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School Culture's Impact on School Effectiveness and Performance: Comparison of Teachers' and Administrators' Views

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School Culture's Impact on School Effectiveness and Performance: Comparison of Teachers' and Administrators' Views

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Abstract: This study aims to compare the effect of school culture on school effectiveness and performance according to the opinions of teachers and administrators. The study sample consists of 3468 teachers and 425 administrators in Istanbul in the 2020-2021 academic year, determined by the convenience sampling method. A correlational survey model was used as the research model. The data were collected with the help of the "School Culture Scale," "School Effectiveness Index," and "Performance Scale." The data were analyzed by correlation and regression analysis. While the task culture and support culture positively affected the teachers' performance, respectively, bureaucratic culture and success culture do not affect teachers' performance. The support culture, task culture, and success culture affect the school effectiveness the most, respectively. In addition, teachers' performance affects school effectiveness positively. While the support culture and task culture positively affect the performances of the managers, success culture and bureaucratic culture do not affect the performances of the administrators. Most do not, while the support culture and bureaucratic culture affect school effectiveness, success, and task culture. In addition, the performance of administrators has a positive effect on school effectiveness.

Keywords: School culture, school effectiveness, teacher performance, correlational survey model

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Introduction

Schools in the education system play a direct role in the success of the system. The success of the school is also related to its effectiveness. Studies on the effectiveness of the school go back to the report of Coleman et al. (1966). According to this report, the impact of schools on students' success is very low. Factors affecting student success are much more affected by the social environment and opportunities that students are born with and acquire later. However, contrary to this report, there are students who come from disadvantaged groups and social circles and are very successful (Edmonds, 1982; Hallinger & Heck, 1998; Lee et al., 2017). These discussions have continued until today and effectiveness is an important concept for every organization, although it has not been possible to define a clear, comprehensive, and theoretical definition for many years. While Hoy and Miskel (2012) defined school effectiveness as the level of achieving school goals and the ability to adapt to the environment, Balci (2013) defined it as the level of meeting the needs of the organization and its members.

The characteristics of effective schools may change depending on where researchers and practitioners study. Some features are local and some are universally applicable. However, researchers reveal many similar features regarding the effectiveness of the school (Brophy, 2000; Hofman, Hofman & Gray, 2008; Kantamar, Hallinger & Jatiket, 2006). Generally accepted ones are; (i) good environment, (ii) instructional managers, (iii) goal approach (iv) stake-holders relationships, (v) monitoring student development, (vi) create a learning opportunities climate, and (vii) have a high expectancy for the success (Lezotte, 2001).

In effective schools, the aim is to identify successful schools. In effective schools, students have the opportunity to discover their cognitive, affective, and psychomotor skills (Arslan, Satıcı & Kuru, 2007; Özdemir, 2000). In schools where rich learning environments are created, organizational, managerial, and strategic goals are realized at the planned level (Başaran, 2000). According to Mortimore, Sammons, Stoll, and Ecob (1988), effective schools are institutions that can carry student attainment further.

It is seen that a lot of research has been done about school effectiveness. These are school effectiveness and organizational values (Beşir, 2019), supportive leadership behaviors and trust (Namlı, 2017), job satisfaction (Ololube, 2006; Turaç, 2017; Yıldırım, Akan & Yalçın, 2017), effective leadership (Bolanle, 2013; Cerit & Yıldırım, 2017), organizational learning and citizenship (Alanoğlu, 2014), transformational leadership (Tuncel, 2013), toxic leadership (Küçük, 2020), the effective school principal (Helvacı & Aydoğan, 2011; Hallinger & Heck, 1998; Hoffman & Hoffman, 2011; Laila, 2015), teacher morale/motivation (Tanrıögen, 1988); instructional leadership (Özdemir & Sezgin, 2002), school culture (Arslan, Satıcı & Kuru, 2007; Ayık & Ada, 2009), leadership style (Boonla & Treputtharat, 2014), student success (Kanmaz & Uyar, 2016; Okafor, 2012;), time management (Hornig, Klasik & Loeb, 2010), learning perceptions of school administrators (Işık & Çetin, 2020), school climate (Özgenel, 2020a; Şenel & Buluç, 2016).

Effective schools have a versatile and strong school culture created among school staff. With the experience and mutual sharing of school employees, a new culture-specific to school emerges over time (Şişman, 1994, 2012). School culture depends on the communicative power of the student-teacher-manager triangle rather than the cultural structure and hardware features of schools. Accordingly, schools provide an independent and unique cultural structure. The academic success of the school, classroom management of teachers, reward-punishment, student responsibility, learning conditions, determination of teaching, and working groups in the school are the factors that make up the school culture (Celep, 2002). According to Mackey (2016) in a strong school culture; there is a strong belief that all students can learn, teachers' accountability and high expectations about student learning, programming learning according to students' capacity, and an equal approach to each student.

Generally, four sources of school cultures has been accepted. These are task-oriented culture, support-oriented culture, bureaucratic culture, success-oriented culture. *Task-oriented culture*: This type is dominant in business-centered organizations (Handy, 1981; Harrison, 1972). *Support-oriented culture*: This culture is based on human relationships and trust. There are mutual relationships and commitment between the members of the organization (Kilian, 1999; Pheysey, 1993; Saphier & King, 1985). *Bureaucratic culture*: Hierarchical authority is important. This culture has strict rules and regulations (Can, Aşan & Aydın, 2006). *Success-oriented culture*: The aims of the organization come to the forefront than the rules. It is important to take individual responsibility. Individual success is supported. (Cooke & Szumal, 1993; Pheysey, 1993). The search for a strong school culture stands out as a common goal. Transformational (Arifin, Troena, Djumahir, & Rahayu, 2014; Rochyadi, Hardhienata & Sunaryo, 2017; Veeriah, Piaw, Li & Hoque, 2017), instructional (Mackey, 2016; Sufean, 2014; Şahin, 2011), servant (Hill, 2007; Yalçın & Karadağ, 2013), paternalist (Özgenel & Dursun, 2020), distributive (Davis, 2014; Givens, 2013), spiritual (Karadağ, 2009; Özgenel & Ankaralıoğlu, 2020), processor (Maitland, 2017), charismatic (Özgenel, 2020b), visionary (Koçman, 2005) and ethical leadership (Toytok, 2014) behaviors affect school culture. In addition, school culture affects the teachers' self-efficacy (Davis, 2014), job satisfaction (Gli-gorovic, Nikolić, Terek, Glušac & Tasić, 2016; Sadeghi, Amani & Mahmudi, 2013), burnout (Leuschke, 2017; Park & Lee, 2005), organizational commitment (Ayık & Ataş, 2014; Çakır, 2007; Karadağ, Baloğlu & Çakır, 2011; Sezgin, 2010), job motivation (George & Sabhapathy, 2014; Yılmaz, 2009) and organizational trust (Şahmelikoğlu, 2013). On the other hand, there are studies examining the relationship between school effectiveness and school culture (Ali, Sharma & Zaman, 2017; Ayık & Ada, 2009; Kılıç, 2017).

The first task of the principal about school culture is to create a strong school culture with teachers within the framework of norms, values, and beliefs. This power can combine the formal and informal aspects of the school. While the school culture is planned and imple-

mented, this culture is adopted for the staff (Çelik, 2012). School administrators should definitely deal with performance management in order to increase school culture, policy, and the quality of teaching. Education managers should increase the professional skills of teachers and improve the quality of education in order to prepare an effective and qualified teaching environment (Cemaloğlu, 2002). It helps teachers to minimize the disadvantages of students from different social circles and backgrounds by revealing their own performances in the best way. In this sense, teacher performance is an important factor in an effective school and a strong school culture.

In Turkey, performance assessment studies are ongoing to increase transparency and an effective teaching environment in the field of educational management. The idea that the process not inspected in modern educational supervision can not take a healthy path continues widely. The expected and desired teacher performance in every understanding that benefits public welfare stands out as a prerequisite for increasing quality (Akşit, 2006). Performance is defined as the quantitative and qualitative demonstration of the extent to which employees can achieve the organization's goals. An objective evaluation of the efforts put forward by the employees is required. Performance is seen as the result of the stakeholders forming the institution with a joint effort (Kasnaklı, 2002). Performance evaluation is the management's measurement of employee performance according to pre-determined criteria. It can also be defined as the interpretation of current performance measures in terms of performance criteria or effectiveness levels (Aydın, 2005). According to Robbins, DeCenzo and Wolter (2015), an effective performance evaluation stages can be listed as follows: Determining performance criteria, linking demands and criteria, measuring performance, analyzing performance according to criteria, discussing evaluation, planning corrective and developer actions.

Fındıkçı (2009) stated that the process should contain some important standards in order to perform performance evaluation effectively and that the system should have fair, motivating, and developing features. Comprehensive, valid, and reliable evaluation and inclusion in the process of the teacher is considered important for evaluation. In addition, it is considered important that students and their parents participate in the process (Koçak & Arslan, 2018). The performance evaluation system applied different standards in many countries, in Turkey in the 1990s, the Ministry of National Education (MoNE, 2006) starting on-site, has gained momentum in recent years. After different trials and pilot applications in the MoNE, the desired model could not be reached. The necessity of the performance evaluation system included in the 9th and 10th Development Plans (State Planning Organization [SPO], 2006; Ministry of Development, 2013) in terms of gaining social status, career development and personal and professional development of teachers was also supported by studies conducted by MoNE (2006).

Today, when organizational structures change rapidly, it has been concluded that the formation of effective and efficient schools is directly linked to the performances of administrators and teachers (MoNE, 2006). In the literature, there are many studies in which teachers ‘and administrators’ opinions are taken regarding teacher performance (Alay, 2006; Çavuş, 2010; Dilbaz Sayın & Arslan, 2017; Koçak & Arslan, 2018; Oğuz, Yılmaz, & Taşdan, 2007). It is seen that these studies draw attention to the disruptive aspects and standards of the system and develop suggestions and opinions towards them. As a result, determining the aspects of the staff to be improved, teacher performance at the desired level for an effective and qualified teaching process is important for effective schools. Effective school research shows that there should be a strong culture that will contribute positively to the learning environment of the student. Unless a positive school culture is created, the expected teacher performances in schools with organizational and managerial effectiveness will not be seen at the desired level.

Teachers and administrators’ need work to demonstrate what kind of school culture is the best style for all schools or what level of performance affects school effectiveness. The aim of this study is to compare the effect of school culture on perceptions and performances of teachers and administrators on school effectiveness. In other words, it is to compare the effect of school culture on school effectiveness and performance according to administrators’ and teachers’ opinions. To achieve this basic goal, answers to the following questions were sought:

1. Is there a significant relationship between support-oriented culture, success-oriented culture, bureaucratic culture, and task-oriented culture, school effectiveness perceptions and performances of administrators and teachers?
2. Does support-oriented culture, success-oriented culture, bureaucratic culture, and task-oriented culture predict administrators’ and teachers’ perceptions of school effectiveness?
3. Does the support-oriented culture, the success-oriented culture, the bureaucratic culture, and the task-oriented culture predict the performances of the administrators and teachers?
4. Does the performance of administrators and teachers predict school effectiveness?

Method

Research model

The purpose of this study is to determine the level of predicting school culture on school effectiveness and teacher performance. For this purpose, the research was carried out according to the correlation survey model. Correlational research is performed for two main purposes to help explain human behavior or predict possible consequences. The primary goal of correlational research is to clarify our understanding of important phenomena by identifying relationships between variables. Its second purpose is to predict / predict: If there is a sufficiently large relationship between two variables, if a score on one variable is known, it becomes possible to predict a score on the other variable (Fraenkel & Wallen, 2006). The conceptual model of the research is given in Figure 1.



Figure 1. Conceptual Model of the Research

Study group

The research universe consists of 198.165 administrators and teachers working in state schools in Istanbul in the 2020-2021 academic year. While calculating the sample size of the study, 95% confidence interval and 5% margin of error determined as criteria, and the sample size was calculated as 383. During the data collection process, face-to-face data collection methods were avoided because of the Covid-19 pandemic rules. Participants were selected using the convenience sampling method. Data were collected using the researchers' social networks and social media platforms, and 425 administrators and 3468 teachers were reached.

Table 1. Demographics of Teachers

Variables	Groups	<i>f</i>	<i>%</i>	
Gender	Teacher	Woman	2393	69.0
		Man	1075	31.0
	Administrators'	Woman	108	25.4
		Man	317	74.6
Education Status	Teacher	Undergraduate	3079	88.8
		Graduate	389	11.2
	Administrators'	Undergraduate	221	52.0
		Graduate	204	48.0
Type of the school	Teacher	Primary school	1201	34.6
		Secondary school	1292	37.3
		High school	975	28.1
	Administrators'	Primary school	173	40.7
		Secondary school	122	28.7
		High school	130	30.6
Seniority	Teacher	5 years and under	893	25.7
		6-10 years	764	22.0
		11-15 years	482	13.9
		16-20 years	491	14.2
		21 years and above	838	24.2
	Administrators'	5 years and under	11	2.6
		6-10 years	60	14.1
		11-15 years	84	19.8
		16-20 years	95	22.4
	21 years and above	175	41.2	
Numbers of teachers		3468	89.1	
Numbers of Administrators'		425	10.9	
Total		3893	%100.0	

As seen in Table 1, 3468 of the participants are teachers (89.1%) and 425 are administrators (10.9%).

Data collection tools

For this research, the approval of the Istanbul Sabahattin Zaim University Ethics Committee dated 28.11.2020 and numbered 2020/11, and necessary research permissions were obtained.

School Culture Scale: The scale was developed by Terzi (2005). The scale, which was developed to identify different types of culture in schools, consists of 29 items and 4 sub-dimensions, namely Support-Oriented Culture (SupOC), Success-Oriented Culture (SucOC), Bureaucratic Culture (BUC) and Task-Oriented Culture (TOC). School Culture Scale; It has a 5-point Likert-type rating system.

The School Effectiveness Index: The scale was developed by Hoy et al. and adapted to Turkish by Yıldırım (2015). The School Effectiveness Index measures how effective a school is in the areas of “quantity and quality of service, efficiency, adaptability, and flexibility”. The index is an 8-item 6-point Likert-type measurement tool that provides a subjective assessment of school effectiveness. The higher the score obtained, the higher the school’s effectiveness (Hoy, 2021).

Performance Scale: The 7-item and one-dimensional “Performance Scale” developed by Kirkman and Rosen (1999); It is adapted to Turkish by Erdoğan (2011) was used. The scale was rated as 5-point Likert, with no disagree = 1 and I totally agree = 5. Minimum 7 points and a maximum of 35 points are obtained from the scale. The high score obtained indicates that the performance is high.

Data analysis

The data obtained were analyzed with “IBM SPSS Statistics” and AMOS. Skewness, kurtosis, reliability, and fit values of the scales were calculated and given in Table 2.

Table 2. The Scale’s Kurtosis, Reliability and Fit Values

	N	Sk.	Kr.	Cronbach Alpha	χ^2/df	SRMR	GFI	AGFI	TLI	CFI	RM-SEA
Performance (Perf)	3893	-.509	.342	.766	1.724	.006	.999	.996	.998	.999	.014
School Effectiveness (SE)	3893	-.321	-.302	.866	4.003	.011	.997	.991	.993	.997	.028
Support-Oriented Culture (SupOC)	3893	-.665	.560	.905	3.597	.007	.997	.992	.996	.998	.026
Success-Oriented Culture (SucOC)	3893	-.681	.793	.842	2.803	.007	.998	.995	.997	.999	.022
Bureaucratic Culture (BUC)	3893	.101	.137	.771	4.412	.016	.995	.989	.983	.990	.030
Task-Oriented Culture (TOC)	3893	-.464	.120	.777	4.296	.011	.998	.992	.992	.997	.029

When the values given in Table 2 are examined, it is seen that the data are normally distributed, valid, and reliable for analysis. The data were analyzed by correlation and regression analysis. While adding the estimation variables to the regression analysis, the stepwise method was chosen. The Stepwise method finds the prediction variable that most describes the change in the dependent variable, then the prediction variables that most describe the remaining change and adds them to the model. In the confirmatory factor analysis of the scales, it was seen that the model fit indices were at an “acceptable” level (Byrne, Shavelson & Muthen, 1989; Kline, 2011; Maydeu-Olivares & Garcia-Forero, 2010).

Results

The results of Pearson correlation analysis conducted to determine the relationship between school culture and teachers’ perceptions and performances of school effectiveness are given in Table 3.

Table 3. Results of Correlation Analysis Between Variables

	Variables	N	Mean	SD	1	2	3	4	5	6
Teachers	1-Perf.	3468	4.34	.448	1					
	2-SE	3468	4.76	.686	.596**	1				
	3-SupOC	3468	3.92	.682	.661**	.538**	1			
	4-SucOC	3468	3.91	.673	.614**	.495**	.837**	1		
	5-BuC	3468	3.32	.596	.128**	.108**	.063**	.121**	1	
	6-TOC	3468	4.24	.507	.577**	.568**	.530**	.536**	.272**	1
Administrator	1-Perf.	425	4.62	.668	1					
	2-SE	425	4.38	.431	.602**	1				
	3-SupOC	425	4.07	.614	.668**	.615**	1			
	4-SucOC	425	4.15	.566	.572**	.557**	.833**	1		
	5-BuC	425	3.08	.612	.097*	.044	-.028	.038	1	
	6-TOC	425	4.24	.518	.597**	.525**	.663**	.672**	.251**	1

According to the correlation analysis given in Table 3, there are a moderate and positive significant relationships among variables. The relationship among teachers' performances and perceptions of school effectiveness ($r=.596$; $p<.01$) support-oriented culture ($r=.661$; $p<.01$), success-oriented culture ($r=.614$; $p<.01$), task-oriented culture ($r=.577$; $p<.01$). Moderate and positive between school effectiveness and perceptions of support culture ($r=.538$; $p<.01$), success culture ($r=.495$; $p<.01$), task culture ($r=.538$; $p<.01$). It has been determined that there is a significant relationship. However, there is no low-level and positive significant relationship between bureaucratic culture and teacher performances ($r=.128$; $p<.05$) and school effectiveness ($r=.108$; $p<.05$).

According to the correlation analysis given in Table 3, administrators' performances and perceptions of school effectiveness ($r=.602$; $p<.01$), support-oriented culture ($r=.668$; $p<.01$), success-oriented culture ($r=.566$; $p<.01$), it is seen that there is a moderate and positive significant relationship between perceptions of task-oriented culture ($r=.597$; $p<.01$). Moderate and positive between school effectiveness and perceptions of support-oriented culture ($r=.615$; $p<.01$), success-oriented culture ($r=.557$; $p<.01$), task-oriented culture ($r=.525$; $p<.01$). It has been determined that there is a significant relationship. However, there was a low and positive relationship between bureaucratic culture and teacher performances ($r=.097$; $p<.05$); There is no significant relationship between bureaucratic culture and school effectiveness ($r=.044$; $p<.05$).

The results of the analysis regarding the regression analysis performed to determine whether the school culture predicts school effectiveness perceptions of administrators and teachers are given in Table 4.

Table 4. Simple Regression Analysis Results Regarding School Culture Predicting School Effectiveness Perceptions of Administrators and Teachers

Model		B	Std. Error	(β)	t	p	R	R ²	F	p	
Teachers	1	Constant	2.154	.051		42.240	.000	.661	.437	2695.469	.000
		SupOC	.665	.013	.661	51.918	.000				
	2	Constant	1,000	.070		14.280	.000	.714	.509	1797.273	.000
		SupOC	.497	.014	.494	35.221	.000				
		TOC	.427	.019	.316	22.499	.000				
	3	Constant	.976	.070		13.954	.000	.716	.512	1213.674	.000
		SupOC	.414	.022	.412	18.710	.000				
		TOC	.408	.019	.302	21.151	.000				
		SucOC	.109	.023	.107	4.829	.000				
Administrators	1	Constant	1.664	.162		10.253	.000	.668	.446	340.886	.000
		SupOC	.727	.039	.668	18.463	.000				
	2	Constant	1.260	.203		6.193	.000	.678	.460	179.475	.000
		SupOC	.731	.039	.671	18.752	.000				
		BuC	.126	.039	.116	3.232	.001				

Dependent Variable: School Effectiveness

According to Table 4, it is seen that teachers' perceptions of school effectiveness are significantly predict ($p < .01$); to the support-oriented culture ($\beta = .412$), task-oriented culture ($\beta = .302$) and success-oriented culture ($\beta = .107$). Support-oriented culture, task-oriented culture and success-oriented culture predict 51% of the total variance in school effectiveness ($R = .714$; $R^2 = .512$). In other words, the culture of support, duty, and success, in turn, affects teachers' perceptions of school effectiveness in a positive way and significantly. For example, it is estimated that when there is a unit improvement improvement in the support culture, it may cause the development of .412 units in school effectiveness.

It is seen that the school administrators' perceptions of school effectiveness to support-oriented culture ($\beta = .671$) and bureaucratic ($\beta = .116$) culture significantly ($p < .01$). Support culture and bureaucratic culture predict 46% of the total variance in school effectiveness ($R = .678$; $R^2 = .460$). In other words, support culture and bureaucratic culture, in turn, affect positively and significantly the school administrators' perceptions of school effectiveness. For example, one unit increase in support culture is also estimated to cause .671 unit increase.

The results of the analysis related to the regression analysis performed to determine whether the school culture predicted the performance of administrators and teachers are given in Table 5.

Table 5. Regression Analysis Results on Predicting School Culture's Performance of Teachers and Administrators

Model		B	Std. Error	(β)	t	p	R	R ²	F	p	
Teachers	1	Constant	2.216	.053		41.933	.000				
		TOC	.501	.012	.568	40.585	.000	.568	.322	1674.171	.000
	2	Constant	2.021	.051		40.010	.000				
		TOC	.347	.014	.393	25.322	.000	.633	.401	1158.050	.000
		SupOC	.217	.010	.330	21.302	.000				
Administrators	1	Constant	2.628	.111		23.676	.000				
		SupOC	.433	.027	.615	16.057	.000	.615	.379	257.839	.000
	2	Constant	2.287	.136		16.776	.000				
		TOC	.174	.042	.209	4.159	.000	.635	.403	142.532	.000
		SupOC	.335	.035	.477	9.491	.000				

Dependent Variable: Performance

According to Table 5, it is seen that teachers' performances significantly predict task-oriented culture ($\beta = .393$) and support-oriented culture ($p < .01$). Task-oriented culture and support-oriented culture predict 40% of the total variance in teachers' performances ($R = .633$; $R^2 = .401$). In other words, the task-oriented culture and support-oriented culture in turn affect the performances of teachers positively and significantly. For example, one unit increase in task-oriented culture is estimated to cause .393 unit increase in school effectiveness.

It is seen that the school administrators' performance ($\beta = .477$) and task culture ($\beta = .209$) significantly predicted their performance in turn ($p < .01$). Support culture and task culture predict 40% of the total variance in managers' performance ($R = .635$; $R^2 = .403$). In other words, the task and support culture positively and significantly affect the performances of school administrators. For example, it is estimated that one unit increase in support culture may result in .393 unit increase in school effectiveness. The results of the analysis related to the regression analysis to determine whether the performance of school administrators and teachers predicted school effectiveness is given in Table 6.

Table 6. Regression Analysis Results about Predicting Teachers' and Administrators' Performances in School Effectiveness

		B	Std. Error	(β)	t	p	R	R ²	F	p
Teachers	Constant	.973	.093		10.423	.000				
	Performance	.872	.021	.569	40.783	.000	.569	.324	1663.288	.000
Administrators	Constant	.536	.265		2.020	.044				
	Performance	.932	.060	.602	15.492	.000	.602	.362	239.992	.000

Dependent Variable: School Effectiveness

When Table 6 is examined, it is seen that teachers' performances significantly predicted ($p < .01$) school effectiveness ($\beta = .569$). Teachers' performances predict 32% of the total variance in school effectiveness ($R = .569$; $R^2 = .324$). In other words, teachers' performances affect school effectiveness positively. For example, one unit increase in teacher performance is estimated to result in .569 units increase in school effectiveness.

However, school administrators' performances seem to predict ($p < .01$) school effectiveness ($\beta = .602$) significantly. The performances of the administrators predict 36% of the total variance in school effectiveness ($R = .602$; $R^2 = .362$). In other words, the performances of school administrators affect school effectiveness positively and positively. For example, one unit increase in administrators' performance is estimated to cause .602 unit increase in school effectiveness. The findings obtained from the regression analysis are shown in Figure 2 and Figure 3.

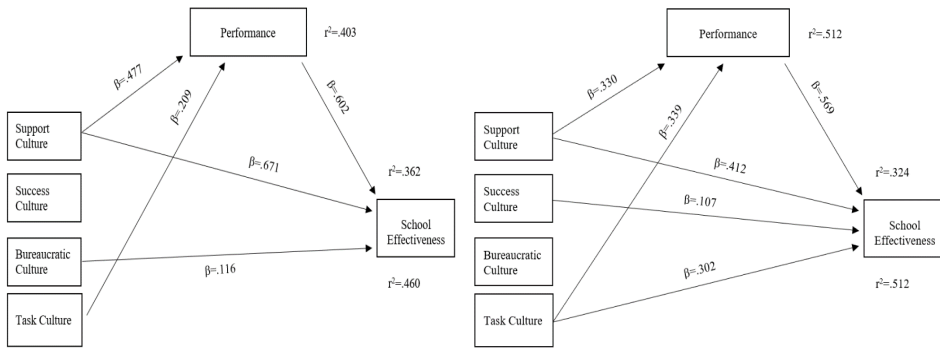


Figure 2. Teacher-Measurement Model **Figure 3.** Administrators -Measurement Model

According to Figure 2, while the task-oriented culture and support-oriented culture mostly affect the performance of teachers in order; bureaucratic culture and success culture do not affect teachers' performances. Support-oriented culture, task-oriented culture, and success-oriented culture affect school effectiveness, respectively. In addition, teachers' performance affects school effectiveness positively.

According to Figure 3, success-oriented culture and bureaucratic culture do not affect the performances of the managers, whereas the support-oriented culture and the task-oriented culture positively affect the performances. While the support-oriented culture and bureaucratic culture affect school effectiveness, respectively, success-oriented and task-oriented culture do not. In addition, the performance of administrators positively affects school effectiveness.

Discussion and conclusion

School effectiveness research findings suggest that research on school culture can undoubtedly be an exciting clue to explain further the “secret” of effective schools (Maslowski, 2001). Since the 1980s, both climate and organizational culture have been used to shed light on what is happening in schools and explain the relationship between certain school characteristics and specific educational outcomes (Hargreaves, 1995). These studies in school development show that a collaborative culture in a school will increase the quality of education and emphasize the importance of openness to change (Maslowski, 2001). In this context, the study tried to compare the perceptions and performance levels of school culture administrators and teachers to influence school effectiveness.

According to the findings obtained from the research, while the primary cultural factors affecting teachers’ perceptions of school effectiveness are, in turn, the support-oriented culture, task-oriented culture, and success-oriented culture. On the other hand, support-oriented culture and bureaucratic culture affect the perceptions of the school effectiveness of the administrators. In addition, support-oriented culture, mission-oriented culture and success-oriented culture affect teachers’ perceptions of school effectiveness more than administrators. The findings revealed by Ayık and Ada (2009)’s research on teachers and administrators to determine their perceptions of school culture, and the researches that Arslan, Satıcı and Kuru (2007) investigated school culture and its effectiveness with teachers working on private and public have similar results. In a study by Heck and Marcoulides (1996), they reported that school culture positively affected the outcomes of the school. Duan, Du and Yu (2018) reported that school culture is related to teachers’ job satisfaction and school effectiveness. Based on these results, it can be said that schools that perform their jobs successfully and have high interactions benefit school effectiveness significantly.

According to another finding obtained from the research, the primary cultural factors affecting teachers’ performances are task culture and support culture, respectively. The cultural factors that affect the performances of the managers are the support-oriented culture and the task-oriented culture, in turn, unlike the teachers. In addition, the performances of the teachers and administrators are significantly affected by both cultures. When looking at the studies in the literature, they are similar to this research findings. While many studies have found that teacher performance may increase in schools where strong school culture is supported (Arifin, Afnan, Djumahir & Rahayu, 2014; Çıpa, 2014; Fatmawati, 2017; Hâkim, Sa’ud, Komariah, & Sunaengsih, 2018; Hartono & Zubaidah, 2017; Nasrun & Ambarita, 2017; Thoyib, Hadhienata & Sunaryo, 2017). It is concluded by Kılınç (2014) that bureaucratic culture negatively affects teacher specialization, and Sezgin (2010) concluded that teacher engagement is negatively affected by bureaucratic culture. Apart from the normative behaviors, the results have achieved in this research are evaluated positively in institutions

where the task-oriented culture and support-oriented culture is strong, which prioritizes cooperation with organizational purpose. It also supports the theoretical idea that school culture significantly affects teachers' job satisfaction and professional commitment (Anderman, 1991). However, it shows that students' academic achievement scores can be explained by their perceptions of the school's cultural environment (Marcoulides, Heck & Papanastasiou, 2005). On the other hand, the success levels of students aren't affected by the goal, success, collaborative, innovative and rule-oriented culture in school.

Finally, it was concluded that the performances of administrators and teachers are the factors that positively and significantly affect school effectiveness. Administrators and their performances affect school effectiveness a little more than teachers. In the research conducted by Özgenel and Mert (2019), which is similar to our research findings, it was concluded that the performance of teachers predicts the effectiveness of the school and affects it positively. In other words, when all the findings obtained from the study are evaluated together, it can be concluded that school culture is a very effective and important factor on school effectiveness and performance for both teachers and school administrators.

Recommendations

The research results are expected to increase the level of participation and performance of teachers and managers to overcome the difficulties in building effective schools and reach the school's primary goals in this process. Support-oriented culture and task-oriented culture, and teacher performance are among the leading factors that positively and significantly affect school effectiveness. It is seen that it is more possible to build school effectiveness according to the realization of standards in teacher performance, where communication is prioritized and communication is vital. In this sense, teachers in schools; should be combined under the umbrella of the norm, belief, value, and strong school culture. Findings obtained from the research presented that school culture is an integral indicator of the school's effectiveness teachers' and managers' performances representing values, assumptions, norms, values, beliefs, traditions, and rituals in a school.

School culture, school effectiveness, and teachers' performances are closely related concepts. It is essential for a school to achieve its goals, to have a strong culture, to have a strong culture of support and duty, and to have high performance. In this sense, improving teacher and managers' performances are related to solid school culture and creating an effective school. It should create a school environment that provides information about how to increase the effectiveness of all the desired teachers, provides administrators with the opportunity to think and improve the conditions for improving teaching conditions. In this way, the student will have the potential to provide the necessary conditions for learning.

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Okul Kültürünün Okul Etkililiğine ve Performansa Etkisi: Öğretmen ve Yönetici Görüşlerinin Karşılaştırılması

Geniş özet

Giriş

Etkili okul çalışmalarında amaç, başarılı okulların tespitidir. Etkili okullarda öğrenciler bilişsel, duyuşsal ve psikomotor becerilerini keşfetme imkânı bulur (Arslan, Satıcı & Kuru, 2007; Özdemir, 2000). Zengin öğrenme ortamlarının yaratıldığı okullarda örgütsel, yönetsel ve stratejik amaçlar planlandığı düzeyde gerçekleşmektedir (Başaran, 2000). Mortimore, Sammons, Stoll ve Ecob'a (1988) göre etkili okullar öğrenci kazanımlarını daha öteye taşıyabilen kurumlardır. Etkili okullarda, okul personeli arasında oluşturulan çok yönlü ve güçlü bir okul kültürü yer alır. Okul çalışanlarının tecrübeleri ve karşılıklı paylaşımları ile zamanla okula özgü yeni bir kültür ortaya çıkar (Şişman, 1994, 2012). Mackey'e (2016) göre güçlü okul kültüründe; tüm öğrencilerin öğrenebileceğine yönelik güçlü inanç, öğretmenlerin öğrenci öğrenmesine ilişkin hesap verme sorumluluğu ve yüksek beklentisi, öğrencilerin kapasitesine göre öğrenmeyi programlama ve her öğrenciye eşit yaklaşım yer almaktadır. Etkili okulların güçlü bir kültüre sahip olduğu ve çalışanların performansları üzerinde olumlu etkiye sahip olduğu söylenebilir. Performans, çalışanların örgütün amaçlarına ne ölçüde ulaşabildiğini nicel ve nitel olarak ortaya konulması olarak tanımlanmıştır. Sonuç olarak personelin geliştirilmesi gereken yönlerin tespiti, etkili ve nitelikli öğretim süreci için istenen seviyede öğretmen performansı, etkili okullar için önem arz etmektedir. Bu araştırmanın amacı, okul kültürünün, öğretmen ve yöneticilerin okul etkililiği algılarına ve performanslarına etkisini karşılaştırmaktır. Bu temel amaca ulaşmak için aşağıdaki sorulara yanıt aranmıştır:

1. Destek kültürü, başarı kültürü, bürokratik kültür ve görev kültürü ile yönetici ve öğretmenlerin okul etkililiği algıları ve performansları arasında anlamlı bir ilişki var mıdır?
2. Destek kültürü, başarı kültürü, bürokratik kültür ve görev kültürü, yönetici ve öğretmenlerin okul etkililiği algılarını yordamakta mıdır?
3. Destek kültürü, başarı kültürü, bürokratik kültür ve görev kültürü ile yönetici ve öğretmenlerin performanslarını yordamakta mıdır?
4. Yönetici ve öğretmenlerin performansları, okul etkililiğini yordamakta mıdır?

Yöntem

Bu araştırma, korelasyon araştırma modeline göre gerçekleştirilmiştir. Korelasyonel araştırma, insan davranışlarını açıklamaya veya olası sonuçları tahmin etmeye yardımcı olmak için iki temel amaç için gerçekleştirilir. Korelasyonel araştırmanın birinci amacı, değişkenler arasındaki ilişkileri belirleyerek önemli fenomenler hakkındaki anlayışımızı açıklığa kavuşturmadır. İkinci amacı yordamaktır: İki değişken arasında yeterli büyüklükte bir ilişki varsa ve bir değişken üzerindeki bir skor biliniyorsa, diğer değişken üzerindeki bir skoru tahmin etmek mümkün hale gelir. Araştırmada 425 yönetici ve 3468 öğretmen olmak üzere toplam 3893 kişiye ulaşılmıştır. Veriler, Terzi (2005) tarafından geliştirilen “Okul Kültürü Ölçeği”, Hoy ve arkadaşları tarafından geliştirilen ve Yıldırım (2015) tarafından Türkçeye uyarlanan “Okul Etkinliği Endeksi (The School Effectiveness Index)”, Kirkman ve Rosen (1999) tarafından geliştirilen ve Erdoğan (2011) tarafından Türkçeye uyarlanan “Performans Ölçeği” yardımıyla toplanmıştır. Veriler korelasyon ve regresyon analizleri ile çözümlenmiştir.

Bulgular

Korelasyon analizine göre öğretmenlerin performansları ile okul etkililiği algıları, destek kültürü, başarı kültürü, görev kültürü algıları arasında orta düzeyde ve pozitif yönde anlamlı ilişki olduğu görülmektedir. Okul etkililiği ile destek kültürü, başarı kültürü, görev kültürü algıları arasında orta düzeyde ve pozitif yönde anlamlı ilişki olduğu belirlenmiştir. Ancak bürokratik kültür ile öğretmen performansları ve okul etkililiği arasında düşük düzey ve pozitif yönde anlamlı ilişkisi bulunmamaktadır.

Korelasyon analizine göre yöneticilerin performansları ile okul etkililiği algıları, destek kültürü, başarı kültürü, görev kültürü algıları arasında orta düzeyde ve pozitif yönde anlamlı ilişki olduğu görülmektedir. Okul etkililiği ile destek kültürü, başarı kültürü, görev kültürü algıları arasında orta düzeyde ve pozitif yönde anlamlı ilişki olduğu belirlenmiştir. Ancak bürokratik kültür ile öğretmen performansları arasında düşük düzeyde ve pozitif ilişki bulunurken; bürokratik kültür ile okul etkililiği arasında anlamlı ilişkisi bulunmamaktadır.

Öğretmenlerin okul etkililiği algılarını sırayla destek, görev ve başarı kültürü pozitif yönde ve önemli ölçüde etkilemektedir. Okul yöneticilerinin okul etkililiği algılarını sırayla destek kültürü ve bürokratik kültürü pozitif yönde ve önemli ölçüde etkilemektedir.

Öğretmenlerin performanslarını sırayla görev kültürü ve destek kültürü pozitif yönde ve önemli ölçüde etkilemektedir. Okul yöneticilerinin performanslarını sırayla görev ve destek kültürü pozitif yönde ve önemli ölçüde etkilemektedir.

Öğretmenlerin performansları, okul etkililiğini pozitif/olumlu yönde ve önemli ölçüde etkilemektedir. Okul yöneticilerinin performansları da okul etkililiğini anlamlı şekilde yordadığı görülmektedir.

Bulgulara göre öğretmenlerin performansını sırayla en fazla görev kültürü ve destek kültürü olumlu yönde etkilerken; bürokratik kültür ve başarı kültürü öğretmenlerin performanslarını etkilememektedir. Okul etkililiğini sırasıyla en fazla destek kültürü, görev kültürü ve başarı kültürü etkilemektedir. Ayrıca öğretmenlerin performansı da okul etkililiğini olumlu yönde etkilemektedir.

Bulgulara göre yöneticilerin performanslarını sırayla en fazla destek kültürü ve görev kültürü olumlu yönde etkilerken, başarı kültürü ve bürokratik kültür yöneticilerin performanslarını etkilememektedir. Okul etkililiğini sırasıyla en fazla destek kültürü ve bürokratik kültür etkilerken, başarı ve görev kültürü etkilememektedir. Ayrıca yöneticilerin performansı da okul etkililiğini olumlu yönde etkilemektedir.

Tartışma ve sonuç

Okul etkililiği araştırma bulguları, okul kültürü üzerine yapılan araştırmaların, etkili okulların “sırrını” daha fazla açıklamak için kesinlikle ilginç bir ipucu olabileceğini düşündürmektedir (Maslowski, 2001). Özellikle 1980’lerden bu yana hem iklim hem de örgüt kültürü okullarda olup bitenlere ışık tutmak ve belirli okul özellikleri ile belirli eğitimsel sonuçlar/çıktılar arasındaki ilişkiyi açıklamak için kullanılmıştır (Hargreaves, 1995). Okul geliştirme alanında yapılan bu çalışmalar, bir okuldaki işbirlikçi bir kültürün öğretim kalitesini artıracağını ve değişime açıklığın önemini vurgulayacağını göstermektedir (Maslowski, 2001). Bu bağlamda araştırmada okul kültürünün yöneticilerin ve öğretmenleri okul etkililiği algılarını ve performanslarını etkileme düzeyleri karşılaştırılmaya çalışılmıştır.

Araştırmadan elde edilen bulgulara göre öğretmenlerin okul etkililiği algılarını etkileyen öncül kültürel faktörler sırayla destek kültürü, görev kültürü ve başarı kültürü iken, yöneticilerin okul etkililiği algılarını destek kültürü ve bürokratik kültür etkilemektedir. Ayrıca destek kültürü, görev kültürü ve başarı kültürü öğretmenlerin okul etkililiği algılarını yöneticilere göre daha fazla etkilemektedir. Ayık ve Ada’nın (2009) öğretmenler ve yöneticiler üzerinde okul kültürü algılarını belirlemek amacı ile yaptıkları araştırma ve Arslan, Saticı ve Kuru’nun (2007) özel ve devlet okullarında çalışan öğretmenler ile okul kültürü ve etkililiğini araştırdıkları araştırmalar ile ortaya konulan bulgular benzerlik taşımaktadır. Heck ve Marcoulides (1996) tarafından yapılan çalışmada okul kültürünün okulun çıktılarını olumlu yönde etkilediğini rapor etmişlerdir. Duan, Du ve Yu (2018) yaptığı araştırmada okul kültürü ile öğretmenlerin iş doyumunu/tatmini ve okul etkililiğinin ilişkili olduğunu bildirmiştir. Bu sonuçlardan hareketle işlerini başarıyla gerçekleştiren ve etkileşimi yüksek olan okulların, okul etkililiğine kayda değer ölçüde yarar sağladığı söylenebilir.

Araştırmadan elde edilen bir diğer bulguya göre öğretmenlerin performanslarını etkileyen öncül kültürel faktörler sırasıyla görev kültürü ve destek kültürüdür. Yöneticilerin performanslarını etkileyen kültürel faktörler ise öğretmenlerin aksine sırayla destek kültürü

ve görev kültürüdür. Ayrıca her iki kültür öğretmenlerin ve yöneticilerin performanslarının önemli ölçüde ve aynı oranda etkilemektedir. Alanyazında yapılan çalışmalara baktığımızda bulgularımız ile benzerlik göstermektedir. Birçok çalışmada güçlü okul kültürünün desteklendiği okullarda öğretmen performansının artış gösterebileceğini saptarken (Arifin, Afnan, Djumahir & Rahayu, 2014; Çıpa, 2014; Fatmawati, 2017; Hâkim, Sa'ud, Komariah & Sunaengsih, 2018; Hartono & Zubaidah, 2017; Nasrun ve Ambarita, 2017; Thoyib, Hadhie-nata & Sunaryo, 2017); Kılınç (2014) bürokratik kültürün öğretmen uzmanlaşmasını, Sezgin (2010) ise bürokratik kültürün öğretmen bağlılığını negatif yönde etkilediği sonuçlarına ulaşmışlardır. Öğretmenlerin kuralcı davranışların dışında örgütsel amaç ile iş birliğini ön planda tuttuğu görev ve destek kültürünün güçlü olduğu kurumlarda, ulaştığımız sonuçlar olumlu olarak değerlendirilmektedir. Ayrıca okul kültürünün öğretmenlerin iş memnuniyeti/tatmini ve mesleki bağlılığını önemli derecede etkilediği teorik fikrini desteklemektedir (Anderman, 1991). Bununla birlikte öğrencilerin akademik başarı puanlarının/düzeylerinin okulun kültürel ortamına ilişkin algıları ile açıklanabileceğini göstermektedir (Marcoulides, Heck & Papanastasiou, 2005). Ancak okulda hedef, başarı, işbirlikçi, yenilikçi ve kural yönelimli okul kültürü öğrencilerin başarı düzeylerini etkilememektedir (Maslowski, 2001).

Son olarak yöneticilerin ve öğretmenlerin performansları, okul etkililiğini olumlu yönde ve önemli ölçüde etkileyen faktör olduğu sonucuna ulaşılmıştır. Yöneticilerin ve performansları, okul etkililiğini öğretmenlere göre biraz daha fazla etkilemektedir. Araştırma bulgularımız ile benzerlik gösteren Özgenel ve Mert'in (2019) yapmış olduğu araştırmada, öğretmenlerin performansının okulun etkililiğini öngördüğü ve olumlu etkilediği sonucuna ulaşılmıştır. Araştırma sonuçları etkili okullar inşa etmek için süreç içerisinde öğretmenlerin zorlukların üstesinden gelmek ve okulun temel hedeflerine istenilen düzeyde ulaşmak için yüksek düzeyde katılımları ve performans göstermeleri beklenmektedir. Son olarak destek kültürü ve görev kültürü ile öğretmen performansı birlikte, okul etkililiğini olumlu yönde ve önemli ölçüde etkileyen öncül faktörlerindendir. Örgütsel hedeflerin ön planda tutulduğu, iletişimin güçlü, öğretmen performansında standartların gerçekleşme durumlarına göre okul etkililiğini inşa edebilmek daha mümkün görülmektedir. Bu anlamda okullarda öğretmenler; norm, inanç ve değer çatısı altında birleştirilebilir ve güçlü bir okul kültürü oluşturulabilir. Araştırmadan elde edilen bulgular bir okuldaki değerlerin, varsayımların normların, değerlerin, inançların, geleneklerin ve ritüellerin temsili olarak okul kültürünün, okulun etkinliğinin ve öğretmenlerin performanslarının ayrılmaz bir göstergesi olduğunu göstermiştir.

