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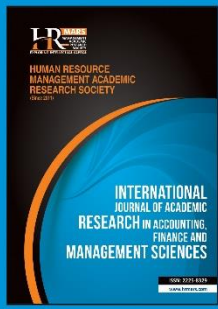
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Evaluation of Educational Supervisors' Opinions about Families' Contribution to Education Costs

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Abstract

This paper which aims to display the opinions of educational supervisors about families' contribution to education costs is a descriptive study of survey models. In the study, a qualitative research design was used. A workgroup consisting 14 educational supervisors working in Usak and Kastamonu cities was formed according to simple random sampling method which is among the purposeful sampling techniques. Data for the study was collected using semi-structured interview techniques. Results of the study can be explained like this. A large number of the educational supervisors chosen for the study define 'the right of education' as a normative definition. According to educational supervisors, deficient public sources, schools' having no special budgets and families' attaching importance to their children's education requires a family contribution for education costs. Also, a significant number of the educational supervisors think it is necessary for families to contribute to education costs in terms of more well-qualified education, acceptance of schools and equal sharing of the costs. Moreover, among the educational supervisors, there is some thinking that families' contribution to educational costs can bring about a social justice problem by increasing the inequality of opportunity and capability among the different segments of the society. Educational supervisors can face variety of complaints or demands about the topic which are expressed by families and teachers in the process of school supervision.

Keywords: Educational Supervisor, School Expenditure, Education Costs, Families' Contribute to Education Costs, School.

Introduction

Expenditure is the concept used in the discipline of economics to refer to monetary values of inputs used for the manufacturing of goods and services. When considered in this aspect, it is possible to define educational expenses as the total of monetary values of inputs used for the implementation of educational services. Firstly, it seems to be useful to clarify the concept of expenditure which is also used to refer to cost. According to Bircan (1998), while expenditure expresses those spent during the accomplishment of an economic act of business, cost is a more comprehensive term and apart from expenditure, it involves the cost of renouncement.

As for educational cost, it has a distinguishing characteristic resulting from education. Therefore, the price of those expenditures made by those who provide and consume this service should be determined in the calculation of educational costs. Producers of educational services are the state or, in other words, public; its consumers are students and families. The cost of education for an individual consists of instructional costs, life costs and renouncement costs. Instructional costs involve those made on uniforms, tracksuits etc. and contributions in addition to instruction fees, course books, notebooks, stationery and school bus fees. If the student is educated in a location away from his/her parents, such costs will be inevitable (Kurul, 2012). Renouncement costs in education may be explained as the learner's situation of isolation from an active business life and income during and due to the process of his/her involvement in education (Bircan, 1988).

The cost of education on behalf of the public consists of the costs undertaken by the state to supply education and training services. In this regard, it includes salaries of teachers, administrators, supervisors, educational specialists, support personnel, and management – maintenance costs (electricity, water, gas, phone, painting, cleaning materials, office materials etc.), educational tools and materials, rental fees for buildings and additional facilities. Moreover, the tax incomes which may not be received from the unearned incomes by the student are considered in the calculation of education costs on behalf of public (Ergen, 1999; Kurul, 2012).

A majority of both state and private resources are reserved for education in many developed and developing capitalist countries. There is not a criterion determined beforehand on the amount of resources to be reserved for education (Kurul, 2012). Furthermore, while the public expenditure on education in OECD countries is observed to be 5% within the gross domestic product, UNESCO recommends it to be 6% for developing countries. In addition to education's being a long-term and expensive enterprise, its having positive externality makes it controversial on who should be liable for the finance resulting from its providing. Recently, it has been observed that these conflicts have been discussed on a restructuring of the state basis and the restructuring of its public side on which neo-liberal policies focus. As for the reasons suggested regarding this issue, public resources grow to be insufficient for the increasing demand on education, the system does not work efficiently, foreign debt rate has increased and discourses on the end of an era when everything is expected from the state (Eğitim Sen, 1998).

This political viewpoint on providing of educational services has resulted in a significant decrease in public resources allocated to education which had long been covered by the state. For example, in 1997 when the compulsory eight-year education law was enacted, the expenditure by the Ministry of National Education ([MNE], 2012) within the gross national product was 1.7%, but it was 2.01% in 2000, 2.9% in 2005, 2.57% in 2010 and 2.81% in 2011. As for the enterprise share reserved in 1998 from the MNE budget, it was 15.01, 19.90% in 2000, 8.27% in 2005 and decreased to 6.37% in 2010. These developments led a wide part of the society including principally families, local organizations, and public institutions to contribute to financial costs of education such as construction, maintenance, repair, equipment, etc. and besides, they resulted in a significant differentiation in financial resources of education. The data of Turkish Statistical Institute ([TSI], 2006) obtained in a research on educational expenditure shows it clearly. According to the mentioned study, 64.8% of the expenditure made on education was covered by the state in the 2002-2003 academic year, 0.7% was covered by local institutions, 1.5% by public and private entities, 32.9% by the household and 0.09% by international resources. To clarify more, 2/3 of the

costs of education made in 2002-2003 were covered by the state and nearly 1/3 of it was covered by the household. All these are clear indicators of the fact that the notion of social state has lost its validity in Turkey and that the priorities of the state have changed. In this aspect, the discourses on the finance of education show that it is associated with the state's viewpoints on education and its comprehension.

When the developments mentioned above are considered in certain instructional levels, it is observed that they differ in the distinctive characteristics of the related instructional level (Kurul, 2012). When the data of TSI's study (2006) is mentioned again, the expenditure on primary education during the 2002-2003 academic year was 66.0% by the state, 30% by families; it was 58.7% by the state and 40.6% by families for general high schools; and for vocational high schools, it was 86.6% by the state and 12.1% by families¹³ These data also show that families in Turkey not only contribute to compulsory education but they also contribute to high school education which is not compulsory. It is because, according to Beydoğan (2006), it is impossible for school management to pay the necessary expenditures as required by the curricula using the money reserved for schools. It is then inevitable to require materialistic support and cooperation based on volunteerism for the costs needed to fulfill the curricula. Bray (1996) suggested that the reluctance of the state in providing educational services underlies families' willingness in contributing to educational costs.

The studies revealing the fact that recently in Turkey, families contribute significantly to educational costs such as maintenance, repair equipment etc. through some ways of creating out of budget resources also correspond with those statements of Bray (1996) and Beydoğan (2006) as mentioned above (Kavak, Ekinci and Gokçe, 1997; Arslan, 2000; Ozturk, 2002; Akça, 2002; Suzuk, 2002; Sarıbal, 2005; Özçelik, 2007; Yolcu, 2007; Yamaç, 2010; Ozdemir, 2011). Moreover, when Arslan (2000) and Özçelik's (2002) studies are excluded among the studies on this issue, it is observed that all others focus on primary education. On the other hand, with all these studies, it is aimed to reveal which reasons and excuses are used to collect money from families by interviewing parents, teachers and school administrators. Accordingly, answers to questions such as "how do parents contribute to educational costs of school where they send their own children? How big is their contribution? Why do they have to contribute?" were sought in these studies. However, apart from others, in this study the views of educational supervisors are intended to be revealed. Thus, it is considered that this study will complete a great deficiency of all other studies as it involves supervisors' opinions and ideas on parental involvement in educational costs.

The purpose of this study is to determine the educational supervisors' opinions on parental involvement in educational costs. Answers to the following questions are sought in the study: 1. What are the opinions of educational supervisors regarding the concept called the right of education? 2. According to educational supervisors' views, what are the factors affecting parental involvement in educational costs? 3. What do educational supervisors think about the necessity of parental contribution to educational costs? 4. What kind of problems do educational supervisors encounter during their supervisions about parental contribution to educational costs?

¹³These calculations only include state schools. Those involving private schools are excluded from the calculations.

Methodology of Research

Research Model

The research is a survey model and a qualitative study.

Study Group

Easily accessible sampling method, a type of purposeful sampling method, was used in the study. The researcher chooses the situation which is closer and easily more accessible in this research model. Thus, it provides the researchers with enough speed and practicality (Yildirim & Simsek, 2006). The reason for choosing this sampling model is the fact that educational supervisors agreed to volunteer in the study. There were 16 supervisors in Kastamonu Provincial Directorate of National Education and 25 supervisors in Usak Provincial Directorate of National Education in 2011-2012 academic years when the research was conducted. Voluntary participation is essential in qualitative research. In the study, 8 supervisors agreed to have an interview in Usak and 6 of them agreed in Kastamonu. Accordingly, 14 supervisors constitute the study group in the research. Table 1 shows the personal information pertaining to those supervisors who participated in the study.

Table 1. Personal Information of the Education Supervisors Participating in the Study

Order No	Workplace	Gender	Branch	Experience (In years)	Level of Education
S1	Usak	M	Classroom Teacher	21	B.A.
S2	Usak	M	Classroom Teacher	22	B.A.
S3	Usak	M	Guidance Teacher	22	B.A.
S4	Usak	M	Classroom Teacher	26	B.A.
S5	Usak	M	Classroom Teacher	20	B.A.
S6	Usak	M	Physical Education	34	B.A.
S7	Usak	M	Classroom Teacher	38	B.A.
S8	Usak	M	Classroom Teacher	41	B.A.
S9	Kastamonu	M	Classroom Teacher	36	M.A.
S10	Kastamonu	M	Classroom Teacher	44	Institute of Education
S11	Kastamonu	M	Classroom Teacher	42	B.A.
S12	Kastamonu	M	Classroom Teacher	38	B.A.
S13	Kastamonu	M	Classroom Teacher	43	B.A.
S14	Kastamonu	M	Turkish Language and Literature	37	B.A.

As seen in Table 1, of all the supervisors participating in the study group, 11 are classroom teachers, 1 is a guidance teacher, 1 is a physical education teacher and 1 is a Turkish language and literature teacher. The experience level of teachers range from 20 to 44 years. Additionally, 1 of the supervisors has an M.A. degree, 1 of them graduated from an institute of education and the remaining 11 have B.A. degrees.

Data Collection Tool

Semi-structured interview technique was used in the data collection process. For this research, a semi-structured interview form consisting of four questions was prepared by three researchers. The interview form prepared as a draft was presented to eight specialists who are experts in Education Management, Supervision, Planning and Economy. According to the opinions and suggestions of these field experts, necessary changes were made to the

questions in the interview form. Prior to commencing field studies, an interview was held with an educational supervisor. Thus, the purpose was to determine whether there was a problem in the understanding and answering of the questions in the interview form. As a result of this study, it was observed that there was no problem with the questions in the semi-structured interview form.

The interview form consists of two parts. The first includes questions regarding gender, branch, professional experience, level of education. The second part involves questions designed to reveal supervisors' opinions on parents' contributions to educational costs. The first of these types of questions was "What do you think about the concept called the right of education? Can you explain it?". Therefore, the meanings attributed to the concept called the right of education and their approach to evaluating this right were attempted to be revealed. The second question was "Why do you think money is collected from parents for many different reasons at public schools?" With this question, it was attempted to discover what supervisors think about the factors which affect parents' contributing to educational costs. The third question was as follows: "Should parents contribute to educational costs in your opinion? Why?". The reason for asking such a question was to reveal the supervisors' opinions on whether parents should contribute to educational costs and to reveal what reasons they have to support these ideas on the same issue. The fourth question addressed to these supervisors was "Do you encounter any difficulty in parents' involvement in educational costs during your supervisions? If yes, what are they? How do you try to resolve such problems?". This question was intended to reveal what kind of problems supervisors encounter during their supervisions at schools about parents' involvement in educational costs and what kind of solutions supervisors create for these problems.

Data Collection

The researchers held the semi-structured interviews with education supervisors between the following dates: April 10th 2012 – June 20th 2012. Each semi-structured interview was held by having arranged an appointment beforehand. During these semi-structured interviews, necessary information was given to the supervisors about the study, its aims and duration. Moreover, they were asked to review the questions in the semi-structured form and to ask if they had any difficulty in understanding. Afterward, the interview was held. During the interview, extra questions were asked of the supervisors when there was a problem or deficiency revealed in the answers given to the open-ended questions. Thus, comprehensive data was sought regarding the issue.

The semi-structured interviews held with the supervisors were saved on a voice recorder. The personal information of the supervisors was coded in order to keep this data secret. Thus, the supervisors who were interviewed were named as S1, S2, and S3....S14 (Table 1).

Data Analysis

The data was analyzed through content analysis. Content analysis is described as a systematic and renewable technique with which certain words in a text are summarized with the help of certain encoding types and smaller content categories (Buyukozturk, Çakmak, Akgun, Karadeniz & Demiral, 2012). Therefore, firstly, the most frequent words were focused on during the interviews and themes and sub-themes were created. It was observed that there was consistency among all the themes derived. In revealing the findings on the themes,

quotations were used as well. These quotations were attributed to the supervisors and encoded as S1-S14 similarly.

Findings

The findings of the study obtained regarding the supervisors' opinions on parents' involvement in educational costs are given below.

Opinions on the Concept Called the Right of Education

Nearly all supervisors in the study agree on the issue that education is one of essential rights of humankind. In addition, it is observed that there is differentiation in their view of the meanings attributed to the right of education. Five of the supervisors regard (S1, S4, S6, S10, S13) education as a constitutional right and defined it in terms regarding the laws. The opinions of S1, S4, S6 and S13 are given below:

"The right of education is a constitutional right which is guaranteed as having been involved in the constitution and the regarding laws" (S1).

"It is the constitutional right of each and every Turkish citizen. It is the right which should be used compulsorily and free of any charge under the control of the state according to the Constitutional Law" (S4).

"I agree with the opinions mentioned in Article no 42 under the Constitutional Law" (S6).

"It is one of the most essential rights like the right to live...Our Constitutional Law has the necessary regulations for everyone to benefit from the right of education"(S10).

"It means every individual's benefiting from all educational stages as guaranteed by the Constitutional Law and National Education laws" (S13).

Unlike those five supervisors mentioned above, it is understood that the other nine supervisors' opinions are in a more global dimension in view of the meanings they attribute to the right of education (S2, S3, S5, S7, S8, S9, S11, S12, and S14). The opinions of S5 and S12 are given below:

"It means individuals' advancing more with all their knowledge, abilities, their survival in the society as a socializing creature, their integrating into global values and all the opportunities presented to them in order to perceive the world. These opportunities are not limited to being taught how to read and write, they also continue in a lifelong process – whether in a formal or informal education form- and it also covers the quality in all stages when these rights are benefited from and it is inevitable. I believe it should be regarded as all services regarding education which should be supplied equally for everyone and with a high quality regardless of gender and age" S5.

"The right of education means all Turkish citizens right to benefit from all educational opportunities whether on a formal or an informal basis. When the right of education is mentioned, it should mean that students can attend to any school they want, there should be no bans regarding it and they can choose their own teachers. If this is a right, I believe EVERYONE should benefit from it equally" (S12).

Opinions on the Reasons which Affect Parents Involvement in Educational Costs

According to the opinions of supervisors participating in the study group, it is possible to discuss these reasons which can be gathered under some headings such as "insufficiency of public resources", "lack of financial resources allocated to schools" and "importance given

to education by parents". The opinions of supervisors regarding these mentioned reasons are given below:

Insufficiency of Public Resources

Nine of the supervisors (S1, S4, S5, S7, S8, S10, S11, S13, and S14) explain the reason for parents' involvement in educational costs with the insufficient resources which should be reserved for education by the state. S1, S4, S8, S11, S13 and S14 stated that the budget is limited and thus, necessary resources cannot be reserved for schools and it is the reason why school administrators want parents' involvement in the finance of education. Right at this point, the opinions of S5 and S7 seem to support the views of S1. In this regard, S5 stated that the budget allocated to education from the state budget is limited or is reserved for some other areas. S7 explained that the expenditures on the cleaning, security, support personnel of schools provided by the state is inadequate. The views of S1 and S14 are given as follows:

"Regardless of the fact that the right of education is defined in our Constitutional law and although it is emphasized that education is free in state schools, our schools' inability in finding enough financial resources due to budget problems has forced school managements to search for new resources via various ways" S1.

"The costs of some items at schools are supplied by the state. The costs exempt from large and small scale repairs, gas and phone are covered by the state. However, schools are still in need of some financial resources for some arrangements. Secondly, schools try to educate the best students. For example the number of photocopy machines and toners provided by the state are limited. Yet, help is needed from school-parent associations to increase their number. In other words, schools need parents' help in order to meet their own needs and to make small changes as they wish. Besides, they try to create some resources other than the general budget" S14.

Lack of Financial Resources Allocated to Schools

According to two of the supervisors (S2, S6), the reason for the obligation of parents' involvement in educational costs is the lack of any school budget. The opinions of S2 and S6 are stated below:

"The institutions which lack a budget are obliged to collect money" S2.

"Even though primary education is stated to be compulsory and free at state schools, no budget is granted to schools by the ministry. Therefore, school principals have to collect money from parents. School-parent associations cannot meet the need of schools in many places" S6.

Importance given to Education by Parents

According to the opinions of S3, S9 and S12, parents want to contribute to educational costs because of the importance they give to their children's education. S3 stated that education is mentioned to be a service supplied by the state as written in the Constitutional law and that it should be provided considering the principles of equality. However, he/she added that the increasing number of students causes a problem; the state wants help from the public to resolve this problem, and the public -who loves helping the state and gives importance to education-, fulfills these demands of the state. The opinions of S3 are as follows:

"...but as the number of individuals to benefit from this service is high, it results in a financial burden for the state. The state wants help from the public to decrease this financial

burden. And people respond to this demand in a positive way as they are in the habit of helping the state as a patriotic nation and also with the idea that their children will take better education. Since this help diminishes the burden of the state, help demands of the state are responded positively” S3.

S9 stated that the process of parents’ involvement in educational costs started with the fee of contribution to education and it became widespread with the compulsory eight-year education system, and that this problem belongs to only those families other than wealthy families. The elite and rich ones have resolved this problem. They provide their children with private school education starting from preschools to higher education. Then, these students do their master’s and doctorate’s degrees overseas and pay for their diplomas. S9 stated that school administrators collect money from the parents who send their children to state schools due to many reasons by benefiting from some gaps in the system and laws and this is generally observed during registry periods. The opinions of S9 are as follows:

“Administrators benefit from system gaps and collect Money from parents. For example, they benefit from some demands by parents such as choosing the teacher as they wish. It also happens like this: we will do it if you buy this or contribute a certain amount of Money. It generally occurs during registry periods. Even during the registry process of students who have passed the exam and granted the right to be educated in an Anatolian high school, Money is collected under different names such as desk fees, table fees etc, and it changed its direction afterward. It occurred to be: buy a computer, buy this / that because we cannot afford, it just changed the objects” S9.

The opinions of S12 show parallelism with S3 and S9. S12 stated education is free at state schools and pointed that parents become obliged to help schools to provide their children with better education facilities. S12’s views are given below:

“Parents believe that if they do not contribute to schools enough, their children will not get a good education there. They may borrow Money and re oblige4d to give that Money to schools. And it affects education negatively...” S12.

Opinions on Parents’ Involvement in Educational Costs

Nine of the supervisors participating in the study (S1, S2, S3, S4, S6, S7, S8, S10, and S14) believe that parents should contribute to educational costs. In addition, it is observed that supervisor’s opinions differ in this issue. It is possible to gather the answers given to the questions asking for the reasons of parents’ involvement in educational costs under some headings such as “taking high quality education”, “school own age” and “equal sharing”.

Taking High Quality Education

Three of the supervisors whose opinions were asked for (S1, S7, and S8) think that contributing to educational costs of the schools is the inevitable solution for parents as they want high quality education for their children. Therefore, parents want to contribute to educational costs because of their demands on a high quality education. Thus, parents lead their children to take high quality education by creating a more stable and technological educational environment. The views of S1 and S8 are as follows:

“There is no limit to the good or quality in education. But it is inevitable that there will be some financial demands due to this better and more qualified education. Although this situation leads parents to a financial burden, it seems to be impossible to put an end due to parents’ demands on increasing the quality” S1.

“It will be possible for students to be educated in a healthier and more technological environment” S8.

School Own age

Four of the supervisors (S3, S4, S10, and S14) agree on the view that parents' involvement in educational costs increase the idea of owning the school. According to these educational supervisors, parent's involvement contributes to school development, strengthens the school-parent association, enables keeping the schools clean and forces students to use all course materials and tools more consciously as they give the money themselves as in private courses. Moreover, parents' involvement in educational costs provides those children in worse economic situations to take better education. Furthermore, they believe it has an emotional pleasure. The views of S3, S4 and S14 are given below:

“I think it is right for parents with better economic conditions to contribute to educational costs. Those families have the feeling of ownership of schools more and it leads to school improvement. Accordingly, they tend to cooperate more. And it results in parents possessing the school more” S3.

“I can exemplify it like this. Some of them do not have the habit of buying a book; they generally borrow books from others and read them. These books borrowed will never be given back. So I prefer not borrowing. If the student gives the money, he/she will think that his/her father's money is here too and so he/she will study more and maintain school materials more carefully. We can see examples in private courses and schools more. In such places, the student can think that his/her father pays an amount of money and so he/she believes he/she should benefit from it more. So I believe it is something positive” S4.

“The families with better economic conditions not only beautify the school where their children are educated, they also do the same for the children with worse economic conditions. That is, they contribute to schools this way. Maybe they reach a kind of emotional pleasure...” S14.

Equal Sharing

It was stated above that S2 is one of those supervisors who believes parents should contribute to educational costs. According to S2, parents should contribute to educational costs in order to prevent the parents -who contribute enough- from being made a fool by others who do not, and to prevent the creation of a parasitic society. Thus, those who provide the educational services and those who benefit from these services share the production fees of this service equally. The views of S2 are as follows:

“I believe parents should contribute to educational costs in order to prevent the parents -who contribute enough- from being made a fool by others who do not, and to prevent the creation of a parasitic society” S2.

Five of the supervisors participating in the study group (S5, S9, S11, S12, and S13) stated that parents' involvement in educational costs is not right as they believe it increases inequality in education. These mentioned supervisors stated that the state should consider education as a right and provide it equally for everyone and thus expecting parents' involvement in educational costs is not right because economic levels of people are not equal and so it will create increase inequalities in education and instead of contributing, parents may choose to send children to private schools. The opinions of S5 and S9 are given below:

“If you call it a democratic, secular, law state, you are obliged to regard education a right and provide everyone with all educational opportunities equally. To give an example, as

the state, you have to make all schools equally the same. And it means allocating more resources make them do it. It is because there are wide differences among the economic levels of these families in view of life standards. I do not regard schools as private managements where service fees are paid and besides, as this involvement cannot exceed a certain limit in some schools, it will also result in a barrier preventing the qualitative improvement” S5.

“The money collected forcefully is never right regardless of the amount. Even if it is called contribution, it is actually money which is taken forcefully and forceful contribution emerges. Parents’ collecting money voluntarily or taking money from them forcefully creates inequality in education among villages, cities and schools. Providing the necessary curricula is prevented. That is, new problems emerge which create educational priorities. It is no right in this aspect either. Indeed, if the state is liable for it, it should provide it equally for everyone and everywhere in equal conditions” S9.

Opinions on Problems emerging during Institution Supervisions regarding Parental Involvement in Educational Costs

Five of the supervisors stated they have not encountered any problems so far (S1, S2, S4, S6, and S7). According to S7, parents – whether wealthy or not- want to contribute to educational costs. However, the interviews held with the remaining supervisors show that it is not the case in practice as stated by S1, S2, S4, S6 and S7.

Nine of the supervisors (S3, S5, S8, S9, S10, S11, S12 S13, and S14) mentioned that they observed some incidents when school principals and school-parent associations collect money from parents forcefully and it leads to conflicts among these groups. In this respect, parental involvement in educational costs can be a matter of complaint. While some of these complaints are addressed directly to supervisors by teachers and parents, some of them are addressed to BIMER Presidency Knowledge Acquisition Center, ALO 147 phone line, central and district governorships. Those who use these methods to raise their complaints are generally parents. Teachers state their complaints by speaking. The views of S11 and S13 are involved here:

“School-parent associations find one or two labor men to work at schools for support services and they are paid the money raised from parents. We can see these examples clearly. Apart from these, recently computers have been bought for classes. We know that money is collected again from parents too. Teachers do it as well. We are in a dead-end here at this point. We believe these services should be involved at school buildings but we hear complaints from parents, teachers and students. Teachers say that it is wrong to collect money from parents and it puts them in a terrible situation, demanding money is not suitable for teachers and doing it diminishes their professional values” S11.

“One of the biggest problems is the complaints by parents who lack money. These complaints are directly addressed to schools, governorships or us while we are working. While we are working, a parent comes and complains that we want money but they do not have it” S13.

The views of S12 stated above reveal how poor students’ learning experiences are limited in a case of isolation in practice due to parental involvement in educational costs.

“Poor students are not accepted to these schools. According to the registry system based on personal addresses, even if the student wants to attend to that school in the second grade, school principals can say they do not want them as they are poor. School principals say they do not help that school. Parents complain to me. They ask for what to do. They ask for

what they can do as they have the right to send their children to that school based on that registry system. And I advise them to talk to the principal, write a letter of petition, show an electricity or water bill and complain to the relevant authority. I have received a lot of complaints on collecting Money this way” S12.

S12 stated that school principals do not complain much because “they say that teachers made students give the money and they are not informed and so they are saved and besides, receipts of school-parent association are of no importance”. S12 also said that the receipt is prepared for all 40 students in a classroom and in case of a complaint; they blame the teacher for collecting the money. He/she stated school principals are comfortable enough as they make teachers collect the money and thus they do not complain.

S13 expressed that teachers are not responsible for collecting money according to regulations and mentioned the increasing roles of school-parent associations in school management recently. The views of S13 are as follows:

“School principals were also a member of the school-parent associations even last June. With a change made in June, school principals were dismissed from such a management and so all members of school-parent associations are comprised of families only. Revenues of schools increase with the works of families” S13.

What do educational supervisors do for the complaints of school principals, teachers and parents? As stated above, school principals are generally not in the group who complain but those who are complained about. S12 stated that he recommends the teachers who complain not to collect money for anything. The views of S5 and S13 are given below:

“Apart from the cases when legal procedures are fulfilled, I try to resolve conflicts through informing and warning school principals and rarely by meeting with the heads of school-parent associations” S5.

“We also evaluate and investigate it. Firstly, we listen to the parents. We listen to teachers and school administrators. We listen to the school-parent associations. We search for whether the compliant is right or wrong. We then submit our opinions obtained from the knowledge and documents to the relevant authority. I have not encountered any problem or punishments so far. But both teachers and parents experience these problems” S13.

Those mentioned by S9 also seem to support the opinions of S5 and S13.

“We inspect everything at schools during our supervisions. We check for all school-parent associations, sports departments and everything. Previously, there was a lot of fraud in cooperatives. Recently in bigger cities, cooperatives became closer to school-parent associations. At schools where there is not a canteen, the income of school cooperatives are transferred to a fund called social-cultural accounts. We should not ignore the fact that although we cannot see the money itself as written on the receipts and bills, they can be fake, that is the documents can be invoiced as bounced checks, or an item bought for 3 liras can be written on that bill as costing 7 liras. There is nothing to do here. Nothing can be done as they have the documents. Thus, we try to do our jobs on people’s expressions and documents. It is also not possible to discover of course. It is something that is between two people. We already know a lot about the relationship between schools and contractors. They get ten times more than they deserve. We have similar incidents here as well. The regulations of school-parent associations often change. Our control on them is difficult; they may be indulged in fraud. To prove it is difficult too” S9.

When all the explanations given above are considered wholly, it is understood that educational supervisors cannot do much about the complaints made by both teachers and parents on the issue of parental involvement in educational costs.

Conclusions, Discussion and Recommendations

Fourteen education supervisors who work in provinces of Usak and Kastamonu had semi-structured interviews in this research aiming to reveal their ideas regarding the participation of education supervisors to education cost. Most of the education supervisors have regarded the right to education as a normative definition. According to education supervisors, parents should both take notice of their children's education and support the cost of education, because of the lack of public funds and school budget. It is important to note that education supervisors consider it necessary that parents support the cost of education in terms of giving more quality education, adopting schools and sharing the cost of education evenly. Some education supervisors are concerned about increasing inequality of opportunity and facilities and occurring social equality problems on the subject of practice of parents' participation in the cost of education. Education supervisors have come up against various complaints especially by teachers and parents during institution audits.

Before mentioning how education supervisors have dealt with concept of right to education, the concept of right to education should be clarified. It is not possible to state that there is not any consensus related to concept of right to education like in social sciences and other concepts. Discussions about right to education have two different points of view. They are utilitarian approach and sociable approach. Utilitarian approach is concerned with increasing subjective benefit which has a singular quality instead of putting emphasis on meaning of humanistic actions and social relations or humanistic requirements (Ozsoy, 2004). Right to education has been given importance due to the fact that people from different parts of society have the possibility of lacking services which will be produced on behalf of government and society and this will cause possible costs to society. For example, education of women is approved in order not to improve and make liberal them, on account of anxiety of wasting valuable human capital when they do not participate in work life. Therefore, this approach does not distinguish the education from other goods and services in market. It is supported that it should be produced by taking into consideration of cost/benefit criteria of education in this approach which represents independent perception. Accordingly, it is emphasized that those who are able to pay the fee of training types and levels, excluding compulsory education which is implemented by government and drawn the lines by constitution and laws, need benefit (Unal, 2003; Ozsoy, 2004). All the things have shown to connect with someone else's perceptions about individual and self-fulfillment of person in utilitarian approach (De Botton, 200).

In sociable approach, it is also thought that education is a right for all citizens and government should take necessary precautions in order that everybody benefits from education opportunity. Within the frame of this approach, education is considered to be fundamental right so as to improve ourselves and for self-fulfillment. Right of education cannot be indivisible and cannot only be given within certain education levels such as primary school. Individuals have benefited from all education opportunities freely during their lives (Unal, 2003). At this point, when being returned the research, it is realized that five education supervisors (S1, S4, S6, S10, S13), who took part in the research, have dealt with the concept of right to education within the frame of the utilitarian approach as stated above. Educational supervisors deal with right to education as a constitutional right and as stated in related laws and so it is shown that they have conceptualized the right to education as formal.

Principles or rules of human behavior are dealt with empty frame or model which is abstracted from meaning. Because this is a real rule binding everyone, it is considered that giving tangible meaning has put away its universality. Education inspector's views about

concept of right to education such as “Right to education has been guaranteed by taking part in constitution and our laws”, “I agree with opinions provided for in article 42”, “Our constitution has related articles in order that everyone should benefit from right to education”, “Each individual should benefit from all education levels within the frame of constitution and basic laws of national education” have reflected as formal opinion and lacking of tangible meaning.

Education supervisors (S2, S3, S5, S7, S8, S9, S11, S12, S14), excluding five education supervisors above stated, have regarded the concept of the right of education as more normative. It can be stated that they have evaluated it with a sociable point of view.

According to education supervisors, reasons which parents need to support cost of education are “lacking of public funds”, not having school budgets” and “giving importance of parents to education” respectively. One of them which is mentioned above by education supervisors is to be a reason which is mentioned most by different parts of society in order to provide parents’ support to education cost. First of all, it is necessary to state that a prerequisite of becoming marketable of education is to decrease the amount of source allocating capital budget for education. Therefore, it is expected that education is provided to achieve in market conditions of education and its cost is decreased in capital budget. According to Education Reform Initiative (ERI, 2011), rate of total public education expenditures is 3.2% in 2007, 3.7% in 2008, 4% in 2009, 3.9% in 2010, 4% in 2011 of Gross Domestic Product (GDP). These data indicate that rate of education expenditures to GDP have been stabilized since 2009. If public education expenditures increase with fixed price, the increase does not parallel growth in GDP. In other words, any share for public expenditures has not been allocated according to increase rate of national income along with enrichment of Turkey. It means that the reason which is put forward is not adequate oneself when public funds are inadequate. On the contrary, it can be stated that education is closely associated with marketing within the frame of localization and privatizing practices. Public school is founded, managed and financed by government. On the other hand, in recent years, parents have supported cost of education remarkably for both primary schools and high school schools.

On the other hand, if the situation is considered in terms of primary and high school education, it can be said that it is more apparent in primary schools. As explained by education supervisors, it results from the fact that primary schools do not have an appropriation budgeted on their own as in high school schools. The results of the research that Turkish Statistical Institute (TSI) (2006) conducted in 2002-2003 school year support this finding. In other words, the direct payments made by the families who sent their children to public primary schools, general high schools and vocational and technical training high schools are 39.523.841 TL, 13.738.014 TL and 1.886.340 in total respectively. These data clearly show that families who send their children to primary schools contribute to education cost more than the families who send their children to general high schools and vocational and technical training high schools. Similarly, it is also valid for the total monetary income that public primary schools, general vocational and technical training high schools gained in the mentioned school year. Accordingly, the income that primary schools, general high schools and vocational and technical training high schools obtained in 2002-2003 school year are 232.458.568 TL, 49.114.467 TL and 153.231.008 TL respectively. The monetary income gained by primary schools is 8.7 times more than that of general high schools did; however, it is 1.5 times more than vocational and technical training high schools gained. The reason why the monetary income of vocational and technical training high schools is higher than that of general high school is because they have circulating capital income.

The fact that families expect their children to get off to a good start might lead them to transfer a great amount of their income to their education. Parents, in a way, see it as an investment to guarantee their future. It is anticipated that children will look after their parents when they grow up, complete their education and have a job. This viewpoint is generally prevalent in countries where family bonds are strong and social security system is underdeveloped (European Commission Report, 2005). In this case, the importance the families attach to their children's education is a determinant factor to decide whether they will send them to public or private schools. Namely, rich families send their children to private schools which they consider to be more quality. Therefore, the families enable their children to make a better start and preparation in life and also increase their human capital. It is possible to reveal this by focusing on the education expenses made by families. In line with the results of the same research done by TSI (2006), the expense for a single child made by families sending their children to private school in 2002-2003 school years is 2,492 TL, while it is 730 TL for the families who sent their children to public schools. The families who sent their children to private general high schools, public general high schools spent 2,647 TL, and 1,858 TL respectively, whereas families who sent their children to private vocational and technical training high schools and public vocational and technical training high schools spent 4,024 and 2,234 TL respectively. These data as whole show that families sending their children to private primary schools pay three times more education expenses than the families sending their children to public schools. To put it in other words, families who send their children to private general high schools make one time more expenses than the families sending their children to public general high schools do, while the expenses made by families who sent their children to private vocational and technical training high schools is almost two times more than that of the families who sent their children to public vocational and technical training high schools.

These viewpoints presented by the education supervisors indicate that they lack the awareness of the fact that education is a right which needs to be provided free of charge as a public service. Admittedly, this situation is closely related to the localization, another dimension of marketing in education. In parallel with the decrease in the allocation from public resources for education, transmitting the responsibility for decision-making to the local level, even to the schools means increasing the interests of the immediate surroundings to the schools. This situation encourages families to provide direct financial aid to the public schools in order to ensure more quality education for their children. Upon paving the way for participation in education cost, families are anticipated to take an active part in the school management and life in accordance with their educational expectations. Therefore, families will be able to both enable their children to receive more quality education and ensure more effective and efficient use of resources by carrying out their responsibilities in auditing and monitoring the school and employees at schools (Hilman & Jenker, 2002). In addition to this, in a research conducted by Koç & Basaran (2001) involving 14 cities, 38% of the participants stated that families should provide financial aid to schools, whereas 55.8% did not agree on this viewpoint.

The studies in the related literature show that socio-economic status (SES) of the families is a determinant in whether families will take part in education cost or not. The lower the SES of the environment of schools is, the higher the proportion of the family contribution in the parent-teacher association (PTA) will be. In line with this, family donations at higher SES schools constitute 68% of PTA budget, 83% at middle SES schools, while it constitutes 91.8% at low SES schools. This reveals that low SES schools depend on families with respect

to financing more than middle and high SES schools. This is also important because it stands out in terms of social justice (Ozdemir, 2011). The fact that families take part in education cost does not necessarily mean that they will participate more in the school management and life. One of the major determining factors in this issue is the stance that school administrators will take. If school administrators adopt the tendency to be democratic and transparent, then they hold it open for families to take charge in school management (Sasmaz, Kose & Sirin, 2013). The question to be answered here is "do the school administrators allow families to provide opportunities to take part in the school management because they actually have a more democratic and transparent understanding of management or they do it because they only consider families as a means to solve their problems?" The research carried out by Yolcu (2011) reveals that school administrators in fact regard families as a solution to their problems rather than their belief in democracy or family contribution to education cost. On the other hand, another factor in participation of families in school management or embracing the school is their expectations from education. Accordingly, the participation of families to school management increases depending on the school SES in the direction of low, middle and high SES. As a result, families are likely to act as an element of oppression on school administrators and teachers; they would like to shape the educational environment of the school in accordance with their expectations (Yolcu, 2013). One of the significant indicators of becoming a social state is related to how widely education is provided to the citizens as a public service. This is naturally closely related to whether equality and possibility of opportunities in education is taken into consideration starting from pre-school education and including higher education (Karanfil & Polat, 2008).

The education supervisors who do not approve contribution of families to education cost state that this will cause inequality of opportunity and possibility in education. In order to have a better understanding of the issue, it is important to clearly define the concept of equality of opportunity and possibility in education. Equality of opportunity in education refers to creating necessary conditions and time for all citizens to receive education (Basaran, 1982). Equality of opportunity has two dimensions; namely, justice and inclusion. The justice dimension means to guarantee that individuals can receive education irrespective of personal and social conditions such as their gender, socioeconomic status, and ethnic origins. Inclusion, on the other hand, means that everybody will have literacy skills and the ability to perform four operations and they will at least go through the process for basic education. These two dimensions of equality of opportunity are closely related to each other (Field, Kuczera & Pont, 2007).

Equality of possibility in education refers to providing education to all citizens equally without making any discrimination. There are three major benchmarks to take into consideration when providing equal education to citizens. These are providing equal educational program, equal environment, and equal education cost. Providing equal educational program refers to equalizing the educational program related to specific education level without any discrimination regarding rural or urban areas, rich or poor, close or distant, male or female (Basaran, 1982).

Public schools in Turkey implement the education program provided by MNE, while private schools can put into practice their own educational program after receiving MNE's approval. This situation shows that private schools have a wider space of autonomy in terms of preparing and applying their own educational program. Moreover, it can be stated that there are inequalities between the children in the same age and educational level groups who are receiving education in public and private schools in terms of educational program and the

educational outcomes they gain from their schools. Polat (2009) puts forward that these different types of schools and/or programs in the educational system and the policies followed to place students in these schools or programs have a role in decreasing or increasing the current inequalities. For instance, the existence of selection schools, directing students to different programs and classrooms in these schools causes classroom to become homogenous with respect to student success or socioeconomic factors.

When focusing on the necessity of equalizing the educational environment, Basaran (1982) refers to balancing the educational program as to the physical inputs such as equipments, human resource input such as teacher and expert, money, energy and other related inputs without making any discrimination among the schools by considering the conditions of every school. However, nowadays, families who send their children to public schools in Turkey make considerable contributions to the cost-of-carry relationship of personnel, fuel, course equipments in order to ensure quality education for their children; this brings about an observable differentiation in the educational environments of schools. For example, in a study which Yolcu (2007) carried out at 15 schools with different SES in Ankara, it was found out that low SES schools used the income gained from the families and the immediate surroundings directly in compulsory operating expenses; middle SES schools, spent it on studies done to increase the quality of education as well as compulsory operating expenses; high SES schools, however, unlike low and middle SES schools, used the income directly in the studies carried out to increase the quality of education. The findings of Ozdemir's research (2011) also overlap with the ones mentioned above. In other words, while the expenses on information technologies are approximately 7.409,56 TL at low SES schools, it is 15.998,07 TL at middle SES schools and 18,034.40 TL at high SES schools. All of these findings indicate that public schools differ considerably in terms of their educational environment depending on the SES of the environment where it is located. As an inevitable result of this situation, children who study at middle and high SES schools have the opportunity to receive education at more clean places, technologically more equipped classrooms, and richer library and laboratories. The children whose families are not wealthy and who go to low SES schools receive their education under more negative circumstances. Therefore, the access to private educational environment and selection or arrangement of this environment by individuals turn schools into places where social inequalities occur (Kurul, 2006; Duru-Bellat, 2000). This causes schools to stand out as the places in which social dilemmas are encountered. Consequently, education turns out to be private fields claimed only by particular part of the society rather than becoming a public area opens to all citizens. In this case, participating in education cost or sharing the cost equally result in a social justice problem by making it possible to get benefit from education for only specific classes in the society (Unal et al, 2010). One of the most concrete indicators of this situation is the money that people spend from their household income for education. In order to make these statements even more concrete, it would be beneficial to mention the results of Ulusoy's research (2013). According to this research, the household education expense for a child at primary education level of the families who sent their children to public schools in 2011-2012 school years is approximately 1.920,15 TL. Out of this expense, 1359,45 TL is direct education expense, 560,7 TL, however, is indirect education expense. According to 42nd item of the Primary Education Law, families should not spend any money directly on education at this level of education when it is taken into consideration that it is compulsory at state schools. However, direct expenses on education constitute 70.8 % of the whole expenses. What is more, education expenses of the families differ to a great extent depending on their SES.

Namely, the expense of low SES families for a child's education is 444,24 TL, it is 1.262,00 TL for middle SES families and 3.678,72 TL for high SES families.

When the above mentioned statements are handled as a whole, it is seen that the contribution of families to education cost poses an obstacle for children of low SES families to receive education in accordance with equality of opportunity and possibility in education. Moreover, it can also be said that this situation prevents education from serving as a means of social mobility for children belonging to low SES to proceed to higher social statuses. The fact that the intergenerational mobility is low in Turkey in terms of the education level young adults and families also overlaps with the above mentioned results

According to data gathered from European Union Labor Force Survey (EU LFS), in OECD countries, approximately 50% of young adults have the same education level with their parents; almost 37% have higher education level than their parents. The data of the same research also show that the ratio of the youngsters who have the same education level with the previous generation is 66%. This ratio is important because it indicates that Turkey is the second country after Slovakia whose intergenerational mobility is the least among the OECD countries (Aslankurt, 2013). Nevertheless, in accordance with the principle of universality and equality, education right and equality of opportunity and possibility in Basic Law of National Education No. 1789, it is expected that Turkish Education System offers equal possibilities for every individual in social mobility. In addition, MNE that controls the organizational structure of Turkish Education System has established a sub- audit system in order to determine whether the objectives are fulfilled at the institutions within its scope and to enable development by fixing if there are any deviations from the aims (Bostancı, 2005). Thus, institution audit at schools audited by education supervisors is a type of supervision that is carried out with the purpose of handing down a decision about the general operation of the institution upon evaluating the education and management process at school and related records and proceedings (Taymaz, 2002). The education supervisors who possess the authority to audit the schools in every aspect as an institution receive complaints particularly from families and teachers about fund-raising at schools in terms of affording the education cost. However, education supervisors have not provided any explanations for school administrators to take actions about this issue. This might result from the fact that education supervisors have limited number of actions to take and they do not have authority to investigate directly or conduct an investigation. Nonetheless, even if they conduct an investigation about this issue, it is understood that neither school administrators nor principles of parent-teacher association are punished, when the results of the research are examined. Drawing on the findings of the research, it can be stated that the authority of the education supervisors about this issue needs to be increased. Furthermore, the issue of the contribution of families to education cost can be examined through the analysis and investigation reports carried out in line with the complaints. In addition to this, the budget share reserved for educational costs can be reconsidered and necessary arrangements can be done.

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