

Problems about the Duties of the School Administrators in the Kindergartens and the Solution Suggestions*

Ahmet HAN** Hasan DEMIRTAS***

To cite this article:

Han, A., & Demirtas, H. (2022). Problems about the duties of the school administrators in the kindergartens and the solution. *Journal of Qualitative Research in Education*, 32, 102-127. doi: 10.14689/enad.32.843

Abstract: This research aims to reveal the problems about the work fields of school administrators in kindergartens and the solutions suggestions related to these problems based on the opinions of the administrators. The research was carried out in the case study (multiple case study), one of the qualitative research designs. The data used in the research were obtained by using semi-structured interview forms. The data obtained were analyzed using the descriptive analysis method. The study population consists of the administrators working in the independent kindergartens in Sanliurfa centrum in the 2018-2019 academic year. The maximum diversity sampling was used in the study. The research study group consists of 29 school administrators and 26 deputy managers working 29 independent kindergartens in Sanliurfa centrum. First of all, regarding the problems experienced in the research, it has been inferred that enough support staff to perform the cleaning and security tasks were not provided to the schools. The administrators have indicated that the number of substitute teachers is high in the system and they do not have the necessary field knowledge as another problem. The fact that dual education is a problem in itself and that the Ministry does not provide a subsidy to kindergartens is one of the findings of the study. Providing schools with a sufficient number of support staff, ending dual education and switching to regular education, abolishing the practice of substitute teachers, and having the Ministry transfer subsidies to schools are proposed solutions developed by administrators.

Keywords: Administration, educational administration, school management, kindergarten

Article Info


Received:
30 Nov 2021
Revised:
28 Jul. 2022
Accepted:
25 Sept. 2022


Article Type

Research

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* This work is derived from the author's master's thesis, published in 2020.

**  Sanliurfa Provincial Directorate of National Education, Turkiye, ahmthn6344@gmail.com

***  Corresponding Author: Inonu University, Turkiye, hasan.demirtas@inonu.edu.tr

Introduction

The effectiveness and efficiency of educational activities, the ability of the education to fulfill the needs of the society, implementation of the desired behavioral change considerably are not only about the quality and the nature of the education; but also about the management of the education wholesomely and the proper coordination of education work and processes. Management is the art of using all the resources available productively to make the institution reach its aims and showing the ability to get the people to do a job (Erdogan, 2008, s.7). In other words, management is the process of coordination, direction, and organization of the forces which are put together to fulfill the duties of pre-determined aims to meet the needs of the society (Basaran, 1982, s.91). Including coordination, every activity, that requires a collective effort and is carried out with a collaboration brings along a certain administrative structure and organizational culture (Demirtas, 2016, s.111).

The field of educational administration has gained great importance in theory and practice in the world and Turkey against the background of educational needs and educational problems that surface through social, political and economic processes (Orucu & Simsek, 2011). The most important quality that separates the educational administration from other administration areas is that the subject is human, like in education. A human that is the field of management has needed the administration to carry out the organized effort in the best way, thus the importance of the administration has risen with organized living (Aydın, 1994, s.71).

Suppose the education management, expressed as the subsystem of the management, arises with the implementation of the management system to education. In that case, the school management takes place with the applying education management into the school (Gursel, 1997, s.42). The school administrators, who manage the school which has a complex social structure consisting of different subgroups of the society, fulfill the responsibility of managing the school by involving teachers, students, parents, and support staff in the management processes (Karatas, 2013). While managing the school, the school principals' including all the stakeholders and all the staff in the management processes reduces the crisis in the management. The involvement of the staff in the management processes prevents the resistance for the decisions taken shown by the staff to a large extent by getting in the way of a negative reaction against the decisions taken. The schools principals manage the schools and the school principals have the first-degree liability to manage the school with the strategy and the programs defined by the ministry by the aims of Turkish National Education (Sarı, 2009, s.123).

When we look at the Turkish education system, until recently, educating the school principals for management positions according to education management has always been ignored and even not considered necessary because of not accepting school management as a profession or a field of specialization (Balıcı, 2011). However, the school principals must increase the success of the school and thus maximize the

efficiency by knowing the school's different features, the conditions of the district, the local dynamics, and calculating the characteristics of the environment in which the school is located (Arslan, 2016, s.352).

Preschool Education

The preschool period is the period when the child's development and learning are the fastest. Individual's character development, the talents' showing up, gaining the basic habits, getting ready to primary education always occur in this period (Yalcin & Yalcin, 2018). The great importance is attributed by the educators since the period up to the age of seven is accepted as a critical period for the language development, cognitive development, social-emotional development, spiritual development of the individual.

Preschool education, which is one of the most important steps of the education system, underlies the basis of the individual's education in the whole education system (Altay, Ira, Bozcan & Yenil, 2011). All children develop a distinct personality somehow or other. However, the fact that this personality can be balanced, coherent, and healthy is directly proportional to overcoming the developmental stages undisturbedly (Yorukoglu, 2008, s.169).

The preschool period is the period when brain development and the rate of the establishment of synaptic connections are experienced most intensely and rapidly. (...). Therefore, children grow fast, especially in the first six years of their lives, which is called the preschool period and they become competent in these development areas at an astonishing speed. Consequently, the way is opened for the kid to realize his potential and become a productive individual of the society (Ministry of National Education Preschool Education Program, 2013).

An individual's academic success changes and improves depending on the quality of preschool education. The development of a sense of research, the ability to learn the learning, the ability to solve a problem experienced, and the ability to find alternative solutions show parallelism significantly with the quality of the education provided to the kid at the kindergarten age. The failure in education is a situation that has to be noticed as early as possible. Because the failure increases one after another. The failure noticed in the first period of the school years will adversely affect the kid's academic success and the entire school life if the measures are not taken and corrected (Yavuzer, 2013, s.160). The kindergartens, providing education to the kids at the age of 3-6, are the educational institutions whose purpose is to raise attention and eagerness to learn. These education institutions help the kid develop his existing talents and realize his abilities instead of giving the information to the kid. Here literacy is not taught, however, a basis is provided for the kid to gain literacy maturity (Yavuzer, 2016, s.152).

Administrative Work and Operations at School

The most important feature that distinguishes the school from other organizations is that the raw material on which it works is human. For this reason, the school's aspect is

more important than the institution aspect, its social aspect is more effective than its bureaucratic aspect (Kayıkçı, 2016, s.202). Effective human resource management is essential in educational organizations. In this regard, the need for human resources for each position in the educational levels is determined, the selection is made to meet the need of human resources according to the principle of merit, the expectations of the institution for the personnel are explained after the selection. The process is continued properly by the law and legislation by giving the chance to the staff to improve themselves (Suna, 2018, s.147-148).

Turkish national education's most basic approach and perceptive is the point of view that school exists primarily for the student, the reason for the existence of the schools, which are organizations, is students. In order for the students to receive a wholesome and effective education, the work and procedures that must be done about the students, are announced to all the schools using laws, regulations, and circulars by The Ministry of National Education, ensuring that schools are in the same order (Sarı, 2009, s.138).

The schools, whose basic input and output are the students, work on the student as an open system in accordance with the goals of education, provide other services as well as educational services that increase the quality of educational activities in order to achieve the goals of education, whose *raison d'être* is the students (Erdem, 2016, s.256).

All the planned activities about education are done to reach the determined aims and to carry out the functions of education. The theories and the educational philosophies, on which a country's education system is based, ensure that the individuals are trained according to the desired human type in that country and that the envisaged society model emerges (Sisman, 2007, s.19).

The education system, which is constantly changing and developing, redefines the school principals' proficiencies, authorities and responsibilities, duties, and specialties. The school principals to fulfill the duty influentially have to keep pace with the changing conditions and new regulations, at the same time educational policy must prepare the school principals for this process (Sahin, 2000).

Schools are intertwined institutions with society, environment, and family. These social institutions influence one another in each area. For this reason, school-environment relations, school-family relations, school-society relations are of great importance. That the school takes the input from the society in which it is living and processes the inputs by the aims and goals of the education, presents the input processed as an output to the society is to enable the schools to become public open systems (Calık, 2007).

So that the aims and goals of the education are fulfilled in the schools which is the place of the production of education service, it is possible with that education system forms completeness with all subsystems and there is the suitable quality of inputs. It is needed to hire experts, well-trained teachers, educational sciences specialists in their fields to make sure that education in school is of the highest quality and productivity (Basar, 2000).

The Purpose of This Research

The aim of this research is to identify the problems of school leaders in the field of tasks in kindergartens, based on the views of the leaders, and to propose solutions to these problems. It is within this framework that the answers to these questions are sought below:

1. What are the problems and solution suggestions about personnel affairs?
2. What are the problems and solution suggestions about student affairs?
3. What are the problems and solution suggestions about educational affairs?
4. What are the problems and solution suggestions about school management?
5. What are the problems and solution suggestions about school-environment affairs?

The Importance of the Research

No matter how well the education programs are prepared, these programs will be put into practice in the schools. The school managers have first-degree responsibilities to implement the programs, education policies, and strategies. School principals and deputy managers who are the managers of the education institution have problems with the field of their duties while carrying out the education activities. On the other hand, in addition to these problems, the managers working in kindergartens are also dealing with other problems, not noticed in other education institutions, resulting from kindergartens' specific process.

Researches about kindergartens are of great importance about kindergartens is important concerning the managers' problems about their duty fields and solutions offer. The fact that kindergartens address younger age groups, the number of teachers and the students is low, the inside of the school is designed like a home can be given as an example that intertwines the kindergartens from other education stages and presents its specific process. It can be observed that there are certain kinds of style and method varieties at the implementation stage while the managers are doing their jobs in their field area in kindergartens. A mistake made at each stage about the management operations or taking a wrong decision could give great damage. Accordingly, this study, which is carried out to determine the managers' problems about the duty fields and create reasonable solutions for these problems, is expected to contribute to the litterateur.

Method

Research Design

In this research, a qualitative research method was used. The research was carried out (multiple case studies), one of the qualitative research designs. The design, which enables one or more cases, settings, social groups or interconnected systems to be examined thoroughly, is called a case study (Buyukozturk et al., 2020). On the other hand, multiple case studies can be defined as research in which more than one case is

studied (Leymun, Odabası & Yurdakul, 2017). Qualitative research is a research approach that is based on the researcher’s observation, gathering the data via interviews, using content analysis and descriptive analysis, the opinions and thoughts arising realistically in their natural environment, interpreting what the researcher sees, hears, and understands (Yıldırım, 1999). The qualitative research approach enables to reach numerous and rich results through a powerful data collection method. However, the researcher’s assumptions, prejudice, interpretation of the data wrongly may lead to different results (Baskale, 2016).

A qualitative researcher analyses the world in its natural state without interfering and generally aims discovery or exploration by adopting an inductive approach in the scientific method (Butun, 2014, s.376). According to Butun (2014), a case study can be described as one of the qualitative research varieties, explaining one or more than one fact in detail, presenting an analysis, and collecting detailed data thoroughly in research.

Study Group

The study group of the research consists of 29 school principals and 26 deputy principals working in 29 independent kindergartens in the center of Sanliurfa. The maximum variation sampling was used in the study. Maximum variation is a type of sampling diversity, which aims to explore main themes including lots of differences about the research being conducted, and intends to obtain the most detailed information about the fact that is being studied (Neuman,2014, as cited in Baltacı, 2018). The managers were chosen from different age groups, different genders, different service years, and different schools to increase the variety. Since the universe is accessible, the study group has been selected as the whole universe. The number of the school manager included in the research is 55, just 50 of them were reached. Moreover, to ensure confidentiality, the managers are encoded as Y1, Y2, Y3, Y4...Y50. The demographic information of the study group formed by the managers is given in Table 1.

Table 1.

Demographic Information Related to Study Group

Position Title	Gender		Professional Seniority					Education Status		
	Female	Male	1-5	6-10	11-15	16-20	21andolder	B. A	M. A	Ph. D
School Manager	9	17	3	9	4	8	2	21	5	-
Deputy Manager	7	17	10	9	4	1	-	24	-	-
TOTAL	16	34	13	18	8	9	2	45	5	-

Collecting the Data and Analysis

The research data was collected with the help of semi-structured forms. The literature scan needed for the interview form is done and the conceptual framework about the subject was determined. Later, the pre-interview was conducted with 5 kindergarten managers. The pre-survey attempts to identify the problems faced by school leaders and solutions to those problems. As a result of the pre-interview, a draft interview form was prepared and submitted for expert opinion. Following the suggestions and corrections coming from the experts, the draft took its final form. The interview form is the same for school principals and deputy managers. Views were collected in written form and saved. The data collection was made through face-to-face interviews. The face-to-face interview conducted was recorded in written form.

The data were analyzed using the descriptive analysis technique. Since several concepts in qualitative research are closely related to different disciplines, it is difficult to find a definition of quality research accepted by everybody (Yıldırım, 1999). Summarizing and interpreting the data collected using several data techniques according to predetermined themes is called descriptive analysis. Descriptive analysis, which is a kind of qualitative analysis, aims to present the findings as summarized and interpreted to the readers (Ozen & Hendekci, 2016). While the data collected in the descriptive analysis are presented to the reader in the regulated form, a cause-effect relationship is established between the results (Karatas, 2015).

All the data obtained were transferred to the computer. During the transfer process, all the opinions were transferred literally, without making any changes, without spoiling the message the managers wanted to give. Views expressed by all managers who participated in the research for each question were classified separately. The executive opinions about all sub-problems consist of 55 pages and 9486 words in total with "a times new roman" font and 12 font sizes. New themes were created with new concepts that emerged during the analysis process. The analysis process was terminated after it was determined that the data for the determined themes had reached saturation. Tables, in which definitions, explanations, and examples are involved, were formed. These tables were divided into two sections as experienced problems and solutions offer for each question. The findings obtained by determining the frequencies of the created themes were presented in tables. The direct statements of the participants were included in some places.

Validity and Reliability

He point that qualitative research draws criticism is that since it produces findings depending on a certain researcher, the subjectivity is high and the validity and reliability are not high enough. To mention validity in qualitative research, it is needed to say that the research is logical, persuasive, dependable, and defendable (Ozturk, 2014, s.264). The main source of these criticisms is that the researcher can not report sufficiently well and qualitatively while collecting the data for the research, analyzing

the data, and creating the research findings (Arastaman, Fidan & T. Fidan, 2018). Ozturk (2014), says that one of them is the prejudice of the researcher while mentioning the points the researchers should pay attention to. He notes that prejudices are more common since qualitative research is open-ended and less structured than quantitative research.

To ensure the validity of this research, the data sources were diversified by interviewing both school administrators and deputy managers as administrators. Before the interview, brief information about the interview form was given to the managers and the interview form was explained. During the interview, it was confirmed to check that the participants get it right by summarizing the information from time to time. While collecting the data, maximum variation sampling was used and the managers were chosen from different age groups, different genders, different service years, and different schools to increase the variety. The data were obtained in long-term interaction. During the analysis process, concepts and themes were created, the analysis process was terminated after it was seen that the data for the created themes reached saturation. The researcher's point of view, role in the research, communication and interaction with participants were explained in detail by researcher is impartial. An expert was consulted in the preparation of the interview included in some places by identifying the frequencies of themes created in the "Results and Interpretation" section. To ensure reliability, the obtained findings were compared at certain intervals after the interview, it is examined if there is a discrepancy. The methods followed by the researcher, the process of data collection and analysis were identified clearly and the raw data collected were saved. It is tried not to reflect the personal assumption and biases to the research.

The Researcher's Role

A qualitative researcher is a person who has face-to-face interviews with the people that participated in the research, having effective communication with them. The researcher has his/her views and thoughts on the subject; however, he should not direct the managers participating in the research in the direction of his views and thoughts during the face-to-face interview while collecting the data. While seeking the managers' views, he should present a free atmosphere to express themselves comfortably. In this regard, a qualitative researcher should express their position, views, and thoughts frankly, and to be impartial. At the same time, a qualitative researcher should present the method and techniques used while collecting the data, the digital information about data sources, the chosen approach while analyzing the data, the conclusions he reached in detail and objectively.

One of the researchers carrying out this study worked as a teacher, a deputy manager, and a school principal in pre-school education institutions respectively. Therefore, he/she is a researcher who has experience with the problems faced in pre-school education institutions and is acquainted with the subject. Another researcher is an academician in the field of Educational Administration. This researcher is someone

who has previous teaching and supervisorship experience and has a point of view about the subject of the research. It is assumed that the knowledge and experience of the researchers contributed in a positive way to the research process. The purpose of science is to detect, interpret and explain the subjects and facts coming within his/her field by observation and experiment. The description and explanation of the facts are possible with good observation, experiences, and experiments besides the information (Buyukozturk et al., 2015).

Findings

The findings of Problems about Personal Affairs

To answer the question “What are the problems and solutions related to human resources issues?”, which is the first sub-problem of the research, managers were asked to express their opinions. The managers’ opinions on this issue are presented in Table 2 and Table 3.

Table 2.

The Problems about Personal Affairs

Theme: Personal Affairs	Managers	f
1. Providing an insufficient number of support personnel (cleaning and security), the assigned personnel’ beginning their duties at the school after the education starts	Y1, Y2, Y6, Y8, Y10, Y11, Y13, Y15, Y17, Y19, Y20, Y22, Y23, Y25, Y26, Y27, Y28, Y29, Y30, Y33, Y35, Y36, Y37, Y40, Y44, Y46, Y47, Y49	28
2. The selection of support personnel through nepotism/favoritism, the lack of proficiency, and inexperience of the personnel.	Y2, Y3, Y6, Y9, Y12, Y17, Y21, Y22, Y29, Y31, Y41, Y42, Y44, Y48, Y50	15
3. The high number of substitute teachers and lack of necessary field of information of the substitute teachers.	Y11, Y18, Y20, Y23, Y25, Y28, Y29, Y35, Y37, Y41, Y43, Y44, Y45, Y47, Y49	15
4. Teachers not fulfilling duties and responsibilities on time, being insensitive to these duties and responsibilities.	Y1, Y2, Y3, Y5, Y13, Y32, Y34, Y39, Y42	9
5. The change of the support personnel (cleaning and security) every year and the school management not choosing these personnel.	Y1, Y2, Y10, Y15, Y20, Y24, Y30, Y45, Y47	9
6. Poor professional skills of the teachers, not showing any effort to update themselves.	Y4, Y14, Y16, Y17, Y20, Y24, Y29, Y30, 38	9
7. Too much teacher circulation, the ability to make voluntary place changes during the academic year (interprovincial, out-of-province, disability status	Y8, Y10, Y12, Y22, Y26, Y36, Y47, Y50	8
8. High diversity in teaching staff, the division of the teachers into staffed, contracted, and paid.	Y6, Y15, Y26, Y27, Y44, Y46	6
9. Teachers taking too many days off and getting the sick-leave reports.	Y7, Y9, Y39, Y40, Y43	5
10. Lack of any orientation training to support personnel (cleaning and security) related to their work.	Y5, Y14, Y24, Y29	4
11. Support personnel (cleaning and security) engaging unnecessary dialogues with the parents, having arguments with teachers and parents.	Y4, Y31, Y32, Y38	4

As it is seen in Table 2, there are several different manager views about the problems related to personnel affairs in kindergartens. More than half of the managers (f/28) expressed the opinion that “Insufficient number of support personnel is given to schools and the personnel start to work in the school after the academic year starts.” Another common opinion is that “The selection of support personnel through nepotism/favoritism, the lack of proficiency, and inexperience of the personnel.” 15 of the managers support this opinion. While the opinion that “The high number of substitute teachers and lack of necessary field of information of the substitute teachers.” was expressed by the manager (f/15), the opinion that “Teachers not fulfilling duties and responsibilities on time, being insensitive to these duties and responsibilities.” was expressed by the manager (f/9).

Some manager opinions about these thoughts are presented as direct quotations.

“Lack of cleaning and security staff within the constant worker, support personnel’s starting work as part of Iskur after the academic year starts.” (Y11)

“Providing an inadequate number of support personnel, the personnel’ starting work late.” (Y33)

“The sub teachers being incompetent and unequipped, being chosen from different fields” (Y45)

Whereas a small number of managers (f/8) support the opinion that “Too much teacher circulation, the ability to make voluntary place changes during the academic year.”. Other managers believe that “the great diversity in the teaching staff, the division of teachers into salaried, commissioned, and paid teachers.” Few of the managers (f/9) mentioned that “teachers take too many days off and call in sick.” Y40 expressed this opinion as, “Teachers are constantly calling in sick and taking a day off.”

Table 3.

Solution Offers About Personnel Affairs

Themes	Solution Offers	f
1.Support personnel (cleaning and security) should be provided to the schools in sufficient numbers, made them work on time, the staff that the management is satisfied should be hired in the next year too.	Y1, Y2, Y10, Y11, Y15, Y22, Y23, Y24, Y25, Y26, Y27, Y28, Y30, Y33, Y35, Y36, Y37, Y40, Y44, Y45, Y46, Y47	22
2.The support personnel (cleaning and security) should be chosen carefully, qualified people should be appointed to these positions, a detailed education should be provided about the work they will do.	Y1, Y2, Y5, Y6, Y12, Y14, Y18, Y20, Y21, Y24, Y28, Y41, Y42, Y50	14
3.The qualification of the Education Faculties should be increased, the number of them should be reduced, in-service training should be given to teachers, incentives and rewards should be given to teachers to increase their motivation.	Y6, Y14, Y16, Y17, Y19, Y21, Y37, Y38, Y42, Y46, Y47, Y49	12
4.The declaration of the duties should be Made to the personnel at the beginning of the year clearly, meetings should be held from time to time within a year.	Y3, Y4, Y9, Y13, Y29, Y31, Y39	
5.The sub-teacher system should be abolished.	Y10, Y11, Y25, Y28, Y29, Y47	6
6.Teachers requesting to be appointed during the academic year should be precluded, teachers should only be given the right to ask for their appointment in summer.	Y10, Y36	2

If we look at the proposed solutions to the problems of staffing issues in kindergartens in Table 3, almost half of the managers (f/22) believe that "support staff (cleaning and security) should be provided to schools in sufficient numbers, that they should work on time, that the staff with whom the management is satisfied should also be hired next year." Another common opinion about the problems of personnel affairs in kindergartens is that "The support personnel (cleaning and security) should be chosen carefully, qualified people should be appointed to these positions, a detailed education should be provided about the work they will do." 14 of the managers support this opinion. While the manager (f/12) stated the opinion that "The support personnel (cleaning and security) should be chosen carefully, qualified people should be appointed to these positions, a detailed education should be provided about the work they will do.", the manager (f/7) put into the words of the opinion that "The declaration of the duties should be made to the personnel at the beginning of the year clearly, meetings should be held from time to time within a year."

Some manager opinions about these thoughts are presented as direct quotations.

"Sufficient number of the cleaning and security staff should be provided, the opinions of the managers should be given importance in selecting the support personnel." (Y47)

"Experienced, qualified, inclined to work staff should be chosen, this personnel should undergo security screening and receive comprehensive training on the job they will do." (Y12)

"In-service pieces of training should be increased, a reward system should be introduced, qualified teachers should be sent abroad." (Y16)

Findings of the Problems of Student Affairs

With the intent of answering the question of "What are the problems and solution suggestions about student affairs?" which is the second sub-problem of the research, the managers were asked to express their opinions. The managers' opinions about this topic are shown in Table 4 and Table 5.

As seen in Table 4, there are several different opinions about student affairs in kindergartens. A big majority of the managers (f/36) stated the opinion that "Because of dual education, the lessons" starting very early and the afternoon lessons finishing late. Another common opinion is that "Confronting problems in the students' self-care abilities and area of development. Lack of sufficient information about pre-school education of parents and being insensitive." 14 of the managers support this opinion. Whereas the opinion that "Due to the dual education, parents' constant desire to make circuit changes, too much accumulation in the afternoon period." was expressed by the manager (f/14), the opinion that "Due to the dual education, coincidence with morning students with afternoon students, too much confusion for this reason." was stated by the manager (f/7).

Some manager opinions about these thoughts are presented as direct quotations.

“While the obligation of morning students to come to the school early, the obligation of the afternoon students to leave the school late. Causing the students to develop negative attitudes.” (Y25)

“Lack of sufficient information about pre-school education of families and being uneducated.” (Y15)

“In the afternoon, classrooms’ being too crowded, yet less crowded in the morning. Parents’ desire to want their children to have education in the morning period.” (Y19)

“Due to dual education, too much density during the entrance and exit hours of the school, the density at the door of the school.” (Y27)

Table 4.

Problems about Student Affairs

Theme: Student Affairs	Managers	f
1. Because of dual education, the early start of the lessons and the late ending of the classes in the afternoon.	Y2, Y4, Y8, Y9, Y10, Y11, Y12, Y13, Y14, Y15, Y16, Y17, Y18, Y22, Y23, Y24, Y25, Y26, Y28, Y30, Y31, Y33, Y34, Y35, Y36, Y39, Y40, Y41, Y42, Y43, Y44, Y45, Y46, Y47, Y49, Y50	36
2. Confronting problems in the students’ abilities of self-care and area of development. Lack of sufficient information about pre-school education of parents and being insensitive.	Y3, Y8, Y12, Y15, Y17, Y18, Y21, Y24, Y35, Y36, Y39, Y40, Y42, Y48	14
3. Due to the dual education, parents’ constant desire to make circuit changes, too much accumulation in the afternoon period.	Y2, Y5, Y6, Y8, Y11, Y19, Y20, Y21, Y22, Y28, Y29, Y32, Y36, Y44	14
4. Due to the dual education, coincidence with morning students with afternoon students, too much confusion for this reason.	Y4, Y15, Y26, Y27, Y29, Y31, Y39	7
5. Weak financial situation of parents, problems about paying the school dues, not collecting the dues on time.	Y6, Y11, Y26, Y27, Y29, Y31	6
6. Due to dual education, a discrepancy between the teachers sharing the same class, problems of teachers about choosing circuit	Y3, Y5, Y6, Y29, Y33, Y48	6
7. Owing to the insufficiency of support personnel (cleaning and security) failing to satisfy the need of the students, the problems with the school cleaning.	Y7, Y10, Y12, Y34, Y46, Y49	6
8. Communication problems with parents, missing health and personal information of the students and parents being irresponsible about this.	Y3, Y5, Y6, Y14, Y28	5
9. There are no problems with the students.	Y20, Y37, Y44, Y45, Y46	5
10. The absence of a certain period for registration in kindergartens, the obligation for registration of all the students who come during the year, the problems with the registration.	Y13, Y16, Y27, Y41	4
11. Due to the dual education, the tiredness of the managers, increased workload, the obligation for working overtime.	Y1, Y37, Y40	3
12. Due to dual education, failing to ensure hygiene and cleaning, problems about security.	Y3, Y15, Y29	3

Some managers (f/6) support the view that “Due to dual education, a discrepancy between the teachers sharing the same class, problems of teachers about choosing

circuit." This view was expressed as "Disagreement between teachers sharing the same class about classroom arrangement" by the manager Y33.

Few of the managers thought that "the lack of a registration period in kindergartens, the obligation to register all students coming during the year, the problems of registration." This opinion was expressed by manager Y16 as follows: "The absence of a specific period for registration in kindergartens, the obligation to register all students who come during the year."

Table 5.

Solution Suggestions about Student Affairs

Themes	Solution Suggestions	f
1.The transition to normal education should be made by abandoning dual education, the number of schools and classrooms should be increased.	Y1, Y2, Y4, Y5, Y6, Y8, Y9, Y10, Y11, Y12, Y13, Y14, Y15, Y16, Y17, Y18, Y19, Y20, Y21, Y22, Y23, Y24, Y25, Y26, Y27, Y28, Y29, Y30, Y31, Y32, Y33, Y34, Y36, Y37, Y38, Y39, Y40, Y41, Y42, Y43, Y44, Y45, Y47, Y48	44
2.Training and seminars should be given to parents about the importance of pre-school education by experts.	Y3, Y5, Y6, Y8, Y12, Y18, Y19, Y21, Y30, Y35, Y39, Y40, Y42, Y46	14
3.Permanent support personnel (cleaning and security) should be provided, civil servants and accountants should be employed.	Y10, Y13, Y46, Y47	4
4.Instead of collecting dues from parents, direct funds should be appropriated by the ministry, the ministry should cover the necessary pieces of equipment and materials for the schools.	Y6, Y12, Y29	3

When we look at Table 5 of the solution suggestions about the problems of student affairs in kindergartens, almost all managers suggested the opinion that "The transition to normal education should be made by abandoning dual education, the number of schools and classrooms should be increased." Another common opinion about the problems of student affairs is that "Training and seminars should be given to parents about the importance of pre-school education by experts." 14 of the managers support this opinion.

Some manager opinions about these thoughts are presented as direct quotations.

"The number of the schools should be increased, a sufficient number of the teachers should be appointed, transition to normal education should be made by abandoning the dual education." (Y26)

"For the sake of raising the awareness of the parents, training should be given, a collaboration should be made with shareholder groups." (Y12)

Findings of the Problems about Education Affairs

In an attempt to find an answer to the question of "What are the problems and solution suggestions for education affairs?", which is the third sub-question of the

research, managers were asked to state their opinions. The managers' opinions about this topic are shown in Table 6 and Table 7.

Table 6.

Problems about Education Affairs

Theme: Education Affairs	Managers	f
1.Lack of materials, the insufficiency of the playgrounds, the inappropriateness of physical conditions.	Y3, Y11, Y12, Y13, Y14, Y18, Y19, Y20, Y25, Y26, Y35, Y41, Y43, Y50	14
2.Teachers using immediate plans, trying to use the plans one-on-one without arranging according to the district conditions.	Y3, Y4, Y5, Y9, Y11, Y12, Y13, Y14, Y29, Y36, Y37, Y44	12
3.Printing out the plans to get them signed, resulting in unnecessary waste of paper.	Y8, Y12, Y14, Y15, Y17, Y23, Y26, Y31, Y34, Y50	10
4.Insufficient financial support to the schools, financial impossibilities, problems collecting the dues.	Y7, Y14, Y15, Y17, Y18, Y27, Y30, Y34, Y36, Y44	10
5.Since the plans are flexible, there are no problems with daily and monthly plans.	Y20, Y21, Y32, Y33, Y43, Y45	6
6.The high rate of the students needing special education and teachers' lack of enough knowledge about this education	Y3, Y36, Y47, Y48	4
7.Incapability of focusing on education sufficiently, giving the drudgery to the managers, too much paperwork.	Y6, Y14, Y37, Y46	4
8.Lack of smart boards in the classrooms, the inability to make enough use of the technology.	Y25, Y28, Y31, Y40	4
9.Too many students in the classrooms, too crowded classrooms.	Y35, Y40, Y47, Y50	4
10. Absence of breaks and rest time of the teachers, who teach nonstop	Y24, Y35, Y46	3
11.Absence of school counselors in kindergartens	Y39, Y48	2
12. The syllabus and regulations, which are being changed frequently.	Y6, Y10	2

As seen in Table 6, there are several different opinions about education affairs in kindergartens. Some of the managers (f/14) felt that "the lack of materials, the inadequacy of the playgrounds, the inappropriateness of the physical conditions." Another widespread opinion is that "Teachers using immediate plans, trying to use the plans one-on-one without arranging according to the district conditions.". 12 of the managers support this opinion.

Some manager opinions about these thoughts are presented as direct quotations.

"Lack of education materials, sourcebooks, and stationery types of equipment. The inappropriate construction of the school building and departments for pre-school education."(Y43)

"General plans and issues for the children who are at pre-school age, lack of plans and programs to encourage children to learn through experience." (Y13)

The manager expressed the opinion that "Insufficient financial support to the schools, financial impossibilities, problems collecting the dues" (f/10). This opinion was stated as "Pre-school education institutions not subsidized by the ministry." by the manager Y36.

Whereas few of the managers (f/4) support the opinion that “Incapability of focusing on education sufficiently, giving the drudgery to the managers, too much paperwork.”, others express the opinion that “Lack of smart boards in the classrooms, the inability to make enough use of the technology.” Yet, very few managers (f/4) voiced the opinion of “Too many students in the classrooms, too crowded classrooms.”

Very few managers (f/3) supported the opinion that “Absence of breaks and rest time of the teachers, who teach nonstop.” This opinion was expressed as “Absence of break time of the teachers who teach nonstop.” By the manager Y46.

Table 7.

Solution Suggestions about the Problems of Education Affairs

Themes	Solution Suggestions	f
1.Using immediate plans should be terminated, plans should be arranged according to the district and school conditions.	Y3, Y4, Y6, Y9, Y11, Y13, Y14, Y15, Y25, Y26, Y37, Y44, Y46	13
2.Material support should be provided to schools, money should be transferred to the schools directly, the physical conditions of the schools should be improved.	Y3, Y12, Y13, Y25, Y36, Y39, Y43, Y44	8
3.Plans should be accepted in the digital environment; unnecessary waste of paper should be prevented.	Y8, Y14, Y15, Y17, Y26, Y34, Y38, Y50	8
4.There should be smart boards in classrooms, using the technology should be encouraged.	Y19, Y25, Y28, Y31	4
5.The managers’ workload should be reduced; they should be saved from unnecessary drudgery.	Y6, Y46	2
6.The number of students per classroom should be reduced.	Y35, Y47	2

When we look at Table 7 for solution suggestions related to the problems of education affairs in kindergartens, some of the managers (f/13) stated the opinion that “Using immediate plans should be terminated, plans should be arranged according to the district and school conditions.” Another common opinion about solution suggestions for education affairs in kindergartens is that “Material support should be provided to schools, money should be transferred to the schools directly, the physical conditions of the schools should be improved.” 8 of the managers support this opinion. While the manager (f/8) felt that “plans should be accepted in the digital environment, unnecessary paper waste should be avoided”, the manager (f/4) felt that “ there should be smartboards in classrooms, the use of technology should be encouraged”.

Some manager opinions about these thoughts are presented as direct quotations.

“While preparing the plans, district conditions should be considered, it should be prepared according to these conditions.” (Y44)

“A comprehensive set, having more contents, appropriate for pre-school education should be given by the ministry. Monthly and the Minisrt of Education should prepare daily plans.” (Y31)

Findings of the Problems of School Management

To find an answer to the question of “What are the problems and solution suggestions about school management?” which is the fourth sub-question of the research, the managers were asked to express their opinions. The managers’ opinions about this topic are shown in Table 8 and Table 9.

Table 8.

The Problems about the School Management

Theme: School Management	Managers	f
1. Not subsidizing the kindergartens by the ministry, at the same time financial problems.	Y2, Y3, Y5, Y8, Y9, Y10, Y11, Y12, Y13, Y14, Y15, Y16, Y17, Y18, Y19, Y20, Y22, Y23, Y24, Y25, Y26, Y27, Y28, Y31, Y32, Y33, Y35, Y37, Y38, Y41, Y42, Y43, Y44, Y46, Y47, Y50	36
2. Several problems while collecting dues from parents, parents’ failure to pay dues regularly, and their reluctance to pay dues.	Y2, Y4, Y7, Y8, Y9, Y11, Y12, Y14, Y15, Y19, Y20, Y24, Y26, Y30, Y31, Y33, Y35, Y36, Y37, Y38, Y40, Y42, Y45, Y46, Y48, Y49, Y50	27
3. The intensity of the bureaucracy, the limited Powers of the school principals, the assignments of tasks to school managers outside of the school.	Y4, Y5, Y6, Y15, Y16, Y17, Y26, Y28, Y36, Y39, Y41, Y43, Y44	13
4. Excessive workload of the school managers, insufficient administrative personnel and civil servants, constant change of school manager staff.	Y2, Y6, Y14, Y21, Y29, Y31, Y40, Y45, Y48, Y49	10
5. School managers occupied in Money and shopping, lack of time allocation for education, an absence of an expert to carry out the income and expense affairs.	Y6, Y16, Y21, Y23, Y29, Y30, Y34	7
6. Problems with parents during the registration period.	Y5, Y7, Y24, Y25, Y27, Y35	6

As seen in Table 8, there are many different manager opinions about problems of school management in kindergartens. A large number of managers (f/36) expressed the opinion that “ the Ministry does not subsidize kindergartens and at the same time has financial problems.” Another widely held opinion is that “various problems in collecting contributions from parents, failure of parents to pay contributions regularly, and their unwillingness to pay contributions.” 27 of the managers support this opinion. While the opinion “The intensity of bureaucracy, the limited powers of principals, the assignment of tasks to principals outside the school” was expressed by one manager (f/13), the opinion “Excessive workload of principals, too few administrative staff and civil servants, constant change of personnel among principals” was expressed by one manager (f/10).

Some manager opinions about these thoughts are presented as direct quotations.

“Lack of allowances for the schools, the obligation for the managers to collect the dues, the reluctance of the parents to pay dues, excessive school expenses, the high imbalance of income and expenditures.” (Y8)

“Refusal of the parents to pay dues, parents’ inability of paying the dues regularly.” (Y36)

"Inability of the manager to create his/her staff. Compelling bureaucracy, the limited Powers of the school principals." (Y16)

"The constant change of the managerial assignment and appointments, not making managerial appointments according to objective criteria." (Y31)

Table 9.

Solution Suggestions about School Management

Themes	Solution Suggestions	f
1.The Ministry of National Education should allocate allowances to each school according to the number of students and needs.	Y2, Y4, Y5, Y8, Y10, Y11, Y15, Y16, Y17, Y18, Y20, Y22, Y25, Y26, Y27, Y28, Y30, Y31, Y32, Y33, Y35, Y37, Y38, Y39, Y40, Y41, Y42, Y43, Y44, Y45, Y46, Y47	32
2.The ministry should supply the cleaning, stationery, and other needs of the schools.	Y11, Y12, Y14, Y15, Y19, Y24, Y27, Y39, Y44, Y46, Y49	11
3.The dues in kindergartens should be abolished.	Y4, Y8, Y12, Y24, Y26, Y35, Y48	7
4.Civil servants and accountants should be employed for schools. Managers should only be busy with education works. The workload of the managers should be reduced.	Y6, Y14, Y16, Y21, Y23, Y30	6

When we look at Table 9 for the solution suggestions for the problems about the school management in kindergartens, more than half of the managers (f/32) articulated the opinion that "The Ministry of National Education should allocate allowances to each school according to the number of students and needs." Another common opinion about solution suggestions for the problems about the school management in kindergartens is that "The ministry should supply the cleaning, stationery, and other needs of the schools." 11 of the managers support this opinion. While the opinion that "The dues in kindergartens should be abolished." was expressed by the manager (f/7), the opinion that "Civil servants and accountants should be employed for schools. Managers should only be busy with education works. The workload of the managers should be reduced." was articulated by the manager (f/6).

Some manager opinions about these thoughts are presented as direct quotations.

"Schools should be supplied with budgets and stationery allowance by the Ministry of National Education." (Y27)

"The system of collecting dues from parents should be abolished, and a school-based budgeting method should be taken." (Y8)

"The manager should only be deal with education. The school principal should not take care of accounting, income-expense, dues, land cleaning works. One civil servant should be present for these jobs." (Y21)

Findings for the Problems about School- Environment Affairs

To find an answer to the question of "What are the problems and solution suggestions about school-environment affairs?" which is the fifth sub-question of the research, the

managers were asked to express their opinions. The opinions of the managers about this topic are shown in Table 10 and Table 11.

Table 10.

Problems about School-Environment Affairs

Theme: School-environment affairs	Managers	f
1. Parents' not sparing enough time to school, not participating in the meetings, and family participation activities.	Y2, Y3, Y4, Y5, Y6, Y8, Y9, Y10, Y12, Y14, Y15, Y19, Y25, Y26, Y28, Y29, Y31, Y33, Y34, Y35, Y36, Y38, Y42, Y47	24
2. The uneducated parents, unhealthy communication between school and environment, environment being insensitive to the education.	Y2, Y3, Y4, Y5, Y6, Y7, Y8, Y10, Y11, Y12, Y15, Y21, Y26, Y27, Y28, Y33, Y34, Y35, Y36, Y38, Y40, Y42, Y48	23
3. Damage to the school by the people around during out-of-hours period.	Y3, Y5, Y9, Y12, Y18, Y20, Y25, Y32, Y35, Y44, Y46, Y48, Y49, Y50	14
4. Adverse environment conditions, problems about transportation in some cases, the inefficiency of physical conditions, and security problems.	Y6, Y11, Y13, Y15, Y19, Y29, Y36, Y39, Y41, Y42, Y43	11
5. High expectations of the parents.	Y3, Y8, Y21, Y24, Y31, Y35, Y36, Y41, Y49	9
6. The parents' consideration of the kindergartens as nursing homes rather than an educational environment	Y14, Y30, Y31, Y33, Y36, Y37, Y46, Y48	8
7. Interference of the parents in the works of school managements and teachers	Y17, Y18, Y20, Y31, Y37, Y39, Y42,	7
8. Parents coming to school only for complaining and holding teachers responsible.	Y19, Y25, Y33, Y37, Y46	5
9. Failure of other stakeholders such as municipalities and CSOs to support schools.	Y14, Y45, Y46, Y47	4

As seen in Table 10, there are many various manager opinions for the problems about school-environment affairs in kindergartens. Nearly half of the managers (f/24) expressed the opinion that "Parents' not sparing enough time to school, not participating in the meetings, and family participation activities." Another common view is that "The uneducated parents, unhealthy communication between school and environment, environment being insensitive to the education." 23 of the managers support this opinion. While the manager (f/14) felt that "the school is damaged by residents outside of school hours," the manager (f/11) felt that there were "adverse environmental conditions, problems with transportation in some cases, inefficiency of physical conditions, and safety issues."

Some manager opinions about these thoughts are presented as direct quotations.

"The unhealthy communication between school and environment, the environment being insensitive enough to the education." (Y11)

"Children from the environment coming to the school during out-of-hours period, giving damage." (Y49)

A small number of the managers (f/7) support the opinion that “Interference of the parents in the works of school managements and teachers.” On the other hand, other managers articulated the opinion that “Parents coming to school only for complaining and holding teachers responsible.” Few of the managers stated the opinion that “Failure of other stakeholders such as municipalities and CSOs to support schools.” This opinion was expressed as “Weak communication of environment, institutions and organizations with schools, not showing necessary support to schools.” by the manager Y47.

Table 11.

Solution Suggestions about School Environment Affairs

Themes	Solution Suggestions	f
1. Experts should educate parents: their awareness should be raised.	Y4, Y5, Y6, Y8, Y11, Y12, Y14, Y15, Y18, Y24, Y25, Y26, Y27, Y28, Y31, Y33, Y35, Y36, Y38, Y40, Y41, Y42, Y46, Y48, Y49, Y50	26
2. A night watchman should be employed for the schools, security measures should be increased.	Y12, Y18, Y20, Y32, Y41, Y48	6
3. The physical condition of schools should be strengthened; adverse environmental conditions should be improved.	Y6, Y13, Y19, Y35, Y43	5
4. Home visits should be increased, meetings about parents should be held at the school to ensure the participation of parents.	Y3, Y9, Y31, Y34	4
5. Activities and festivities should be held to attract families to school.	Y10, Y36	2

When we look at Table 11 for the solution suggestions of the problems about school environment affairs in kindergartens, more than half of the managers (f/26) stated the opinion that “Experts should educate parents, their awareness should be raised”. This opinion was expressed as “Parents awareness should be raised. Ministry of National Education should work through about this topic.” by Y26. Another opinion about the solution suggestions of the problems about school environment affairs in kindergartens is that “A night watchman should be employed for the schools, security measures should be increased.” 6 of the managers support this view. This view was expressed as “Both security guard and nightwatchman should be hired for each school.” by Y32.

The opinion that “The physical condition of schools should be strengthened; adverse environmental conditions should be improved.” was articulated by the manager (f/5). This view was expressed as “when permitting construction works, municipalities and highways should take into account the conditions. If necessary, a protocol should be signed among the ministry, highways, and municipalities.” by Y43.

Result and Discussion

This qualitative case study, which was limited to the opinions of the managers in independent kindergartens in the central district of Sanliurfa, it is tried to reveal the problems about the work fields of school administrators in kindergartens and the solutions suggestions related to these problems. For the first sub-problem of the research, problems about the personnel affairs and solution suggestions are tried to determine according to managers' views. Managers stated that the support personnel were not sufficient in the schools, the staff started their duties late every year, they are employed not on a merit-based but through favoritism, and they did not have any professional experiences. The high number of substitute teachers and the lack of necessary expertise in schools are also among the managers' assessments. Managers have developed suggestions such as providing a sufficient number of support personnel to the schools, also employing the personnel that the management is satisfied to work in the next year, and selecting personnel based on merit to solve these problems. The fact that is drawing attention in the first sub-problem is that the managers stated that the problems with the support personnel the leading problem when it comes to the managers' problems with the personnel affairs. While in normal circumstances the problems with the duties of the teachers, who are the main factor of education in the schools, which are the organizations of education, should come first, the problems with the duties of the teachers were voiced after the problems with the affairs of the support staff.

It was attempted to identify the problems and solution suggestions about student affairs for the second sub-problem of the research. Managers have stated that because of dual education, classes start very early and end too late, parents want their children to be taught in the afternoon, afternoon classes are too crowded, entry and exit times coincide, and there is too much confusion in the interim. The problems about students' areas of development and parents' lack of sufficient information about pre-school education are among the evaluations of the managers. For the solutions for these problems, managers have developed the suggestions such as abolishing dual education and switching to normal education, educating parents on the importance of pre-school education by the experts. As to the managers participating in the interview, dual education is the main source of the second sub-problem of the research. Dual education has been depicted as a reason in half of the problems articulated.

The problems and solution suggestions about education affairs, which is the third sub-problem of the research, were tried to determine according to managers' views. Managers stated that the physical conditions of the schools were not good, there was a shortage of materials, ready-made plans were used and the schools were not given sufficient financial support. To solve these problems, managers proposed solutions such as the abolition of prefabricated plans, the organization of plans according to the conditions of the region and the school, the material support of schools, the improvement of physical conditions and the direct transfer of money to schools. The

managers have several different views and solution suggestions for the third sub-problem.

The problems and solution suggestions about school management, which is the fourth sub-problem of the research, were tried to determine according to managers' views. Managers indicated that the ministry did not provide allowance directly to the kindergartens, the schools had financial problems, and it was difficult to collect dues from parents. The rigour of the bureaucracy, the limited authority of principals, the assignment of tasks to school managers outside the school, and the heavy workload of managers are among the evaluations of managers. To solve these problems, managers suggested solutions such as allowances should be allocated directly to each school according to the number of students and needs. The Ministry of National Education, the cleaning, stationery, and other needs of the schools should be supplied by the ministry, dues should be abolished from kindergartens, managers should only be busy with education works, the workload of the managers should be reduced.

When it comes to the fifth sub-problem of the research, it was attempted to identify the problems and solution suggestions about school-environment affairs based on managers' views. Managers stated that parents did not spare enough time to school and participate in the parent meetings. The environment was insensitive to the education, the people damaged the school during out-of-hours period, there was security gap in the schools, there were transportation problems to some schools. For the solution for these problems, managers provided the experts should educate the parents, their awareness should be raised, a night watchman should be employed for the schools, security measures should be increased, the physical condition of schools should be strengthened, adverse environmental conditions should be improved, home visits should be increased, meetings about parents should be held at the school to ensure the participation of parents.

The facts obtained from the research are consistent with the facts of the research that has been conducted on this subject.

Kose, Uzun, and Ozaslan (2018) aimed to determine the positive and negative contributions and proficiencies of the support personnel working in pre-school institutions based on the managers' views in their research called *"Managers Opinions about The Role of Support Personnel in Pre-School Education Institutions in the Educational Process"*. According to the research results, it has been revealed that the personnel should be chosen by taking the opinion of the managers and these personnel should have the training to improve their professional skills.

Yıldız (2018) aimed to analyze the problems and solutions about the management activities of the managers working in pre-school education institutions in the research called *"The Evaluation of The Difficulties in The Management of Pre-School Education Institutions"*. According to the results, the most encountered problems by the managers were assessed financial inadequacy, lack of support personnel, and the parents' negative attitudes towards pre-school education.

Sildir and Akin (2017) aimed to evaluate the views about pre-school education of the managers working in pre-school education institutions in the research called *"Evaluation of The Views of The Managers about Pre-School Education."* According to the research results, the main problems of pre-school education were financial inadequacy and problems with staff. Developing the supporting policies for pre-school education and supporting schools financially are the suggestions developed by school principals.

Saklan and Erginer (2016) have aimed to examine the financial resources of preschool education in Turkey based on the views of managers, teachers, and parents in the research called *"Policy and Finance Implementation for Preschool Education in Turkey"*. According to research results, financial inadequacies and neglecting preschool education are the problems articulated by most of the participants. Participants have made suggestions that the state should allocate a budget for preschool education, abolish collection dues from preschool education institutions, strengthen the physical conditions of the schools to solve these problems.

When we look at the prominent findings of the researchers above, it is seen that they correspond closely with the findings of our research. In the research conducted by Kose, Uzun and Ozaslan (2018), the suggestions of selecting the support staff based on the manager's views and training these staff in their field are the same as the suggestions of hiring the staff that the management is satisfied with and selecting them based on the merit system, which are included in the results of the first sub-problem of our research. The most encountered problems of the school principals are stated as financial inadequacy, shortage of staff, and negative attitudes of parents towards preschool education in the research by Yıldız (2018). These findings consistent with the findings that the physical conditions of schools are not good, that there is a lack of materials in schools, also in the findings chapter of the third sub-problem of our investigation, and with the findings that parents do not devote time to school, do not participate in parents' meetings, and the environment is insensitive to education, also in the findings chapter of the fifth sub-problem of our investigation. It is stated that financial inadequacy and other problems with the personnel are the problems of pre-school education in the research by Sildir and Akin (2017). These findings, found in the findings of the fourth sub-problem section, show parallelism with the finding that the ministry's failure to allocate a direct budget to kindergartens. Lastly, in the research carried out by Saklan and Erginer (2016), the problems such as financial inadequacies, neglection of pre-school education were articulated and allocation budgets to pre-school institutions, termination of dues, and improving the physical conditions were suggested as solutions. These results are exactly in line with the results found by improving physical conditions, ending fees in preschools, training parents by experts, and raising parents' perspective in the results of the third, fourth, and fifth subproblems of our research.

Based on the findings of the research, the following suggestions may be developed:

- 1) According to the research findings, managers stated that the support personnel is insufficient in the schools, staff start to work late every year, they are hired not on a merit basis but through nepotism/favoritism, they have no professional experience. Sufficient support personnel can be supplied. These personnel can be chosen on a merit basis. The staff, the management is satisfied with working, may continue working for the next year.
- 2) In the research, managers expressed that the number of substitute teachers is high, they have no necessary professional field knowledge. The implementation of substitute teachership can be terminated.
- 3) In the survey, managers found that classes start too early and end very late because of dual education, that parents want their children to be taught in the morning, that afternoon classes are too intense, that drop-in and drop-out times coincide, and that there is too much confusion in the interim. The switch to regular education can be made by abandoning dual education.
- 4) In the research, managers articulated that parents do not allocate time to school and participate in parent meetings, and the environment is insensitive to education. For parents to better understand the importance of preschool education, experts can provide training.
- 5) In the research, managers expressed that the schools are not in good physical conditions, there are shortages of materials, and schools are not given enough financial support. Physical conditions can be improved. In kindergartens, allowances can be allocated to schools' bank accounts based on the number of students and needs regularly. Material support can be provided to schools.
- 6) In the research, managers expressed that teachers use ready-made plans. Teachers can be prevented from using them. Used plans can be arranged according to the conditions of the district and school.
- 7) The research is limited to independent state kindergartens and managers working in these schools, which are located in the central district of Sanliurfa, 2018-2019 academic year. Similar research can be compared by carrying out in different cities and districts.
- 8) The participants' views within the research are limited to the questions in the interview form. More comprehensive qualitative research can be carried out by developing a tool for data collection based on the findings obtained from the research.
- 9) The research consists of only independent kindergartens and views of the managers working in kindergartens. Studies can be conducted about the problems of the managers' duties in different stages of education (primary, secondary, high school)

Ethics Committee Approval: Application permission was received for this study from the Şanlıurfa Provincial Directorate of National Education. (Date: 17/01/2019 No: E.1207720)

Informed Consent: Informed consent was obtained from the participants.

Peer-review: Externally peer-reviewed.

Authors' Contributions: Concept –A.H.; H.D.; Design – A.H.; H.D.; Data Collection and Processing –A. H.; Supervision –H.D.; Analysis and Interpretation– A.H.; H.D.; Literature Review –A. H.; Writing– A.H.; H.D.; Critical Review–H.D.

Conflict of Interests: The author has no conflict of interest to disclose.

Financial Disclosure: The author declared that this study has received no financial support.

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Authors

Contact

Ahmet HAN
Pre-school teacher

Sanliurfa Provincial Directorate of National
Education, Turkiye
E-mail: ahmthn6344@gmail.com

Hasan DEMIRTAS
Educational administration

Inonu University Faculty of Education, Department
of Educational Sciences, Turkiye
E-mail: hasan.demirtas@inonu.edu.tr