

THE PROBLEMS OF SCHOOL PRINCIPALS WITH AUXILIARY STAFF AND SUGGESTIONS FOR SOLUTIONS

OKUL MÜDÜRLERİNİN YARDIMCI PERSONEL İLE İLGİLİ YAŞADIKLARI SORUNLAR VE ÇÖZÜM ÖNERİLERİ

Öznur TULUNAY ATEŞ¹, Özlem AKIN MART², Ceyda TÜRKKAŞ³

Received: 10.01.2024

Accepted: 12.12.2024

DOI:10.21764/maeuefd.1417759

Abstract: The purpose of this research is to determine the problems that school principals experience with the auxiliary staff and their solutions to the problems. The study group of this research, which was conducted using the qualitative research method phenomenological design, consists of 33 school principals working in Eğirdir district of Isparta province. The data of the research were obtained with a semi-structured interview form consisting of demographic information and open-ended questions. The content analysis method was used in the analysis of the data. When the findings of the research are examined; it was determined that the majority of the interviewed school principals had problems with auxiliary staff and that these problems were mostly due to employment, while other reasons were related to the qualifications and demands of the staff. It was observed that some of the solutions applied to the problems experienced by school principals were related to employment, task and process. Finally, it was found that school principals had some permanent solution suggestions that could be applied to employment, legal regulations and the process.

Keywords: *Auxiliary staff, human resources, school principals, school safety.*

Özet: Bu araştırmanın amacı, okul müdürlerinin okul yardımcı personeli ile yaşadıkları sorunları ve bu sorunlara yönelik çözüm önerilerini belirlemektir. Nitel araştırma yöntemi olgubilim deseninde gerçekleştirilen bu araştırmanın çalışma grubunu Isparta ili Eğirdir ilçesinde görev yapan 33 okul müdürü oluşturmaktadır. Araştırmanın verileri demografik bilgiler ve açık uçlu sorulardan oluşan yarı yapılandırılmış görüşme formuyla elde edilmiştir. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. Araştırmanın bulguları incelendiğinde; görüşme yapılan okul müdürlerinin çoğunluğunun yardımcı personelle ilgili sorunlarının olduğu ve bu sorunların genelinin istihdamdan kaynaklandığı, diğer nedenlerin ise personelin niteliği ve talepleriyle ilgili olduğu belirlenmiştir. Okul müdürlerinin yaşadıkları sorunlara uygulanan bazı çözümler istihdam ile görev ve sürece ilişkin çözümlerinin olduğu görülmüştür. Son olarak okul müdürlerinin istihdama, yasal düzenlemelere ve süreç içerisinde uygulanabilecek bazı kalıcı çözüm önerilerinin olduğuna ulaşılmıştır.

Anahtar Sözcükler: *İnsan kaynakları, eğitim dışı personel, okul güvenliği, okul müdürleri, yardımcı okul personeli.*

¹ Prof. Dr., Mehmet Akif Ersoy University, oznurtulunayates@gmail.com, ORCID: 0000-0003-1784-7227

² Doctorate Student, Mehmet Akif Ersoy University, oakin2409@gmail.com, ORCID: 0000-0002-1597-1200

³ Teacher, Ministry of National Education, ceydakucuk89@gmail.com, ORCID: 0000-0003-1252-4461

Introduction

As in all fields, human beings constitute the most important resource of the organization in the field of education, and the emergence of manpower potential is only possible with the right management (Türkmen 2019). The distinguishing aspect of educational organizations from other institutions is that their inputs are people who will be prepared for the society, and their outputs are people who will be presented to the society (Bursalioglu, 2019; Türkmen, 2008). For this reason, the management of human resources in the education and training process becomes more important for the quality of human behavior, which is the output of education (Köse et al., 2018). Building, equipment, technology, etc. are the factors that make the difference between public schools that provide education services and constitute one of the public institutions. It is seen that it is the quality of human resources rather than financial resources (Özer, 2019). Of course, first of all raising qualified people requires that those who train them be qualified. Various problems are experienced in providing this quality, which should be provided to every school staff, especially to auxiliary staff.

Schools are institutions that are expressed as the most important part of educational organizations and ensure that individuals acquire the necessary knowledge and skills in a certain system. In a sense, the school undertakes the task of achieving the educational system's goals. In order to achieve these goals, not only a group consisting of school principals and teachers but also internal and external elements that play a role in school management must act in a coordinated manner. Bursalioglu (2019) has addressed the elements that play a role in school management under two categories: stating that school principals, teachers, students, civil servants and other school personnel constitute internal elements; parents, pressure groups and leaders in the environment, management structure, labor market and central organization constitute external elements. Other school personnel in the internal elements are as effective as school principals and teachers in achieving the school's goals. A deficiency in the service provided by any of the elements that make up the internal elements also affects the quality of the education process (Şişman & Taşdemir, 2008).

The service classes within the Ministry of National Education (MoNE) were regulated in the Civil Servants Law (1965), and according to the way of appointment, the school personnel; education services (teachers and principal), technical services (technicians), general administrative services (officers) and (other personnel). Auxiliary staff, who are stated to be in the "non-educational personnel" group among all personnel, are one of the members of this category. Auxiliary staff serves as an important part of the school system (Can, 2018). The scope and duties of the auxiliary staff are stated in the 36th article of the Civil Servants Law No. 657 (Official Gazette, 1965) and the 94th article

of the Secondary Education Institutions Regulation of the MoNE (MoNE, 2013). When the job description of the auxiliary staff is searched in the related studies; it is stated that they are responsible for the creation of a healthy and safe environment for students at school, and for carrying out activities such as cleaning, heating and security, which are necessary for the realization of education-related services (MoNE, 2003). Auxiliary staff is defined as a part of the school culture like students, teachers and administrators and has an important role in passing the school culture from generation to generation (Dolunay, 2007; Önal & Ekici, 2012). In particular, the auxiliary staff, who plays a mediating role in ensuring school-environment relations, are in contact with all elements inside and outside the school, including students, parents and teachers (Serter et al., 2019). The correct definition of the duties, authorities and responsibilities of these personnel, whose importance becomes more evident in boarding schools, technical schools and kindergartens, increases the level of use of the principals from the personnel and the quality of the education service offered (Bursalioğlu, 2019; Can, 2018). Studies show that the auxiliary staff is an integral and indispensable part of the education process in the school (Yavuz, 2011). The importance of the auxiliary staff in the school was emphasized by Palaghia (2023) from another point of view and it was stated that because of the suicide of any student in the school, the auxiliary staff have to cope with the situation encountered with the surviving children and adults. For this reason, it can be said that the quantitative and qualitative competence of the auxiliary staff is important for all levels of education.

It is known that non-educational auxiliary staff, who constitutes an important human resource in schools, have direct and indirect effects on the education process. Apart from its duties in the maintenance and operation of the school, auxiliary staff who constantly interacts with their environment (Bursalioğlu, 2019), requires careful selection and employment (Özdemir et al., 2023). Both it has an indirect effect on the process of organizing or conducting education and training activities observation. It has also a direct effect on learning of students' attitudes and behaviors of the students (Toprakçı & Altunay, 2017). Considering the relationship auxiliary staff establishes with the student, the teacher and the school environment, it has a significant influence, power and function (Can, 2018). Auxiliary staff has the potential to create reconciliation within the school as well as easily cause various conflicts; it can cause the school to encounter many dangers, as well as playing an active role in protecting it from dangers (Bursalioğlu, 2019). The values of the auxiliary staff come to the fore even more in possible crises and emergencies in schools (Çelik, 2007). Reed and Salazar (1998) emphasize that support staff have both technical and symbolic effects on school culture. It is also claimed that the auxiliary staff in preschool institutions facilitate the control and safety of the classroom, and enable the teacher to diversify the activities by reducing the anxiety during the games (Karaca et. al, 2023).

In spite of the auxiliary staff's importance mentioned, it can be said that the auxiliary staff employed are not enough to meet the needs of education and training services (Günbayı & Akcan, 2013). This situation necessitated making different plans to meet the personnel needs. On behalf of the MoNE, these plans are made through the General Directorate of Personnel and Provincial Directorates of National Education. In many schools, the need for service personnel is met by personnel in the status of workers who have transferred from different institutions and by temporary personnel provided by the Turkish Employment Organization in line with an application called the "Community Benefit Program (CBP)", which aims to provide temporary income support to the unemployed. In this respect, identifying and solving the problems of the auxiliary staff who works at a critical point for schools in terms of their duties and responsibilities is considered important. Giving the right duties and responsibilities to increase the contribution and service quality of these personnel to the institution is also important for the healthy functioning of the organization (Can, 2018).

One of the critical factors of an effective school environment is the existence of an environment that supports education and training (Balçı, 2014). The fact that all staff share the aims of the school ensures that the members perceive themselves as a functional part of the school, and at this point, the main role falls to the school principal (Şişman, 2018). The effective realization of education and training in schools depends on the full fulfillment of the duties of principals, teachers and non-educational personnel. So, effective personnel management should be provided, and the problems of all employees should be determined and appropriate solutions should be found. Personnel management is one of the most important managerial duties of the school principal. This concept includes the management of teachers, civil servants and other personnel. All staff in schools are members of the school, which has a diverse and complex network of operations (Corbally et al., 1965, pp. 154-155). All employees such as school principals, teachers, auxiliary staff, etc. have different education, experience, life and perspectives can complicate the harmony between school members (Toprakçı & Altunay, 2017). Personnel management is expressed as all the special activities carried out by the school in order to ensure the effectiveness of the employees who will act in line with the goals of the school (Van Zwoll, 1964, cited in Jones et al., 1969). As it can be understood from these definitions, all employees in schools should be aware of the importance of the success of the school and try to produce solutions in this way. In order for education, not only educators but also non-educational personnel must fulfill their duties completely.

All employees in the Ministry of National Education (MoNE) constitute the human resource of this organization and the management of this resource is of critical importance. Human resource management (HRM) is important for organizations and has functions such as planning and directing

human resources, training, developing and rewarding their efforts (Yüksel, 1998). Nowadays HRM, which is expressed as a new direction in management studies, was introduced for the first time at the undergraduate level and is briefly defined as dealing with people in management (Sharma, 2023). Planning in HRM is the handling of employees who will work in organizations in a certain order in terms of both quantity and quality (Can, 2013). Especially the plans made for this purpose have a vital importance in terms of achieving organizational goals. According to Aydın et al. (2008), the increase in the effectiveness and productivity levels of organizations depends on the following factors that should be provided together with all employees: fair and open management, acting based on scientific data, raising the quality of employees, providing common sharing between units, questioning for development, work increase satisfaction; providing clarity, generality and objectivity.

Today, rapidly changing and developing technology also changes the needs of the school, so it is thought that HRM is very important in the field of education. The main objective of educational planning is to meet educational arrangements, different levels and types of education needs in the society at the most effective level, to use the resources allocated to education efficiently, in this way it can provide the highest level of benefit from education and ensure the effectiveness of education (Gümüş & Şişman, 2012). Auxiliary staff, who plays an important role in supplying regularity and safety for the schools and keeping them clean, are an indispensable human resource for the school when their duties are considered. On the contrary, the lack of auxiliary staff causes schools to work in difficult and bad conditions. It causes disruption of basic services, which have an important place in human health, such as increasing need for cleaning, hygiene and security, especially during the COVID-19 process, has increased the need for auxiliary staff in schools (Filiz & Yıldız, 2023). The qualifications that the personnel should have gained importance in this process, their duties and responsibilities increased, this situation caused the problems experienced to differ as well. Despite the importance mentioned, there are some problems such as: the auxiliary staff and their functions in the education system are unqualified (Ertör & Akan, 2016), lack of information about preschool education (Tok, 2002), and should be caring and establishing good relations with students (Acun & Erten, 1993). Moreover; when examining the educational administration literature, it is seen that in the past, education officials paid limited attention to external staff and their roles (Bayat, 2014; Conley et al., 2010; Howley, 2019; Logue, 2014; Maxwell, 2004; Paradis, 2017). So, it is thought that more studies should be conducted to identify the problems with the assistant staff.

In the Turkish literature, it has been stated that school principals generally have problems with auxiliary staff (Elçevik, 2009; Sarıce, 2006; Ünver, 2019), but there are very few studies that conducted in detail (Avcı & Turhan, 2022; Karataş & Caner, 2023; Köse et al., 2018). Branham

(2004) emphasizes that students in schools with insufficient support staff have lower attendance rates and achievement levels compared to others. Magolda (2023) states that the relationships of cleaning staff in schools with students, teaching staff and other staff in learning environments are important beyond their duties of cleaning classrooms and emptying garbage. The work of personnel other than teaching staff is not considered worthy of research (Howley, 2019, pp. 48). The literature on the role of support staff in schools worldwide appears to be far from informative (Conley et al., 2010). Similarly, Magolda and Delman (2016) highlight that the issue of support staff has been overlooked by scholars, including educational anthropologists. Hoyle (1986) also noted that there was staffroom debate on the impact of support staff, but the evidence for this impact was brief. It is thought that this research, which was carried out within the framework of the opinions of school principals, will complete an important gap in the field. The study focuses on the identification of existing problems, the solutions created by school principals for these problems and permanent solution suggestions.

Studies Related to Auxiliary Staff

When the literature is examined, it is seen that the research on national education personnel focus on school principals and teachers, and there are limited studies on auxiliary staff classified as non-educational personnel such as (Karataş & Caner, 2023; Köse et al., 2018). Some studies focus on the problems at different school types and the results shows that both the school principals and the teachers have some problems with the auxiliary staffs at school. In Ertör and Akan's (2016) study, the opinions of kindergarten teachers working in primary schools affiliated with the Provincial Ministry of National Education were sought in order to determine the problems they experienced regarding personnel services and general services, and it was concluded that teachers stated that the inadequacy of auxiliary staff was an important problem. Similarly, in his study on preschool problems, Sarıce (2006) determined that the majority of principals agreed with the existence of problems originating from school personnel (civil servants, janitors). Meşe (2009) also determined that school principals frequently encounter the problem of not having enough civil servants for office work and procedures in schools and not having enough janitors for cleaning, security, etc. tasks in schools. Ada et al. (2014) found that the most common problems encountered by teachers working in preschool education institutions are related to auxiliary staff. These problems were determined as unqualified auxiliary staff, lack of their field knowledge, and insufficient numbers of them. Çinkır (2010) determined in his research on the problems of primary school principals that school principals frequently encounter the problem of insufficient non-educational personnel in personnel services management. Similarly, Aslanargun and Bozkurt (2011) stated that the lack of auxiliary staff is an important problem among the problems that school principals encounter in school management.

Karataş and Caner (2023) examined the opinions of school principals about the working status of school auxiliary staff, their contributions to the education process, performance status and employment processes. As a result of the research; it was determined that the school principals thought that their own role in the recruitment of auxiliary staff was a very unimportant position, that auxiliary staff had direct and indirect contributions to the education process and that in some cases they caused some negative situations. When these studies are thought as a whole, it is clear that there are different problems related with the auxiliary staff. But there are a few studies that search these problems. So, it is decided to investigate the problems that the school principal experienced at schools.

Methodology

In this research, which was carried out as a qualitative study, the views of school principals working in Eğirdir district of Isparta province were examined. In the study, the qualitative research method was preferred in terms of seeking answers to questions that are difficult to express with traditional research methods (Büyüköztürk et al., 2018). In addition, the phenomenological design, one of the qualitative research methods, was preferred in the study. The phenomenological design (Merriam, 2015), which is a suitable design for examining human experiences, is used to reveal individuals' experiences or perceptions regarding a certain concept or event or phenomenon (Yıldırım & Şimşek, 2011).

The Study Group

The study group consists of 33 school principals working in Eğirdir district of Isparta province. While determining the study group in this research, the easily accessible case sampling method, which is one of the purposeful sampling types, was used (Yıldırım & Şimşek, 2011). School principals who had assistant staff in their schools were identified and interviews were held with them. It was thought that the problems related to the auxiliary staff employed in different ways could differ. Therefore, while determining the school principals to be interviewed, this diversity was taken into account and the purposeful sampling method was used. Purposeful sampling method allows for in-depth study of situations that are thought to have rich information (Yıldırım & Şimşek, 2011). The volunteerism of the participants was also taken into consideration. It was decided that saturation had been reached when it was seen that the repetition of the data became frequent and no new codes were formed. The necessary information about the purpose of the research was given to the principals and the

participants were asked whether they wanted to participate in the research. Demographic information about the study group is given in table 1:

Table 1

Distribution of Participants by Personal Characteristics Frequency

		Frequency (f)	Percentage (%)
Gender	Female	11	33
	Male	22	67
Duty	School Principal/ Deputy Manager	25	76
	Principal Authorized Teacher	8	24
Age Range	24-30	4	12
	31-40	19	58
	41-50	6	18
	51-60	4	12
School Level	Kindergarten	2	6
	Primary school	13	40
	Middle school	6	18
	Primary/middle school	5	15
	High school	7	21
Managerial Seniority	0-2 years	18	55
	3-10 years	13	39
	11-20 years	2	6
	Total	33	100

According to the table, most of school principals were male ($f=22$) and deputy principal/director ($f=25$), their age range was generally between 31-40 ($f=19$), they were predominantly working in primary school ($f=13$), and managerial seniority is generally 0-2 years ($f=18$).

Data Collection

A semi-structured interview form created by the researchers, consisting of demographic information and open-ended questions, was used as the data collection tool in the research. This form was first submitted to the opinion of two experts and necessary corrections were made and their approvals were obtained. In the first part of the interview form, questions about the personal information of school principals were included, and in the second part, questions about the problems experienced in schools related to auxiliary staff and the solution suggestions that school principals applied in the face of these problems and thought they should be implemented. In semi-structured interviews, there is the ease of analysis, the opportunity for the interviewees to express themselves and to provide in-depth information when necessary (Büyüköztürk et al., 2018, p. 152). For this reason, the semi-structured interview form was prepared in accordance with the opinions and suggestions of the experts and in accordance with the purpose and effectiveness of the research and to appeal to school principals. Then, a pilot study was conducted with two people other than the researcher for reasons

such as the suitability of the problems to the purpose of the research, testing their comprehensibility, and the fact that the same question may have different connotations in different people (Türnüklü, 2000). At the end of the pilot study, arrangements were made on the incomprehensible parts, the duration of the interviews was determined approximately and the semi-structured interview form was finalized. The first of the questions asked is aimed at determining the demographic information of the participants. The other questions are "What are the problems you have about auxiliary staff in schools?" and "What are your solution suggestions for the questions you have about auxiliary staff in schools?" Interviews were conducted face-to-face with volunteer participants.

Data Analysis

In the process of data analysis in the research, content analysis method was used. The expressions were classified, brought together and similar data were organized within the framework of certain concepts and themes. Then codes and themes were organized, and the findings were defined and interpreted (Yıldırım & Şimşek, 2011). For content analysis, the forms firstly were analyzed, a detailed reading was carried out and meaningful sections related to the research topic were determined. Büyüköztürk et al. (2018) state that the reliability of content analysis largely depends on the coding process. For this reason, another expert also coded the data. Firstly, the sections were named by the word or phrase that best describe its meaning. Afterwards, two more readings were made at different times. Meaningful sections and section definitions were reviewed and the coding process was completed. Considering the similarities and differences of the codes, codes that may be related to each other were brought together and themes were created.

Reliability and Validity

By comparing the coding made by the researcher and the expert, coding reliability was calculated using the reliability formula of Miles and Huberman. In the calculation, the percentage of compliance was found to be 90%. It can be said that the coding reliability of the research is sufficient when the percentage of agreement is at least 70% in qualitative studies (Miles & Huberman, 1994). In order to provide validity and reliability measures in the research, the techniques expressed by Lincoln and Guba (1985, pp.301) were used. As a counterpart to the concept expressed as validity, the concepts of credibility and transferability were developed by Lincoln and Guba (1985). Long-term interaction was used during the interviews to increase credibility. In addition, while the results were given, preliminary findings and interpretations were checked and sufficient resources were tried to be provided. Participant confirmation was obtained for the data obtained from the findings and interpretations. In order to ensure transferability, the study group was determined with the purposive

sampling method and interviews were conducted with individuals who had a certain experience. Lincoln and Guba (1985) developed the concepts of consistency (dependability) and confirmability as alternatives to the reliability criteria. In this study, consistency was ensured by writing the transcripts of the interviews (LeCompte & Goetz, 1982; Franklin et. al, 2010), and by meticulously carrying out and reporting the entire process from the beginning of the interview to the reporting of the analyses. In addition, two different coders were used in the coding process of the data in the study, and thus, ideas were exchanged at important points and decisions were made on the next steps. In order to ensure external reliability, care was taken to ensure that more than one researcher agreed during the coding process and that the researcher presented the methodological process transparently. One-to-one quotations from the participants' views to support the findings. Thus, it is aimed to convey the findings obtained to the reader first hand. The opinions of the school principals were coded as SP1, SP2, SP3. The tables created within the scope of the research were also examined by another researcher working in the field of educational administration in terms of meaning and content.

Findings

In this part of the research, the qualitative data obtained as a result of the interviews were analyzed and given in a way that could answer the purpose of the research. As a result of the interviews, it is found that there are some reasons for the problems with the auxiliary staff, some solutions applied to the problems they have experienced and some permanent solution suggestions for the problems they have experienced. First of all, it is seen that all the school principals (f=33) who state that they have problems with the assistant staff. The sentences regarding the statements of the school principals are given below: *“Problems happen from time to time. This can sometimes be due to the absence of staff, sometimes the inadequacy of existing staff or the perspective of the task.”* (SP1)

“We always have lots of problems with these staff. This situation stops us completing our educational goals.” (SP32)

The reasons for problems in terms of school principals are given in table 2:

Table 2

Reasons for Problems with Auxiliary Staff

	Problem	Frequency (f)
Related with employment	Unqualified auxiliary staff	9
	Shortage of permanent auxiliary staff	5
	Shortage of auxiliary staff	4
	Temporary staffing of auxiliary staff	2
	Planning of duty periods	1
	Lack of work discipline	5

Related with staff qualifications	Lack of communication skills	5
	Inadequate understanding of cleanliness and hygiene	4
	Poor performance	1
	Physical health	1
Related with staff demands	Disagreement in task sharing	4
	Timeless requests for annual leave	3

When table 2 is examined, the problems related with employment are: unqualified auxiliary staff (f=9), shortage of permanent auxiliary staff (f=5), shortage of auxiliary staff (f=4), temporary staffing of the auxiliary staff (f=2), planning of duty periods (f=1). Regarding unqualified assistant staff, one of the school principals emphasized: *“The most important problem is the lack of staff. This is a problem that is very difficult for us to overcome. How can a single staff provide for a school with twelve classrooms?”* (SP8).

The problems related with staff qualification are lack of work discipline (f=5), lack of communication skills (f=5), inadequate understanding of cleanliness and hygiene (f=4), poor performance (f=1), physical health (f=1). Regarding lack of communication skills, one school principal asserted *“Sometimes we have to host protocol, sometimes we have to talk to the parents, but it is not possible for us to predict or control what they will say, we cannot establish healthy communication.”* (SP20). One of the school principals stated about the work discipline *“No one has the comfort that servants have. We force them to do work. They try to figure out how to do it and avoid work.”* (SP16). Regarding lack of work discipline, one of the school principals emphasized: *“There is an indiscipline problem that we do not understand about the general staff. Of course, there are personnel who do their job well, but in which school I worked, I had more difficulty in employing these personnel than teachers and students.”* (SP2).

The problems related with staff demands are disagreement in task sharing (f=4) and timeless requests for annual leave (f=3). One of the school principals claimed about these findings that *“His/her duty is to clean, but cleanliness is related to our understanding. What is inadequate for us is perfect for her. This is a school, the children's health is entrusted to us, but unfortunately they are not sensitive enough.”* (SP19). One school principal's view on the temporary staffing of the auxiliary staff was as follows: *“I think that the temporary tasking of personnel is effective for the problems experienced. They do not take responsibility of the job because they know that they will be leave their work place”* (SP20). One school principal's view on the timeless requests for annual leave as follows:

“They want to take leave during the busy dates because they don't want to work. Especially the dates when schools have just started. They all want leave during the same period. But they are at school all summer.” (SP1).

It was also concluded that the school principals apply to some solutions for the problems. These solutions are categorized as: solutions regarding employment and solutions regarding task and process. This information is given in table 3:

Table 3

Solutions Applied to the Problems Experienced

	Applied Solution	Frequency (f)
Solutions Regarding Employment	Finding a paid employee	3
	Doing the work themselves	2
	Requesting staff	2
	Getting support from parents	1
	Expanding the scope of the existing auxiliary staff	1
	Limiting staff to a single task	1
	Producing alternative solutions to the heating problem	1
Solutions Regarding Task and Process	Making plans	7
	Providing training	5
	Communicating effectively	5
	Monitoring work	4
	Assigning tasks that fit their skills	2
	Trying to change their habits	2
	Not giving tasks	2
	Setting an example	1
Providing warnings	1	
Rewarding	1	

When table 3 is examined, among the solutions regarding employment, finding a paid employee (f=3), doing the work themselves (f=2), requesting staff for tasking (f=2), getting support from parents (f=1), expanding the task area of the existing auxiliary staff (f=1), limiting the task of the personnel to a single job (f=1) and producing alternative solutions to the heating problem (f=1) seem to be the solutions applied to the problems caused by the inadequacy/absence of the auxiliary staff.

Regarding finding a paid employee, one school principal claims *"We don't have the chance of not having enough staff in preschool. We employ part-time contract staff. The money we should spend on children goes to staff."* (SP21). One school principal pays attention to the doing work themselves and says *"They say that it is okay if there are not many students or servants in a village school. It is okay, but how can it be okay if I do the work myself?"* (SP7).

The solutions applied for maintaining school order are making plans (f=7), providing training (f=5), effective communication (f=5), monitoring work (f=4), assigning tasks that fit their skills (f=2), and trying to change their habits (f=2), not giving a task (f=2), setting an example (f=1), providing warning (f=1) and rewarding (f=1). Regarding making plans, one school principal says *"I tell them*

one by one what to do on which day and at which time. It is very difficult to work regularly otherwise.” (SP19).

One of the school principals’ claims “There are many points where they are inadequate because certain conditions are not considered when hiring. Training should be provided on the necessary subjects.” (SP16). Some of the statements of the principals regarding monitoring work as follows: “We have to prioritize. Let's clean up here today. We have to manage the problem by producing temporary solutions such as "Let's do it later" (S9). Regarding requesting staff for tasking, one school principal emphasized “I sit and talk. I tell them that if they don't do their job well, we can't do our job well either. I am trying to create a duty responsibility for him” (SP21).

It was found that the school principals suggest some permanent solutions for the problems. These solutions suggestions are categorized as: solution suggestions regarding employment, solution suggestions regarding legal regulations and solution suggestions that can be implemented during the process. This information is given in table 4:

Table 4

Permanent Solution Suggestions for the Problems Experienced

	Permanent solution suggestion	Frequency (f)
Solution suggestions regarding employment	Hiring different personnel for tasks requiring competence	6
	Making appointments by considering their qualifications	4
	Increasing the number of personnel	2
	Ensuring that all personnel are on contract	2
	Appointing personnel according to the size of the school	2
	Planning recruitment times parallel to school times	2
	Making attendance dependent on performance	1
Solution suggestions regarding legal regulations	Increasing administrative rights through laws and regulations	3
	Determining standard job descriptions and rules	1
	Making arrangements for their leaving	1
Solution suggestions that can be implemented during the process	Providing early retirement opportunities	1
	Providing training at the beginning of the job	6
	Changing jobs	2
	Changing workplaces	1
	Dismissing employees	1
Providing regular on-the-job training	1	
Providing motivation by giving rewards	1	

When table 4 is examined, there are some solution suggestions regarding employment, regarding legal regulations and solution suggestions that can be implemented. Solution suggestions regarding employment are: hiring different personnel for tasks requiring competence (f=6), making

appointments by considering their qualifications (f=4), increasing the number of personnel (f=2), ensuring that all personnel are on contract (f=2), appointing personnel according to the size of the school (f=2), planning recruitment times parallel to school times (f=2) and making attendance dependent on performance (f=1). One school principal highlighted planning recruitment times parallel to school times stating *“Their permits have to be conditional. I have two servants, for example, they both come and ask for leave in September, while they are on vacation for two months. How should I give? How can I not give it?” (SP30).*

Regarding legal regulations, increasing administrative rights through laws and regulations (f=3), determining standard job descriptions and rules (f=1), making arrangements for their leaving (f=1) and providing early retirement opportunities (f=1) are suggested. One school principal highlighted job description stating *“Mission boundaries must be precisely drawn. He shouldn't be able to say I don't do that, it's not my job. At this point, the sanction of the school principal should be increased. I'm not saying I'm offended, but if I do his job, how am I going to do my job?” (SP22).*

Solution suggestions that can be implemented during the process are: providing training at the beginning of the job (f=6), changing jobs (f=2), changing workplaces (f=1), dismissing employees (f=1), providing regular on-the-job training (f=1) and providing motivation by giving rewards (f=1). One school principal highlighted training stating *“If I am a school principal, my job should be education. I have to trust my staff blindly. When I worry about these, I neglect my work. We will solve this problem if we select qualified personnel, provide them in sufficient numbers, and provide regular on-the-job training.” (SP13).*

Conclusion and Discussion

It is the section where the conclusion reached through findings is presented and it can be stated that the majority of school principals have problems with auxiliary staff. It is seen that problems are particularly concentrated in pre-school education institutions and there are some reasons for these problems. It is also found that the school principals have some solutions applied to the problems they have experienced and give some permanent solution suggestions for the problems they have experienced. In the literature, there are some studies about the auxiliary staff, but most of them are about the health department (Alqahtani et al., 2019; Farley et al., 2014; Pita-Fernández et al, 2004). There are also some studies in educational sciences that have been studied recently (Avcı & Turhan, 2022; Hayber, 2022; Karataş & Caner, 2023; Toprakçı & Altunay, 2017). The common findings of these studies conducted on different types of institutions and schools draw attention to the fact that there are important problems experienced in educational organizations and that these problems

directly or indirectly affect the educational processes, and their recommendations necessitate comprehensive research.

Firstly, it has been concluded that the problems related with the auxiliary staff have some reasons. The reasons are related with employment, staff qualifications and staff demand. Employment problems are mostly because of unqualified auxiliary staff, shortage of permanent auxiliary staff, shortage of auxiliary staff and temporary staffing of auxiliary staff. Yavuz (2011) stated in his research that planning of duty periods the number of personnel is insufficient compared to the number of classrooms in schools, and similar findings were reached in different studies (Çevik, 2017; Çınkır, 2010; Ertör & Akan, 2016). It is stated that among the problems related to permanent auxiliary staff, their education level creates problems and they can't show the required performance, do not fulfill their responsibilities and abuse their rights due to job security (Şengül & Özkan, 2021). Similarly, Sarıce (2006) concluded that the manpower in the school is less, but that the problems arising from employees such as servants or civil servants are more. In a study carried out by Bozkırlı et al. (2018), it was determined that among the problems related to the auxiliary staff in teaching Turkish to the Syrians, the inappropriate behavior of the employees. In other recent studies, it is determined that among the problems faced by school principals in the management process in pre-school institutions, there is also the lack of auxiliary staff (Ada et. al., 2014; Ertör & Akan, 2016; Hayber, 2022). It was also concluded that the inability to meet the personnel needs is one of the important problems at the schools (Günbayı & Akcan, 2013; Şahin, 2013). In this respect, it is stated that school principals should be technically competent in order to have sufficient number of qualified personnel in schools, to train and develop them, to motivate them to their work and to be evaluated in terms of some sides (Cascio, 2003). Temporary staffing of the assistant staff and planning of duty periods are also other employment reasons. Supporting the finding about planning of duty, Elçevik (2009) stated in his research that non-educators are expected to work outside of their duties at schools. The problems related with staff qualification are mostly lack of work discipline, lack of communication skills and inadequate understanding of cleanliness and hygiene. In parallel with the finding about lack of communication skills; it was stated that the auxiliary staff have problems in their communication with parents and students (Çevik, 2017; Ertör & Akan, 2016; Yavuz, 2011). In a study by Demir (2013), it was emphasized that the interaction of the assistant staff with the students is negative and this situation affects the affective development of the students due to its role as a model. Similarly, Bursalıoğlu (2019) stated that the auxiliary staff at the interaction points can worsen the relations by causing various problems, and therefore they can affect the school atmosphere, which is one of the most important elements of the schools, and as a result, it will lead to a decrease in the efficiency in education. Ertör and Akan (2016) also claimed that auxiliary staff don't do their jobs carefully like

cleaning the classroom. Another result in the study is that auxiliary staff's poor performance and their physical health also effects the staff qualifications. Köse et al. (2018) also emphasize that the majority of principals have problems with personnel in their institutions because they do not have the personal and professional qualifications that they should have. The problems related with staff demands are disagreement in task sharing and timeless requests for annual leave. Considering that the standard and quality of services provided in terms of HRM depend on the effective use of employees' abilities and service orientation (Pringiton & Edwards, 2000), it can be seen that orientation falls heavily on school principals. Based on the results of these studies, it can be stated that the problems experienced with auxiliary staff have common characteristics. The similarity of the results of the studies conducted in different types of institutions reveals the generalizability of the problems and emphasizes the need for solutions to be produced at the national level.

Another result of the research is that the school principals apply to some solutions for the problems. These solutions are categorized as: solutions regarding employment and solutions regarding task and process. Among the solutions regarding employment; finding a paid employee, doing the work themselves, requesting staff for working are the most applied. Getting support from parents expanding the task area of the existing auxiliary staff, limiting the task of the personnel to a single job and producing alternative solutions to the heating problem seem to be the solutions applied to the problems caused by the inadequacy/absence of the auxiliary staff. Among the solutions applied for maintaining school order are making plans, providing training, effective communication and monitoring work. In the literature, Çam-Tosun and Filiz (2017) suggested the same and stated that assistant staff to be hired should be supported with courses and seminars to ensure that they have the necessary equipment. Other solutions applied by the school principals are assigning tasks that fit their skills, trying to change their habits, not giving a task setting an example, providing warning and rewarding. It is also suggested in HRM that some practices should be put into practice that will increase the performance of the employees (Tuncer, 2012). For this purpose, the best human resources should be attracted to the organization and kept (Akın & Erdost-Çolak, 2012). Similary, making job descriptions for auxiliary staff are suggested by Çam-Tosun and Filiz (2017). It is seen that these efforts to find solutions, which cause school principals to spend time and effort in addition to their routine duties, create a significant workload. Since auxiliary staff undertake critical tasks such as cleaning, heating, etc. in institutions, the disruption of their work has consequences that cannot be ignored. However, since school principals do not have the authority to recruit personnel or create a special budget for this, it is seen that the solutions they apply in the face of these results are temporary and short-term solutions. It can also be stated that this situation causes differences between the service qualities of educational institutions.

Finally, there are some solution suggestions regarding employment, regarding legal regulations and solution suggestions that can be implemented. Solution suggestions regarding employment are mostly hiring different personnel for tasks requiring competence and making appointments by considering their qualifications. Increasing the number of personnel, ensuring that all personnel are on contract, appointing personnel according to the size of the school, planning recruitment times parallel to school times and making attendance dependent on performance are another solution suggestions. Similarly, Çevik (2017) stated that employing personnel based on the number of students is a solution for the problems at schools. Çam-Tosun and Filiz (2017) also claimed that appointing permanent staff according to their qualifications can be an effective solution. Solution suggestions regarding legal regulations are increasing administrative rights through laws and regulations, determining standard job descriptions and rules, making arrangements for their leaving the job and providing early retirement opportunities. Solution suggestions that can be implemented during the process are providing training at the beginning of the job. Changing jobs, changing workplaces, dismissing employees, providing regular on-the-job training and providing motivation by giving rewards are the other suggestions stated by the school principals. Similarly, Çevik (2017) changing the personnel's position can be an alternative to solve the problems. These suggestions presented by school principals reveal that the problems require many regulations at the policy level. When the reasons that prevent the implementation of HRM functions in educational institutions are investigated, the inability to go beyond central plans and the centralization of practices in the employee recruitment, selection and staffing functions are emphasized (Argon, 2015). So, the limited authority on the subject can bring school principals to a point of despair and remain unresolved within the institution. At this point, it can be suggested that the authority of school principals regarding personnel management be increased.

Based on all the findings and literature, it is seen that the problem of auxiliary staff for educational institutions has become chronic and its importance has been better understood during the pandemic, but despite this, no serious steps have been taken to improve it. On the other hand, it is emphasized that in a rapidly changing world, organizations that do not realize the change in the HRM process and still insist on the traditional management approach are insensibly preparing their own end step by step (Yarımkaya & ISO-KATEK, 2011). Considering that the problems expressed by school principals reflect the general situation and that auxiliary staff are an important part of the education process, it can be suggested that research should be conducted on solution practices and concrete changes should be made by taking the results into account.

Recommendations

When the findings obtained from the research are evaluated in general, it is seen that the problem of auxiliary staff deficiency in schools, which is seen as the most important problem, requires a permanent solution. If it is assumed that it is not possible to increase the number of personnel, solution suggestions such as distributing the current personnel fairly among the district schools, determining the factors that will increase job performance, ensuring their participation in in-service training or courses to be opened by public education centers can be applied. This research is limited to school principals working in Eğirdir district of Isparta province. In different studies to be conducted, the opinions of auxiliary staff, teachers, parents or senior managers can be taken; research can be carried out in provinces where large working groups can be reached. It can be suggested to focus on solutions to problems by including all relevant parts, to question old practices and to deeply investigate good examples, and to use quantitative and qualitative methods together in the research. Evaluation should be made as a result of the study processes and necessary arrangements should be made in order for those who are useful to the school to have permanent job opportunities (for temporary employees). Although it has been stated in many studies that auxiliary staff is an important part of the school and observed in practice, the inadequacy of the resources emphasizing the importance of the subject is striking. Survey studies can be conducted to help establish theoretical connections in order to expand the relevant literature. In addition, additional training can be provided to support personnel on communication skills. In this context, the legal infrastructure of the practices should be strengthened by making the necessary political and legal arrangements in education.

References

- Acun, S., & Erten, G. B. (1993). *Kız meslek liseleri için okul öncesi eğitimi*. İstanbul: Esin Yayınevi, 9-94.
- Ada, Ş., Küçükali, R., Akan, D., & Dal, M. (2014). Okul öncesi eğitim kurumlarında yönetim sorunları [Management problems in preschool educational institutions]. *Middle Eastern & African Journal of Educational Research*, 12, 32, 49.
- Akın, Ö., & Erdost-Çolak, H. (2012). İnsan kaynakları yönetimi uygulamalarıyla örgütsel performans arasındaki ilişki üzerine bir araştırma [A study on the relationship between human resource management practices and organizational performance]. *Çankırı Karatekin Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 2(2), 85-114.

- Alqahtani, J., Alzahrani, F., Althubait, S., Asiri, G., Alamri, S., & Alfaify, A. (2019). Knowledge, attitude, and practices about Bio-Medical Waste management across Dentists, Dental students and Auxiliary Staff among main cities and towns in Saudi Arabia. *The Saudi Dental Journal*, 31, S38.
- Argon, T. (2015). Eğitim kurumlarında insan kaynakları yönetimi işlevlerinin uygulanabilirliğine ilişkin eğitim çalışanlarının görüşleri [Views of education employees regarding the applicability of human resources management functions in education institutions]. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 11(3), 851-869.
- Aslanargun, E., & Bozkurt, S. (2012). Okul müdürlerinin okul yönetiminde karşılaştığı sorunlar [Problems faced by school principals and school management]. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, 11(2), 349-368.
- Aydın, İ., Yılmaz, K., Memduhoğlu, H. B., Oğuz, E., & Güngör, S. (2008). Academic and non-academic staff's psychological contract in Turkey. *Higher Education Quarterly*, 62(3), 252-272.
- Avcı, Y. E., & Turhan, M. Ö. (2022, February 2023). *İşkur'un okullara geçici personel gönderimi uygulamasının değerlendirilmesi* [Evaluation of Turkish Employment Organization's practice of sending temporary personnel to schools]. *Ege 7th international conference on social sciences*, İzmir.
- Balcı, A. (2014). *Etkili okul ve okul geliştirme: Kuram uygulama ve araştırma* [Effective school and school development: Theory application and research]. Ankara: Pegem Akademi.
- Bayat, A. (2014). *The identities and practices of school administrative clerks in selected schools in the Western Cape*. [Unpublished Doctoral dissertation]. Stellenbosch University, Africa.
- Bozkırlı, K. Ç., Er, O., & Alyılmaz, S. (2018). Teacher opinions-based evaluation of problems in Turkish instruction to Syrians. *Online Submission*, 3(2), 130-147.
- Branham, D. (2004). The wise man builds his house upon the rock: The effects of inadequate school building infrastructure on student attendance. *Social science quarterly*, 85(5), 1112-1128.

- Bursaliođlu, Z. (2019). *Okul ynetiminde yeni yapı ve davranıř* [New structure and behavior in school management]. Ankara: Pegem Akademi.
- Bykztrk, ř., Kılıç-Çakmak, E., Akgn, .A., Karadeniz, ř., & Demirel, F. (2018). *Eđitimde bilimsel arařtırma yntemleri* [Scientific research methods in education] (25. Baskı). Ankara: Pegem Akademi.
- Can, N. (2013). Eđitimde insan kaynakları ynetimi [Human resource management in education]. N. Can (Ed.), *Kuram ve uygulamada eđitim ynetiminin iinde* (s. 94-27). Ankara: Pegem Akademi.
- Can, N. (2018). *Kuram ve uygulamada eđitim ynetimi* [Educational management in theory and practice]. (3. Baskı). Ankara: Pegem Akademi.
- Cascio, W. F. (2015). *Managing human resources*. New York, NY, USA: McGraw-hill.
- Conley, S., Gould, J., & Levine, H. (2010). Support personnel in schools: Characteristics and importance. *Journal of Educational Administration*, 48 (3), 309-326.
- Corbally, J. E., Jenson, T. J., & Staub, W. F. (1965). *Educational administration: The secondary school*. Allyn and Bacon.
- am-Tosun, F., & Filiz, T. (2017). Mdr yetkili sınıf đretmenlerinin karřılařtıkları ekonomik ve okul iřletmesiyle ilgili sorunlar [Economic and school management problems faced by principal authorized classroom teachers]. *İlkđretim Online*, 16(3), 978-991.<https://doi.org/10.17051/ilkonline.2017.330236>
- elik, K. (2007). *Okullarda acil durum ynetimi* [Emergency management in schools]. Ankara: Anı.
- evik, M. S. (2017). Main problems in the school administration and solutions proposed: A qualitative study. *Educational Administration: Theory and Practice*, 25(3), 509-568.
- inkır, ř. (2010). İlkđretim okulu mdrlerinin sorunları: Sorun kaynakları ve destek stratejileri [Problems of primary school principals: Sources of problems and support strategies]. *İlkđretim Online*, 9(3), 1027-1036.

- Demir, M. (2013). *Eğitimci olmayan hizmetli personelin örtük program çerçevesinde öğrencilerin duyuşsal gelişimine olan etkisinin incelenmesi* [Examination of the effect of non- educational staff on the affective development of students within the framework of the hidden curriculum] [Unpublished master's thesis]. Kilis 7 Aralık Üniversitesi, Kilis.
- Devlet Memurları Kanunu [Civil Servants Law]. (1965, 23 Temmuz). Resmi Gazete. (Sayı: 12056).
- Dolunay, S. K. (2007). Okul kültürü ve Türkçe öğretimi [School culture and Turkish education]. *Türkiye Sosyal Araştırmalar Dergisi*, 11(3), 9-22.
- Elçevik, M. A. (2009). *Ankara ili meslek liselerinde çalışan eğitimci olmayan personelin yaşadığı sorunlar ve çözüm önerileri* [Problems faced by non-educational personnel working in vocational high schools in Ankara and suggestions for solutions] [Unpublished master's thesis]. Ankara Üniversitesi, Ankara.
- Ertör, E., & Akan, D. (2016). Anasınıfı öğretmenlerinin personel hizmetleri ve genel hizmetlerde yaşadıkları sorunlara ilişkin öğretmen görüşleri [The views of the teachers related to the problems the nursery class teachers encounter in personnel services and general services]. *Bayburt Eğitim Fakültesi Dergisi*, 11(1), 1-21.
- Farley, J. E., Hayat, M. J., Murphy, J., Sheridan-Malone, E., Anderson, J., & Mark, H. (2014). Knowledge, attitudes, and practices of OB/GYN nurses and auxiliary staff in the care of pregnant women living with HIV. *Journal of the Association of Nurses in AIDS Care*, 25(2), 158-167.
- Filiz, A., & Yıldız, A. (2023). COVID19 pandemisi sürecinde okulda sağlığın korunmasına yönelik uygulamaların okul yöneticilerin bakış açısıyla değerlendirilmesi [Evaluation of practices to protect health at school from the perspective of school administrators during the COVID19 pandemic]. *Okul Yönetimi*, 3(1), 59-70.
- Franklin, C., Cody, P. A., & Ballan, M. (2010). Reliability and validity in qualitative research. In B. A. Thyer (Ed.), *The handbook of social work research methods* (pp. 273-292). SAGE Publications.

- Gümüş, E., & Şişman, M. (2012). *Eğitim ekonomisi ve planlaması*. Pegem Akademi. *Bilimleri Dergisi*, 2(1), 16-25.
- Günbayı, İ., & Akcan, F. (2013). İlköğretim kurumları yöneticilerinin yaşadıkları iş streslerine ilişkin görüşleri: Bir durum çalışması [Primary school administrators' views on work stress: A case study]. *Öğretmen Eğitimi ve Eğitimcileri Dergisi*, 2(2), 195-224.
- Hayber, B. (2022). Okul öncesi öğretmenlerinin kurumlarında yaşadıkları sorunlar [Problems experienced by preschool teachers in their institutions]. *Düzce Üniversitesi Spor Bilimleri Dergisi*, 2(1), 16-25.
- Howley, N. L. (2019). *The role of education support professionals in supporting the whole child: a capabilities approach* [Unpublished Doctoral Dissertation]. University of Glasgow, Scotland.
- Hoyle, E. (1988). The politics of school management. *British Journal of Educational Studies*, 36(1), 88-90.
- Jones, J. J., Salisbury, C. J., Spencer, R. L. (1969). *Secondary school administration*. McGraw-Hill.
- Karaca, N. H., Yavuz, Ş., & Aydoğuş, R. (2023). Okul öncesi dönem çocuklarının riskli oyun oynamalarında okullarının fiziksel ortamlarının öğretmen algılarına etkisinin incelenmesi [Investigation of the effects of physical environments on teachers' perceptions of children's risky play in preschool education]. *Uluslararası Bilim ve Eğitim Dergisi*, 6(1), 48-64.
- Karataş, S., & Caner, M. (2023). Administrators' perception concerning the auxiliary (janitorial) staff: The hidden heroes of education. *Psychology in the Schools*, 61(3), 1161-1180.
- Köse, A., Uzun, M., & Öner-Özaslan, G. (2018). Okul öncesi eğitim kurumlarında görevli yardımcı hizmetlilerin eğitim öğretim sürecindeki rollerine ilişkin yönetici görüşleri [Managers' views on the roles of assistant servants in pre-school education institutions in the education process]. *Cumhuriyet International Journal of Education*, 7(1), 61- 83.

- LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of educational research*, 52(1), 31-60.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry: Establishing Trustworthiness*. Beverly Hills.
- Logue, M. J. (2014). *Elementary school office managers' positive extra-role behaviours* [Unpublished Doctoral Dissertation]. University of Toronto, Canada.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage Publications.
- Magolda, P., & Delman, L. (2016). Campus custodians in the corporate university: Castes, crossing borders, and critical consciousness. *Anthropology & Education Quarterly*, 47(3), 246-263.
- Magolda, P. M. (2023). *The lives of campus custodians: Insights into corporatization and civic disengagement in the academy*. Taylor & Francis.
- Maxwell, G. M. (2004). *Transcending invisibility through the power of story: An analysis of the life journey of Mr. John, a rural school custodian, as told by his granddaughter* [Unpublished Doctoral Dissertation]. Texas A&M University, America.
- Merriam, S. B. (2015). Qualitative research: Designing, implementing, and publishing a study. In *Handbook of research on scholarly publishing and research methods* (pp. 125-140). IGI Global.
- Meşe, Ü. (2009). *İlköğretim okul müdürlerinin karşılaştıkları idari sorunlar (Bahçelievler örneği)* [The administrative problems primary school principals are confronted] (Unpublished Master's Thesis). Beykent Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Ministry of National Education (2003). Milli eğitim bakanlığı ilköğretim kurumları yönetmeliği [Ministry of national education primary education institutions regulation]. https://eokul.meb.gov.tr/Dokumanlar/ILKOGETIM_YONETMELIGI.pdf

- Ministry of National Education (2013). Milli eğitim bakanlığı ortaöğretim kurumları yönetmeliği [Ministry of national education secondary education institutions regulation]. http://www.resmigazete.gov.tr/eskiler/20_13/09/20130907.htm
- Official Gazette (1965). Civil Servants Law No. 657. Ankara: Prime Ministry General Directorate of Legislation Development and Publication.
- Önal, H. İ., & Ekici, S. (2012). Okul kütüphanecilerinin görüşlerine göre okul kültürü değerlendirmesi [Assessment of school culture based on the views of school librarians]. *Bilgi dünyası*, 13(1), 138-164.
- Özdemir, C., Yılmaz, A., Hallaç, T., & Boyraz, E. (2023). Okul müdürlerine göre okul yönetiminde rol oynayan öğeler [Elements playing a role in school management according to school principals]. *Premium e-Journal of Social Sciences (PEJOSS)*, 7(36), 1682-1692.
- Özer, N. (2019). *İnsan kaynakları yönetimi* [Human Resources Management]. C. Necati, Ö. Murat (Ed.), *Eğitim Yönetimi* (s.223-236). Ankara: Pegem Akademi.
- Palaghia, C. (2023). The role of the school social worker in preventing crisis situations in pre university education institutions. *91/2023*, 93.
- Paradis, E. N. (2017). *Working toward inclusion: Professionalization of non-teaching staff in K-12 charter schools* [Unpublished Doctoral dissertation]. Johns Hopkins University.
- Pita-Fernández, S., Rodríguez-Vazquez, B., & Pertega-Diaz, S. (2004). Attitudes of nursing and auxiliary hospital staff toward HIV infection and AIDS in Spain. *Journal of the Association of Nurses in AIDS Care*, 15(3), 62-69.
- Pringiton, A., & Edwards, T. (2000). *Introduction to human resource management*. Oxford University Press.
- Reed, P., & Salazar, M. (1998). The influence of auxiliary staff in elementary school settings. Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

- Sarıce, S. (2006). *İlköğretim okulu müdürlerinin okul yönetiminde karşılaştıkları yönetsel sorunlar* (Esenler İlçesi Örneği) [Administrative problems faced by primary school principals in school management] [Unpublished master's thesis]. Yeditepe Üniversitesi, İstanbul.
- Serter, K., Biçer, T., Kara, K. E., & Şentuna, M. (2019). Beden eğitimi ve spor öğretmenlerinin empatik eğilim düzeylerinin belirlenmesi [Determination of empathic tendency levelsof physical education and sports teachers]. *Herkes İçin Spor ve Rekreasyon Dergisi*, 2(1), 1-9.
- Sharma, F. C. (2023). *Human resource management*. Agra: SBPD Publications.
- Şahin, İ. (2013). İlköğretim okul müdürlerinin okul geliştirme stratejileri ve uygulamalarına ilişkin görüşleri [Primary school principals' views on school development strategies and practices]. *Kuram ve Uygulamada Eğitim Bilimleri*, 13(1), 229- 250.
- Şengül, M., & Özkan, M. (2021). Kindergarten management problems and solutions in Turkey: The experiences of principals. *International Journal of Progressive Education*, 17(5), 134-151.
- Şişman, M., & Taşdemir, İ. (2008). *Türk eğitim sistemi [Turkish education system]*. Ankara: Pegem Akademi.
- Şişman, M. (2018). *Öğretim liderliği [Instructional leadership]*. Ankara: Pegem Akademi.
- Tok, E. (2002). *Okul öncesi eğitim kurumlarında yönetim sorunları [Administration problems of the preschool educational institutions]* (Unpublished master's thesis). Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü, Denizli.
- Toprakçı, E., & Altunay, E. (2017). Okulun insan kaynağının bir ögesi olarak okul yardımcı personellerinin anılarının incelenmesi [Examining the memories of school assistant staff as an element of the school's human resources]. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 13(1), 363-391. <https://doi.org/10.17860/mersinefd.306029>
- Tuncer, P. (2012). Değişen insan kaynakları yönetimi anlayışında kariyer yönetimi [Career management in the understanding of changing human resources management]. *Ondokuz Mayıs University Journal of Education Faculty*, 31(1).

- Türkmen, H. (2008). Turkish primary students' perceptions about scientist and what factors affecting the image of the scientists. *Eurasia Journal of Mathematics, Science and Technology Education*, 4(1), 55-61.
- Türnüklü, A. (2000). Eğitimbilim arařtırmalarında etkin olarak kullanılabilir nitel bir arařtırma teknięi: Görüşme. *Kuram ve uygulamada eğitim yönetimi*, 24(24), 543-559.
- Ünver, A. (2019). *Devlet okulları yöneticilerinin okullarda görev yapan hizmetli personelden memnuniyet durumları ve beklentileri* [Satisfaction and expectations of public-school administrators from service personnel working in schools] (Unpublished master's thesis). Akdeniz Üniversitesi, Antalya.
- Yavuz, B. (2011). *İlköğretim okullarında hizmetli personelin çalışma koşulları ve hizmetlerin gerçekleştirme düzeyi* [Working conditions and realization level of service personnel in primary schools] (Unpublished master's thesis). Gazi Üniversitesi, Ankara.
- Yarımkaya, A. & İSO-Katek. (2011). *İnsan kaynakları yönetimi* [Human resources management]. İstanbul: İstanbul Sanayi Odası.
- Yıldırım, A., & Şimşek, H. (2011). *Sosyal bilimlerde nitel arařtırma yöntemleri* [Qualitative research methods in the social sciences]. (8. Baskı). Ankara: Seçkin.
- Yüksel, Ö. (1998). *İnsan kaynakları yönetimi* [Human Resources Management]. Ankara: Gazi.

GENİŞLETİLMİŞ ÖZET

Giriş

Okullar, eğitim örgütlerinin önemli bir parçası olarak bireylerin belirli bir sistem içinde gerekli bilgi ve becerileri edinmelerini sağlayan kurumlardır. Eğitim sisteminin amaçlarına ulaşma görevini üstlenen okullarda, sadece okul müdürleri ve öğretmenlerden oluşan kişilerin değil farklı hizmet sınıflarında görev yapan personellerin de önemi ve görevi bulunmaktadır. Milli Eğitim Bakanlığı içindeki hizmet sınıfları Devlet Memurları Kanunu'nda düzenlenmiş olup, atanma şekline göre okul personeli; eğitim hizmetleri (öğretmen ve müdür), teknik hizmetler (teknisyen), genel idari hizmetler (memur) ve diğer personel olarak sınıflanmıştır. Diğer personel grubunda yer alan, genel kullanımda “yardımcı personel” olarak anılan görevliler "eğitim dışı personel" olarak ifade edilmektedir. Yardımcı personeller okul sisteminin bir parçası olarak hizmet vermekte olup eğitim sürecinde kritik görevler üstlenmektedir.

Yardımcı personelin yönetmelik ile belirlenen resmi görevleri incelendiğinde; öğrenciler için sağlıklı ve güvenli bir ortam yaratmaktan; temizlik, ısıtma, güvenlik gibi faaliyetleri yürütmekten sorumlu oldukları belirtilmektedir. Bunun yanında yardımcı personel okul kültürünü ve çevresini de birçok yönden etkileyebilmektedir. Özellikle okul-çevre ilişkilerinin sağlanmasında aracılık rolü üstlenen yardımcı personel; öğrenci, veli, öğretmen olmak üzere okul içi ve dışı tüm unsurlarla iletişim halindedir. Yardımcı personelin okulda krize müdahale görevinin olması, bunun yanında öğrencilerin tutum ve davranışlarının öğrenilmesinde doğrudan etkisi olması, okulun temsili noktasında sorumlulukları bulunması söz konusu personelin önemini artırmaktadır.

İlgili literatürde bahsedilen önemine ve yapılan araştırmalarda konuya ilişkin sorunlar tespit edilmiş olmasına rağmen çözüm önerilerini kapsayan çok az çalışma bulunmaktadır. Bu nedenle bu araştırmayla birlikte okullarda bu personele yönelik yaşanan sorunlar ve bu sorunlara yönelik çözüm önerileri ayrıntılı incelenerek derinlemesine ele alınması sağlanabilecektir.

Yöntem

Bu araştırma okul müdürlerinin yardımcı personelle ilgili deneyimlerini incelemek amacıyla fenomenolojik desende nitel bir yöntemle yürütülmüştür. Araştırmanın çalışma grubunu, Isparta ili Eğirdir ilçesinde görev yapan 33 okul müdürü oluşturmaktadır. Çalışma grubunun belirlenmesinde farklı şekillerde istihdam edilen ve farklı okul kademelerinde görev yapan yardımcı personele ilişkin sorunların değişkenlik gösterebileceği düşüncesinden hareketle amaçlı örnekleme türlerinden biri olan kolay ulaşılabilir durum örnekleme yöntemi kullanılmıştır.

Araştırmada veri toplama aracı olarak araştırmacılar tarafından oluşturulan, demografik bilgiler ve açık uçlu sorulardan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Formda yardımcı personel ile ilgili okullarda yaşanan sorunlar ve okul müdürlerinin bu sorunlar karşısında uyguladıkları ve uygulanması gerektiğini düşündükleri çözüm önerilerine ilişkin sorular yer almaktadır. Uzman görüşlerinin alınması ve iki kişiyle pilot çalışma gerçekleştirilmesi sonrası forma son şekli verilmiştir. Görüşmeler gönüllü katılımcılarla yüz yüze gerçekleştirilmiştir. Veriler içerik analizi yöntemi ile analiz edilerek kod ve temalar oluşturulmuştur.

Bulgular

Yapılan araştırma bulguları incelendiğinde okul müdürlerinin yaşadığı sorunların “istihdamla ilgili, personel yeterliğiyle ilgili ve personel talepleriyle ilgili” olduğu belirlenmiştir. İstihdamla ilgili sorunlar yardımcı personelin sayıca yetersiz olması, kadrolu olmaması ve görev sürelerinin planlısızlığı şeklinde belirlenmiştir. Personel yeterliğiyle ilgili iş disiplini ve iletişim becerisi eksikliği, temizlik ve hijyen konusunda yetersiz anlayış, düşük performans ve fiziksel sağlık sorunlarının yaşandığı belirlenmiştir. Personel talepleriyle ilgili ise görev paylaşımında anlaşmazlık ve zamansız yıllık izin talepleri gibi sorunların yaşandığı belirlenmiştir.

Okul müdürlerinin yaşadıkları sorunlara yönelik bazı çözümlere başvurdukları, bu çözümlerin “istihdamla ilgili ve görev ve süreçle ilgili” olduğu belirlenmiştir. İstihdamla ilgili uyguladıkları çözümlerin: ücretli eleman bulma, işleri okul müdürlerinin kendisinin yapması, görevlendirme için personel talep etme, velilerden destek alma, mevcut yardımcı personelin görev alanının genişletilmesi, personelin görevinin tek bir işle sınırlandırılması ve ısınma sorununa alternatif çözümler üretilmesi olduğu görülmüştür. Görev ve süreçle ilgili sorunlara yönelik çözümlerin planlama yapma, eğitim verme, etkili iletişim, düzenli takip, becerilerine uygun görevler verme, alışkanlıklarını değiştirmeye çalışma, görev vermeme, örnek olma, uyarma ve ödüllendirme olduğu görülmektedir.

Okul müdürlerinin sorunlara bazı kalıcı çözümlere önerilerinin olduğu belirlenmiştir. Bu çözüm önerilerinin “istihdamla ilgili, yasal düzenlemelerle ilgili ve süreç içerisinde uygulanabilecek” çözüm önerileri olduğu görülmektedir. İstihdam konusunda çözüm önerileri yetkinlik gerektiren işler için donanımlı personel alımı, personelin yeterliklerine göre atama yapılması, personel sayısının artırılması, tüm personelin sözleşmeli olması, personelin okul büyüklüğüne göre atanması, işe alım takviminin eğitim öğretim takvimine paralel planlanması ve devamın performansa bağlı hale getirilmesi şeklinde ifade edilmiştir. Yasal düzenlemelerle ilgili olarak ise; kanun ve yönetmeliklerle

idari hakların artırılması, standart iş tanımları ve kurallarının belirlenmesi, izin yönetmeliğinde düzenlemeler yapılması ve erken emeklilik fırsatlarının sağlanmasının önerildiği belirlenmiştir. Süreç içerisinde uygulanabilecek çözüm önerilerinin işin başında eğitim verilmesi, iş değiştirilmesi, iş yeri değiştirilmesi, çalışanların işten çıkarılması, düzenli işbaşı eğitimleri verilmesi ve ödüller verilerek motivasyon sağlanması olduğu görülmektedir.

Tartışma ve Sonuç

Literatürde yardımcı personel ile ilgili yapılan araştırmaların çoğunun sağlık alanında gerçekleştirildiği ancak özellikle pandemi süreci sonrası eğitim bilimleri alanında da yapılan bazı araştırmalar bulunduğu görülmektedir. Bu araştırmadan elde edilen bulgular sonucunda, okul müdürlerinin bir çoğunun yardımcı personelle ilgili farklı nedenlerle ciddi sorunlar yaşadıkları, bu sorunlara yönelik olarak uyguladıkları ve uygulanmasını önerdikleri çeşitli çözümleri olduğu görülmektedir. Yapılan araştırmaların sonuçlarında bu araştırma sonuçlarına paralel olacak şekilde; personel sayısının yetersiz olduğu, eğitim düzeyinin sorun yarattığı, personellerin istenilen performansı gösteremedikleri, sorumluluklarını yerine getirmedikleri ve iş güvencesi nedeniyle haklarını kötüye kullandıkları belirtilmektedir. Sorunlar özellikle okul öncesi eğitim kurumlarında yoğunlaşmaktadır. Bu bağlamda okullarda yeterli sayıda nitelikli personel bulunması, personelin eğitilmesi, işine motive edilmesi ve buna göre değerlendirilmesi için planlamalar yapılması gerekmektedir. Benzer şekilde söz konusu personellerin iletişim, hijyen anlayışı vb. eksikliklerinin geliştirilmesinin gerekliliği de farklı araştırma sonuçlarında olduğu gibi bu araştırmada da kendini göstermiştir. Yardımcı personellerin çeşitli sorunlara yol açarak okul ilişkilerini, okul atmosferini olumsuz etkileyebileceği, bunun sonucunda eğitimde verimliliğin azalmasına yol açacağı da belirtilmektedir. Sorunlara ilişkin tüm sonuçlar, söz konusu personellerin sahip olması gereken kişisel ve mesleki niteliklere yeterince sahip olmadıklarını ortaya koymaktadır. Okul müdürleri aynı zamanda bu personellerin zamansız yıllık izin taleplerinden ve görev paylaşımında anlaşmazlık yaşadıklarından da yakınmaktadır.

Okul müdürlerinin yaşanan bu sorunlar karşısında ürettikleri ücretli eleman bulmak, işi kendisi yapmak, personellerin görev alanını genişletmek ya da sınırlandırmak, eğitim vermek gibi çözümler; yönetim görevlerine en olarak okul müdürleri için önemli iş yükü oluşturmaktadır. Çözüm noktasında okul müdürlerini aşan konular bulunmakta olup bu durumlarla ilgili okul müdürleri gerekli yasal düzenlemelerin yapılması beklentilerini dile getirmişlerdir. Örneğin personel sayısının artırılması, seçimlerin yetkinlik odaklı gerçekleştirilmesi, işe alım takviminin eğitim öğretim takvimine paralel planlanması, devamın performansa bağlı hale getirilmesi, standart iş tanımları ve kuralların

belirlenmesi, izin yönetmeliğinde düzenlemeler yapılması, işe başlarken ve işbaşında eğitim verilmesi, ödüllendirme yoluyla motivasyon sağlanması ve okul yöneticilerinin konuyla ilgili idari hakların artırılması bu önerilerden bazılarıdır.

Etik Beyan

“The Problems of School Principals with Auxiliary Staff and Suggestions for Solutions” başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş olup toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır. Veriler toplanmadan önce etik kurul izni alınmıştır. Alınan etki kurul izni sonrası verilerin toplanacağı ilgili kurum olan Isparta İl Milli Eğitim Müdürlüğüne araştırma izni başvurusu yapılmış, E-83427534-302.08.01-107183 sayılı karar ile araştırma izni alınmıştır. Karşılaşılacak tüm etik ihlallerde “Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi Yayın Kurulunun” hiçbir sorumluluğunun olmadığı, tüm sorumluluğun sorumlu yazara ait olduğu ve bu çalışmanın başka herhangi bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğunu taahhüt ederiz.