

Levels of Schools in Terms of Having Effective School Qualities According to the Opinions of Education Shares

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Abstract : The aim of this research is to study primary and secondary schools have the indicators of effective school and its level from the point of view of managers, teachers, students and parents. Additionally, this research has been done because school effectiveness is measured if or not school reaches its goal and how successfully school responds the needs of shareholders. Some illations are made according to the result of the research. The pattern of the research is cross-hatching model. A questionnaire, which is developed by researcher in 2012 and named "questionnaire of effective school features" ,is used to collect datum from managers, teachers, students and parents. The questionnaire is based on Peter Mortimore's (1995) effective school indicators. In the research four dimensions of effective school are evaluated. The dimensions are manager, parents and school environment, student and teacher. According to the results of research, the most effective dimension is "teacher" by mean (\bar{X}) "2.53" and the least effective dimension is school environment and parents by mean (\bar{X}) "2.35". From the light of research results it can be mentioned that the relationship between school, parents and school environment are need to be improved.

Keywords: Effective school, manager, teacher, parent, education, shareholder.

Introduction

It is seen that favorable change efforts that are conducted or considered to be conducted are in service for better, more qualified and more effective education corporations. Education corporations especially basic level schools are wanted to be 'effective' at the end of these favorable efforts. In this effectiveness, schools are expected to have qualities in terms of 'school management', 'student', 'teacher', 'environment of school' and 'parent' dimensions. (Kaplan, 2008).

School that is expected to be effective is defined as a system 'preparing and offering lives that brings in new behaviors or removing unwanted behaviors for students it wants to educate' and it is also defined as a means of 'making the young accept the role he would bear as an adult, keeping him busy, preparing him for job and acquiring the values of society'. (Özdemir, 2000). From this point of view it cannot be denied that corporations that are called schools play an important role in enriching culture of individuals and preparing them for life. Thus we are confronted with an inevitable reality that corporations that are called schools' being effective schools.

According to the transfer of Orhan (2011) and Balcı (2011), in 1930's Bamard defined effectiveness as the level of an organization in terms of achieving its goals and he defined efficiency as level of and organization in terms of meeting its sharers' needs. On the other hand Schreens defined efficiency as the level of achieving best with minimum most. There are many definitions of effectiveness but no straight definition that adapts academic frames could be made. But it is agreed that effectiveness is a multi-dimensional concept. Lack of definition of effectiveness that adapts academic frames made it hard to define effective school. According to Klopff and others (1982) effective school is defined as the school that has the optimum learning environment that

is designed to provide development for students in cognition, affective, psychomotor and esthetic fields. Brookover (1985), based on the view that equal opportunities underlie effective school, defined effective school as not only the place only selected students gain basic abilities but also the place all students gain these abilities. (Balci, 2011; Orhan, 2011).

There must be some qualities and variances that separate effective schools from other schools. According to Özdemir (2000) effective schools must have following qualities.

- It has clear and apparent goals and school mission which focuses on these goals.
- Managers get into act as education leaders.
- All sides have high expectations.
- Opportunities that improve learning are offered.
- Development of student is followed and plentiful academic programs are available.
- School-family relationship bears importance.
- They interiorize strong managerial leadership type.
- Appropriate school environment is available.
- Development of basic abilities bears importance.
- Directing system is effective.
- The usage of school resources are devoted to the improvement of the success of student.

According to the transfer of Kaptan (2008) and Celep (2000) Purkey and Smith explains the important practice indication qualities and variances of effective schools as following:

1. Management dimension of school: In most of the studies it is determined that in solving the problems of education managers and education servers there is a need for autonomy.
2. Teaching leadership: Leadership is needed to commence and maintaining of school improving.
3. Server determination: Maintaining the success of a school which has achieved success for a length of time can be provided via education.
4. Clarity and organizing of the program: In secondary education level, a planned curriculum can be more beneficial than a program that involves elective courses.
5. Improvement of servers about issues that are related to school: It compromises the change of attitudes and behaviors of people.
6. Family attention and support: Informing families about the aims and problems of school is regarded beneficial.
7. Acceptance of academic success in school field: It is seen in the customs of school culture, symbols and its success that is accepted officially.
8. Top-tier learning time: By increasing scientific activities in school there will be more time for academic issues.
9. Local support: Support of local government bears importance for change.

Efforts to make schools effective schools are continuing day by day increasingly. These restoration attempts in schools show their face in schools of our country as well as all around the world. One of the school improvement approaches that prescribe a change in system dimension directed to restoration attempts in Turkish Education system is school based management. School based management confronts us as an important innovation in being student based in education, democratization, transferring of authority, realizing the goals and functions of schools and restoration of culture. School based management provides us and opportunity to control education process more by giving authority and responsibility to education society members in budget, personnel and program fields. Increasing autonomy by giving deciding authority and responsibility to schools and as a result making 'this is our school' perception dominant are indicators of being an effective school. In such proper environments of school, teachers love students, school, sharers that have relation with school, and themselves; they behave more willing, diligent and careful in their jobs (Güçlü, 2000; Keleş 2011; Özdemir, 2002). This attitude gives leadership qualities of managers, teachers and servers in effective schools prominence.

Mortimore (1995) when explaining professional leadership concept which is one of the factors of effective school: remarks that professional leadership requires managers to determine apparent and straight aims and when defining these aims taking education sharers' ideas into account and adding them to managing partially. (Çelik 2012). This reminds us of the term governance. Governance is formed by the combination of management, communication and interaction. Due to the fact that open contact of manager with the personnel in school will bring about interaction: a natural environment which governance needs will form. Common goals come into existence thanks to the natural environment governance provide; and these goals form a frame for a vision around which all sharers will be united (Şişman, 2011). Mission is defined and started according to determined frame. The effort achieve the mission that is accepted by sharers create a positive school environment. Thus positive school environment brings about colleague relationship and collective working. Such an environment will start a process in which not only the students but also all the personnel will learn and constantly improve themselves. Because all education sharers will focus on learning in this inceptive process, the maximization of learning time will be provided automatically. This will bring about a school culture that focuses on success. Because goals will be clear in created success focused culture, thanks to well-structured interclass processes, goals will be achieved. (Çelik 2012). In schools in which success culture exist, education sharers' having more expectation than each other to achieve determined goals is the basic indicator. Sharers are aware of this expectation correlatively. (Aydoğan and Helvacı, 2011). This awareness is reinforced with clear, fair discipline and feedback. Because the direction of reinforcement is positive, it is possible to define it as positive reinforcement. While performance of the student is increased via positive reinforcement, on the other hand improvement performance of the student in process is managed. Assessments of student performance are feedback to school performance. Management of student performance requires student to take responsibility (Şişman, 2011). According to improvement management, responsibilities given to student provide student self-control by increasing his self-confidence. When factors that are mentioned above are realized, school will be a learning organization with all its personnel. Effectiveness as a learning organization of education organizations that are called school will be possible with school sharers' realizing the goals of school in an upmost level and creating the most appropriate learning environments. This will lead up development of personnel based on school. (Aslan, Beycioğlu, 2010; Gülşen ve Gökçer, 2012; Kaplan, 2008).

In the settling process of school based management approach in a school, taking sharers opinions, making them join management with governance understanding bears great importance. In virtue of this importance, in this research levels of having effective school qualities of primary and secondary schools are tried to be determined with Yakuplu Kemal Arıkan primary and secondary school sample, in accordance with views of education sharers (manager, teacher, student and parent) according to 'school dimension', 'school environment and parent dimension', 'school management dimension' and 'teacher dimension'. In determining process of these dimensions, factors that are determined by Mortimore(1995) are accepted as criterion; views of Yakuplu Kemal Arıkan primary and secondary school sharers are tried to be defined in consideration of findings in studies of this field. (Başar, 2006; Füsün, 2008; Mortimore, 1995; Orhan, 2011; Şahin, 2011).

Method

This research is carried out with general scanning model. 'Effective School Qualities Survey' is used in order to determine views.

Managers, teachers, students and parents of Istanbul Yakuplu Kemal Arıkan Primary and Secondary School are chosen as research universe. A judgment is tried to be made by looking at the assessments of education sharers (manager, teacher, student and parent) about student dimension, school environment and parent dimension, school management dimension and teacher dimension.

All teachers and managers of Yakuplu Kemal Arıkan primary and secondary school are incorporated into workgroup. A school manager, two assistant managers and a total of thirty five teachers constitute workgroup. Seventeen of these teachers are at primary school and eighteen of them are at secondary school.

Also in order to determine students in workgroup, name list was taken by school management and each ninth student from this list was determined and added to workgroup. The number of total students in primary

school is five hundred eighteen and the number of total students from secondary school is three hundred nine. Twenty students from primary school and thirty three students from secondary school were added to workgroup. In order research data to be neutral, election was made this way from the list.

In order parents that will be involved in research not to be parents of the students that were added to the workgroup, parents of each tenth student from the list were added to workgroup. Total number of parents in primary school is five hundred eighteen and total number of parents in secondary school is three hundred nine. Twenty parents from primary school and thirty three parents from secondary school were added to workgroup. . In order research data to be neutral, election was made this way from the list.

In research in which personal factors are not allowed, the survey which consists of five sections and each of these sections have five questions were carried out with managers, teachers, students and parents. In this survey, research sharers are wanted to assess school in five category. These are student dimension, school environment, parent dimension, school management dimension and teacher dimension.

Average that is calculated according to each item in explication of data is accepted as that item's realization level. Survey that is carried out in order to gather information is formed of four dimensions of school as student, school environment and parent, school management and teacher. There are five items for each dimension. In these statements, participants are wanted to express their opinions according to triplet likert typed options. While this evaluation is carried out, the idea that the gaps in survey are equal is the departure point. Options about the views in the survey, bounds of options and weight levels are determined in Table 1.

Table 1. Weights and Bounds of These Weights Given To Participation Degrees to Statements

WEIGHT	OPTION	BOUNDS
1	Don't agree	1,00-1,67
2	Slightly Agree	1,68-2,34
3	Totally agree	2,35-3,00

Findings

Findings that are gained through research are tried to be interpreted by being placed on table. In assessment, opinions of managers, teachers, students and parents that participated and expressed their opinions in the survey were interpreted by being averaged arithmetically and interpreted according to general arithmetic average and frequency numbers.

Table 2- Assessments of education sharers about 'school management' dimension of effective school

Managers of these school generally		Manager \bar{X}	Teacher \bar{X}	Student \bar{X}	Parent \bar{X}	N	General average \bar{X}
1	Visit classes and guides teachers	2,50	1,76	2,25	2,00	144	2,05
2	Success is important and worth being awarded	3,00	2,61	2,65	2,80	144	2,76
3	Try to create an integrating culture by making personnel loyal to school	2,50	2,15	2,45	2,40	144	2,40
4	Are in touch with students and parents as well as teachers	3,00	2,38	2,65	2,35	144	2,54
5	Have great expectations from teachers and students in education and teaching	3,00	2,46	2,65	2,80	144	2,72
General							2,49

When table 2 is analyzed, it is seen that there is a general participation to these statements with $\bar{X}=2,49$ degree as general average. When analyzed of group basis, except from teachers, all other sharers subscribed the point that managers visit classes frequently and guide teachers. Arithmetic average is either two or above two. However, it is seen that teachers subscribed this item with the option of slightly agree with a degree of $\bar{X}=1,76$. The statement with lowest participation according to general arithmetic averages is 'slightly agree' statement with a degree of $\bar{X}=2,05$.

Except from this statement, both as general arithmetic average and all groups (manager, teacher, student and parent) expressed their opinions as 'totally agree' about all other statements.

Table 3- Assessment of education sharers about 'teacher' dimension of effective school

Teachers of this school generally		Manager \bar{X}	teacher \bar{X}	student \bar{X}	parent \bar{X}	N	General average \bar{X}
1	Give importance to collective working about issues related to education-teaching	2,50	2,61	2,75	2,25	144	2,68
2	Believe all students can learn basic abilities	3,00	2,23	2,60	2,60	144	2,58
3	Have high expectations from students	2,50	2,07	2,55	2,60	144	2,49
4	Gives importance to professional development	3,00	2,23	2,60	2,60	144	2,58
5	Techniques they use are appropriate for learning goals	2,00	2,46	2,85	2,46	144	2,59
General arithmetic average							2,58

When table 3 is analyzed, it is seen that there is a general participation to 'totally agree' option to these groups' statements with $\bar{X}=2,58$ degree as general arithmetic average. According to general arithmetic averages, all of managers, teachers, students and parents expressed their opinions as 'totally agree'. While top level subscribe is to 'Give importance to collective working about issues related to education-teaching' item with a degree of $\bar{X}=2,68$, lowest level subscribe is to the 'Have high expectations from students' item among statements of this group. When evaluation is carried out on the basis of each group, lowest-level subscribe is to the item 'Techniques they use are appropriate for learning goals' to which managers subscribed 'slightly agree' with a degree of $\bar{X}=2,00$. The statements which are subscribed top-level as 'totally agree' with a degree of $\bar{X}=3,00$, again subscribed by managers, are 'Believe all students can learn basic abilities' and 'Gives importance to professional development' items.

Table 4- Assessment of education sharers about 'school environment and parent' dimension of effective school

The environment and parents of this school generally		manager \bar{X}	Teacher \bar{X}	student \bar{X}	parent \bar{X}	N	General average \bar{X}
1	Parents know what school expects from them and they try to support school in this direction	2,50	1,92	2,65	2,30	144	2,39
2	There is an open communication between parents and school	3,00	2,46	2,45	2,60	144	2,58
3	Parents are conscious and responsible.	1,50	1,84	2,75	2,25	144	2,33
4	School and family are supportive to each other about student discipline issue	2,50	1,76	2,60	2,40	144	2,37
5	They visit school and teacher frequently	3,00	1,84	2,35	2,35	144	2,30
General arithmetic average							2,39

When views about ‘school environment and parent’ dimension in table 4 is analyzed, it is seen that even if in the least there is a general participation to ‘totally agree’ option to these groups’ statements with $\bar{X}=2,39$ degree as general arithmetic average. Top-level subscribe is to the statement ‘There is an open communication between parents and school’ which is subscribed fully with a degree of $\bar{X}=2,58$. All groups stated that they subscribed this statement with the option of ‘totally agree’ according to arithmetic averages. It is seen that among the statements in this to group to which they subscribed ‘slightly agree’ are ‘They visit school and teacher frequently’ statement with $\bar{X}=2,30$ and ‘Parents are conscious and responsible’ statement with $\bar{X}=2,33$.

When evaluation is carried out on the basis of each group, lowest-level subscribe is to the item ‘Parents are conscious and responsible.’ to which managers subscribed ‘don’t agree’ with a degree of $\bar{X}=2,00$. This statement is the only statement that is subscribed with ‘don’t agree’ option. The statements which are subscribed top-level as ‘totally agree’ with a degree of $\bar{X}=3,00$, again subscribed by managers, are ‘There is an open communication between parents and school’ and ‘They visit school and teacher frequently’ statements.

Table 5- Assessment of education sharers about ‘student’ dimension of effective school

Students of this school generally		manage $\frac{r}{X}$	teacher \bar{X}	student \bar{X}	parent \bar{X}	N	General average \bar{X}
1	Their expectations about being successful is high	2,50	2,15	2,45	2,50	144	2,44
2	They have the right to speak when decisions about them are made	2,50	2,15	2,55	2,55	144	2,49
3	They know that is expected from them	1,50	2,07	2,45	2,45	144	2,35
4	They spare most of their time at school to learning activities	2,00	2,23	2,50	2,20	144	2,39
5	They are eager to work collaboratively and to take responsibility	2,50	2,07	2,35	2,65	144	2,44
General arithmetic average							2,42

When views about ‘student’ dimension in table 5 is analyzed, it is seen that there is a general participation to ‘totally agree’ option to these groups’ statements with $\bar{X}=2,42$ degree as general arithmetic average. Top-level subscribe is to the statement ‘They have the right to speak when decisions about them are made’ which is subscribed fully with a degree of $\bar{X}=2,58$. All groups stated that they subscribed all statement with the option of ‘totally agree’ according to arithmetic averages. It is seen that among the statements in this group to which they subscribed at the lowest-level is ‘They know that is expected from them’ statement.

When evaluation is carried out on the basis of each group, lowest-level subscribe is to the item ‘They know that is expected from them.’ to which managers subscribed ‘don’t agree’ with a degree of $\bar{X}=1,50$. This statement is the only statement that is subscribed with ‘don’t agree’ option. The statement which is subscribed top-level as ‘totally agree’ with a degree of $\bar{X}=3,00$, again subscribed by managers, is ‘They are eager to work collaboratively and to take responsibility’ statement.

Results and Discussion

When findings gained through research are interpreted and an assessment is made as a whole, it is seen that ‘totally agree’ option is used as an average with a degree of $\bar{X}=2,47$ in four different dimensions.

When general arithmetic averages are analyzed as sub-dimensions;

It is seen that education sharers subscribed assessment about ‘school management’ dimension in general with the option of ‘totally agree’ with a degree of $\bar{X}=2,49$.

It is seen that education sharers subscribed assessment about ‘teacher’ dimension with the option of ‘totally agree’ with a degree of $\bar{X}=2,58$ as general arithmetic average.

It is seen that education sharers, even if it is a low-level subscription, subscribed assessment about 'school environment and parent' dimension with the option of 'totally agree' with a degree of $\bar{X}=2,39$ as general arithmetic average.

It is seen that education sharers subscribed assessment about 'student' dimension with the option of 'totally agree' with a degree of $\bar{X}=2,42$ as general arithmetic average.

It is seen in general that in group level only two statements were subscribed with 'don't agree' option. According to the results of assessment that is carried out in group basis, managers don't subscribe assessment of effective school about 'parents are conscious and responsible' statement of 'school environment and parent' dimension with a degree of $\bar{X}=1,50$ and assessment of effective school about 'they know what is expected from them' statement of 'student' dimension with a degree of $\bar{X}=1,50$. Managers believe that parents are not responsible about issues related to the effectiveness of school. Managers also believe that students don't know what is expected from them.

When results are analyzed as a whole, education sharers (managers, teachers, students and parents) who subscribed in this research either subscribed 'limited participation) or subscribed 'full participation'.

It is seen that manager-environment and manager-student relationships are not at expected level. Besides this, confidence level about all students can learn basic abilities and all students give importance to professional development are not at expected level.

It is seen that school managements have goals in terms of professional leadership. It can be said that these goals increase motivation of both teachers and students. On the other hand teachers don't find visits and guidance of school management sufficient. When analyzed from this point of view there is a motivation decreasing effect.

Managers, students and parents stated that teachers are qualified in terms of profession and are open to development. Vision and goals of school that is part of research are accepted by education sharers. This shows that goal congruence is provided in school.

If we analyze schools that are part of research in terms of learning environment, it can be said that there is a positive school environment in these schools and it effectscolleague relationship positively. If we analyze school environment in terms of teaching and focusing on teaching, both schools work collaboratively.

The following results are attained based on findings in research:

- Managers, teachers, students and parents subscribe to statements about effective school according to arithmetic averages.
- Top level subscribe is to the statements related to 'teacher' dimension of effective school.
- The lowest-level subscribe is to the 'School environment and parent' dimension.
- 'School management' and 'student' dimension of effective school are subscribed totally and are close to each other.
- In general, only two statements were subscribed with 'don't agree' option in group (manager, teacher, student and parent) level. Managers from education sharers stated that they don't subscribe 'parents are conscious and responsible' and 'students know what is expected from them' statements.
- School managers don't find parents conscious and responsible enough. This situation shows that school management-environment relationships are not at expected level.

Conclusions

The following suggestions are made according to results attained in research:

- More responsibility should be given to parents and students to improve relationships between school management with student and parent.
- Opinions of other sharers should be taken in order school to show all qualities of effective schools.
- School sharers should be educated about effective school issue periodically.

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