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## THE PROBLEMS OF LIVED IN THE SCHOOL DIRECTOR AND SOLUTION APPROACHES

### OKUL YÖNETİCİLERİNİN YAŞADIKLARI SORUNLAR VE ÇÖZÜM YAKLAŞIMLARI

**Mahmut AKSOY<sup>1</sup>**

#### **Abstract**

Today the studies about developing problem solving skills in the framework of contemporary education systems and to grow individuals who can overcome problems have become prominent. In that way, the directors are expected to have these qualities of solving problems. If in an education institution directors, teacher, parents, students and the folk of the environment don't perform their duties problems occur and to solve the problems is the duty of the school director. In this context, the problems school directors experience and the approaches to problems are touched on.

**Keywords:** The School Director, Education Director, Problems, Solution Approaches

#### **Öz**

Günümüzde çağdaş eğitim sistemleri çerçevesinde problem çözme becerilerinin geliştirilmesi ile ilgili çalışmalar çıkmış ve problemlerin üstesinden gelebilen bireyler yetiştirmek öncelikli hale gelmiştir. Bu durumda, yöneticilerin bu problem çözme yeteneğine sahip olmaları beklenir. Bir eğitim kurumunda; yöneticiler, öğretmenler, ebeveynler, öğrenciler ve çevresindeki insanlar görevlerini yerine getirmediklerinde problemler ortaya çıkar ve problemleri çözmek okul yöneticisinin görevidir. Bu çalışmada, okul yöneticilerinin yaşadıkları sorunlar ve sorunlara yaklaşım yöntemlerinden bahsedilmektedir.

**Anahtar Kelimeler:** Okul Yöneticisi, Eğitim Yöneticisi, Problemler, Çözüm Yaklaşımları

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## INTRODUCTION

There are problems which already exist in the structure of education systems and which the progress can be achieved by solving. Problems are the power that increases the growth dynamism of education systems and directs the development. Therefore; there must be the power of sanctions besides the power to decide of the school directors. However; to conduct the Director of the process is another part of solving problems (Weston and Brooks, 2008).

The school director has challenges in evaluation of the school because the goals of the school are more contradictory than other organizations. As a result of education and teaching conducted in schools as some changes are expected to occur in human behavior to expect these, to expect these, to make observations and evaluate are a situation that requires patience and skill (Mestry and Grobler, 2004). That's why; that there is a healthy communication between teachers and the school director is extremely important to correct the mistakes (Bursalıoğlu, 2010).

The purpose of this research is the explanation of the factors affecting problem solving capabilities of the school director directors based upon their own perception and is the determination of approaches to solving problems.

### The Problems of The School Directors

Successful and ongoing formation of the director of the school, is known to have a significant impact on student achievement and teacher performance (Gurr and Drysdale, 2007). In this context, the school heads are expected to solve the problems which can occur under the shelter of education. For a director to develop the skill of solving problems depends on the fact that he/she knows the factors affecting problem solving and making associations with them. If we assess the skill of problem solving in terms of directing school and the director, teacher, parents and the folk around don't work in collaboration and the building, goods, lesson tools and garden aren't used well, we can't take fruitful results from the studies of the schools. Directing all these without problem and in order requires knowing how to overcome the problems. If the schools are directed well, successful results are got in studies and can make the purposes real. The skill to solve problem has an important role in directing schools. The school heads have a prominent role in the process of the development and teaching of the school (Balci, 2007). The school directors have duties like efficient leadership behavior, good communication skills, group Director, assessing the curriculum, organization and planning besides renewing and developing the educational and teaching knowledge of the teachers in their field (Çelik, 2007; Sergiovanni, 2008). Another need is that school directors are honest, patient, flexible, excited, idealist (Foster, 1986; Thom, 1993).

The school directors both duties to do and a few problems to deal with. The duties concerned are various. It is not possible to find them all in formal documents prepared related to the duties of school directors. These duties which can change according to economic, political, social features of each country can differ in some ways. In addition, changing society form and conditions can add new duties to school directors.

School directors have main duties like determining values foreseen, vision, mission and goals for school and education, motivating the members composing the society of school to make these true, to create and conduct a school and learning environment based on mutual trust, solving the problems that can occur, representing and directing the school (Şişman 2012).

Leaders have duties like defining the school mission, developing positive learning environment, observing the teaching process and providing appropriate feedback, managing the education process, assessing educational programs (Fullan, 2001). So, the school directors can be said to see beyond the borders, to be leaders in the schools of the future. The common points of the school leaders are that they focus on learning and have the role of pedagogical leadership (Özdemir and Sezgin, 2003).

Leader's position and importance in the institution appear when it is dealt with the process of the Director (Kurth, 2005). Director is the science and art of using the whole sources and possibilities at hand to make the institution reach its goal. Director is the success to perform the work by group

effort. In accordance with another definition Director is all of the activities relevant to the application of principal, concept, theory, model and techniques systematically and in a conscious way related to solving problems, planning, organizing, coordination and assessment to perform the goals of organization (Erdoğan, 2004).

The duties of the school directors in the concerned regulation of the National Ministry of Education in our country: “He/ She performs the duties of organization, coordination and plans the director of the school in the framework of law, by-law, regulation, direction, circular, plan, program and orders and performs the duties of coordination and organization, application, controlling. To achieve high efficiency they take precautions evaluating the performance of the staff and present the suggestions of recovery related to the school to his/ her superiors. They enable inferiors to develop in the fields needed and for the work to be conducted in a more rational way giving responsibility and power. School directors determine the staff to be awarded and fill the personal record forms of the staff that is subject to him/her. When it is demanded by superiors, he/she presents the activities about the school as a report and assesses the suggestions sent by inferiors. He evaluates the involved issues by his studies” (MEB, 2000; Bursalıoğlu, 2000).

When the research done is studied; the problems which the school directors face are defined as follows (Çelikten, 2004);

- To enable for student to develop socially
- To enable shareholder’s happiness
- To support the social development of the teacher
- To support the different attempts of staff
- To have individual goals
- To realize the potential of student
- To enable student to attend in social activities and for parents to be persuaded
- To provide the academic development of student
- To make interviews with teachers based on success
- To enable the student to create output of quality
- To open training courses
- To support the teacher’s working efficiently
- To communicate with parents for academic success
- To motivate the student and teacher for academic success
- To provide institution culture and continuity
- To determine the institutional goals
- To renew the physical possibilities and development of them
- To provide employment for teachers
- To enable for technology to be used efficiently
- To provide material for classes
- To make the heating and cooling systems work regularly
- To create a healthy and clean environment
- To supply security

- To supply source
- To create an environment that is far from stress
- To have cooperation with non-governmental organization
- To make the school a model for the environment

School directors defined their own responsibility area describing some problems and mentioned that they are responsible for students' social development, providing the possibilities of working with institutions cooperated, to realizing the potentials of students and paving the way for academic development, providing in house training and motivating all partners (Karslı, 2004, Turan et al, 2012).

Another point is that school directors create institutional culture, determine institutional goals and act according to it (Mestry and Grobler, 2004). Indicated in studies of other problems faced by school directors is; to organize physical possibilities of the school, to make the technology usable at school, to provide essential materials to conduct the lessons in a healthy way, to fix the problems of heating and cooling systems, compose a healthy and clean environment, to create a healthy and clean environment, search for source to the school, allocating teachers (Turan et al, 2012).

In addition to these problems mentioned, the relationship between the school staff and the school directors, labor division is a really important problem. At the same time, the necessity that students' parents should also be included in each situation related to their academic life can't be met mostly.

When the problems regarding teachers are examined, school directors have great problems because teachers don't have the quality, their motivation is low and they are not excited, the individuals who didn't have pedagogical education for teaching. The school directors mention that parents don't realize how education is a prominent process and they underestimate the process of educating (Turan et al, 2012). The problem of finding the staff the directors and director assistants need is also caused by monetary issues. While in public schools the teacher need is determined by National Education Ministry, clerks and other servants are met by schools own possibilities. School directors mentioned that they had problems in appointing teachers besides bureaucratic and systematical problems. Therefore another problem which affects the success of the students directly is changes in exam system. Another point to be dealt with is that school directors are both teachers and directors, that they have to perform both teacher and director duties so that they have the contradiction of duties (Aşit, 2009; Bayraktutan, 2011).

## THE METHODS APPROACH TO PROBLEMS OF SCHOOL DIRECTORS

When it is examined problems of school principal encountered and approaches of finding solutions of them by directors, it is seen that some methods are widely applied such as; opening courses, effective use of available teachers, communicating with parents, arranging board meeting with teachers, motivating students and teachers and using award system and etc., in order to ensure students' academic success in terms of taking into account the systematic exam method.

The solution to the problems which are occurred about improving the physical conditions of schools, strengthening material and equipment, supplying course materials, effective usage, protection, cleaning and ensuring security of them are solved by accurate budget calculation with the right item at regular intervals (Bransford, 1984; Jackson, 1975; Kepner, 1986; Margerison, 1974; McCall, 1990; Levine, 1988; ve Francis, 1990). School's directors' communication skills and pedagogy knowledge for solving the problems related with staff, teachers, family and students in the scope of human relationship are seen as a solution (Campose vd., 2005).

Other solutions mentioned high frequently in literature are as follows (Alpay, 2011; Turan, vd.,2012; Seikay, 2007);

- Giving task to staff according to their individual interests and abilities

- Not having chance of choosing personnel
- Not taking into account the feelings
- Seeing each one as an individual
- Showing respect decision of stakeholder
- Asking the opinions of stakeholders
- Distributing task equally
- Distributing task according to voluntariness
- Delegating task
- Ignoring small groupings which don't harm to school
- Only making decisions after consulting relevant people who are related with the subject
- Making decision with employees by voting
- Sometimes taking decisions by themselves
- Waiting for approval from principal by everyone
- Not to give order
- Making decisions according to the profile of parents and students
- Making decisions according to the conditions and facilities of the school

The problems experienced by school directors exhibit differences according to the type of the school; public school directors are having bigger problems about achieving aim of school when they are compared with private school directors; finding financial sources, supplying qualified staff that is needed, material and equipment and employing teachers who can use them, the problem encountered because of starting earlier, the number of students aren't compliance with class etc.,

## DISCUSSION AND RESULTS

When the studies examined; directors who can solve the problems based on their human relations and communication skills, when the situation exceeds their power such as financial and physical needs of school and the situation related with student exam system, they try to solve these problems as much as they can; in financial difficulties they try to find solution such as outsourcing.

Schools directors undertake tasks such as; defining the mission of school, improving positive learning environment, continuous monitoring of the learning process and providing appropriate feedback, managing curriculum and training process, evaluating of educational programs. Common features of future leaders, they should be learning-oriented and taking over the role of instructional leadership (Özdemir and Sezgin, 2003)

The place and importance of leaders in institutions appear when it is taken with the process of director. Director means the science and art of using all resources and facilities in the best way in order to achieve the goal of the institution. Director is art and science of being successful by effort of group. By taking consideration these two definitions, we can define it as art and science. According to another definition director: necessary systematic and conscious applications of functions related with principal, concept, theory, model and technique of solving problems, planning, organizing, coordinating and evaluating to fulfill organization's aim. (Erdoğan, 2004)

Related with the students' academic success, directors take parents' opinions, when they think it is necessary they try to solve the problem by opening additional courses. Teacher and staff related problems; they approach the problem with personal communication skills and their knowledge of pedagogy as they don't have right to choose. The biggest problem of school directors who try to find solution to the problems mentioned above is: as executive candidates they have not received necessary

training and they have to cope with these problems with their knowledge and experience. In this context a good directors; enable to use their professional and pedagogic knowledge and as well as leadership skills, degree programs should be opened in related field and clearer criteria should be established for their assignment.

School principles, although they give the most attention to academic issues besides social and psychological dimensions among their responsibly about humanitarian issues, some of them are cautious about creating culture and maintain it, such as being aware of thinking setting institutional goals.

On the other point of view school directors think that they have a lot of responsibilities such as supplying finance and improving physical condition of school, bringing technology to school, supplying materials and equipment, provide heating, creating healthy and clean environment, provide security, searching for resources for school and finding teachers.

Because teachers are assigned by government, unqualified and unenthusiastic teachers, people who do not have teacher trainer certificate, paid teachers, teachers who aren't interested in career development can cause problems, also principles emphasize that parents who think they have right to make decision about education, parents who don't care about education, parents who have high expectations, parents whose economic conditions are very low and parents who always go to top authorities for complaining cause problems, too. Besides; especially while the school directors are fulfilling their duties, related with stakeholder, profession-duty conflict, financial matters, issues related with the system, moral issues, academic success issues and timing problems are reported as the problems which principles encountered.

In addition to above mentioned problems, school directors reported following problems: having profession-duty conflict and reason of this is lack of definition of their duties, it is an extra duty and it is not a profession, overloading responsibilities of directors, not having much authority, ignorance of directorsial status, lack of institutions that train directors, lack of directors selecting criteria.

Systemic problems are the other kind of problems which schools directors encountered and they feel uncomfortable about bureaucracy, political pressure, and too many changes about being assigned. When it is evaluated generally; school directors can make effort to solve problems by themselves, taking necessary actions before they appear end establishing stress free environment.

To keep up with the times, educational institutions should be arranged according to the needs of current expectations and managed. Values and cultural items which will change in the future, they are the school directors who pass these to teachers, students, parents and all society and will implement theoretical change and ensure to carry on these applications.

Socio-economic level of the school environment is the source of the problem emerges as an important data. In this case, more socio-economic status of the resources that the state devotes to education to transfer to schools located in low environment will be an important problem solver. In spite of all problems and negative conditions run a good school, the principal of problems because of the existence of side effects rather than to produce solutions for existing problems. First of all, potential problems in the school the headmaster is pre-cut in schools all priority problems that can be solved with time should give oretmen and school plays.

In this context, in the scope of this article clearer measurement should provide about assignment of school principles and graduate level administrators situation should be improved, administrators can have opportunity of improving themselves on the subject of pedagogy, legislation, time director, personnel director, technology, effective communication; to cope with financial difficulties of school directors school-community cooperation should be strengthened.



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