

Available online at [www.sciencedirect.com](http://www.sciencedirect.com)

Procedia Social and Behavioral Sciences 9 (2010) 1226–1232

---

---

**Procedia**  
Social and Behavioral Sciences

---

---

WCLTA 2010

# The levels of fulfilment the duties of school family association board of directors in primary schools

Necmi Gökyer<sup>a</sup> \*<sup>a</sup>*Fırat Üniversitesi, Eğitim Fakültesi Eğitim Bilimleri Bölümü/Elazığ*

---

## Abstract

The purpose of this study is to determine the levels of fulfilment the duties of school parent association (SPA) directors board. The sample of the study by using a descriptive model was comprised of 20 schools which formed SPA and were chosen from four central districts in Diyarbakir Metropolitan Municipality by random sampling method in the 2009-2010 academic year. Each school's principal, a vice principal, a teacher who was chosen among the teachers and four members who were selected among the parents serve in SPA Board of Directors . 20 school principals, 20 vice principals, 20 teachers and 80 parents were sampled. Groups'opinion were obtained with 25 survey questions which were generated from the sixth item of the SPA Regulation. According to the averages, t test, analysis of variation and Scheffe test findings, principals, teachers and parents reports that they perform their duties at the level of 'rare' and 'occasionally' in terms of duty, gender and educational level variables. It was concluded that the groups did not fulfill the task-oriented activities largely.

*Keywords: School-Parent Association, The Duties of School-Parent Association Board of Directors, School-Parent Association Board of Directors, Primary School.*

---

## 1. Introduction

Importance of family in the education of children is not an original idea. Since the development of civilization, children have kept on receiving their primary education in their households. Later on formal education has been added onto this. First formal education out of households was given through the Egypt Kingdom era in Egypt between the years B.C.3787-1580. In the Middle Age, importance of the cooperation of schools and families came to the fore. First familial education classes were formed in the year 1815, in USA (Berger, 1991:1). Later on, introduction of division of labor among people, and formation of professions, families have become unable to spend enough time with their children. In the meantime, upon the multiplication and diversification of teaching subjects, teaching profession has been introduced, and schools have been opened as places of education. Despite all these, families go on performing educational deeds and their tasks and responsibilities in bringing up their children increasingly come into prominence.

In the 20<sup>th</sup> century, determining the wants, needs, expectations, fields of interests, and future objectives of the children have come into the fore in the student-oriented education. In our country, efforts for establishing parent-teacher associations at school were initially exerted by the issuance of the Regulations on Parent-Teacher Associations under the body of National Education Ministry, and these Regulations were updated at first in 1983, and then in 2005 thereafter.

School is an organization, in which students are given basic knowledge and skills in scientific methods within the frame of the general and specific objectives of the educational system.

For not being a direct initiative in general, education has respectively been vested with a special environment, called school. This special environment has been designated for teaching the children the real environment by simplifying, clearing, and balancing it. In this respect, school manager's duty is to bridge the gap between the school and its periphery by developing good relations therewith, and maintain a harmony in between (Bursalioğlu, 2010:34). Schools with open-system have social, cultural, economical, and political environments. Schools are correlated therewith. Family's relations with the school (its cooperation with the school, participation in the school processes, and support to school) comprise one of the issues being critically treated in every country (Şişman, 2002, 192-198). Schools and families embody the two most important factors in the healthy upbringing of children. There is no environment other than schools and households, in which children spend most of their times. There are a number of researches available, pointing out to the fact that, quality relations being established between teachers and parents enhance the improve the success of students (Patrikakou & Weissberg, 2003:4).

Family constitutes the foremost and primary socializing institution in the individual's life. Individual's socialization process expands thereafter gradually with the respective effects of social circles, in which many attitudes, values, and/or behaviors, such as sharing, challenge, fighting, relations with elders, success, popularity are being experienced; school life, in which the individual was taught not only knowledge, and skills, but also his/her social responsibilities; and mass media, by which the world-view, attitudes, and behaviors of the individual is affected, and by means of the feedbacks of which the individual is in a way changed.

Family is the core and basis of the society. Personality structure of the individual is formed mostly within his/her family. Educational status, size, and economical condition of the family affect the development of the student, and are reflected on his/her behaviors.

In the upbringing of the children, schools and families are to act cooperatively. Having been constituted in order to contribute to this process, Parent-Teacher Associations also contribute greatly to the educational process. By means of the cooperation of the schools and families, a good studying habit and a good educational environment, good examples, and good inspirations are to be maintained (Binbaşoğlu, 2000:113-114).

Development of both the school and that of the student cannot be realized without taking the families into consideration. Participation of the parents in the educational process is critical in terms of the development of a positive school culture, and in terms of permanence of the performed works. Creation of these supportive bonds by the school principals, teachers, and parents in order to maintain the learning developments of students is realized by the cooperation of the schools and the families. School-based professional development works also play a critical role for maintaining awareness among parents in terms of the efforts being exerted in the development of learning and teaching processes, as well as for bringing the required contribution therein (Directorate-General of Teacher Training and Education, 2010:5).

Parent-Teacher Associations is a unit, creating in the children familiarity, interest, and integration with the environment out of school, and avoiding the negative effects of the environment as well.

Eastman has identified a direct dominant relationship between the participation of parents in the school activities and their children's interest and success in the education process (Eastman, 1988, pg.31, cited by Çelenk, 2003).

An effective cooperation and interaction process between the family and school in the education-teaching process maintains numerous yields in terms of success of both the students, and that of the schools. There are numerous factors effective on the students' success in their schools, as well as on their social developments. Without any doubt, family is the foremost factor among those effective on any sort of development and academic success of the students. From this standpoint, families' close follow-up of their children's developments and success statuses, as well as their participation in the school processes are of utmost importance. A successful cooperation process is to contribute positively on the learning and success of the students (Akbaşlı & Kavak, 2008).

Student's upbringing at the school is correlated with the importance being paid by his/her family. There are two advantages of family-school cooperation: First is the motivation being brought in by the interest being shown by the family to the school, and to the student as well. Second is the families' better orientation of their children, upon their better recognition of the structures, values, and standards of the schools (Berger, 1987, 96-108; Demirbulak, 2000).

By means of this study, it is intended to identify the level of performance of the attendants of the boards of directors of the Parent-Teacher Associations, being founded so as to realize the integration between the schools and

families, maintain the communication and cooperation between the parents and schools, support activities facilitating the education-teaching processes, meet the primary needs of the materially deprived students, and to provide material contribution to the schools (Article 5 of Parent-Teacher Associations 2005), as well as what the faults therein, and what to do to have them corrected.

### *1.1. Problem Statement*

1. At which scale does the Board of Directors of the Parent-Teacher Association (PTA) perform its duties under the respective regulations at the primary education schools? In order to answer the question within the research problem, the following sub-problems have been formed.

### *1.2. Sub-Problems*

2. 1. What are the scales of realization of duties (being specified under Article 6 of Parent-Teacher Association Regulations) of the directors, assistant directors, teachers, and parents, performing in PTA?

3. 2. Is there any diversity of view among the managers, teachers, and parents, performing in the Board of Directors of PTA?

4. 3. Is there any variance in the scales of performance of the Board of Directors of PTA, dependant on the gender variant among the members thereof?

5. 4. Is there any variance in the scales of performance of the Board of Directors of PTA, dependant on the educational status variant among the members thereof?

## **2. Method**

### *2.1. Population and Sample*

Population of this study is comprised from the primary education schools from the four central districts within the city limits of Diyarbakır Metropolitan Municipality, in which PTA's have been founded in the educational term of 2009-2010. Sampling of this study, on the other hand, is comprised of 20 school principals, 20 assistant principals, 20 teachers, and 80 parents therefrom, being identified by means of random sampling method.

### *2.2. Development of the Calculation Instrument*

Bearing a descriptive characteristic, this study has been conducted via scanning model. The calculation instrument being used in the study has been formed of 25 questions, selected from the duties being specified under Article 6 of Parent-Teacher Association Regulations. As a result of the factor analysis conducted on the articles, there is no change found in the articles, due to whether there is not any article available in the calculation instrument calculating the same structure, or the factor load value is higher than 0.45. As a result of the analysis conducted for testing the validity and reliability of the questionnaire, Alpha for the whole of the questionnaire has been found as 0.968, Barlett Test, examining whether there is any relationship between variants has been resulted as 2.750, and Kaiser –Meyer-Olkin (KMO) being calculated for the structural validity of the scale, and data's suitability to factor analysis has been found as 0.942.

### *2.3. Analysis of the data*

Quinary gradation was used during the conduct of the questionnaire. In order to determine the views for the level of fulfillment of PTA's duties, "Never" (1), "Rarely" (2), "Occasionally" (3), "Frequently" (4), and "Always" (5) options are placed across the views of the members of the Boards of Directors of PTA as the levels of fulfillment. Ranges of the scale is  $4/5=0.80$ . Data have been analyzed via packaged software of SPSS 16.0 for Windows. Independent groups t-test and One-Way Analysis of Variance (OWAV) test were conducted via arithmetic mean and standard deviation techniques. Significance level of the conducted tests was taken as 0.05

## **3. Findings and Interpretation**

In this section, distributions of the members of the boards of directors as per their demographic features, as well as the findings and interpretations on the articles in the questionnaire form of the members of the boards of directors have been given.

It is seen therefrom that, 28.6% of the members of the boards of directors are managers, 14.3% thereof are teachers, and 57.1% thereof are parents, while 93.6% of the said population are males, and the remaining 9.4% are

females. In terms of educational status, while 22.1% of the members of the boards of directors are graduates from primary education, 35.0% from secondary education, and the remaining 42.9% from graduate-degree, it is seen that there is no post-graduate degree graduates among the said population.

### 3.1. Findings with regard to the Articles in the Calculation Instrument of use in the Research

Arithmetic mean and standard deviation results from the levels of fulfillment of the members of the boards of directors are given in Chart 1

Table 1. “Arithmetic Mean and Standard Deviation Results from the levels of fulfillment of the members of the boards of directors.

No	ARTICLES	$\bar{X}$	SS
1	Cooperates with the school management, teachers, parents, and families.	2,43	0.82
2	Cooperates with parents, in order to supervise the implementation of the taken resolutions by the board of teachers.	2,37	0.80
3	Cooperates with the school management in such activities as courses, and examinations.	2,32	0.85
4	Cooperates with the school management in such activities as seminars, music, and theater.	2,34	0.84
5	Cooperates with the school management in such activities as sports, and art.	2,30	0.84
6	Cooperates with the school management in such activities as travels, and kermes.	2,28	0.92
7	Maintains the assistance for the performance of additional educational activities for the students requiring special education.	2,27	0.90
8	Maintains the conduct of the maintenance of the deficits of the school building, tennis court, classrooms, workshops, technology classes, halls and rooms, and garden.	2,30	0.79
9	Contributes in the purchase of the tools and equipments, and publications to provide support in the renewal and development of technological hardware, having new facilities built, and in the purchase of supportive educational tools-equipments and publications.	2,24	0.89
10	Maintains the use of the educational environments of the school, such as classrooms, sports salon, library, laboratory, and workshops for the sake of public benefit at times other than educational-teaching activities.	2,35	0.92
11	Purchases commodities and services for meeting the needs of the school.	2,31	0.94
12	Informs the parents of the rules to be abided by at school.	2,25	0.84
13	Assists the school management in cooperation with the parents for avoiding bad habits.	2,31	0.84
14	Contributes to the expenses to be spent in the ceremonies and congregations to be held in the national festivals, memorials, celebration days, eventful days, and weeks.	2,49	0.96
15	Contributes to the measures to be taken for bringing healthy and hygienic habits in the students.	2,51	0.96
16	Conducts the processes with regard to the lease of school buses in accordance with the school's respective regulations on the school buses.	2,45	0.90
17	Maintains the bringing of good habits in the students, and other children as well in their families, schools, and environments.	2,81	1,21
18	Receive and record the donations both in cash, and in kind.	3,57	0.90
19	Holds social and cultural activities and campaigns.	2,46	0.82
20	Provides material and moral support in cooperation with the school management to both the school, as well as to the deprived students therein.	2,19	0.77
21	Contributes in the nominated sister schools.	2,18	0.81
22	Operates the places, such as canteen, open space, salon, etc., or have them operated.	2,13	0.84
23	Assists the school management in taking such precautions for making them good citizens.	2,04	0.80
24	Cooperates with the institutions related with education and teaching, as well as with the NGO's.	1,85	0.73
25	Forms work commissions for developing education-teaching.	1,84	0.72

As seen on Table 1, members of the boards of directors are seen to be fulfilling their duties under Article 17 “occasionally”, those under Article 18 “frequently”, and the rest of all other duties “rarely”. In accordance with these results, by stating that they fulfill their duties being specified under Article 6 at “low” levels, principals, assistant principals, teachers, and parents have in fact stated that they do not serve sufficiently for the realization of the founding objectives of the parent-teacher association.

### 3.2. Findings with regard to the Opinions of the Principals, Assistant Principals, Teachers, and Parents in charge in the Boards of Directors

Table 2. Intergroup Multiple Comparison Results according to the Duty Variant of the Members of the Boards of Directors

Tasks	N	$\bar{X}$	SS	Variance Source	Comp. Tot.	sd	Mean Comp.	F	p	Mean ing. Differ
Principal	20	2,88	0.58	Intergroup	19,529	3	6,510	22,669	,000	1-4 2-4 3-4
Assistant Principal	20	2,79	0.59	In-Group	39,054	136	,287			
Teacher	20	2,64	0.76	Total	58,583	139				
Parent	80	2,02	0.43							
Levene: 3,211		p=.025								

As being seen in Table 2, F value has been found meaningful at the level of 0.05 according to the variance analysis results of the opinions of the principals, assistant principals, teachers, and parents in charge in the boards of directors. Schaffe test has been applied in order to determine to which group the meaningful difference between the opinions with regard to the activities is favorable. According to the available findings, parents think differently from the principals, assistant principals, and teachers. Parents state that, the other members of the boards perform their duties at “occasionally” level. Principals, assistant principals, and teachers in charge in the boards of directors have also stated that they perform the duties being specified under this article at “occasionally” level, the same group, on the other hand, have stated that the parents perform their duties being specified under this article at “rarely” level. In other words, on the one hand managers and teachers are of the opinion that the parents do not pay the required importance to their respective duties, parents on the other hand state that managers and teachers do not pay the required importance to their duties at PTA.

### 3.3. Findings with regard to the Opinions of the Female and Male Members of the Boards of Directors

Table 3. Arithmetic Mean, Standard Deviation and t Test Results according to Gender Variant

Gender	N	$\bar{X}$	SS	t	p
Female	9	2,66	0.75	1,53	0,633
Male	131	2,32	0.63		
p<.05					

As being seen in Table 3, according to the results of the t test, there is no meaningful difference between the opinions of the females and males.

### 3.4. Findings with regard to the Educational Statuses of the Members of the Board of Directors

Table 4. Intergroup Comparison Results according to Educational Status Variant

Level of Education	N	$\bar{X}$	SS	Variance Source	Comp. Tot.	sd	Mean Comp.	F	p	Meaning. Difference
Primary Education	31	1,90	0.37	Intergroup	19,244	2	9,622	33,508	,000	1-2 2-3 3-1
Secondary Education	49	2,11	0.48	In-Group	39,340	137	,287			
Graduate-Degree	60	2,76	0.63	Total	58,583	139				
Levene: 1,655		p=,195								

As being seen in Table 4, in accordance with the variance analysis of the opinions of the members of the boards of directors of PTA's as per the educational statuses thereof, F value has been found meaningful as 0.05. According to the result of Scheffe Test, having been applied in order to determine to which group the meaningful difference between the opinions with regard to the activities is favorable, it has been found out that, primary education-graduate members of the boards of directors perform their duties rarely in comparison to those with other educational statuses, and graduate degree-graduate members of the boards of directors perform their duties at a higher level in comparison to the primary and secondary education-graduate members. It may be said that, educational level is a significant factor in better fulfillment of duties.

#### 4. Results and Recommendations

Schools are not only places in which knowledge are introduced, but also being the educational institutions of critical duties, such as contributing to the cultural development of their nearest environment, and upbringing quality labor force in parallel with the requirements of the society. Schools respectively need the close interest of the environment, and active participation of the families (Yiğit, Bayrakdar, 2006:57,137). Like all other organizations, educational organizations may enhance their efficiency, and last for longer times as long as they may realize their objectives, and meet the requirements of their societies. Quality education being rendered in the schools also contributes significantly to the longevity of the societies. Therefore, it is impossible to deal with school separately from its environment, and the environment separately from the school.

School-family cooperation is considered as critical in terms of the efficiency of a school, as well as those of the social, emotional, and academic developments, and successes of the students therein (Rosenblatt & Peled, 2002, 349-367; Kolay, 2004).

#### 5. Conclusions

According to the results of the study;

1. Members of the boards of directors do not fully perform their respective duties, as being specified under Article 6 of the Regulations on PTA's.

2. It may be said that, the associations do not function in line with their founding objectives, that it does not operate efficiently in between the schools and families, and accordingly contribute to the development of the schools, in other words that the members of the boards of directors of PTA's do not perform their duties efficiently.

3. It may also be said that, primary education-graduate members of the boards of directors of PTA's perform their respective duties at a lower level in comparison to those of the secondary education-graduate members, and on the other hand graduate degree-graduate members pay more attention to their respective duties in comparison with primary and secondary education-graduate members of the boards of directors.

4. It may also be said that, the coordination, cooperation, exchanges of information are not being maintained between the members of the boards of directors at the required levels with regard to the duties they are in charge of.

5. And finally, it may also be said that, the members of the boards of directors do not perform their critical duties, such as elevating the level of education-teaching quality, and contributing in the elimination of the respectively faced difficulties.

## 6. Suggestions

1. Seminars or congregations may be held by provincial or district managements for having the members of the boards of directors fully perform their duties with regard to the activities of PTA's.
2. Educational Inspectors may pay more attention on counseling and on-site trainings for the effective operation of PTA's during their school inspections.
3. It may be taken into consideration for electing at least graduate-degree graduate parents to the boards of directors.
4. Working commissions may be constituted for maintaining required levels of cooperation, exchange of information, and communication between the members of the boards of directors of PTA's with regard to their duties

## References

- Akbaşı, S. ve Kavak, Y. (2008). Ortaöğretim okullarındaki okul aile birliklerinin görevlerini gerçekleştirme düzeyleri. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (19),1-22. 05Eylül 2010  
<http://www.sosyalbil.selcuk.edu.tr>
- Berger, E.H. Parent Involvement: Yesterday and Today. *Eugenia Hepworth Berger Metropolitan State College of Denver The Elementary School Journal* Volume 91, Number 3
- Binbaşıoğlu, C. (2000). Ailede ve Okulda Eğitim Sorunları. *Milli Eğitim Bakanlığı Yayınları*:3222
- Bursalıoğlu, Ziya (2010). *Okul Yönetiminde Yeni Yapı ve Davranış* (15.Baskı). Ankara: Pegem Akademi.
- Çelenk, S. (2003), *Okul Aile İşbirliği İle Okuduğunu Anlama Başarısı Arasındaki İlişki*, Hacettepe Üniversitesi Eğitim Fakültesi, *Dergisi*, 2003,(24):33-39.
- Demirbulak, D. (2000). Veli-Öğretmen Görüşmeleri İle İlgili Bir Çalışma. *Milli Eğitim Sanat-Kültür Dergisi*,146
- Kolay, Y. (2004). Okul-Aile-Çevre İş Birliğinin Eğitim Sistemindeki Yeri Ve Önemi. *Milli Eğitim Dergisi*. Sayı:164.
- MEB. (2010). Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü. *Okul Temelli Mesleki Gelişim Kılavuzu*. Ankara.
- (2005). *Okul Aile Birliği Yönetmeliği*. *Tebliğler Dergisi*:2573-2005
- Patrikakou, Evanthia N. and Weissberg, Roger P. *School–Family Partnerships Promoting the Social, Emotional, and Academic Growth of Children*  
[http://www.temple.edu/lss/pdf/lssreview/lssrev\\_sfp.pdf](http://www.temple.edu/lss/pdf/lssreview/lssrev_sfp.pdf)
- Sisman, M. (2002). *Eğitimde Mükemmellik Arayışı Etkili Okullar*. Ankara: Pegem A Yayıncılık.
- Yiğit, B. Bayraktar, M. (2006). *Okul Çevre İlişkileri*. Ankara: Pegem A Yayıncılık