do not have problems.

The research seeks an answer to "**Why/what do you think these problems are caused by?**" The distribution of the answers to the question is given below:

M1: "I think this problem stems from competition among themselves, lack of information, and parents with children in separate classes making positive or negative evaluations of their teachers."

M2: "The president of the parent-teacher association has developed a negative prejudice against the principals, based on the fact that the school principal before me was dismissed due to improper spending from the parent-teacher association budget."

a) Generally, incompetent presidents enter into union management just to be close to their children and teachers and do not produce any value. School principals, who are waiting for jobs and essentially resources, also criticize the presidents or want to change when the economy becomes tight. This leads to my roof.

c) Some school principals want to have a president on paper but not interfere with anything or ask anything. "When responsible presidents do not act this way, conflicts and problems arise."

Accordingly, we see that the reason for the problems experienced is the lack of information and the competition among themselves.

In the research, the answer sought was "Can you list the problems you have with your union president, if any?" The distribution of the answers to the question " is given below:

M1: "I can list the problems I experienced as follows:

a) He was accusing me of taking sides and supporting his rivals, and he was experiencing a loss of trust.

b) He was under the influence of his teacher's negative guidance, was making special expenses for the class without the knowledge of the administration, and was creating the impression that his child's class was privileged. This situation negatively affected the harmony and cooperation between teachers.

c) It was difficult to make joint decisions, and it did not care about the ideas and offers of its competitors. This situation was reflected on us, the school administration, as a complaint.

M3: "He was opposing the employment of civil servants on the grounds that there was an assistant principal at the school, and he was causing problems regarding the salary payment of the civil servants. When I said that as the school principal, I would decide whether there was a need for personnel or not, he said that it was my authority to buy trinkets for classes without the request and instruction of the school principal.

b) Some presidents were having difficulties in coming to school and it was causing us problems as well.

M5: "I have not experienced any concrete problems with my presidents that I can tell you about. If I had to list the difficulties I experienced, I would say the following:

a) The necessity of a training period of up to three months for each board change.

b) Hesitant and inadequate attempts to produce resources

Accordingly, we see that the most common problem with the union presidents with whom there is a problem is that they show attitudes and behaviors that can mean positive discrimination against their children and the class their children are in.

In the research, the answer was sought "**What should be done to solve the problems with the union presidents, if any, can you list them in items?**The distribution of the answers to the question " is given below:

M1: "I think the following should be done to avoid these problems:

a) It should be ensured that those who will enter into family unity management have certain knowledge, culture and skills.

b) In order to cover the financial expenses of schools, funds should be given to schools in line with certain criteria.

c) If funds will not be given to schools, the financial burden of the schools should be given to either the district national education directorates or local governments.

M2: "I would like to say the following about the solution:

a) The authorities and responsibilities of the school principal and the union president should be clearly defined in the regulation.

b) Each school must determine and announce the qualifications required for candidates for union management. There must be a choice among candidates with these qualifications.

c) The school principal must have the authority to terminate the union management.

M3: "My suggestions for solution are as follows:

a) Roles, authorities and responsibilities should be defined hierarchically. It should be clearly defined who is a superior and who is an officer. School principals

who do not participate in the decision-making process should be freed from being held accountable for the actions taken.

b) An evaluation system should be established for candidates who will be candidates for the management of the union, and the candidacy of those who are incompetent should be prevented.

T1, T4, T5: "In order to cover the financial expenses of schools, funds should be given to schools in line with certain criteria."

Accordingly, the most suggested opinion regarding the solution to the problem is; "In order to cover the financial expenses of schools, funds should be given to schools in line with certain criteria." We see that it is.

Analysis of Teachers' Answers

Do you have problems with your Parent-Teacher Association President? Or have you ever witnessed any of your fellow principals having problems with the president of the union?

S1: "No, I don't think you have a problem. I think it is only when the school does not get the necessary support from the parent-teacher association that its job becomes difficult. I think that when the parents have full support for the school-parent association, the school principal can do things more easily financially and morally. Because when there are no necessary funds in primary schools, the school principal can only afford to a certain extent."

Accordingly, it is seen that there are problems between the heads of the parent-teacher associations and the teachers.

Which areas are the problems you are experiencing/knowing about? Can you specify? (Social Relations, Financial Affairs, Decision Processes, Selection Processes, Fundraising, Time Management, Areas of Authority and Responsibility, etc.)

T1: "There may be difficulties in the election processes because there is a reluctance to get the necessary support and responsibility from the parents, and there may also be problems in the financial processes. I believe that the Parent-Teacher Association should work hard and be efficient in finding resources to support the school financially."

S2: "Social intercourse. I think that the head of the parent-teacher association should pay attention to courtesy and respect in communication."

Accordingly, we see that the reason for the problems experienced is the difficulties they experience in finding resources and the fact that they behave in a way that will put the school administration in difficulty, thinking that they have a say outside their jurisdiction.

(If any) Can you list the problems you have with your union president? (Up to five items)

T1:

1. *Sourcing.*
2. *Timely fulfillment of responsibility.*
3. *Adequate participation in decision-making.*
4. *Timely participation in electoral processes.*

S2: *"I didn't have a problem."*

S3:

1. *Knowing no boundaries.*
2. *Failure to take responsibility.*
3. *Gossip.*

T4:

1. *It can be difficult to plan time and act together. Since everyone has different responsibilities, it can be difficult to plan meetings or signatures, withdrawals, etc.*

2. *The head of the parent-teacher association sometimes wants to divert most of the resources to the areas that concern his or her child's class.*

T5:

1. *Interference in the educational processes and internal affairs of the school.*
 2. *The president sees and behaves as a senior management independent of the school administration.*
 3. *Fundraising.*
 4. *Presidents do not have sufficient knowledge and experience in planning and executing financial affairs.*

Accordingly, we see that the most common problem with the union presidents is the problem of fundraising, interference in the educational processes and internal affairs of the school.

What are your suggestions for eliminating these conflicts and problems?

T1: "First of all, the president of the union should be chosen among the candidates who are ready to help the school and should be someone who will always make their support felt. He/she must attend meetings regularly and have a caring, efficient parent profile who seeks and finds solutions to the problems experienced by the school and provides material and moral support. "Efficient work can be carried out with the president of the union who has qualifications in these matters."

T4: "The limits of authority and responsibility should be determined clearly and in writing. "Presidents should have limited knowledge of the functioning and specifics of the school."

T5: "The Parent-Teacher Association regulations need to be changed and their powers need to be reduced. "There may be a representative elected from among the teachers in the management of the Parent-Teacher Association."

Accordingly, the most suggested opinion regarding the solution to the problem is; The limits of authority and responsibility should be determined clearly

and in writing. We see that the Parent-Teacher Association regulations need to be changed and their powers must be reduced.”

Conclusions and Recommendations

It is seen that the presidents of the parent-teacher association have a lot of problems with the school principals and teachers, the biggest reason for the problems between the presidents of the parent-teacher association and the school principals is economic reasons, and the reason for the problem with the teachers is that they exhibit behaviors that will put the school administration in difficulty, thinking that they have the right to speak outside their authority. .

The biggest reason for the problems between parent-teacher association presidents, school principals and teachers is finding financial resources, the school principal does not trust the parent-teacher association presidents, and the school principal does not provide enough support for cultural activities. In order to eliminate these conflicts and problems, the state should provide more financial resources to the school. must allocate resources. It is seen that compulsory donations should be introduced if necessary, and that there are school principals who have problems between the head of the parent-teacher association and the school principals, and there are school principals who do not have problems.

The reasons for the problems are due to lack of information and competition among themselves, the education level of the parent-teacher association presidents who have problems is at the high school and undergraduate level, and the union presidents who have problems show attitudes and behaviors that could mean positive discrimination against the child and the class in which the child is located, which is the most common problem. The most common problem encountered by teachers and union presidents is the problem of fundraising and interference in the educational processes and internal affairs of the school, and the most suggested solution to the problem is; In order to cover the financial expenses of schools, funds should be given to schools in line with certain criteria. The limits of authority and responsibility should be determined clearly and in writing. "We see that the Parent-Teacher Association regulations need to be changed and their powers must be reduced." It appears to be. As a result of the research, the following suggestions were made:

1. The president of the union should be chosen from among the candidates who are ready to help the school.
2. They should attend meetings regularly and have a caring, productive parent profile that seeks and finds solutions to the problems experienced by the school, provides financial and moral support.
3. In order to prevent conflicts, activities should be determined in line with the resources, or reconciliation and cooperation should be made in accessing the resources in line with the activity.
4. All financially sourced work must be invoiced.
5. Communication should be established based on tolerance and consensus.

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