

**Okul Kültürü Bağlamında İlköğretim Kurumlarında Etkili Okul  
Değerlendirilmesi\***

**Effective School Evaluation in Primary Schools From The  
Dimension of School Culture**

---

DOI=[10.17556/jef.60703](https://doi.org/10.17556/jef.60703)

---

Durdağı AKAN\*\*

**Extended Summary**

**Introduction**

It is likely to point out that effective school movement is a sort of seeking perfection or ways to create a perfect school. The quality education and the commitment to teaching by teachers are not enough to result in a perfect school. Perfect school is only the result of a healthy school atmosphere and culture (Balci, 2002). The research indicates that the factors that separate a good school from a bad one is the atmosphere of school rather than the its organizational structure (Bursalıoğlu, 1979). This atmosphere is required to emphasize education and high expectations, cooperatively plan and implement, encourage academic and cooperative relations, give importance to the recognition and rewarding of the success, aim and promote to create necessary and positive atmosphere that lead to effective levels of learning of students. Strong school culture, on the other hand, is required to help al school staff, students and community with adopting school, encourage them to be successful and share the values of a strong culture (Can, 2004).

School atmosphere leads to high levels of success and contributes to learning provided that teachers and students believe that academic success is possible (Good and Brophy, 1986). It is necessary for school administrators to be a leader that creates learning culture, designs, improves and creates a continuous learning environment. School administrator has the responsibility of making the

---

\* Bu makale “Değişim Sürecinde İlköğretim Okullarının Etkili Okul Özelliklerine Sahip Olma Düzeyleri” adlı doktora tez çalışmasından yararlanılarak hazırlanmıştır.

\*\* Yrd.Doç.Dr., Atatürk Üniversitesi, e-posta: [durdagiakan@atauni.edu.tr](mailto:durdagiakan@atauni.edu.tr)

staff share a school culture by creating it. School culture needs to be arranged in a way that increases the level of school performance. It is necessary to take precautions to reduce the effects of cultural elements that prevent the level of performance from increasing to minimum if there are any. The performance management system of a school administrator has to be in accordance with the special needs and conditions and purposes of school. The school culture and values of school are supposed to be changed with the aim of increasing performance (Cemalođlu, 2002).

### **Purpose**

The purpose of this study is to answer the following questions by analyzing the quality of being effective of primary schools depending on school culture dimension according to the perceptions of school administrator and teachers:

1. To which extent is the feature of being “effective” of primary schools depending on “school culture” dimension according to the perceptions of school administrators and teachers working in primary schools?
2. Is there a significant difference between the perceptions of school administrators and teachers working in primary schools?
3. Is there a significant difference between the views of manager and teachers working in primary school institutions about the effectiveness of primary schools depending on “school culture” dimension in terms of their gender, duty stations and professional seniorities?

### **Method**

The study employed a descriptive survey model and the purpose of this study was to determine the perceptions of school administrators and teachers about an effective school and whether there is a significant difference depending on different variables.

The population of the study consisted of 155 school administrators and 616 teachers working in primary schools in Erzurum that was chosen through a simple random sampling. The study employed a questionnaire about effective school as a data collection tool. Data was analyzed through an arithmetic average t-test, one-way variance analysis (ANOVA)

### **Findings, Discussion and Conclusion**

Findings of the study indicate that school administrators and teachers that work in primary schools think that their schools have a quality of being effective in terms of school culture. The current research supports these findings. In the study, the perceptions of teachers mainly focus on articles that include the statements about school success, cooperation, communication, democratic atmosphere. This focus on

these articles implies that school staff shares the same fundamental qualities of an effective school.

Other finding of this study indicates that there is no significant difference between the perceptions of school administrators and teachers about effective schools in terms of school culture. School administrators and teachers have different opinions about effective schools in terms of their duty stations and professional seniorities depending on school culture variable. It is likely to state that duty stations and professional seniority have a significant effect on the perception levels of school administrators and teachers. The studies conducted in this field also support these findings.