

**Secondary Schools Education Students Who Administrators,
Teachers, Friends, And Parents Expectations**

Necmi GÖKYER*

Abstract

The purpose of this study, students enrolled in secondary schools administrators, teachers, friends and parents to determine the expectations. The study, having been done with descriptive scanning model, comprises a total population of 6556 students attending 9th, 10th, 11th, 12th classes in 32 high schools located at center of Elazığ in 2011-2012 academic year. Sample of the study is composed of 1391 students determined with simple random sampling method from among these classes. In collection of the data, a questionnaire titled "expectations of high school students" that is developed by the researcher has been used. According to research findings, students want from their teachers to make classes more funny and entertaining, to deal with subjects more, to help them more, to value them and to come to classes with preparation. Students want from school administrators to make various sections of the schools (sinks, WCs, corridor, class, garden, canteen, sport hall etc.) cleaner. Students want from their friends to behave respectfully towards each other and to their teachers and not to make theft. Students want from their parents to behave them more understandingly and sensitively and not to make so much pressure on them.

Keywords: High school, student, expectation, administrator, teacher

* Yrd. Doç. Dr., Fırat Üniversitesi

Extended Summary

Purpose

The purpose of this study, students enrolled in secondary schools administrators, teachers, friends and parents to determine the expectations. In order to answer the question included in the studied problem, tributary problems were created.

1. What are the expectations of secondary school students in terms of dimensions? Is there any difference between dimensions?

2. Do the expectations of students undergoing education at secondary schools differ according to such variables as gender, type of school, classroom, whether or not a private room is reserved at home for the child, the educational levels of the parents, their occupations and amount of income received by the family?

Method

The study population consisted of 6556 students undergoing education at 32 public secondary schools located in Elazığ Province Central District, during the academic term of 2011-2012. The study sample consists of 1391 students undergoing education at 13 schools, who were determined according to random sampling method. Study data were retrieved through a questionnaire based survey, the form of which was prepared by the author through scholarly literature scan and finalized according to different specialized opinions. The questionnaire and the level of expectations based on average are formed up of 41 typical five-level Likert items, including 1.00-1.80 "Strongly disagree" (1), 1.81-2.60 "Disagree" (2), 2.61-3.40, "Partly Agree" (3), 3.41-4.20, "Agree" (4), 4.21-5.00 "Strongly Agree" (5). The grade of the scale is $5-1=4$, $4/5=.80$. The study took .05 as the error margin. The questionnaire includes 41 items. The questionnaire is formed up of four dimensions as: "Expectations from School Administrators", "Expectations from Teachers", "Expectations from Fellow Students", and "Expectations from Parents". The questionnaire was administered on 207 students in total, and a validity and reliability analysis was performed after pre-application. As a result of the initial factor analysis, 11 items among 41, with factor loads below .35 were excluded from the scale. In the second run, 4 more items still bearing values below the above threshold were removed out of the scale. Later, the same procedures were repeated for the third time and the remaining 26 items were structured in the form of a scale with four factors. Rotated factor load values ranged from 0.38 to 0.61. Factor analysis is a statistical technique that aims to bring together and measure collectively the variables measuring the same structure or quality, and explain the results with a few number of factors (Buyukozturk, 2009-123). The data were verified for suitability for factor analy-

sis employing KMO and Barlett tests. The KMO value of the data resulted to be .921, while Barlett's value was 9766.9402, df:253, p= 000. According to these results, data were found to be suitable for factor analysis. The factor analysis had a four-dimensional scale. There are totally eight items in the dimension of Expectations from School Administrators and the Cronbach Alpha reliability coefficient for this dimension is 62. There are totally six items in the dimension of Expectations from Teachers and the Cronbach Alpha reliability coefficient for this dimension is 75. There are totally six items in the dimension of Expectations from Fellow Students and the Cronbach Alpha reliability coefficient for this dimension is 81. There are totally six items in the dimension of Expectations from Parents and the Cronbach Alpha reliability coefficient for this dimension is 74. The total variance exposed by the entire scale is 50,619%, and the Cronbach Alpha reliability coefficient, 87.

Results

Students expect, though they only partly agree, from school administrators *"that they receive education in a more disciplined school and no announcements be made or papers bailed for signatures in the middle of class and they not be charged with hall monitoring, since, otherwise, they lag behind the remainder of class during respective class hours"*. The Students expect from administrators *"that more pilot tests be administered, maltreatment involving violence targeted against them be ceased (no more beats, no more humiliation, no more insults), that the resources of the school library be enhanced and put up together in an orderly manner, that various parts of the school be kept cleaner (lavatories, toilets, corridors, classrooms, yards, the canteen, sports hall and etc.) and that more technological tools (intelligent boards, smart projectors, computers) be used in classes"* at the "Strongly Agree" level. The students expect teachers to *"set and maintain order in the classroom environment"* at "Agree" level, while wishing *"the classes be rendered more joyful and gracious, to have violent behaviors (beats, humiliations, insults) targeted against them prevented and/or ceased, the teachers give more inclusion to and spend more time on learning subjects in addition to being of more help and assistance to students and teachers appreciate the students more and be well prepared when entering the classes"* at "strongly agree" level. Students expect their class and school mates *"to enter the classes with better preparation,* at "agree" level, while they further expect them *"to quit being extortive (stop being pugnacious or assigning nasty nicknames or mocking or using foul language), be quiet during class instructions, keep their surroundings clean and tidy, show respectful attitudes against their teachers and mates and not to attempt and/or steal others' possessions* at "strongly agree" level. Students expect parents *"to be more inquisitive, paying more visits to the classrooms and the school and asking more about their statuses in relation to the instructions they receive* at "partly agree" level, *"buy for them computers with live Internet connection, in a reserved, private room where the child's privacy is more protected and be more responsive to their instructional needs when solving tests or doing homework at home* at "agree" level and *"behave more understand-*

ing and intuitive towards them, avoiding to choke them with over-expectations at "strongly agree" level.

Discussion

According to data obtained in a study performed by Sag et Kaya (2011) concerning students' expectations from school administrations, it was found out that the results concentrated around three major topics "good education", "preparedness for Student Placement Test" and "cleanliness". The results appear to be closely related with these three subjects. According to the results of a study performed by Altun (2009), the expectations regarding school administrators would generally take the form of wishes to have them prepare their schools for a perfect education and keep doing that, be always in touch and close cooperation with other school personnel and teachers effectively, ensure cooperation between parents and the school, endeavoring efforts towards improving it and direct and guide students into off-class events and activities. Besides, the students seem to suffer from lack of sufficient disciplinary policies of their school, classroom's being too noisy and insufficiency or unavailability of class tools and instruments. It is observed that the results of some articles used in the present study and the studies referred to above present similarities. In order for students to have their expectations from school administrators satisfied, there is an obvious need for a management where disciplinary policies applicable to the entire school are defined and dominant, no lacks or insufficiencies are reported with instructional tools and instruments, technology has totally been integrated into classrooms and the educational sessions performed therein, and an efficient library and web environment is supplied to the exclusive use of information-seekers (Altun, 2009). According to the findings of the study performed by Demirtas et Kahveci (2010), the students have higher expectations towards the use of more sophisticated instructional tools and instruments during classes. This finding exhibits parallelism with the resultant outcome of the author of this study.

As also mentioned by Aslanargun (2007), strong communications between teachers and families may prevent rising of disciplinary problems at schools. A strong cooperation between school and families combined with more consideration of areas of interests and skills of the student, arrangement of social activities involving also the support of parents and active parental participation in school events are in fact essential means by which not only the personal motivations of students can be increased, but also the frequency of incidents of unwanted behavioral conduct can be reduced down at a tolerable minimum. (Dönmezer, Gümüş and Tümkaya, 2006). Apart from the hell presented by students using violence against one another, *the violence of teachers and school administrations targeted at students* and the physical punishments they apply, form another dimension of violence. In a study performed by Gozutok (1993) it was revealed that 9.2% of teachers were physically punishing students daily, while a total of 25.7 were giving the same treatment to students weekly. In this study too, it was reported by students in their expressions of will, that they would no longer want to receive violence either from their teachers or from their class or school mates.

Conclusion

It was found that the expectations of students from school, in terms of dimensions tested in this study retained the highest level around the teacher's dimension, which was followed by expectations from classmates, administrators and parents, in respective order. According to the class level variable, as the class level tends to get higher, the expectations of students from school administrators and teachers tend to decline. According to the school types variable, the level of expectations of Anatolian religious and clerical servants high schools and Anatolian technical high schools from their school administrators, teachers and class or school mates revealed to be higher than those of their peers undergoing education at other types of high schools. According to the level of education of parents, as the level of education tends to rise among parents, the expectations of students from their schools tend a decline, in all dimensions.

* * * *

References

- Adler, A. (1994). İnsan Tabiatını Tanıma.(Çev. Ayda Yörükan). Ankara: Türkiye İş Bankası Kültür Yayınları.
- Akbaşı, S. ve Kavak, Y. (2008). “Ortaöğretim Okullarındaki Okul Aile Birliklerinin Görevlerini Gerçekleştirme Düzeyi”, Selçuk Üniversitesi *Sosyal Bilimler Enstitüsü Dergisi*, 19, 1–21.
- Akar, B. ve Ceylan, M. (2010). Ortaöğretimde Okul- Aile İşbirliği ile İlgili Öğretmen ve Veli Görüşlerinin İncelenmesi (Karacasu Lisesi Örneği) Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi 2, 43-64
- Altun, S. A. (2009). İlköğretim Öğrencilerinin Akademik Başarısızlıklarına İlişkin Veli, Öğretmen ve Öğrenci Görüşlerinin İncelenmesi. *İlköğretim Online*, 8 (2), 567-586.
- Aral, N, Baran, G, Bulut, Ş ve Çimen, S. (2001). *Çocuk Gelişimi 2*. İstanbul: Ya-Pa Yayın Pazarlama San. ve Tic. A.Ş. Aslanargun, E. (2007). “Okul- Aile İşbirliği ve Öğrenci Başarısı Üzerine Bir Tarama Çalışma”, Manas Üniversitesi Sosyal Bilimler Dergisi, 18, 119–135.
<http://yordam.manas.kg/ekitap/pdf/Manasdergi/sbd/sbd18/sbd-18-09.pdf> adresinden 15/04/2012 tarihinde alınmıştır.
- Balcı, Ali (2009). Sosyal Bilimlerde Araştırma Yöntem, Teknik ve İlkeler (7. Baskı). Ankara: Pegem Akademi.
- Balkar, B. (2009). Okul-Aile İşbirliği Sürecine İlişkin Veli ve Öğretmen Görüşleri Üzerine Nitel Bir Çalışma. Çukurova Üniversitesi *Eğitim Fakültesi Dergisi*, 3 (36). 105-123.
- Baymur, F. (1996). Genel Psikoloji (11. Baskı). İstanbul: İnkılap Kitabevi.
- Beekhoven, S. & Dekkers, H. (2005). Early school leaving in the lower vocational track: triangulation of qualitative and quantitative data. *Adolescence*, 40 (157), 197-213.
- Büyüköztürk, Şener (2009). Bilimsel Araştırma Yöntemleri. Pegem Akademi (4 Baskı). Ankara.
- Çağlar, A. (2001). “21. Yüzyılda Okulun Değişen Rolü ve Yeni Eğilimlere İlişkin İyimser Bazı Öngörüler” *21. Yüzyılda Eğitim ve Türk Eğitim Sistemi*. İstanbul: Sedar Eğitim Araştırma Yayıncılık Ltd.Şti. 81-94.
- Çelik, Y. (2010). *Farklı değişkenler açısından ilköğretim ikinci kademe öğrencilerinin okuldan beklentilerinin karşılanma düzeyinin belirlenmesi*. Yayınlanmamış yüksek lisans tezi, Ankara Gazi Üniversitesi Eğitim Bilimleri Enstitüsü.

- Demirtaş, Z. ve Kahveci, G. (2010). İlköğretim İkinci Kademe Öğrencilerinin Okullarına Yönelik Beklenti ve Memnuniyet Düzeyleri. *E-Journal of New World Sciences Academy* Volume: 5, Number: 4
- Dönmezer, T., Gümüş, A., Tümkaya, S. (2006). “*Kötü Muamele ve Etkileri*”, 1. Şiddet ve Okul: Okul ve Çevresinde Çocuğa Yönelik Şiddet ve Alınabilecek Tedbirler Uluslararası Katılımlı Sempozyumu. 28- 31 Mart 2006, İstanbul
- Gözütok, F.D. (1993). Okullarda Bazı Dayak Uygulamaları. *Çağdaş Eğitim*, Mart, 186, 7-10.
- Hernandez, T. J. and Seem, S. R. (2004). A safe school climate: Asystemic approach and the school counselor. *Professional School Counseling*, 7 (4), 256–262
- Kabasakal, Z. T. (2007). Rehberlik Hizmetleri. B. Aydın, (Ed.), *Rehberlik içinde* (39-78). Ankara: Pegem A Yayıncılık.
- Kağıtçıbaşı Ç (2008). *İnsan ve İnsanlar*. İstanbul: Evrim Yayınevi,
- Karasar, Niyazi (2009). Bilimsel Araştırma Yöntemi. Kavramlar, İlkeler, Teknikler (4.Basım). Ankara: Nobel Yayın Dağıtım.
- Koyuncu, B ve Erden M. (2010). Zenginleştirilmiş beyin uyumlu öğretim ortamına ilişkin öğrenci görüşleri, *Kuram ve Uygulamada Eğitim Yönetimi* [Educational Administration – Theory and Practice], 16, (1): 73-92.
- Leach, F (2003). *Gender Violence in Schools in the Developing World*. University of Sussex, UK.
- Tuncer, M. (2011). Ergen Gelecek Beklentileri Ölçeğinin Türkçeye Uyarlanması. *Turkish Studies-International Periodical For The Languages, Literature and History of Turkish or Turkic* Volume 6/3 Summer 2011, p. 1265-1275
- Tuncer, M. (2011). Yükseköğretim Gençliğinin Gelecek Beklentileri Üzerine Bir Araştırma. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic* Volume 6/2 Spring 2011, p. 933-946.
- Pehlivan, K. B. (2005). Öğretmen Adaylarının İletişim Becerisi Algıları Üzerine Bir Çalışma. *İlköğretim- Online*, 4 (2), 17-23.
- Stevick, E. D. and Levinson, B. A. U. (2003). From noncompliance to Compliance: Capturing student perspectives to understand non-compliance and violence in public schools. *Urban Review* 35 (4): 323–49.
- Sağ, R. ve Kaya, Y. M. (2011). Lise Öğrencilerinin Okuldan Beklentileri. I. Burdur Sempozyumu. Roberts, W ve Strayer, J. (1996). Empathy, Emotional Expressiveness and Prosocial Behaviour, *Child Development*, 67 (2), 449-470.
- TDK, (1988). Türk Dil Kurumu Türkçe Sözlük. Ankara.
- Yavuzer, H. (1999), *Çocuk Psikolojisi*, Remzi Kitabevi, İstanbul.
- Yeşilyaprak, B. (2003). Öğretmen Öğrenci İlişkileri ve Etkili Öğretmenlik. Kayseri İl Milli Eğitim Müdürlüğü Rehberlik ve Araştırma Merkezi Müdürlüğü. Kayseri [http:// orgm.meb. gov.tr /Rehberlik/RAM](http://orgm.meb.gov.tr/Rehberlik/RAM) 2006