PROBLEMS AND SOLUTION METHODS OF SCHOOL MANAGERS

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Abstract

This study aimed to identify the problems experienced by middle and high school administrators and to compare the solution methods they applied for these problems. The research was conducted with the participation of 10 school administrators working in the Hopa district of Artvin province. The phenomenology design, one of the qualitative research methods, was used in the research, and a structured interview form was used for data collection. The descriptive analysis method was used for data analysis. According to the findings, the problems encountered by school principals at both levels and the solutions were similar. It was found that peer bullying was against lower grades in both levels, there was a school uniform application in all schools, the success factor was considered sufficient, and both levels had two school administrators. It was concluded that situations such as phone addiction and smoking were more common in high school. Chronic absenteeism was rare at both levels. In addition, most school administrators stated that they did not have a communication problem with teachers. It was suggested that the interview form created could be used before guidance studies and could be applied in different regions.

Keywords: School administrator, problem, solution, smoking addiction, phone use.

INTRODUCTION

Education is an essential element that helps individuals acquire the knowledge, skills, and understanding necessary to take their place in society and develop their personalities in the process. This process begins at birth and continues throughout life, encompassing the internal and external experiences of individuals in interaction with their families, schools, and environment. A study by Güleç, Çelik, and Demirhan (2013) shows that the world is undergoing rapid social, cultural, and economic changes, and individuals need to receive education throughout their lives to adapt to this change. Individuals' ability to live in harmony with society and continue their professional development depends on their ability to continually renew themselves and maintain learning processes.

School administrators play an important role in the implementation of education and teaching processes in schools. School administration serves as a bridge to coordinate teachers and other staff. School principals play an important role in maintaining the organization of the school and making the education process of students more efficient. In addition, school principals are responsible for managing the school under its objectives and for the evaluation and development of the school. School administrators must produce healthy solutions to solve problems with teachers and students. Assuming a good leadership role and establishing good communication with teachers and students is of great importance in problem-solving. School administrators creating a school culture and establishing a systematic structure can help eliminate problems. Özdemir (2006) conducted a study to determine the expected behaviors of school principals to create a culture in their schools and introduce it to the environment. However, it was found that school principals fell short of these expectations. Therefore, it is crucial to identify the problems that school administrators face in creating a healthy school culture and the solutions they produce for these problems.

As stated by Ökmen (2005), there are changes taking place in many fields today, and societies are undergoing rapid change and transformation with cultural, industrial, commercial, and political

processes, etc. These changes indicate that education needs to be constantly renewed. Therefore, the goals of the education system should not be static. Kalyoncu Demir (2021) states in this context that the education system must constantly renew itself and be a dynamic system that needs to be reorganized according to the requirements of the age.

As noted by Zincirli (2020:232), common efforts need to be made in schools at all levels of education to achieve general goals. However, the problems that arise in the realization of these common goals and the solutions to these problems may vary between different levels. For example, in a study by Ada and Şahin (2013) that aimed to determine the levels of use of social capital in primary and secondary schools based on the opinions of school administrators, it was found that according to primary school administrators, social capital was at a good level, while according to secondary school administrators, it was at a moderate level. Therefore, it can be said that social relationships are lower in secondary education. This situation may cause problems for school administrators in the management process of secondary education institutions. Similarly, in a study conducted by Baloğlu and Balgalmış (2005), it was observed that secondary school administrators displayed a more moderate management approach compared to primary school administrators. This suggests that secondary school administrators can approach school problems more moderately and provide a suitable solution process. Therefore, identifying the problems experienced by different school administrators in the education system and the solution processes for these problems can contribute to the literature in this field.

School administrators have many important duties and responsibilities, such as education and instructional leadership. However, they often face many challenges in managing education, human resources, general services, and financial resources. In this context, a study conducted by Çetin (2019) examined the problems encountered by school principals in the management process. The study was conducted using the qualitative research method of case study design, and 22 principals with different types and levels of duties participated. When the data obtained through semi-structured face-to-face interviews were analyzed, it was determined that the most common problem encountered by school administrators was the management of financial resources. This problem is followed by parental, teacher, physical, and administrative issues. The research shows that education/instructional leadership does not have a qualified place among the priorities of educational institution administrators.

For school administrators, efforts focused on resolving educational problems must be supported by guidance services. The importance of these services for school administrators lies in the early detection and problem-solving role of expert guidance teachers in the field. It should not be forgotten that guidance services can not only increase student success but also help reduce problems that may arise in schools. A study by Erdemir and Kış (2017) indicated that school administrators stated that guidance activities in their schools were not being carried out in a compatible manner with department and class guidance teachers, and therefore, it is necessary to provide guidance and psychological counseling services in schools.

According to the research conducted by Kalyoncu Demir (2021), it was determined that problems in schools are at different levels depending on communication factors, school type, teacher and student numbers, and socio-economic dimension. On the other hand, a study by Cinkir (2010) found that the most urgent problem for school principals was the management of school budgets and general administrative services. The field of education/instruction was identified as the least problematic source. In addition, school principals who participated in this study stated that problems arose due to a lack of consideration for merit in school management appointments and that it would be useful to support administrative appointments with postgraduate education in educational management.

According to Kartal's (2008) research, it was determined that parents were also involved in determining student quotas in Anatolian high schools, and parents showed more participation in school management in Anatolian teacher high schools and primary schools. According to the study by Kuş and Karatekin (2009), as the grade level increased, there were more problems with compliance with rules, especially with male students having more difficulty following rules than

female students. It was also found that as the education level of student fathers decreased, they showed less sensitivity to following rules, and students studying in Ankara were more compliant with rules compared to students in Kırşehir. According to the study by Arslan, Kuru, and Satıcı (2005), it was determined that teachers working at the primary education level were more attached to the institutional culture compared to teachers working in secondary education institutions.

Buluç (2007) conducted a study on the activities performed in primary and secondary schools under the scope of announcement function, identifying problems related to the relationships between schools, professional organizations, and unions, tools, and techniques used in informing, measurement and evaluation of information activities, and top management support. Additionally, some teachers were found to lack information habits, and these announcement procedures did not fully serve institutional goals, while school administrators were identified to lack sufficient experience in carrying out such procedures.

Ada (2000) revealed that school principals are more focused on daily tasks than problem-solving, planning for important tasks and operations, collaboration, and personnel development, in proportion to their duties and responsibilities. This negative situation is due to the lack of educational training for school administrators in management.

According to the study conducted by Can and Nikolayidis (2021), school counseling services play an important role in contributing to the individual development of students and solving problems. Additionally, counseling activities in schools were found to significantly reduce the workload of school administrators, help teachers solve student-related problems, educate parents, establish healthier relationships with students, and create awareness in society. The factors that influence school counseling activities are listed as teachers, parents, administrators, environment, students, societal perspective, legal applications, and awareness of counseling. Based on the research results, legal regulations should be made to enable the effective implementation of school counseling activities, counseling teachers should be supported to work more effectively, and parents, teachers, and school administrators should be informed and educated about these services, and counseling services should be increased in educational institutions.

According to Karataş and Polat (2015), schools are not adequately equipped for the implementation of guidance counseling programs. Although school administrators have positive attitudes toward guidance counseling, some applications remain theoretical and cannot be fully implemented. It has been determined that guidance counseling programs planned to be implemented in schools cannot be fully realized due to factors such as the high number of students per classroom, inadequate physical conditions of the school, lack of appropriate timing, and often encountered difficulties in working with administrators.

For the education and training processes to proceed healthily, student attendance is a crucial factor. A problematic environment where a student's attendance cannot be ensured will result in learning difficulties and unwanted behaviors. Repetition and routine are important for information to become permanent. Therefore, student absenteeism is one of the main problems that school administrators need to solve. Particularly, students who cannot develop a sense of belonging to the school may experience difficulty complying with school rules. In this context, to prevent student absenteeism, the reasons why students do not come to school should be investigated, and appropriate methods and techniques should be used to ensure their attachment to school. For this purpose, Balantekin and Kartal (2016) determined that students who have continuous absenteeism come from economically disadvantaged families and have fathers with low education levels. To ensure their attendance, their families were sent information about their absenteeism, and home visits were made. It has been suggested that one of the main reasons for student absenteeism from school is due to their academic failure and peer pressure. Additionally, the majority of participants stated that they lacked sufficient knowledge regarding official procedures and that there should be punitive measures in place to ensure school attendance. It was also suggested that a program aimed at guiding students on absenteeism could be implemented. Moreover, ensuring the accuracy of student addresses and providing informative training to families could reduce the reasons for absenteeism.

A study by Özmen and Kubanç (2013) found that the use of drugs among students in the Turkish Education System is a significant problem, which affects not only the users but also their close environment. The study discovered that the main reasons for students to start using drugs were family-related issues, peer relationships, and media. The study also found that there was no significant difference between male and female students regarding drug use. The drugs were mostly obtained from the streets, internet cafes, and school premises. To tackle this problem, school principals should regularly check the school's surveillance cameras, and be vigilant towards suspicious individuals around the school. Moreover, educational seminars, expert invitations, and state channels should be effectively used to provide training for students and families about drug addiction. Another study by Tansel (2017) found that attitudes towards addictive substances varied according to age groups, academic achievement, perceived success, and reasons for use, but not according to gender.

Educational institutions are places where many individuals with individual differences are brought together. Therefore, negative situations may arise instantaneously, and school administrators must be prepared to deal with crises that occur unexpectedly. A crisis can be defined as an extreme situation that prevents an individual, group, organization, or community from fulfilling their regular obligations and requires urgent attention and solution. Inandı (2008) found that all school principals defined any incident that disrupts the school's balance as a crisis. The most common crises that schools face are drug addiction, arguments with individuals outside the school, violence or weapon attacks resulting from these arguments, and natural disasters. Some principals reported being prepared for these situations, while others stated that they were not adequately prepared to handle such incidents. The study indicated that principals who were prepared for crises resolved the problems more quickly and effectively. Furthermore, the study revealed that none of the personnel in the crisis teams had received professional training. Therefore, it is crucial for educational institutions to prepare themselves adequately and have professionals who are trained to deal with crises.

Peer bullying is one of the most significant problems encountered in educational institutions. It can be defined as the pressure exerted by a group of advantaged individuals on a disadvantaged individual or group. Some of the advantages an individual may have included physical strength or a higher economic level. Given that schools are environments where different age groups are educated together, it is necessary to take measures to prevent peer bullying. To this end, Çarkıt and Bacanlı (2020) conducted a study and found that peer bullying is a widespread problem in primary and secondary schools, with its main source being familial problems. It was also found that school teachers establish strong communication with the guidance services to prevent peer bullying.

The purpose of this study is to identify the problems faced by middle and high school administrators and compare the solution methods they applied for these problems. Schools are institutional structures where many students receive education together and learn to exist in society. Therefore, the characteristics, perspectives, and solution methods of school administrators are important for school culture. This study aims to identify the problems and solution methods of school administrators in the Hopa district to gain an understanding of the administrators and schools in the district.

METHOD

Yılmaz, Timur, and Timur (2017) explain that the phenomenology design is a qualitative research method that examines how individuals construct their structures, concepts, and experiences. This study utilizes the phenomenology design, which is divided into two types: descriptive and interpretive. Descriptive phenomenology is used to describe participants' experiences and perceptions, while interpretive phenomenology is used to identify the meanings of the concepts investigated in participants' experiences (Saban and Ersoy, 2017, as cited in Kalyoncu Demir, 2021). This study aims to identify the problems experienced in schools by primary and secondary school administrators and to compare the solutions they have implemented for these problems. The phenomenology design is used as a research method in this study.

The purposive sampling method was used to determine the study group. According to the research topic, the researcher used the purposive sampling method to select participants (Balcı, 2009). The study group consisted of 10 school administrators, 5 primary school principals, and 5 secondary school principals. The research was conducted with the participation of 10 school administrators from 10 different schools, 5 of which were primary schools and 5 were secondary schools, in the Hopa district of Artvin province.

A structured interview form was used to collect data. Structured interview forms have a structure that allows the researcher and the participant to have flexibility in time, is standard for each participant, and provides systematic and comparable information from different individuals (Buluç, 2007). The interview form consists of two parts. The first part includes questions to get to know the participant's characteristics such as age, gender, field of study, length of service in management, and education level (bachelor's degree, master's degree, doctorate). The second part includes questions about the management process in schools, problems encountered in schools, and the methods used to solve these problems. These questions were obtained by taking opinions from some school administrators and scanning the literature in the field. The 14-question interview form was created, and it was checked by two Turkish language teachers for grammar and comprehensibility. Necessary adjustments were made accordingly.

The structured interview form was given to school administrators, and they were asked to answer it within a week. After a week, the forms were collected, and the data was obtained. The descriptive analysis method used in qualitative data analysis was used to analyze the data obtained from the research. The descriptive analysis of the research is in the form of creating a framework, processing the data according to the thematic framework created, and describing and interpreting the findings.

FINDINGS

The first question asked about the problems related to announcement procedures and the solution processes for these problems for school administrators working at the primary education level 2 and secondary education level. From the secondary education level, three administrators stated that they conducted announcement procedures through the DYS and school WhatsApp groups, one administrator stated that he/she performed the informative function face-to-face, and one administrator stated that he/she performed the informative function through signed agreements with the teachers due to communication problems. All of the school administrators working at the primary education level 2 stated that they performed the informative function through the DYS and school WhatsApp groups.

When asked about the level of communication with parents, in a question directed to school administrators working in primary education second level, and secondary education, four school administrators who work in secondary education indicated that they have a relevant and moderately to well-functioning communication process with parents. On the other hand, two school administrators stated that they struggle with communication with parents. All school administrators working at the primary education second level reported that the communication process with parents is healthily taking place.

In response to the 3rd question asked for primary school 2nd level and secondary school administrators, which is about communication problems between teachers and students and possible solutions; 4 secondary school administrators stated that they benefited from the guidance service for the solution of possible problems, while 1 administrator preferred to talk about the solution of possible problems. In the primary school 2nd level, 1 administrator stated that they acted as a mediator as the administration by holding meetings with the guidance service for the detection of the problem, while 1 administrator expressed that they produced individual solutions without the need for guidance service in the reconciliation issue. 1 school administrator expressed the opinion that teachers cannot tolerate being criticized, and 1 administrator expressed the opinion that the source of the problem is the irresponsibility of parental control over the student. 1 school

administrator stated that possible problems rarely occur and did not express any opinion on the possible solution proposal for this problem.

In response to the 4th question asked for primary school 2nd level and secondary school administrators, which is about the level of adoption of school rules by students; 4 secondary school administrators explained that the adoption of rules was at a medium level. 1 school administrator explained this situation with family problems, 2 school administrators explained the source of the problem with the negative publications of developing technological tools, and 1 school administrator explained it with students not loving the school, that is, not feeling a sense of belonging to the school, and 1 school administrator stated that their sense of belonging to the school was at a high level with the activities carried out. It has been stated that this situation is ensured by activities and compliance with school rules is permanent. Among the primary school 2nd level administrators; 3 school administrators explained it as a medium level, 1 administrator explained the situation with environmental and social factors, and 1 administrator explained it with the presence of too many students with family problems in their school. 1 administrator explained that the teachers exhibit exceptional situations within these rules. 1 administrator who stated that school rules were at a very low level by students explained this situation with social media and family factors, while 1 administrator explained the situation at a high level with the students feeling a sense of belonging to the school due to the activities carried out.

In question 5, when asked about dress code, 5 high school principals stated that there is a mandatory school uniform policy, while one principal mentioned being flexible depending on the students' good intentions. One principal mentioned rewarding students who comply with the rules, another preferred to have one-on-one conversations with students, another worked jointly with the guidance department, and another said that the compliance was good. Among the 2nd level primary school principals, four mentioned having a uniform policy, with one saying that the uniform helps to regulate the students. One principal mentioned an 80% compliance rate and planned to overcome this issue with the help of parents. Another principal mentioned that a uniform was implemented to make students more comfortable, and two principals mentioned having only a mandatory uniform policy.

In question 6, when asked about academic success, one high school principal attributed it to the opening of courses and guidance activities, while another mentioned the importance of student, teacher, and parent cooperation. Another principal stated that they were successful in artistic, cultural, and sports areas but not academically. Two principals mentioned that the success was low and that they were trying to improve it through parent communication. Among the primary school principals, two principals mentioned that the success was good and that it was due to the active participation of parents. One principal attributed the low success to teacher instability and the academic performance of students who came from low-performing primary schools, while another mentioned administrative instability resulting in students choosing other schools, and one principal mentioned trying to improve success through parent meetings and DYK courses.

In question 7, primary school and high school administrators were asked what kind of activities they carried out to ensure the transition of final-year students to the next educational level. From high school administrators, 3 administrators stated that they opened DYK courses, organized seminars to encourage students, and tried to increase participation. 2 administrators mentioned that university trips were organized and seminars were held by experts to increase participation. In general, it can be said that in high school, incentive studies and academic and counseling studies for the exams they will take are carried out to support students in their transition to the next educational level.

From our primary school administrators, one administrator mentioned that they were not interested in vocational high schools, but rather interested in science and social high schools. They stated that promotional activities were carried out to increase participation. One administrator mentioned that nearly 32 trials were held during the year and suitable environments were created for solving questions. One administrator mentioned that career days and promotional activities for high schools were organized, one mentioned that DYK courses and weekend exams were held, and

another mentioned that class counseling activities were carried out. It can be seen that most of primary school administrators support their students through academic and counseling studies.

In question 8, primary school and high school administrators were asked about the issue of absenteeism. From high school administrators, 2 administrators stated that there were no students with persistent absenteeism, but late-coming students were discussed with their parents, and solutions were sought. One school administrator mentioned that parent meetings were held for students with persistent absenteeism and they were directed to open high schools. Another administrator mentioned that parents of absentee students were called to the school environment and absentee letters were given. One administrator mentioned that only parent meetings were held. From primary school administrators, 3 administrators mentioned that they did not have problems with persistent absenteeism or late-coming, while one mentioned that the reasons for absenteeism were questioned and this problem was tried to be overcome with a parent follow-up system. One administrator mentioned that they only held parent meetings.

In question 9, school administrators who work in primary education level 2 and secondary education level were asked about substance addiction in their schools. Among those who work at the secondary education level, 2 administrators stated that awareness is being raised through guidance activities and disciplinary measures are emphasized. Additionally, 2 school administrators mentioned that they have invited experts to their school, and individual counseling sessions are conducted by the guidance service. 1 school administrator stated that there is no substance addiction problem, but guidance activities are carried out for smoking.

Among primary education level 2 school administrators, 1 administrator stated that they have not conducted any activities on this issue and attributed this to a lack of interest from students, while 2 administrators stated that they have conducted awareness and guidance activities for students. 1 administrator stated that they control the eating and drinking habits because of the school's central location and do not allow inappropriate food or drink. Another administrator expressed their expectation that substance addiction and smoking should not exist in their school.

In question 10, school administrators who work in primary education level 2 and secondary education level were asked about problems that arise due to age differences and their solutions. Among those who work at the secondary education level, 1 administrator stated that 9th-grade students are sometimes subjected to pranks by upperclassmen, but it does not last long. 1 administrator stated that they try to solve peer bullying problems with floor plan arrangements. 1 administrator mentioned that peer bullying occurs, but due to the school's culture, it does not last long. 1 school administrator stated that they rarely encounter problems, but when they do, they try to solve them through dialogue. Another administrator mentioned that problems are solved by counseling services and one-on-one meetings with students. Among primary education level 2 school administrators, 1 administrator stated that peer bullying can occur and they try to solve it through parent meetings and counseling activities, while another administrator stated that there are no problems, but sometimes upperclassmen ask for money or belongings from lower grade students. 1 administrator stated that they are afraid of themselves and their teachers and that problems will be dealt with when they arise. 1 administrator stated that the activities they have organized were effective in solving the problems, while another administrator stated that problems are sometimes encountered in 5th and 8th grades and they try to solve these problems by pairing students with older "brothers" and "sisters".

The 11th question asked school administrators who work at the primary education level (2nd stage) and secondary education level about the use of school tools and equipment. From the secondary education level, 2 administrators stated that they did not experience any problems. One administrator mentioned that if any damage was caused to school items, the student was required to cover the cost, and they worked on creating more careful behavior. Two administrators mentioned that school desks were written on and this issue was resolved through ownership and guidance services. On the other hand, from the primary education level, two administrators stated that they did not have any problems. One administrator mentioned that the desks were not in a good state and were cleaned by teachers at the beginning of the year. Another administrator stated that they had

assignments and informative activities to prevent students from being careless with school items. In general, it can be said that both levels have similar problems with damaging school items.

The 12th question asked school administrators who work at the primary education level (2nd stage) and secondary education level about phone addiction. From the secondary education level, three administrators mentioned that phone addiction was quite high, and one administrator suggested keeping phones entirely closed inside the school and allowing them to be used only in certain areas. Another administrator stated that communication with parents did not allow bringing phones to school, and another administrator mentioned that they aimed to eliminate the problem through guidance services and informing parents. One administrator mentioned that awareness was created through guidance services, and another administrator mentioned that there was no general addiction problem. From the primary education level, one administrator stated that phone use was at its peak, and they aimed to solve the issue through descriptions of negative outcomes. Another administrator mentioned that they aimed to create awareness through guidance services, and two administrators stated that phone addiction was not a problem in their schools. One administrator mentioned that students brought their phones to the school and left them at the administration office, and if needed, they were allowed to use them with permission and then had to return them.

The 13th question inquired about discipline problems and solutions for primary and secondary school administrators. Regarding these problems, one secondary school administrator stated that they had met 4-5 times outside of regular meetings and that dialogues and guidance sessions were held to reduce this rate. Another administrator stated that they only had three meetings a year and did not express an opinion on a possible solution. One administrator explained the source of the discipline problem as smoking and stated that efforts were being made to raise awareness about smoking. Another administrator stated that problems were decreasing over time and that social activities were helping to create a sense of belonging to the school. Another administrator explained that discipline problems were few and far between and that they were addressed through parent meetings, class advisor-teacher assistance, and individual consultations. From the primary school administrators, two administrators stated that they had not encountered any discipline problems. One administrator stated that they had met at least once or twice a year. Another administrator stated that discipline problems were decreasing every day. Finally, one administrator mentioned that positive aspects were rewarded in cases of discipline problems, to reduce possible problems.

The final question asked primary and secondary school administrators about any problems they may have had with their teachers and possible solutions to these problems. In this context, four secondary school administrators stated that they did not encounter any problems, with one administrator attributing this to the school environment and a sense of belonging. One administrator stated that some negative situations arose from time to time, but they were resolved through dialogue. Five primary school administrators also stated that they had not encountered any problems, with one administrator attributing this to loyalty and trust in the school management and clear, understandable rules. Other administrators did not offer any explanation. Overall, it can be said that there were no problems between school administrators and teachers in both primary and secondary schools. The two levels of education showed similarities in this regard.

DISCUSSION AND CONCLUSION

In this section, the findings of the current study will be discussed concerning the research questions, and the problems faced by school administrators and the solutions they implemented will be compared between primary school (grades 4-8) and secondary school (grades 9-12) administrators. The results will be discussed based on the research questions, and conclusions will be drawn.

In this study, it was observed that there were a considerable number of male school administrators, with an age range of 31-58. Four of the school administrators had a master's degree, five were from Artvin and served in their hometowns, and six school administrators had been in their positions for 1-10 years, while four had served for 16 years or more. Overall, although the responses of school administrators working in secondary school and primary school (grades 4-8) were similar, the results of each question in the interview form were discussed as follows:

1- The reason why the school administrator who performs the information function with a signature in secondary school experiences this situation may be due to the two-year term of office or communication problems with the teachers working at the school. Our secondary school administrator who performed the information function face to face stated that the written message was not taken seriously by the teachers. The reason for this may also be due to communication problems. In the study conducted by Buluç (2007), it was found that some teachers did not have the habit of getting information, that these announcement processes did not fully serve the institutional goals, and that school administrators did not have enough experience in carrying out these announcement processes. While it can be stated that the school administrators who work in secondary school and primary school (grades 4-8) did not experience communication problems with teachers, the administrators working in secondary school had more problems in providing information, while those working in primary school (grades 4-8) did not experience this problem.

2- When we examined the findings of the school administrators' communication with parents, we can conclude that the school administrators working in primary school (grades 4-8) have stronger communication with parents. In secondary school, two school administrators stated that they were having difficulty trying to inform the parent class groups in every way possible and explain how important communication is. In secondary school, since the students are older, parents may not be as interested as they were at the primary school and lower secondary school levels. This situation may also affect school administrators and teachers. According to the study conducted by Çalışkan and Ayık (2015), good school-family-student collaboration is necessary to further increase student success in schools, and school-family associations should be established to strengthen communication. They stated that a strong communication process with parents contributed positively to getting to know the student better and that this situation led to strong communication between the administrator and the students.

3- In general, all school administrators have stated that they occasionally experience communication problems between teachers and students. School administrators working in high schools generally solve this problem with the guidance service, while those working in the second stage of primary education solve it with mediation, and teacher-student-parent conversations, in addition to guidance services. In addition, school administrators working in the second stage of primary education have stated that communication problems arise from teachers' lack of acceptance of criticism, parental disinterest, and student irresponsibility. In this case, it can be said that communication problems in educational organizations may be due to not only one organizational unit but also all organizational units. In a study conducted by Arslan, Kuru, and Satıcı (2005) to determine the participation levels of teachers in organizational culture and sub-dimensions in primary and secondary schools, it was found that teachers working in the first stage of primary education had a higher level of organizational culture than those working in secondary education institutions, contrary to the findings of this study.

4- In general, 7 out of 10 school administrators stated that students' compliance level with rules is moderate, while two are high and one is low. School administrators working in high schools and the second stage of primary education generally stated that students' compliance levels with rules are moderate, and the reasons for this are expressed as family problems, lack of school love, and phone addiction. They also stated that they conduct activities, provide information, and carry out studies to create a sense of belonging at school as solutions. The greater phone and social media addiction among students in high schools may be a factor contributing to this situation. While phone usage at the primary education level is under parental control, parents can relax these restrictions when their children move to secondary education. In one of the family problems mentioned by school administrators, it was expressed that there are children of divorced families with disrupted family structures, which may lead to problems with rules. Since children are psychologically affected in broken families, they can exhibit more deviant behaviors. In a study conducted by Kuş and Karatekin (2009) on the impact of family problems on the ability of students to comply with the rules they are required to follow in school, it was found that as the class level increases, there are more problems with compliance with rules, especially among male students compared to female

students. Additionally, it was found that the decrease in the education level of student fathers is proportional to the display of behaviors that are against the rules.

5- In general, all school administrators who work at secondary and primary education levels have expressed that they occasionally experience communication problems between teachers and students. School administrators who work in secondary education generally solve this problem with the guidance service, while those who work in the 2nd stage of primary education solve it with mediation along with the guidance service, teacher-student, and parent discussions. In addition, school administrators who work in the 2nd stage of primary education have stated that communication problems arise from the fact that teachers do not accept criticism, parents' lack of interest, and students' irresponsibility. Therefore, it can be said that communication problems in educational organizations may not stem from a single branch of the organization, but from all branches. In a study conducted by Arslan, Kuru, and Satici (2005) to determine the participation levels of teachers who work in primary and secondary education in organizational culture and its sub-dimensions, it was found that teachers who work at the primary education level have a higher level of institutional culture compared to teachers who work in secondary education institutions, contrary to the findings obtained in this study.

6- In general, all school administrators who work in secondary and primary education levels have stated that 4 schools have high success rates, while 6 schools' success rates are not at the desired level. The reason for this is the low academic level of students who come from primary school in the 2nd stage of primary education, constant teacher turnover, and the fact that good students are gathered in some schools, leaving other students in those schools. School administrators who work in secondary education did not explain the reason for the low success but mentioned the efforts they have made to increase success. It can be said that both levels reinforce support and training courses. In a study conducted by Bozbayındır and Alev (2020) to increase success in schools, it was seen that all components should be in a joint effort to make the education and learning process more active, and a safe school culture is necessary. In addition, it is thought that teachers' competencies should be improved, and they should take a more active role in innovation and change to support their development.

7- It can be seen that school administrators at the secondary and primary levels have similar approaches to preparing their students for the next educational level. It can be said that students are encouraged with reinforcement courses, counseling, and school introductions for the exam they will take. Some school administrators mention that they conduct various trials for students, while others do not. This situation shows that some schools attach great importance to the exam their students will take. Today, schools and national education directorates are in competition with each other in the education system, so the average grades of students in exams may be more important for school administrators than they are. Support and training courses are essential for school success. School administrators generally state that participation in these courses is generally provided, but sometimes absenteeism occurs. Accordingly, Canlı (2019) noted in their study that the biggest problem with these courses is student absenteeism, but overall, the courses were effective for the attending students, especially because they were conducted based on the teacher's and students' desire, they had a positive contribution to student success. It has been determined that increasing attendance requires not holding courses on weekdays, increasing the number of classes, only accepting voluntary students for courses, and having the teacher who taught the student during the course.

8- When asked about student absenteeism in secondary and primary schools, similar responses were received from school administrators. In contrast, it was stated that open high schools were recommended for students who are consistently absent from secondary schools. It can be said that 5 out of 10 school administrators experienced the problem of continuously absent students. They stated that they tried to solve this problem by talking to the parents. Similar situations can be seen in both levels. Balantekin and Kartal (2016) aimed to determine the foundations of a prevention program for students' absenteeism and the problems they face in their study on school absenteeism problems. According to the data obtained, students who have continuous absenteeism

come from families with economic difficulties and low-educated fathers. To ensure their continued attendance at school, their families are regularly informed of their absenteeism, and home visits are made to the students.

9- In general, when asked about the efforts of school administrators in secondary and primary school level 2 to prevent cigarette use or substance addiction, they generally provided interconnected answers. All school administrators stated that there was no substance addiction, and it was revealed that primary school administrators worked less on smoking than secondary school administrators. Although there have not been many studies on smoking, especially on substance use; Tansel (2017) investigated whether attitudes of secondary school students towards substance users varied according to variables such as gender, age, school, the last report card they received, perceived achievement level, social support status, or interests, and the reasons for using addictive substances. The study was conducted on female and male students who received education in different types of high schools. As a result of the study, it was found that substance addiction did not differ according to gender, but attitudes towards addictive substances varied according to age, smoking status of school, achievement grade, achievement status, and reasons for use.

10- As a result of the study, it was stated that upper-grade students in both levels practice peer bullying towards lower-grade students, and while the secondary level tries to solve the problem through more dialogue and guidance activities, the primary school level 2 seeks solutions through peer matching and guidance activities. In both levels, it was seen that guidance activities were primarily used to solve this common problem. Regarding peer bullying, in a study aimed at examining peer bullying in primary and secondary schools according to teacher views, Çarkıt and Bacanlı (2020) stated that peer bullying was a widespread problem in elementary and middle schools, and the main source of this problem was expressed as familial problems. It was found that school teachers established strong communication with the guidance service to prevent this peer bullying.

11- In the question regarding the use of school equipment asked to school administrators working in both secondary and primary education, common problems were observed at both levels. It was found that writing on desks was a particularly common issue at both levels. Guidance and ownership programs for school equipment were stated to be effective solutions to this problem. In this regard, Kurtdede Fidan (2008) pointed out in their study that both teachers and students faced problems regarding access to and transportation of school equipment based on the socioeconomic status of the school and its surroundings.

12- In response to the question about the level of phone addiction and possible solutions to prevent related problems, school administrators stated that high school students were more addicted to phones than primary school students. It was emphasized that guidance and parental programs were important for addressing this issue. In particular, active guidance programs were deemed crucial in this regard. Can and Nikolayidis (2021) evaluated guidance programs from the perspective of teachers working in official institutions. According to the results of their study, school guidance services significantly contribute to the individual development of students and the resolution of problems. The study also found that guidance programs in schools have important roles in reducing the workload of school administrators, solving student-related problems for teachers, educating parents, establishing healthier relationships with students, and creating awareness in society. The factors that affect school guidance programs were identified as teachers, parents, administrators, environment, students, societal perspectives, legal applications, and guidance awareness. The study recommends making legal arrangements for the effective implementation of guidance programs, enabling guidance teachers to work more effectively, informing and educating parents, teachers, and school administrators, and increasing guidance services in educational institutions. Addressing these issues will also lead to important steps toward overcoming phone addiction, which is a significant problem.

13- In the question about disciplinary problems asked to school administrators working in secondary and primary education level 2, it was observed that although there are not many problems in both levels, it can be generally stated that there are not enough disciplinary meetings held. It has

been determined that one of the reasons for more disciplinary problems in secondary education is smoking, and it is understood that awareness is being created to prevent this. In short, it is understood that there are not many disciplinary problems in schools, and this may have been achieved through strong administrative interaction. In this context, in the study conducted by Kalyoncu Demir (2021), disciplinary problems in schools were determined by consulting the perceptions of school administrators and it was found that the problems encountered in schools were different in terms of communicational sources, school type, teacher and student numbers, and socioeconomic dimension. Effective communication can be tried to eliminate this negative environment and reduce disciplinary problems.

The last question asked to school administrators working at the primary education level 2 and secondary education level was about the possibility of problems with their teachers and possible solutions to these problems. As a result of the study, it can generally be said that there is no problem between school administrators and teachers at both levels. Secondary education and primary education level 2 show similarities in this regard. In terms of the interaction between school administrators and teachers, according to the study conducted by Çınar (2015), teachers evaluated the effectiveness level of school administrators positively in the communication process.

Since the study was conducted in the Hopa district of Artvin province, it can be applied to different regions by changing the study group for comparison. Although not both levels, it can be used for more in-depth studies on potential problems and solutions for only one level. It can be used as a source of data for providing information about guidance counseling in research studies. To reach more sampling for the identification of problems faced by school administrators, a scale can be prepared.

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