

The Stakeholder Perceptions of the Factors Affecting School Economy

Neşe Börüⁱ

Nevşehir Hacı Bektaş Veli University

Abstract

School management gets use of human and material resources to ensure equality of opportunity in education. Financial and information resources as well as staff of the schools may be inadequate. The schools with a wealthy environment can offer rich programs and educational activities to their students, while others aim to apply only basic academic programs and are insufficient to offer additional programs. In this context, this study aims to determine the views of school principals and members of the board of school-parent partnership related to the school economy. The research was designed according to qualitative research method. The phenomenological approach method was used in the research. The data of the study were collected from 12 principals working in different types of high schools through semi-structured interview technique. The research concluded that school principals or members of the board of school-parent partnership have an effective environment, they should be successful in communication and persuasion skills and be sociable; school principals need new regulations to meet the urgent needs of school; the importance of the usefulness of school buildings and therefore paying attention opinions of school principals and teachers in the building process of the schools will lead to the reduction of the school principals' workload in the future and so they allocate time and efforts for improving the academic success of students; reasons that affect donation to the school can be regarding with selfish or unselfish intentions; ways persuading donors such as being honest and keeping words, the power of motivation, producing projects in school.

Keywords: School economy, school principals, the board of school-parent partnership

DOI: 10.29329/ijpe.2018.157.8

ⁱNeşe Börü, Assist. Prof. Dr., Nevşehir Hacı Bektaş Veli University, Department of Education Sciences, Nevşehir/Turkey.

Correspondence: nboru@hotmail.com

Introduction

The economic insufficiencies of the world societies continue to increase day by day. This increase deepens the inequalities by opening the distance of the educational opportunities of the individuals. The education systems of undeveloped and developing countries are challenged in responding to the needs of the times. Unequal educational conditions cause negative consequences for the lives of individuals (Yılmaz & Sarpkaya, 2016, p.1).

According to Taymaz (2003), schools that have to cope with economic insufficiencies to provide equal opportunities in education benefit from human and material resources. On the other hand, financial, personnel and information resources are scarce in schools (Aldrich, 1972; Benson, 1975; cited by, Hoy & Miskel, 2015, p.243). Schools are both racing with their counterparts for these scarce resources and sharing these resources with them. While schools with a wealthy neighborhood can offer rich programs and educational activities to students, poor schools can implement only basic academic programs and fail to offer additional programs (Hoy & Miskel, 2015, p. 243). The required resources for national education institutions depend on the Ministry of National Education, the board of school-parent partnership, the qualifications of the school administrators and donors.

The national education ministry supplies schools with electricity, water and fuel. The board of school-parent partnership helps to increase quality and success in education and to organize educational activities such as courses, examinations, seminars, music, theater, sports and arts in the school. It tries to serve the equality of education and to take part in the evaluation of educational environments such as classrooms, libraries, gymnasiums, workshops and laboratories, providing financial and moral support to students who do not have appropriate conditions. It also does the managing the same and cash donations to the school and purchase goods and services to supply school needs, managing school economy, such as supporting for important days, weeks and competitions according to National Education Law (1739:16). Under this law, school principals are responsible for conducting and controlling the board of school-parent partnership.

Genç's (2005) research on determining parental and teacher opinions about cooperation between school and parents; the research of Akbaşlı & Kavak (2008) which is trying to determine the level of the board of school-parent partnership to fulfill their duties; the study of Özbaş & Badavan (2009) determining the level of relation in between the school and parents; the study of Aydoğan (2006) examining the relation with the school's the environment were taken into consideration in this current research. However, Turan *et al.* (2012) and Aslanargun & Bozkurt (2012) research related to the duties and responsibilities of the school administrator; the study of Pollock *et al.* (2015) on school principals' occupations were used to reach the behaviors of the school administrator. The study of Aksoy (2018) reaches findings about whether parents' education spending are difference according to some variables. The study of Dinçer (2018), the allowance of high schools is sent by Turkish national education ministry. However, this amount is not enough for the high school except the pension of high school. For this reason, the high school administrators and the board of school-parent partnership apply special techniques to increase incomes of school such as applying to donors, organizing charity bazaars and tea parties. In transporting schools, the government meets all the transportation and food expenses of all students and no money is collected from the students' families.

The present research contributes to the literature on the administration of the school economy by taking into consideration school-environment relations. In addition, the study aims to contribute the literature related to the duties and responsibilities of school principals and the board of school-parent partnership in the context of school economy administration. This research also aims to present proposals for the improvement of Turkish national education policies. This research has reached the data on donations to schools, which have not been studied enough in the Turkish literature. As a result, this research tries to present a more detailed viewpoint on the subject of considering school principals' qualifications, school-environment relationship, national education policies and donors in the context of the administration of school economy.

Leadership of school principals

The qualifications of school principals are within the framework of leadership skills. Issues such as analyzing the problem, running the decision-making process and developing appropriate solution strategies are closely related to the leadership abilities of school principals (Bursalioğlu, 2002, 15).

According to Sargut (2015, pp. 6-12), leadership should exist as a complementary manner in the administration. While the leader side is idealistic, synthisist, dreamy and pursuing creativity, the administrator side takes into account the rational and pragmatic facts. The leader side serves internal dynamics of the system and predicts the future in the long time, whereas the administrator side maintains the success of the work and the continuation of stability. The leader administrator is able to manage change in creative and innovative ways instead of showing standard attitudes towards change. Therefore, the leader administrator should be open to learning, show high tolerance for uncertainty and complexity. The leader administrator should allow team members to express themselves freely. The leader might create a ground resulting in false decisions by permitting excessive confidence in the environment that is constantly verifying discourses. For this reason, the leader should consider participant and consultant.

Donations to school

One of the factors influencing income sources in school economy is donation. While individuals can make donations because of altruism, they can donate with selfish intentions (Penner *et al.*, 2005, p. 368). Meeting with new people, learning new things, personal development (Ryan *et al.* 2001), participating in groups etc. selfish intentions can cause people to participate in activities related to philanthropy. People can get seats, get recognized by giving their names to the university or any building, avoid pressure of peers, take social applause, take part in annual reports, have the right to name for scholarships granted, get involved in special events etc. (Drezner, 2008, p. 48), they can attend to activities regards philanthropy because of the extreme forms of selfishness.

Schools may develop dependencies on suppliers around them if they can not provide the necessary resources with the available resources. The school's dependency on suppliers empowers suppliers about school decisions (Hoy & Miskel, 2015, p. 243). Schools are more flexible and less bureaucratic in such situations. This weakens the intrinsic controls of schools and increases externality. School principals should come up with the environmental uncertainty without increasing the dependence (Wood & Gray, 1991, p.141, cited by Hoy and Miskel, 2015, p.245). School principals limit the suppliers when necessary; the position of school principals act as a buffer to protect the educational objectives of the school, the curriculum and the teachers and influence the perceptions of the suppliers for the benefit of the school. School administration uses planning and strategies to deal with environments where are more challenging and ambiguity. School administration implements the planning process by estimating important environmental changes and recognizing environmental elements (Hoy & Miskel, 2015, pp. 246-247).

Purpose

School principals are expected to manage both the school's limited income sources and the school's effectiveness. To handle this challenging task, school principals benefit from parents-school partnership, donors and leadership skills. The purpose of the current study is to determine the views of school principals and members of the board of parents-school partnership on the administration of the school economy. The sub-aims of the research are:

Regarding the administration of the school economy;

1. To determine views about school principals' qualifications

2. To determine views about qualifications of members of the board of parents-school partnership.
3. To determine views about educational policies.
4. To determine views about school budget plans.
5. To determine views about donations to the school.
6. To determine views about the preservation of the state property and savings in school.

Methods

This research is designed according to qualitative research method. The phenomenological study approach was used in the research.

Participants

The participants of the research are the school principals and members of the board of school-parent partnership working in the high schools. Maximum variation sampling method was utilized to sample school principals in the study. To ensure the variation of school principals, school principals working in different types of high schools were reached. Therefore, interviews were held with the school principals working in schools, such as science high school, anatolian high school, health vocational high school, multi-program anatolian high school, religion of high school and vocational and technical of high school. For the selection of members of the board of school-parent partnership, “convenience sampling method” was used.

Table 1. Characteristics of participants

Code	Participant's duty
P1	A member of the board school-parent partnership
P2	A member of the board school-parent partnership
P3	A member of the board school-parent partnership
P4	A member of the board school-parent partnership
P5	A member of the board school-parent partnership
P6	A member of the board school-parent partnership
P7	A school principal
P8	A school principal
P9	A school principal
P10	A school principal
P11	A school principal
P12	A school principal

Data collection tool and the process

Interview questions were prepared according to the research's purposes. The interview questions consist of 9 open-ended questions. The interview form was presented to the experts of the field to control it. After this study, a pilot interview was held with a school principal to test whether the teachers understood the form. At the end of this study, the internal validity of the questions was determined. Before starting the interview, the participants read the interview questions and approved making the interview with the researcher. During the interviews, the researcher asked extra questions to the participants thanks to reliable communication process.

Data Analysis and reliability

In the analysis of the data obtained from the participants, descriptive analysis approach was used. The stages of descriptive analysis approach (Yıldırım and Şimşek, 2006, p.224) were taken into consideration, which are

Write-down of interview records: At this stage, the speeches in the voice recordings were transferred to the interview form without any changes. *Coding of the data:* The reached data are divided into words, sentences, paragraphs even pages and each one is conceptually understood and encoded. *Finding the Themes:* The codes obtained are categorized. Each set of categorized code bundle is a subject to encode as a theme and each theme shows its general case. *Organizing and defining data according to codes and themes:* The codes and themes are presented systematically for the sake of readers' concern that cannot understand easily. *Interpretation of findings:* The codes and the themes presented in a particular system are discussed and interpreted by the researcher with the past researches

The reliability of the study was calculated by using P (Percentage of divergence) = $(Na / (Na + Nd)) \times 100$ formula. (Na (Number of agreement) / Na (Number of Agreement) +Nd (Number of Disagreement)) x100 formula. The numbers of 'agreement' and 'disagreement' were determined from the researcher and an expert. Over 70% of the reliability calculations are accepted as reliable (Miles and Huberman, 1994, p.64). According to this calculation, the reliability was found as 0,81.

Findings

Participant's views obtained by analyzing research data were classified into 6 themes, 10 sub-themes and 4 categories. Themes and sub-themes:

- 1) School principals' qualifications regarding with the administration of the school economy
 - (a) The views of school principals on school principals' qualifications in the administration of the school economy
 - (b) The views of members of the board of school-parent partnership on school principals' qualifications in the administration of the school economy
- 2) Members of the board of school-parent partnership' qualifications regarding with the administration of the school economy
- 3) National education policies in the administration of the school economy
 - (a) The views of school principals on national education policies in the administration of the school economy
 - (b) The views of members of the board of school-parent partnership on national education policies in the administration of the school economy
- 4) The school budget
 - (a) The views of school principals on school budget
 - (b) The views of members of the board of school-parent partnership on school budget
- 5) Saving and protecting state property in school
 - (a) The views of school principals on saving and protecting state property in school

(b) The views of members of the board of school-parent partnership on saving and protecting state property in school

6) The donations to the school

(a) The reasons of donors preferring the school for donation

(b) The qualifications that convince the donors

School principals' qualifications regarding with the administration of the school economy

"School principals' qualifications regarding with the administration of the school economy" was designated as the first theme of the research. Under this theme, 2 sub-themes were defined; these are the views of school principals qualifications in the administration of the school economy and the views of members of the board of school-parent partnership qualifications in the administration of the school economy.

The views of school principals on school principals' qualifications in the administration of the school economy

The codes on this sub-theme are about school principals' qualifications regarding with the administration of the school economy in terms of school principals. Codes: *"To supply the needs of the school, to know the parent profile well, to know the possibilities of school environment well, to recognize school graduates, to act with teachers, to introduce the school achievements to district governorship and public, to buy in economical and high quality product, to choose the members of the board of school-parent partnership effectively, to have a vision, to have goals, to receive administration and organization training, to be a researcher, to be detailer, to have aesthetic perception, to be selectiveness, to be able to think more than one thing at the same time, to be a perfectionist, to be warm in communication"*

Regarding the code of *-To supply the needs of the school-*, P10 said, "I would sit here at this school and I would not make the conference room here, nor would I design the additional building there; nobody would ask me why you did not make this. But for this school it is a necessity. It is a necessity if you see it, otherwise it isn't. "

The views of members of the board of school-parent partnership on school principals' qualifications in the administration of the school economy

The codes on this sub-theme are about school principals' qualifications regarding with the administration of the school economy in terms of members of the board of school-parent partnership. Codes: *"To consider suggestions and thoughts of members of the board of school-parent partnership, to visit parents, to think about ways to increase success in education, not to strive to increase school income, to work to make the physical structure of the school clean and order, to collaborate with parents, to cooperate with civil society organizations in the city, not having any business other than school, to cooperate with the school environment, to supply the school requirements, to solve school problems and conclude projects, to be effective in supervision, to recognize school graduates, explain what the purpose of the donation to donors, to ensure that the school gains popularity with its achievements in the city, not to smoke in front of the school, to communicate with philanthropists, to pay attention to his appearance, to be social, to have strong rhetoric, to have merit, to be in peace with society, to be sociable, to have high ability of persuade"*.

On the code of *-To consider suggestions and thoughts of members of the board of school-parent partnership-* P6 said "The school principal imposes on the board of school-family partnership

what he wants to do with the school, even if the board of school-family partnership wants to get out of it, I think that there are very few people who go to national education governorship of the district for complaint. He thinks that his child will be hurt when he goes to school with such harm on things, by teachers and principals". On the code of - *Not having any business other than school* – P6 said "If you have additional work, if the teacher or principal is dealing with the stock market, if he is buying and selling cars, if there is something different, then his mind will get in private things after he arrives at the school. He will do his other job as well at school. "

Members of the board of school-parent partnership' qualifications regarding with the administration of the school economy

"Members of the board of school-parent partnership' qualifications regarding with the administration of the school economy" was designated as the second theme of the research. Codes: *"To focus only on the education of the student, not to pay attention to the school budget, not to be seen as a rich man, to have authority of supervisory of school, to be element of pressure on school staff, to make suggestions about teachers, to work only to increase the academic success of the student, to say no when it is needed, not to influence teachers to raise student achievement, to give importance to the academic success of the student, to deal with students' disciplinary problems, to have consensus with school administration, to provide economic contribution to the school, to participate in parent visits, to be volunteer, to have an effective social environment, to be active, not to give offence to philanthropists"*

-To be element of pressure on school staff- P1 said "One of the most important problems of the board of school-parent partnership is not to have a voice. You do not have a chance to say to servant that there isn't liquid soap out there ... even school can say that this is my inner work, you can not interfere with it ... On the code of *-to have authority of supervisory of school-* P1 said "I think that the board of school-parents partnership is a free inspector by preparing the report about the supervision. The board is in the school every day, you know the school very well, you know all about the service staff, the principal, your students. The inspector from Ankara can be under political pressure. Of course, this is not a sanction." On the code of *- not to pay attention to the school budget-* P4 said "What is it for? Set up a fund. ... from the taxes we have given, according to the population of each municipality, at a certain rate of municipal taxation, a monthly income of six percent will be collected every month as a share and sent to the municipalities as state contributions. In other words, to ensure that each school gains economic freedom in an economic sense, so as not to be dependent on the parents ... "

National education policies in the administration of the school economy

"National education policies in the administration of the school economy" was set as the third theme of the research. Under this theme, 2 sub-themes were defined, including the views of school principals on national education policies regarding with school economy and the views of the board of school-parent partnership on national education policies regarding with school economy.

The views of School principals on national education policies regarding with school economy

The codes under this theme are about national education policies regarding with school economy in terms of school principals. Codes: *"The ministry of national education provides enough funding for important needs, it is not easy to meet daily and urgent needs through the ministry of education, the ministry of education provides enough funding for our extra demands, there must be a budget that school principals can autonomously manage for daily needs, practical solutions need to be developed for our daily needs, it is necessary to take into consideration the characteristics of school type in construction of schools, the views of school principals and teachers need to be taken into account when in process of designing the construction of schools, I am against the fact that the Ministry of National Education allows anyone to have opportunity of free tablet and free books*

regardless of one's economic situation, the administration work of the school economy consumes the time and energy which allocate to educational activities in the school, the Ministry of National Education allocates more budget for vocational training than other school types, the Ministry of Education gives the allowance of the school budget to the school heads in secondary schools, new school buildings have more expenditure, weekend courses are not valuable because they are free, it's hard to get money from the bank account of the board of school-parent partnership illegally, it would be more suitable for the school to have a technician, school works slowly get ahead because of tender regulations and technicians, school is need of parents if not reaching any solution through education policies.

On the code - I am against the fact that the Ministry of National Education allows anyone to have opportunity of free tablet and free books regardless of one's economic situation - P10 said "For example I always criticize in the system, I am against the fact that the state is making the transportation. I am against that the government gives the book. I disagree. You give the book to both the rich and the poor. How much is Ahmet Aga's annual income, which has thousands of acres in the village, and you transport his child to the center, give him money just because he lives in the village. Other man lives in city center, he has no food, you do not transport him. It needs a distinction between them. "

The views of the board of the school-parents partnership on national education policies regarding with school economy

The codes under this theme are about national education policies regarding with school economy in terms of members of the board of school-parent partnership. Codes: *"To support weak students in terms of socio-economics, to give more support to schools of socio-economically weak regions, to take measures for possible inequalities of opportunity between private schools and public schools, to be aware that parents can not keep up with the rapid change of the education system, to gain support from experts on what students will learn, to give importance to quality education, to realize that the expenses of the newly built school are more, to improve the physical conditions of the school, to grant adequate allocation for education and training, not to grant more allocation to vocational high school"*

On the code of - *To give more support to schools of socio-economically weak regions* - P1 said "my graduated school transformed into immigrated by Syrian and Iranian immigrants. I saw poor parents ... I think this is an unfair education condition. I think that this government should give more support to such schools about the system." On the code of - *To support weak students in terms of socio-economics*- P4 said that "For example, books, publications, supplementary resources for exams have been canceled and removed in accordance with the decision passed last year in schools. Now there are kids going to college. These children may be a little more free, they can get additional course materials. They may be able to get these possibilities if they are a bit more economic. The government pays a certain contribution to public school. Not all children can have an opportunity to go to college"

The school budget

"The school budget" was designated as the fourth theme of the research. Under this theme, 2 sub-themes were defined, including the views of school principals on the school budget and the views of the members of the board of school-parent partnership on the school budget.

The views of school principals on the school budget

Codes according to categories on the sub-theme are: **"Income sources of the school budget:** National Education Ministry, donors, parents, the board of school-parent partnership, teachers. **Ways to increase the school's income sources:** To convince construction workers or renovators for donation, to bargain with tradesmen on behalf of charity, to solve the matters of expenses related to the district municipality through communication, to get support from the district municipality on

transportation matters, using school gardens for income, it is not easy to persuade people to donate, constructors who are persuaded to donate can not come later, parents of socio-economically weak schools do not want to donate to school. **Planning of school budget:** To make plans according to our basic needs and experiences, to make an estimated plan for the amount of donation cannot be predicted in advance. **School budget' priorities:** Expenses for renovation of educational environments, education of the student, to supply needs of needy students, classrooms, teaching materials, security costs and computer”.

On the code of *-Constructers who are persuaded to donate can not come later-* P8 said: "the constructor does not come, he does not come easily. We are using our personal relationships. Therefore, a school principal assistant calls the constructor, the constructor does not take him into consideration, the principal should call him. Or I say 'How much Turkish lira?', He says 'One hundred liras.' I say 'Let's handle it, take that fifty liras.' The next time the constructor does not come, because we cuts his money." On the code of *-Using school gardens for income-* P10 said: "the school is in center, a principal can make it as a car park, it can be used as income for the school.”

The views of members of the board of school-parent partnership on the school budget

Codes on the sub-theme are: "To give importance to cultural activities, to give importance to sportive activities, to give importance to language education, to give importance to technological infrastructure, to give importance to academic activities, to give importance to school trips, to give importance to cleaning, to give importance to healthy food consumption, to improve the physical conditions of the school"

On the code of *-To give importance to cultural activities-* P3 said "We wish our children to go to the theater more often and it will be very useful for children' motivation."

Saving and protecting state property in school

"Saving and protecting state properties in school" was designated as the fifth theme of the research. Under this theme, 2 sub-themes were defined, including the views of school principals on saving and protecting state property in school and the views of the members of the board of school-parent partnership on saving and protecting state property in school.

The views of school principals on saving and protecting state property in school

Codes on the sub-theme are: "Families and students need education immediately for saving and protecting state properties in school, to take quality and effective products to the school"

As regards the code of *- Families and students need education immediately for saving and protecting state properties in school -* P10 said "we raise awareness of student and parents with education for not harming the school."

The views of the members of the board of school-parent partnership on saving and protecting state property in school

Codes on the sub-theme are: "To educate students and teachers about savings, to find graduation ceremonies unnecessarily, to find sponsors for cleaning needs"

On the code of *"To find graduation ceremonies unnecessarily"* P1 said, "We can use the money collected by students for designing English lab instead of the graduation ceremony.”

Donations to the school

"Donations to the school" was designated as the sixth theme of the research. Under this theme, two sub-themes have been identified as "the reasons of donating to the school" and "qualifications that persuade the donation lovers".

The reasons of donors preferring the school for donation

The codes under the sub-theme of "The reasons of donors choosing the school for donations" tries to reach codes about why donors prefer schools for giving their own time, energy or money. Codes: *"There are donors willing to employ school graduates, there are donors voicing unfair expectations about the academic achievement of students, there are donors having social responsibility awareness, there are people donating because of cultural values, there are people donating because of religious values, there are donors not giving importance to recognition by people, there are donors wanting to advertise their workplaces, there are people donating because of the poor economic situation of the student, current economic conditions of country affect people donating, there are donors who competitive with peers, there are people donating because of country love, some donors give importance of hanging their pictures at school"*

On the code of - *There are donors who are willing to employ school graduates* - P8 said "Sure, students coming back to donors. After all, donors are running students, employing students. A student can be a very good cook for the institution, so it is more advantageous for companies to run a staff member who were be sponsored by the company at past."

The qualifications that convince the donors

The codes under the sub-theme of "The qualifications that convince the donors" are: *"To show donors that we keep our words and we do a job, to be respectful, to say donors words that will make them feel good but that are not incoherent, to make a reliable impression, to emphasize the importance of religious values on donations, to value their ideas, to emphasize the importance of school working for future generations, to meet donors with a project, to be transparent, to show the public that the project has started even if there are not enough resources and to take risks when necessary, not to show the public the project as if it is over before all the needs of the project are over, to explain the importance of education and its contribution to the public, to benefit from the features of school type in the persuasion process, to know well whom to ask for a donation, to explain the issue well, to highlight the success of the school"*

On the code of -*To show that we keep our words and we do a job* P9 said: "Donors do not regret it because we have seen our commitment, our effort." - *To say words that will make them feel good but that are not incoherent* - P9 said: "I said, who would be a better person than you for this job? There is also the truth that I have said. I encouraged him."

Discussion, Interpretation, Suggestion and Conclusion

When the findings of this research are examined, the most highlighted qualification of school principals related to the administration of school economy was found to be sociability. The importance of school principals having an effective environment and well knowing the environment of the school was frequently mentioned by the participants in terms of the effectiveness of the administration of school economy. This may be related to the scarce human and material resources of the school (Aldrich, 1972; Benson, 1975; cited by, Hoy & Miskel, 2015, p.243). Some principals who participated in the survey expressed that while national education ministry responded to the extra demands of schools, some principals felt that the regulations did not provide sufficient level of service to meet urgent needs and therefore the school administration resorted establishing cooperation with the board of school-parent partnership for urgent needs. Akbaşlı & Kavak (2008) and Genç (2005) stated

that the board of school-parent partnership met daily and urgent needs. Dinçer's (2018) research also stated that high schools have the allowances sent by Turkish national education ministry. However, this amount is not enough for the high school except the pension of high school. According to National Education Law (1739:16); the board of school-parent partnership the school should provide services towards school economy.

According to the findings of the current research, school administration benefits from public institutions, sponsors and donors to come up with problems with insufficient substance sources. The board of school-parent partnership also believes that the school administration can cooperate with the parents and civil society organizations to overcome the school's economic problems. On the other hand, not all schools have the same environmental conditions. The findings of the current research supported that a member of the board of school-parent partnership had a view that poor areas in terms of social and economic should be given more support to handle economic requirements of the school.

A participant said that alternative solutions could be developed to meet school requirements. The same participant believes that alternative solutions could help overcoming school problems related to their dependence on parents in terms of school economy. The board of school-parent partnership for utilization of resources can cause the school to be dependent on the community as described in Hoy & Miskel (2015, p.243). A participant of this study expressed that the board of school-parent partnership may request unfair wishes from school administration such as demanding the success of their students. This attitude supports the statements of Hoy & Miskel (2015) about that the school administration must be a buffer zone to get rid of dependency on community in terms of school. The same participant affirmed a past practice using school as a car park or as a wedding saloon for supplying income to school was good. New studies can be done regarding with whether this view can be assessed as a solution for claim of Hoy & Miskel (2015) about independency of school from community.

The board of school-parent partnership expected a clean school according to the current research. This expectation overlapped with the views suggested by Turan *et al.* (2012). On the other hand; according to both school principals and members of the board of school-parent partnership, efforts for improving the school facilities consume energy and time about efforts for improving the academic success of students. Moreover, some participants thought that principals and the board of school-parent partnership should service for only the advancement of the success of students. Researchers can pay attention that how much time the school principals spend cleaning and improving the school and new researches can be done in Turkey. The research of Pollock *et al.* (2015) also shows that the inequality of school budget and resources is one of the most difficult barriers getting rid of effectiveness of school. According to the research of Genç (2005), the most talked-about subjects at the meetings of the board of school-parent partnership were the needs of the school, then the contribution of the parents to the school's income and the success level of the students. According to Akbaşlı & Kavak's (2008) survey, the most important subject of the board of school-parent partnership was related to the needs of the school and how to provide financial support to the school.

The current research found that school principals should take demands of members of the board into consideration and should not manipulate them. The findings of Aslanlargin & Bozkurt (2012) supported these views. There are some views related to paying attention of opinions of school principals and teachers during the process of building schools. The views expressed in this direction belong to a school principal working in a vocational school. The same school principal also said that the requirements of new school buildings are higher than old ones, therefore new schools need more income. Moreover, the giving an importance to plans of school buildings during the construction is necessary for school economy because the restructuring of unplanned school buildings consumes the school's budget.

The views of some members of the board of school-parent partnership on national education policies in the administration of the school economy were related to the inequality opportunities in education caused by the economic imbalances in society, the negative effects of rapid changes in

education system and the quality of education. In addition, a parent considers that allowing more allocation to the vocational high school is unfair. The views of some principals on the same theme are about *it would be more suitable for the school to have a technician, school works slowly get ahead because of tender regulations and technicians, school is need of parents if not reaching any solution through education policies*. These views state that principals face difficulties because of dependencies to parents, regulations and the lack of technicians. These troubles cause their job to advance slowly. These findings refer troubles being source of centralized structure of national education system.

The board of school-parent partnership disturbed from some principals and teachers smoking in front of the school according to this research's findings. According to Özbaş & Badavan's (2009) research; the board of school-parent partnership was responsible for "the prevention of students' bad habits". A teacher who participated in the research of Husu & Tirri (2003) also states that students' smoking can not be prevented if their colleagues smoke at school. This finding was taken into account by the researcher as an indirect impact on the administration of the school economy. Smoking has an impact on the expenditure of the individual. According to statistical data of Turkish statistical institute (Household consumption expenditures in Turkey in 2005-2014); while education expenditures were in the 11th place, alcohol and cigarettes expenditures were in the 8th place. Smart-phone expenditures were in the 9th place. In parallel to this information, a school principal said that parents might not want to support education expenditures, however spending on tobacco products and telephones would be vice-versa

The school budget should be used for activities such as cultural, sports, academic and language learning according to a member of the board of school-parent partnership. He thought that this financial resource should not be spent on graduation activities because he found it as unnecessary. Aksoy's (2018) research suggests that school principals should attend in-service training about the administration of school budget. Another issue was saving. Participants emphasized the quality of products, conservation of public properties at the school. They proposed educational activities to parents and students for saving and protecting public properties. They thought that teachers are responsible for controlling students for saving and protecting public properties at the school. The findings of Aydoğan (2006) reveal that there are some problems about effectiveness of school-environment interaction in school plans. In this context, new investigations can be done on the effects of principals' planning skills for school-environment interaction.

Findings of the research showed that the income sources of the school budget were based on national education ministry, donors, parents, the board of school-parent partnership, teachers. According to the findings; principals had some problems estimating budget because the amount of donation could not be predicted before. Therefore, this situation could give rise to problems for school budget planning. Aslanargun & Bozkurt (2012) found that the amount of money collected under donations were not enough to handle school services. The current research reached that especially schools in poor environments in terms of social and economic face difficulties in terms of finding donors and persuading parents for donations.

When we look at the opinions about the reasons of donors choosing the school for donations, the opinions of "there are donors having social responsibility awareness", "there are donors not giving importance to recognition by people" and "there are people donating because of the poor economic situation of the student" are important for humanitarian values. These findings were overlapped by the past studies of Matsuba *et al.*, (2007); Penner *et al.*, (2005); Yavas & Riecken, (1985). There were also some donors having selfish intentions (Drezner, p.48). The current research also reached some findings such as "there are donors who competitive with peers", "there are donors wanting to advertise their workplaces", "there are donors voicing unfair expectations about the academic achievement of students", "there are donors willing to employ school graduates" and "some donors give importance of hanging their pictures at school". These could be accepted as selfish. The current research also states that

As a result, in the present study, the opinions of the school principals and members of the board of the school-parents partnership were determined regarding the administration of the school economy. In this context, in relation to administration of the school economy, how qualifications of school principals and members of the board of the school-parents partnership should be, how the current national education policies should be, how the planning of the school budget should be, how saving and protecting state property in school should be and donations to the school are the themes of the study. The research concluded that school principals or members of the board of school-parent partnership have an effective environment, they should be successful in communication and persuasion skills and be sociable; school principals need new regulations to meet the urgent needs of school; the importance of the usefulness of school buildings and therefore paying attention opinions of school principals and teachers in the building process of the schools will lead to the reduction of the school principals' workload in the future and so they allocate time and efforts for improving the academic success of students; reasons that affect donation to the school can be regarding with selfish or unselfish intentions; ways persuading donors such as being honest and keeping words, the power of motivation, producing projects in school.

References

- Akbaşı, S. ve Kavak, Y. (2008). Ortaöğretim okullarındaki okul aile birliklerinin görevlerini gerçekleştirme düzeyleri. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (19), 1-21.
- Aksoy, H. (2018). *Ailelerin eğitim harcamaları*. Tezsiz yüksek lisans projesi: Pamukkale Üniversitesi.
- Aslanargun, E., Bozkurt, S. ve Bozkurt, A. T. L. (2012). Okul müdürlerinin okul yönetiminde karşılaştığı sorunlar (Problems that principals face in school). *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, 11(2), 349-368.
- Aydoğan, D. (2006). İlköğretim okullarında okul-çevre ilişkilerinin düzeyi. *Sosyal Bilimler Araştırmaları Dergisi*, (2), 121-136.
- Bursalıoğlu, Z. (2002). Okul yönetiminde yeni yapı ve davranışlar. 15.Baskı. Ankara: Pegem A.
- Dinçer, (2018). *Liselerin gelir kaynakları ve harcama alanları*. Tezsiz yüksek lisans projesi: Pamukkale Üniversitesi.
- Drezner, Noah D. (2008). *Cultivating a culture of giving: An exploration of institutional strategies to enhance African American young alumni giving*. United States Pennsylvania: University of Pennsylvania (Ph.D. dissertation).
- Genç, S. Z. (2005). İlköğretim 1. kademedeki okul-aile işbirliği ile ilgili öğretmen ve veli görüşleri. *Türk Eğitim Bilimleri Dergisi*, 3(2), 227-243.
- Hoy, W. K., ve Miskel, C. G. (2015). Eğitim yönetimi: Teori, araştırma ve uygulama (çev. edit.: S. Turan). Ankara: Nobel.
- Husu, J., & Tirri, K. (2003). A case study approach to study one teacher's moral reflection. *Teaching and Teacher Education*, 19(3), 345-357.
- Matsuba, M., Hart, D. ve Atkins, R. (2007). Psychological and social-structural influences on commitment to volunteering. *Journal of Research in Personality*, 41, 889-907.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Millî Eğitim Bakanlığı (MEB). (2012). Millî eğitim bakanlığı okul-aile birliği yönetmeliği. *Resmî Gazete*: 28199,

<http://mevzuat.meb.gov.tr/html/okulailebirligi/yonetmelik.pdf>

Özbaş, M. ve Badavan, Y. (2009). İlköğretim okulu yöneticilerinin okul-aile ilişkileri konusunda yapmaları gereken ve yapmakta oldukları işler. *Eğitim ve Bilim*, 34(154).

Penner, L., Brannick, M. T., Webb, S., & Connell, P. (2005). Effects on Volunteering of the September 11, 2001, Attacks: An Archival Analysis1. *Journal of Applied Social Psychology*, 35(7), 1333-1360.

Pollock, K., Wang, F., & Hauseman, D. C. (2015). Complexity and volume: An inquiry into factors that drive principals' work. *Societies*, 5(2), 537-565.

Ryan, R. L., Kaplan, R., & Grese, R. E. (2001). Predicting volunteer commitment in environmental stewardship programmes. *Journal of Environmental Planning and management*, 44(5), 629-648.

Sargut, S. (2015). *Lider yöneticinin benliğine yolculuk*. İstanbul: Beta Yayıncılık.

Taymaz, H. (2003). İlköğretim ve ortaöğretim okul müdürleri için okul yönetimi. Ankara PegemA Yayıncılık.

Turan, S., Yıldırım, N. ve Aydoğdu, E. (2012). Okul müdürlerinin kendi görevlerine ilişkin bakış açıları. *Pegem Eğitim ve Öğretim Dergisi*, 2(3), 63-76.

TÜİK (Türkiye İstatistik Kurumu), (2008). Tüketim harcamaları, yoksulluk ve gelir dağılımı, sorularla resmi istatistikler dizisi – 6.

Wood, D. J., & Gray, B. (1991). Toward a comprehensive theory of collaboration. *The Journal of Applied Behavioral Science*, 27(2), 139-162.

Yavas, U. ve Riecken, G. (1985). Can volunteers be targeted? *Journal of the Academy of Marketing Science*, 13(1-2), 218-228.

Yıldırım, A., & Şimşek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayıncılık.

Yılmaz, T. ve Sarpkaya, R. (2016). *Eğitim ekonomisi (Eleştirel bir yaklaşım)*. Ankara: Anı Yayıncılık.