The relationship between school effectiveness and organizational peace: Evidence from southeastern Türkiye

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Abstract: As student outcomes affect the entire society, the effectiveness of schools has been a subject of significant debate for more than half a century. Another issue of vital importance for societies is peace. Although peace is given the importance that it deserves in many disciplines, it has remained a neglected concept for organizations. This study aimed to investigate the relationship between school effectiveness and organizational peace. This study was designed in a cross-sectional and correlational model in accordance with the quantitative method. The sample of the study consisted of 517 teachers working at public middle schools and high schools in the Şanlıurfa province in southeastern Türkiye who were selected by stratified sampling. A significant relationship was found between school effectiveness and the internal peace dimension of organizational peace, and as the organizational peace levels of schools increased, their effectiveness levels also increased. The participants perceived the effectiveness of their schools to be low and moderate, while they considered organizational peace to be negative. As another noteworthy result of the study, the participants who were working at middle schools perceived the effectiveness and organizational peace at their institutions to be substantially lower than those who were working at high schools. Our results contribute to the literature on school effectiveness in an organizational peace context and the expansion of the body of knowledge on the topic by offering evidence from Türkiye as a developing country. Additionally, we also bring practical recommendations for the improvement of organizational peace and school effectiveness levels.

1. INTRODUCTION

Schools are the most fundamental organizational units of education systems and institutions at which the main part of the learning of individuals takes place almost everywhere in the world. For this reason, schools are at the center of the focus of policymakers and researchers (Şen *et al.*, 2020). Due to their significance, debates on the effectiveness of schools have been going on for more than half a century (Coleman *et al.*, 1966; Nassir & Benoliel, 2023; Hallinger & Murphy, 1986) and are expected to continue in the following decades. The relatively comprehensive literature on school effectiveness has proven the existence of critical factors affecting the effectiveness of a school such as school leadership, teacher qualifications, and

available resources (Doran, 2004; Hopkins *et al*., 2014). A supportive school structure and climate is one of these critical factors (Hoy & Miskel, 2015; Jarl *et al*., 2021). A supportive climate in schools also points to the indispensability of a peaceful organizational setting for the establishment of effective schools.

It is known that positive relationships between the internal and external stakeholders of schools are effective in the creation of a successful, happy, and peaceful school environment (Sürücü *et al*., 2018). Previous studies on school effectiveness, which is characterized by student success and a positive transformation of a school (Balcı, 2014), have demonstrated that students learn better at more effective schools (Edmonds & Frederikson, 1979; Scheerens *et al*., 2003). More recent studies (Bernhard *et al*., 2024), which have supported the results of these studies, have also shown that the professional learning processes of teachers and collaboration at effective schools are indispensable parts of the school experience (Jarl et al., 2021), and these concepts include a supportive school culture (Koh *et al*., 2023) and a positive school climate (Sönmez, 2020). Moreover, it was reported that students and all employees at effective schools coexist in a safe, conflict-free, and peaceful environment (Etxeberria *et al*., 2017).

School effectiveness studies have been carried out in several different contexts including the relationships between different leadership styles and school effectiveness (Cansoy & Parlar, 2018), job engagement (Koçak & Nartgün, 2020), and multilingual education (Kirss *et al*., 2021). These studies have contributed to a relatively rich literature on the characteristics of effective schools, the factors that make schools effective in developed and undeveloped countries, and the reflections of different variables on the effectiveness of schools (Doran, 2004; Edmonds & Frederikson, 1979). Despite all that is known about the effectiveness of schools, there are also criticisms that the important aspects of the school as an organization are neglected, and the existing evidence of why some schools have more successful student outcomes than others is inadequate (Jarl *et al*., 2021; Reynolds *et al*., 2014). In the review of the literature that was conducted for this study, it was seen that one of the school dynamics neglected in this context was organizational peace.

Organizational peace provides important information about the nature, functioning, and psychological characteristics of all organizations in general and schools in particular. Schools where organizational peace exists are humanitarian learning environments with a peaceful climate where teachers want to work (Rapti, 2013), and students develop themselves in different aspects (Özdoğan, 2001). Different studies have shown that forgiveness tendencies (Campbell, 2017), effective communication processes (Okorie, 2014), and conflict management strategies (Ram *et al*., 2011) contribute to the development of organizational peace. It was emphasized that in the opposite cases, for example, in the presence of violent tendencies and aggressive behaviors in employees, organizational peace was hindered (Pragadeeswaran, 2018). What is more, it is known that in organizations where the managers display negative behaviors, the employees take part in bullying behaviors toward each other, and the workload is excessive, namely those with low levels of organizational peace, the employees divert the organization from its objectives by displaying behaviors such as quiet quitting (Alanoğlu *et al*., 2024). Schools are expected to develop the social-emotional skills of students in parallel with their academic development (OECD, 2015). It can be concluded that in effective schools with organizational peace in the Turkish education system, as in other countries, students' social-emotional skills can develop more in addition to their academic development.

The Turkish education system is a macrosystem with a centralized and hierarchical structure where the Ministry of National Education (MoNE) is responsible for all processes including the effectiveness criteria of schools (Çevik & Doğan, 2025). According to 2023 data, about 20 million students received education at the K-12 level, and 1 million 154 thousand teachers were employed (MoNE, 2023). Reformation efforts aiming to improve this macrosystem and increase the effectiveness of schools have been adopted as some of the main policies of the system since the establishment of the Republic (MoNE, 2024). However, the outcomes of

national examinations (MoNE, 2020) and international comparisons (OECD, 2023) have shown that problems related to the effectiveness of schools in Türkiye continue, and there are substantial differences in success levels between regions and schools (MoNE, 2020).

In the literature, school effectiveness research has been criticized that it is mostly conducted in developed countries, research in developing countries is limited and research is conducted with a narrow focus (Moore, 2022). Limon (2023) conducted a bibliometric analysis of 1102 studies on school effectiveness and found that most of the studies were conducted in developed countries such as the United States, the United Kingdom, Australia and the Netherlands. In this sense, examining school effectiveness in a different context like organizational peace and in Türkiye, which is a developing country, will significantly contribute to the literature on the topic. Another issue that makes this study significant is its sample. The study was carried out at public middle schools and high schools in the province of Şanlıurfa. Despite being the seventh-largest province in Türkiye in terms of area and the eighth-largest province in terms of population, Şanlıurfa has surprisingly low levels of academic success. According to data from the 2023-2024 academic year, the average rate of schooling in Şanlıurfa at the middle school and high school levels was well below the average rate of schooling in general in the country (MoNE, 2024). Şanlıurfa ranked third among the least successful provinces by taking 79th place in the high school admission examinations in 2019 (MoNE, 2020). In addition to this, other studies conducted in Şanlıurfa showed higher rates of school dropout in the province (Karacabey & Boyacı, 2018; Şimşek & Şahin, 2012). In Türkiye and many other countries, individuals receive education at public schools in general. Public schools are funded through public resources. Therefore, the effectiveness of public schools would ensure the most productive use of public resources as the resources of the entire country (Şen *et al.*, 2020). In this context, it was considered important to conduct this study with teachers working at public schools in Şanlıurfa. Making schools more effective is among the main issues of most countries including Türkiye and many international organizations (UNESCO, 2000; MoNE, 2018). This is why investigating the topic from a perspective of positive psychology and school effectiveness will contribute to the education policies of Türkiye and the international body of knowledge about the issue. In this context, the study aims to determine the relationship between organizational peace and school effectiveness according to teachers' perceptions and answers to the following questions were sought:

1. What are the organizational peace and school effectiveness levels perceived by teachers at their schools?

2. Are the perceptions of teachers regarding organizational peace and school effectiveness at their schools affected by their demographic characteristics?

3. Is there a significant relationship between school effectiveness and organizational peace?

2. CONCEPTUAL FRAMEWORK

2.1. School Effectiveness

The concept of effectiveness, which initially developed within the scope of the science of economics and then spread to other fields of science including administrative sciences refers to the extent to which organizations reach their goals (Barnard, 1938). The consideration of effectiveness in the context of schools and the emergence of the concept of effective schools corresponded to the late 1960s. In studies conducted in the United States that concluded that schools had a very small part in student success (Coleman *et al.*, 1966; Jencks *et al.*, 1972) led to debates on the effectiveness of schools. These debates focused on results showing better student outcomes at some schools than others despite having similar conditions and led educators and researchers to investigate the characteristics of effective schools (Hoy & Miskel, 2015).

Studies on effective schools which were also considered efforts to find the ways of creating the perfect school (Balcı, 2014) demonstrated that schools that were considered effective were similar to each other based on some qualities. It has been determined that strong leadership, effectively conducted management processes, high expectations of student success, the use of additional personnel and different education materials, and the constant monitoring of student development are common characteristics of schools that are deemed effective (Doran, 2004; Martinez-Abad *et al.*, 2020). One of the notable factors among these was that effective schools had a happy and content school atmosphere, as well as a safe and organized school environment (Edmonds & Frederikson, 1979). Hallinger and Murphy (1986) emphasized the importance of close relationships between the home and the school and the establishment of a democratic school environment for the effectiveness of a school. In other words, it is seen that one of the common characteristics of effective schools is the peaceful school environment that they have. Likewise, Hoy and Miskel (2015) stated that the contributions of schools to the social and emotional development of students with the positive climate they had and the additional development of students in these fields were among the effectiveness criteria.
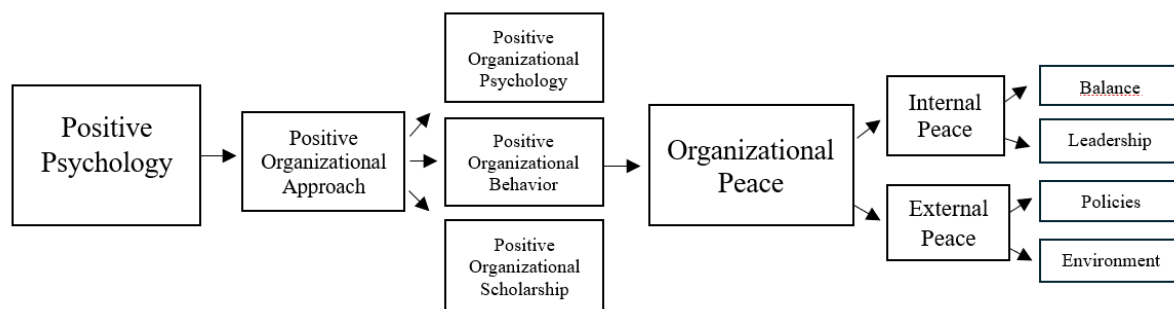
2.1. Organizational Peace

Although the concept of organizational peace, which is defined as a healthy organizational experience at the workplace (Doğuş, 2021), has been used in the literature in different contexts for a long time, it has only recently started to be a subject of empirical and theoretical studies (Doğuş, 2019, 2021; Ereş & Doğuş, 2020). The study that made the first accessible definition of organizational peace, conducted by Hardwick and Landuyt (1961), discussed organizational peace in the context of conflicts and defined it as the highest degree of agreement possible among employees. Reed (2017) claimed that organizational peace is a resource at least as important as the financial resources of organizations and stated that organizational peace is the intangible infrastructure of organizations. Doğuş (2019) described organizational peace as a dynamic phenomenon and explained it as a blanket concept that covers multiple organizational variables.

Despite the low number of empirical studies focusing on organizational peace (Doğuş, 2019; Okpalibekwe *et al.*, 2015), organizational peace is a concept that is cited in different contexts. For example, it has been emphasized that some personality traits of individuals such as being empathetic, honest, well-meaning, and likely to forgive are effective in organizational peace (Campbell, 2017). Additionally, the organizational behaviors of employees such as productivity (Aibieyi & Okojie, 2006), commitment (Turunç & Çelik, 2010), and organizational citizenship (Organ, 1988) have been reported to affect organizational peace positively. More recent studies have shown that well-defined organizational goals increase organizational peace (Gaur & Rajat, 2024), the way gender discrimination is perceived in organizations is influential in organizational peace (Vatanseven & Heperkan, 2021), and the investigation and inspection duties of school principals harm organizational peace (Bozak & Karabulut, 2021).

It is possible to come across opinions in literature that the concept of organizational peace is a dimension of organizational climate (Mueller, 1978) and organizational culture (Reed, 2017). Organizational climate, a concept related to organizational psychology, refers to employees' cognitive interpretations of the environment of their organizations (James & James, 1989). Organizational culture, on the other hand, is a concept related to the sociology of the organization. Organizational culture explains the norms, values, beliefs and assumptions shared by the members of the organization (Cameron & Quinn, 1999). Hardwick and Landuyt (1961, 1966) tried to explain organizational peace with its opposite, namely the concept of conflict, and described it as the lowest level of conflict in the organization. Based on this information, it can be said that there is a link between organizational peace and organizational climate and organizational culture. It can be predicted that organizational peace can develop in organizations that have constructive conflicts, have a positive climate, and are dominated by organizational cultures where values such as tolerance and democracy are adopted (Mueller,

1978; Spady *et al.*, 2002). In addition, the concept of organizational peace was also considered together with the concept of organizational coherence (Obiekwe *et al.*, 2018; Uzoh, 2013) and the concept of organizational coherence was used to describe an organization with organizational peace. Coherence is characterized as reconciliation in feelings and thoughts (Uzoh, 2013). It is known that coherence positively affects employees' job satisfaction and organizational citizenship behaviors (Chin, 2015) and is important in ensuring organizational success (Hardwick & Landuyt, 1961). In this respect, it can be said that coherence is one of the important antecedents of organizational peace. However, organizational peace is a greater organizational phenomenon that includes positive organizational climate and organizational coherence; it is an umbrella concept that includes these organizational behavior concepts. Using these concepts instead of organizational peace may lead to an incomplete interpretation of organizational peace (Doğuş, 2021). According to Al-Shammari (1992), concepts such as organizational climate, organizational culture, and employees' job satisfaction are related to each other but do not mean the same thing. For this reason, this study adopted Doğuş's (2021) conceptualization of organizational peace, which includes many organizational variables. Doğuş (2021) defines organizational peace as a positive organizational life with balance, democracy, effective leadership practices, synergistic policies, and a supportive near and far environment (see Figure 1).

Figure 1. *Conceptual Framework of Organizational Peace (Doğuş, 2021).*

As seen in Figure 1, organizational peace is theoretically based on the positive psychology approach. Positive psychology is a scientific and clinical initiative that focuses on what is true and meaningful in individuals and how these true and meaningful characteristics can be developed (Seligman & Csikszentmihalyi, 2000). Many disciplines use the positive psychology approach in their research. Positive organizational approach is the field of positive psychology that examines organizational studies. The positive organizational approach examines the development processes of organizations and focuses on the positive characteristics of organizations and employees (Cameron *et al.*, 2003; Seligman & Csikszentmihalyi, 2000). There are three schools of positive organizational approach; Positive Organizational Psychology, Positive Organizational Scholarship and Positive Organizational Behavior. These three schools lead researchers to study positive organizational characteristics based on affirmation, collaboration, development, meaningfulness and vitality (Cameron *et al.*, 2003). The positive organizational psychology school emphasizes the positive features of organizational life instead of the problems experienced in organizations. It investigates what makes employees feel better in organizations and what factors increase their commitment and productivity (Donaldson & Ko, 2010). The positive organizational school school aims to offer a new organizational understanding that focuses on human potential and inherent goodness (Demir, 2011). For this purpose, positive organizational school researchers aim to create positive organizational outcomes in organizations, discover the driving forces of organizations, and discover how to protect organizations from vital threats in times of crisis (Donaldson & Ko, 2010). The positive organizational behavior school argues that positive psychology can take the field of organizational behavior out of the vicious circle it is in and change the direction

of research from negative to positive. Basically, positive organizational behavior research, which aims to create an organizational system that realizes human potential, focuses on the right practices of employees (Luthans, 2002). Thus, researchers who adopt the positive organizational approach and its schools turn to positive states and concepts such as cooperation, hope, optimism, flexibility, wisdom, humor (Cameron *et al.*, 2003; Donaldson *et al.*, 2021; Luthans, 2002). For this reason, the concept of organizational peace, which is one of the positive situations experienced in organizations, provides theoretical support from positive psychology, positive organizational approach and schools of positive organizational approach (Doğuş, 2021).

Organizational peace has two components focusing on the relationships between the organization and its internal and external stakeholders. The first one is internal peace. Internal peace is a state of peace created by the relationships and conditions within the organization itself, which is influenced by the balanced structure of the organization and the characteristics of the leader. The internal peace dimension consists of balance and leadership sub-dimensions. The balance sub-dimension explains the compatibility of employees' personality traits, competencies, values, attitudes towards their organizations and professions, as well as the organization's resources and policies. The leadership sub-dimension defines positive leaders who determine the direction of the organization regarding peace. Leadership styles that have the capacity to ensure organizational peace include ethical, transformational, associate-centered strategic leadership. The second is external peace. External peace is the state of peace that emerges from the interaction of the organization with its immediate and distant environment, with which it is directly or indirectly related, and with the policies that affect the functioning of the organization. The external peace dimension consists of policies and environment sub-dimensions. The policies sub-dimension refers to organizational policies that ensure the development, motivation and participation of employees and employment policies that protect employees' job security, professional competencies and personal rights. The environment sub-dimension refers to the organization's immediate environment such as partners, suppliers, trade unions, and the organization's relations with its distant environment such as international collaborations (Doğuş, 2021).

3. METHOD

3.1. Design

This study was designed in a cross-sectional and correlational model in accordance with the quantitative method (Creswell, 2017). Screening studies are studies that are carried out to identify certain characteristics of a group and allow the collection of data from multiple individuals and the generalization of results to the population. Correlational studies are those that are carried out to determine the relationships between two or more variables on a correlational basis without intervening with the variables, examine the changes occurring in the variables simultaneously, and predict potential outcomes (Büyüköztürk *et al.*, 2009). Considering these issues, it was decided to conduct this study as an exploratory and predictive correlational screening study as this method would allow for the exploration of the relationship between organizational peace at schools and school effectiveness.

3.2. Population and Sample

The population of the study consisted of teachers who worked at public middle schools and high schools in the central and peripheral districts of the province of Şanlıurfa in the 2020-2021 academic year. The sample of the study was selected using the stratified sampling method, which is a random sampling method (Creswell, 2017). Before selecting the sample, to stratify the population by determining the characteristics of the population, up-to-date information was obtained from the Şanlıurfa Provincial Directorate of National Education. In the 2020-2021 academic year, 17219 teachers worked at public schools in Şanlıurfa. It was determined that

6425 of these teachers worked in central districts, while 10794 worked in peripheral districts. While 10818 worked at middle schools, 6401 worked at high schools. The sample size of the study was calculated using the sample size formula recommended by Büyüköztürk *et al*. (2009), and it was determined that the sample needed to include at least 376 participants. Districts and school programs were taken as strata, and it was decided that including 3% of teachers from the population for each stratum would be adequate. Accordingly, 517 teachers were included in the sample of the study. The sample included 193 teachers working in central districts and 324 teachers working in peripheral districts.

In the sample of the study, 369 (71.37%) of the participants were women, and 148 (28.63%) were men. The professional experience of 291 (56.28%) of the participants was five years or shorter, that of 142 (27.47%) was between 6 and 10 years, and that of 84 (16.25%) was 11 years or longer. Additionally, 325 (62.86%) of the participants were working at middle schools, 192 (37.14%) were working at high schools, 193 (37.3%) were working in central districts, and 324 (62.7%) were working in peripheral districts.

3.3. Data Collection Instruments

A Personal Information Form, the School Effectiveness Index, and the Organizational Peace at School Scale were used to collect data. *Personal Information Form* created by the researchers consisted of five questions aimed at determining the demographic characteristics of the participants. The personal information form was created in order to determine the relationship between the demographic characteristics of the participants and their perceptions of organizational peace and school effectiveness in line with the sub-problems of the study. In the process of creating the personal information form, firstly, the researchers determined five demographic questions in line with the sub-problems of the research. Secondly, the draft personal information form consisting of five questions and detailed information about the research were presented to two academicians who are experts in the field of educational administration. After the educational administration experts stated that the draft form was appropriate for the sub-problems of the research, the draft form was submitted to two Turkish language teachers for review in terms of grammar and comprehensibility. After the Turkish language experts also stated that the draft form was appropriate and the content validity was ensured with the expert opinions, the Personal Information Form was finalized and made ready for implementation. As a result, the Personal Information Form included five questions aimed at determining the gender of the participants, their professional seniority, the settlement where they work, the type of school they work in, and the gender of the school principals they work with.

The School Effectiveness Index (SEI) was developed by Hoy (2009) to determine the effectiveness levels of schools. It consists of eight items designed to measure the characteristics of a school in the context of product quantity and quality, efficiency, adaptability, and flexibility. Yıldırım and Ada (2015), who conducted the adaptation of the scale to Turkish culture, confirmed the one-factor structure of the scale consisting of 8 items (χ^2/df = 3.06; CFI = .99; GFI = .97; NFI = .98; RMSEA = .63). They also calculated the Cronbach alpha internal consistency coefficient of the scale as .866 and the test-retest reliability coefficient as .847 (Yıldırım & Ada, 2015). In this study, CFA was applied to examine the unidimensional construct of SEI, and the obtained values (χ^2/df = 2.46; CFI = .99; GFI = .97; NFI = .99; RMSEA = .053) were within acceptable ranges. Cronbach's alpha coefficient for the scale was calculated as .90. To determine the discriminatory power of the items of SEI, scale scores were listed in descending order, and upper 27% and lower 27% groups were formed. The difference between the upper and lower groups in terms of items was analyzed with a *t* test. In the additional tests conducted to determine the discrimination power of the items, it was determined that the item-total score correlations of the scale ranged between .692 and .817 and the corrected item-total score correlation values ranged between .573 and .753. The results of the *t* test

showed a significant difference between the upper and lower groups for each item ($p < .05$). Based on these results, the items of SEI were successful in distinguishing the participants who were in the upper group from those who were in the lower group.

The Organizational Peace at School Scale (OPPS) is a 5-point Likert-type scale developed by Doğuş and Ereş (2021) to measure the organizational peace levels of schools. The scale consists of 27 items, two of which are scored in reverse, and four dimensions named balance, leadership, policies, and environment. The CFA results of the scale acceptable goodness-of-fit index values (CFI = .97; GFI = .97; AGFI = .98; NFI = .96, RMSEA = .077, and SRMR = .053). In the second-order model of CFA, it was also seen that the value showing the binary correlation of the latent variables "internal peace" and "external peace" was .87, the two variables were highly correlated with each other, and a total score could be calculated for the scale. The internal peace latent variable is represented by the "balance" and "leadership" dimensions of the scale, whereas the external peace latent variable is represented by the "policies" and "environment" dimensions. Cronbach's alpha coefficients for the dimensions of the scale were calculated as .931 for balance, .923 for leadership, .651 for policies, and .758 for environment. Cronbach's alpha coefficient for the overall scale was determined as .941. Moreover, the stratified alpha coefficient of the scale was found to be .95 (Doğuş & Ereş, 2021). In this study, the CFA results of the organizational peace scale were found to be within statistically appropriate ranges (χ^2/sd = 3.11; RMSEA = .064, SRMR = .048, CFI = .93, TLI = .92, GFI = .88, AGFI = .85, NFI = .90). In addition, it was determined that the Cronbach alpha (α) reliability coefficient of the scale was .94, .93, .65, .78, and .93 for the balance dimension, leadership dimension, policies dimension, environment dimension, and overall, respectively.

3.4. Data Collection and Analysis

Ethics committee approval from Gazi University (No: 11.12.2020-E.133162) and permission from the Şanlıurfa Provincial Directorate of National Education (No: 28.12.2020-E.38098) were obtained to collect data. The data were collected using the Google Forms platform on which the data collection forms were posted. Before the analyses of the data, preliminary reviews and missing data analyses were conducted. Two control items were added to the forms, one after the last item of OPPS and the other after the last item of SEI. First, the responses of participants who did not mark the control items according to the given instructions were discarded. Next, the dataset was examined for missing data using Little's Test of Missing Completely at Random (MCAR) (Little, 1988), and it was seen that the ratio of missing data was smaller than 5%. Little's MCAR Test results also showed that the missing data were completely randomly distributed ($p > .05$). Linear interpolation was performed for the missing data. Item-level checks were applied, and the analyses continued so that there was no incorrect or missing data. Normality assumptions were checked. The Kolmogorov-Smirnov test was conducted to determine whether the data were normally distributed. Skewness and kurtosis coefficients were also checked for the same purpose. Considering the sample size of 517, it was thought that it would be more appropriate to conduct the normality tests based on skewness and kurtosis coefficients. Because the skewness and kurtosis values were between -1 and +1, the scale scores of the participants were assumed to be normally distributed (Büyüköztürk *et al.*, 2009). Based on the statistical and graphical examinations, it was seen that a normal distribution could be assumed. The Leven Test was carried out to test the homogeneity of the variances of the OPPS subscale scores and SEI scores of the participants, and it was seen that multiple categorical variables examined in the study satisfied the assumption of homogeneity of variances (p > .05). To test the existence of a multicollinearity problem between the predictor variables in Structural Equation Modeling, variance inflation factor (VIF) and tolerance values were examined. The VIF and tolerance values of OPPS were respectively found to be 1.95 and 0.513 for balance, 1.92 and 0.522 for leadership, 1.58 and 0.632 for policies, and 1.75 and 0.571 for environment. The results of the analyses showed that there was no multicollinearity problem. The plots of the variance homogeneity assumptions of residual (error) values were

also examined, and it was seen that the residual variance was homogeneous. The data were analyzed in the IBM SPSS 21 and LISREL 8.80 programs.

4. RESULTS

4.1. Organizational Peace and School Effectiveness Levels Perceived by the Participants

As the first objective of the study, the perceptions of the participants regarding the organizational peace and school effectiveness levels at their schools were examined. When Table 1 is examined, it is understood that 54.9% (n = 284) of the teachers perceive organizational peace in their schools as negative peace, 25% (n = 129) as organizational conflict and 20.1% (n=104) as positive peace. Because SEI does not have a predefined cut-off point, a clustering analysis was performed on the total scores of the scale so that there would be three clusters of scores. Based on the mean scores of the groups, school effectiveness was categorized into high, moderate, and low effectiveness levels. According to the descriptive characteristics of their scores, 43.3% (n = 224) of the participants considered the effectiveness of their schools to be low, 41.4% (n = 214) considered it to be moderate, and 15.3% (n = 79) considered it to be high.

Table 1. *Organizational peace and school effectiveness levels perceived by the participants for their schools.*

Level of School Effectiveness			Level of Organizational Peace		
Level	n	%	Level	n	%
Low	224	43.3	Organizational conflict	129	25.0
Medium	214	41.4	Negative peace	284	54.9
High	79	15.3	Positive peace	104	20.1

4.2. Organizational Peace and School Effectiveness Level According to Demographic Characteristics

As the second objective of the study, whether the perceptions of the participants regarding the organizational peace and school effectiveness levels at their schools varied based on their demographic characteristics was examined. Because normal distribution assumptions were met, independent-samples t-tests were used to identify the relationships between the organizational peace and school effectiveness perceptions of the participants and their gender, school type, district of employment, and the gender of their school principal.

Table 2. *Organizational peace and school effectiveness levels perceived by the participants based on their demographic characteristics.*

Variable	Organizational Peace						School Effectiveness				
	n	$\bar{X}$	ss	sd	t	p	$\bar{X}$	ss	sd	t	p
Gender											
Male	148	93.81	17.79				28.39	5.67			
Female	369	94.88	16.61	515	0.647	.518	28.22	5.50	515	0.309	.757
Type of schools											
Middle school	325	92.94	16.81				27.78	5.64			
High schools	192	97.34	16.87	515	2.872	.004*	29.11	5.29	515	2.67	.008*
*p < .05											
Type of district											
Central district	193	93.90	15.85				27.89	5.23			
Outer district	324	94.97	17.58	515	0.694	.488	28.50	5.72	515	1.208	.228
Gender of school principal											
Male	477	94.82	16.96				28.36	5.57			
Female	40	91.60	16.77	515	1.155	.249	27.15	5.18	515	1.334	.183

As shown in Table 2, the organizational peace and school effectiveness perceptions of the participants did not differ significantly based on their gender, the type of district where they worked, or the gender of their school principal ($p > .05$). On the other hand, there were statistically significant differences in the organizational peace and school effectiveness perceptions of the participants based on the types of schools where they worked ($p < .05$). The mean OPPS score of the participants who were working at high schools (97.34) was higher than the mean OPPS score of those who were working at middle schools (92.94). Similarly, the mean SEI score of the participants who were working at high schools (29.11) was higher than the mean SEI score of those who were working at middle schools (27.78).

Table 3. *Organizational peace and school effectiveness levels perceived by the participants based on types of schools.*

		Level of Organizational Peace			Total		Level of School Effectiveness			Total
		Organizational conflict	Negative peace	Positive peace			Low	Medium	High	
Middle school	*n*	86	185	54	325	*n*	153	130	42	325
	%	26.5	56.9	16.6	100	*%*	47.1	40.0	12.9	100
High schools	*n*	43	99	50	192	*n*	71	84	37	192
	%	22.4	51.6	26.0	100	*%*	37.0	43.8	19.3	100
$\chi^2 = 6.792$; *sd* = 2; *p* = .034						$\chi^2 = 6.433$; *sd* = 2; *p* = .040				

Chi-squared tests were conducted to determine the extent to which the organizational peace and school effectiveness perceptions of the participants differed between middle schools and high schools, and the results are presented in Table 3. As seen in Table 3, according to the perceptions of the participants, the organizational peace levels and school effectiveness levels of middle schools and high schools were significantly different ($p < .05$). It was observed that the participants who perceived organizational peace in the context of organizational conflict and negative peace were mostly working at middle schools, while those who perceived it in the context of positive peace were mostly working at high schools. In addition to this, the participants who were working at middle schools usually perceived the effectiveness of their schools as "low", whereas those who were working at high schools usually perceived the effectiveness of their schools to be "moderate" or "high". Because normality assumptions were met, the relationships between the professional experience levels of the participants and their organizational peace and school effectiveness perceptions were analyzed using the analysis of variance (ANOVA) method. The results of the ANOVA are shown in Table 4.

Accordingly, the perceived organizational peace levels of the schools of the participants varied significantly based on their professional experience ($p < .05$). Pairwise comparisons were made to identify the source of this significant difference. The Bonferroni test was used as the pairwise comparison test because homogeneous variance assumptions were met. As a result of the test, the significant difference was found to be between the participants who had a professional experience of 5 years or less and those who had a professional experience of 11 years or more. The participants who had a professional experience of 11 years or more perceived the organizational peace levels of their schools to be higher than those who had a professional experience of 5 years or less. However, the perceived school effectiveness levels of the participants did not significantly differ based on their professional experience ($p > .05$).

Table 4. *Organizational peace and school effectiveness levels perceived by the participants based on professional experience.*

Organizational Peace							
Professional experience	*n*	$\bar{X}$	*ss*	*sd*	*F*	*p*	Significant difference
5 years and below (1)	291	93.33	16.78				
6-10 years (2)	142	94.74	16.93	(2.514)	3.163*	.043	1-3
11 years and more (3)	84	98.58	17.11				

Between-group mean squares = 901.044
Intra-group mean squares = 284.884
*$p < .05$

School Effectiveness							
Professional experience	*n*	$\bar{X}$	*ss*	*sd*	*F*	*p*	Significant difference
5 years and below (1)	291	27.93	5.51				
6-10 years (2)	142	28.21	5.75	(2.514)	2.841	.059	-
11 years and more (3)	84	29.56	5.18				

Between-group mean squares = 86.778
Intra-group mean squares = 30.543

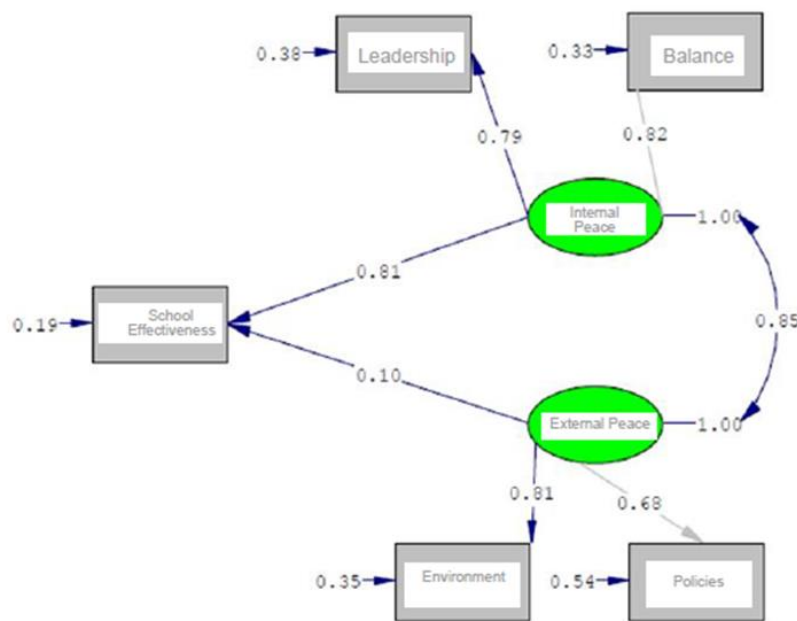## 4.2. Relationship between Organizational Peace and School Effectiveness

A relationship model was established between organizational peace and school effectiveness. In the model, organizational peace was examined under two dimensions (internal peace and external peace), while school effectiveness was examined under one dimension. Internal peace was represented by the "balance" and "leadership" dimensions of OPPS, whereas external peace was represented by the "policies" and "environment" dimensions. School effectiveness was represented by total SEI scores. The obtained model was tested via path analysis. The path coefficients and model-data fit indices calculated in the analysis are presented in Table 5, while the path diagram showing the standardized path coefficients is given in Figure 2.

Table 5. *Path coefficients of the relationship model between organizational peace and school effectiveness.*

Roads	Road coefficient (B)	Std. Road coefficient (β)	*t*	*p*
Internal peace-> School effectiveness	0.66	.81	7.11	< .05
External peace peace-> School effectiveness	0.30	.10	0.96	> .05
Internal peace <-> External peace	11.24	.85	9.40	< .05

$\chi^2 = 5.62$; $p = .131$; $\chi^2/sd = 1.87$; CFI = 1.00; GFI = 1.00; NFI = 1.00; RMSEA = .041

As seen in Table 5, there was a positive and statistically significant relationship from the internal peace dimension of organizational peace to school effectiveness (β = .81; $p < .05$). According to this result, a 1-unit increase in internal peace scores corresponded to a 0.81-unit increase in school effectiveness scores. There was a positive relationship observed from external peace to school effectiveness (β = .10), but this relationship was not statistically significant ($p > .05$). According to this result, while an increase in external peace scores corresponded to an increase in school effectiveness scores, this increase was not statistically significant. Moreover, a positive and statistically significant relationship was found between the internal peace and external peace dimensions of organizational peace ($r = .85$; $p < .05$). Accordingly, as the internal peace scores of the participants increased, their external peace scores also increased, and vice versa.

Figure 2. *Path diagram of the relationship model between organizational peace at school and school effectiveness.*


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Chi-Square=5.62, df=3, P-value=0.13157, RMSEA=0.041
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5. DISCUSSION, CINCLUSION and RECOMMENDATIONS

This study investigated the relationship between school effectiveness and organizational peace and the levels of organizational peace and school effectiveness perceived by teachers at their schools. The significant relationship between school effectiveness and the internal peace dimension of organizational peace was proven in the study. According to the results of the study, more than half of the teachers participating in the study perceived the organizational peace at their schools in the context of negative peace, while the vast majority of them also perceived the effectiveness of their schools to be at low or moderate levels. Besides, the perceptions of the participants regarding the organizational peace at their schools and the effectiveness of their schools varied significantly based on the types of schools they worked at. The results of this study will make an important contribution to the literature on school effectiveness as they provide empirical evidence from the perspective of organizational peace, which is a concept often neglected in studies in the field of administrative sciences, and from Türkiye, which is a developing country.

In some studies in the literature in which some variables closely related to organizational peace have been investigated, results similar to those of this study have been reported. For example, teachers were reported to not have high levels of perceived organizational peace in the study conducted by Bozanoğlu (2020) or high levels of perceived school health in the study conducted by Bozkurt-Bostancı *et al*. (2016). Again, similarly, many studies carried out in Türkiye revealed the effectiveness of schools perceived by teachers to be "moderate" (e.g. Koçak & Nartgün, 2020). Negative peace refers to organizational environments in which implicit conflicts are experienced. Although there are implicit conflicts within organizations with high levels of negative peace, employees maintain their decisions to remain in the organization and continue to perform the roles required by their profession (Hardwick & Landuyt, 1961). The finding in this study that most of the participants perceived organizational peace in the context of negative peace may be associated with multiple individual and organizational factors. For example, the perception of organizational peace by the participants in the context of negative

peace may have been linked to the possibility that they were unable to establish good relationships with their colleagues, the resources of their schools were insufficient, the administrators of their schools did not support them enough in their work, or the families of their students were not adequately involved in the educational processes of their children. Previous studies showed that violence at school, bullying, and inadequate collaboration led to negative perceptions among teachers regarding their schools (Jarl *et al*., 2021). Some studies, on the other hand, have also demonstrated that supportive and empowering school administrators affect both the individual and professional development of teachers positively (Çevik & Doğan, 2025), and this positive effect leads to the development of positive emotions by teachers for their schools. Tangible indicators such as student outcomes (MoNE, 2020; OECD, 2023), human relationships at schools (Karacabey & Boyacı, 2018), and unofficial rules and routines including the school's culture are important dynamics of school effectiveness (Reynolds *et al*., 2014). Thus, the low levels of school effectiveness perceived by the participants of this study may have been led by the inability of their schools to develop students in terms of knowledge, skills, attitudes, and behaviors to the desired extent (MoNE, 2019, 2020). Other reasons for their low levels of perceived school effectiveness may include the possibility that the participants could not display preventive approaches to problems, they had insufficient skills for coping with problems in emergency situations, and they did not receive sufficient support from the central administration (Jarl *et al*., 2021).

The results of this study showed that the type of school that the participants worked at significantly differentiated their assessments regarding organizational peace and school effectiveness. The participants who were middle school teachers perceived the organizational peace at their schools in the context of organizational conflict and negative peace, while they also perceived low levels of school effectiveness. The participants who were high school teachers, on the other hand, perceived the organizational peace at their schools in the context of positive peace, and they perceived moderate and high levels of school effectiveness. Some studies have shown similar results to those in this study. In their study in Şanlıurfa, Moçoşoğlu and Kaya (2018) found that organizational happiness varied depending on the types of schools.

It was determined in this study that the organizational peace at middle schools was not at the desired level, conflicts were experienced, positive peace did not develop to the desired extent, and school effectiveness levels were low. In Türkiye, middle schools constitute a 4-year basic compulsory education category in which children aged 10-14 who are in a period of transition to adolescence receive education. At middle schools, it is aimed to equip students with the knowledge and skills required by the era, ensure their development as individuals sensitive to human rights and democracy, and have them continue their training at higher levels of education in line with their interests and talents (MoNE, 2016). Therefore, students at this educational level are in the process of adapting to the society they are in (Wang & Holcombe, 2010), they are in an important stage of their development as described in Erikson's (2019) psychosocial development theory, and they may vital academic choices about their future careers. Students in Türkiye are enrolled in high schools in two main ways. The first of these is the placement of students in schools close to their homes based on their grade point average at middle school. The second involves admission to high schools based on their scores in a nationwide examination organized by MoNE. As seen here, it is highly important for students to receive education at middle schools with higher levels of organizational peace and school effectiveness for the sound realization of their academic choices that will affect their future careers, their adjustment to society, and their personal development. However, the results of this study indicated that there were significant problems in the realization of these vital goals at middle schools in the province of Şanlıurfa. These results of the study are also confirmed by national education statistics (MoNE, 2019, 2020) and the results of other studies conducted in Şanlıurfa (Karacabey & Boyacı, 2018; Şen *et al*., 2020; Şimşek & Şahin, 2012).

A positive and significant relationship was found between the internal peace dimension of organizational peace and school effectiveness in this study. As mentioned above, the internal peace dimension of organizational peace consists of the components of balance and leadership. Internal peace in the context of organizational peace refers to a state of peace that is established through the relationships and conditions inside the organization and the balanced structure of the organization, and it is affected by the characteristics of the leader. Organizational balance refers to a state of balance involving the positive personality traits of employees, the professional qualifications of employees, the values of the organization, and its tangible and intangible resources. Leadership refers to the leadership styles and leadership capacity of leaders rather than their personality traits (Doğuş, 2021). Accordingly, based on the results of this study, a 1-unit increase in the scores of the participants in the internal peace dimension of organizational peace corresponded to a 0.81-unit increase in their school effectiveness scores. The positive and significant relationship identified between the dimensions of internal peace and external peace is also worth noting, as it means that an increase in internal peace scores would also raise external peace scores. Thus, it can be stated that at schools where organizational peace is perceived to be high, the dedication of teachers to their profession and their commitment to their schools could be higher. This result in our study is consistent with the results of other studies conducted with variables related to the internal peace dimension of organizational peace such as teachers' cooperative behaviors, organizational commitment and principals' leadership. For example, John & Taylor V (1999) found that the leadership style of school principals is related to school climate and organizational commitment. Liu and Watson (2020) determined the relationship between teachers' cooperation with each other, job satisfaction, and organizational commitment.

The relationship that was identified between school effectiveness and the balance dimension of organizational peace in this study supported the results of various previous studies (Sönmez, 2020). It is known that teachers have some of the most important roles in student outcomes, and thus, the effectiveness of schools (Bernhard *et al.*, 2024). It was also empirically proven that school principals affected student outcomes by influencing the attitudes and behaviors of teachers (Bellibaş & Liu, 2017). Principals' practices such as involving teachers in school management, encouraging their optimism, professional learning, and enthusiasm for teaching (Börü & Bellibaş, 2021) can help teachers perceive their schools as a more peaceful learning environment and improve the quality of their classroom practices. Schools where organizational peace exists are those where teachers feel happy and content, are satisfied, and work in a positive climate (Doğuş, 2021). In their meta-analysis study, Scheerens *et al.* (2013) also determined that the school climate was one of the most effective factors in school effectiveness.

Consequently, the results of this study drew attention to school effectiveness in the context of its relationship to organizational peace, which is a phenomenon experienced in organizations. The empirical proof of the relationship between school effectiveness and organizational peace filled an important gap in the relevant literature. It was observed in the study that middle schools in the province of Şanlıurfa had significant issues in the context of both organizational peace and school effectiveness. Because middle schools are institutions of basic education, their effectiveness and organizational peace levels bring about important consequences not only for their educational stakeholders but also for a larger part of society involving employers, economists, political scientists, sociologists, law scholars, and security officials. Therefore, we recommend policymakers to develop policies to eliminate regional differences in student outcomes and increase the effectiveness and organizational peace levels of middle schools. In Türkiye, teachers are usually appointed to jobs at schools in the eastern and southeastern parts of the country such as Şanlıurfa as their first assignment (Karacabey & Boyacı, 2018; Şimşek & Şahin, 2012). Accordingly, the vast majority of teachers working in these provinces have a lack of experience caused by the fact that they are new in the profession. Due to the nature of the profession of teaching, experience is an important factor among the desired qualities of a

teacher. This situation also prevents teachers from making use of the experiences of their more experienced colleagues. Considering the importance of teacher qualifications in school effectiveness, rewards and incentives that could promote the preference of schools in eastern and southeastern parts of Türkiye by experienced teachers should be included in policies. Awareness of organizational peace should be raised among school administrators and teachers. It may be recommended for MoNE to support school-based projects, training programs, and workshops focusing on organizational peace. Researchers may be recommended to conduct studies in which they include other stakeholders of schools, other variables are added to the ones examined in this study, and school-level comparisons can be made. For instance, variables such as the subjective well-being of teachers and their in-service professional training can be included in research models due to their potential to affect and be affected by school effectiveness.

This study, which provides important information about the relationship between school effectiveness and organizational peace and is one of the pioneering studies on the topic, had some important limitations. The cross-sectional design of the study prevented the establishment of a cause-effect relationship between school effectiveness and organizational peace. We recommend that future studies employ longitudinal and qualitative methods and obtain causal results about organizational peace and school effectiveness. Another limitation was the sample of the study. School effectiveness and organizational peace, by their nature, require the collective effort of the school community. The inclusion of only teachers in the sample of the study and the fact that the opinions of other stakeholders of schools were not collected may be considered a limitation. In addition, the data of the study is based on the self-reports of the teachers in the sample. This carries the risk of social favorability. Therefore, repeating the research with different participants may reduce this risk to some extent.

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Declaration of Conflicting Interests and Ethics

Contribution of Authors

Yurdagül Doğuş: Investigation, Conceptualization, Visualization, Software, Analysis, Methodology, and Writing. **Figen Ereş:** Design, conceptualization and Supervision.

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