THE EFFECT OF STRATEGIC PLANNING ON SCHOOL EFFECTIVENESS[1]

Okullardaki Stratejik Planlamanin Okul Etkililiği Üzerindeki Etkisi

Ali Yalçın
MEB, aliyalcin0@yahoo.com.tr

Atila Yıldırım
Prof. Dr., Necmettin Erbakan Üniversitesi, Ahmet Keleşoğlu Eğitim Fakültesi,yildirimtrkon@gmail.com

MAKALE BİLGİSİ	ÖZET
	Bu çalışmada öğretmenlerin ve okul yöneticilerinin algılarına göre okullarda uygulanan stratejik planların okul etkililiği üzerindeki etkisi araştırılmıştır. Öğretmenlerin ve okul yöneticilerinin stratejik planlama ve okul etkililiğine ilişkin görüşleri incelenmiştir. Bu amaçla 2017-2018 eğitim-öğretim yılında Konya ili Altınekin, Selçuklu, Karatay ve Meram ilçelerine bağlı resmi ilköğretim ve ortaöğretim kurumlarında görev yapan 585 öğretmen ve yöneticiye "Okul etkililiği ölçeği" ve "Okullarda stratejik planlama algı ölçeği" uygulanmıştır. Araştırmada nicel araştırma yöntemi ve betimsel-ilişkisel tarama modeli kullanılmıştır. Araştırmadan elde edilen veriler SPSS 23.0 programı ile analiz edilmiştir. Araştırmadan elde edilen sonuçlara göre öğretmenlerin ve yöneticilerin okulların stratejik planlama algısının yüksek olduğu görülmüştür. Araştırmaya katılan öğretmenlerin etkili okullarda görev yaptıkları görülmektedir. Okulun stratejik planlama uygulamaları ile okulun etkililiği arasında pozitif yönlü, orta düzeyde ve anlamlı bir ilişki olduğu görülmektedir. Okulun stratejik planlama uygulamalarının okul etkililiğinin sağlanmasında pozitif yönde orta düzeyde etkisinin olduğu sonucuna ulaşılmaktadır.

ARTICLE INFO	ABSTRACT
	In this study, the effect of strategic plans on school effectiveness was investigated according to the perceptions of teachers and school principals. Teachers' and school principals' views on strategic planning and school effectiveness were examined. For this purpose, "School effectiveness scale" and "Strategic planning perception scale" were applied to 585 teachers, principals and assistant principals working in primary and secondary schools of Altınekin, Selçuklu, Karatay and Meram districts of Konya in 2017-2018 academic year. Quantitative research method and relational survey model were used in the research. The data obtained from the study were analyzed with SPSS 23.0 program. According to the results of the research, it was found that teachers and principals had high perception of strategic planning of schools. It is concluded that the teachers who participated in the study found their school effective. It is seen that there is a positive, moderate and meaningful relationship between the strategic planning practices of the school and the effectiveness of the school. It is concluded that the strategic planning practices of the school have a positive effect on the school effectiveness.

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1. INTRODUCTION

In the 1970s, when competition became intense with the globalizing world, strategic planning started to be given importance in management. Inadequacy of energy resources in the world and control of financial market uncertainties after the 1980s, strategic management turned into a structure that is being tried to be applied in all fields besides business management. Thus strategic management has been implemented in the public sector since the 1990s. Strategic planning and strategic management activities, which are formed as a result of strategic thinking, have been increasing in public administration and are applied in many fields (Dinçer, 2007, p. 20).

Performance-based budgeting began with reform suggestions in "Public Financial Management" starting in 1995 in Turkey and "Public Expenditure and Institutional Review" reports published in 2001. With the public financial management and control law no. 5018 enacted in 2003 and the second regulations made after, details on performance-based budgeting have been created. In order to ensure the economic, effective and efficient use of public resources by making some changes in the financial management system with the law numbered 5018; financial transparency, accountability, strategic planning and performance-based budgeting were focused on (Official Newspaper, Number: 26179, Date: 26.05.2006).

Education and development are two concepts which can't be thought independently. Education must plan and train human resources for work life, which forms the basis of the economy. Society needs well educated individuals who were educated by effective schools in order to produce and consume consciously. The relationship between education and development is important for the realization of social and economic development. Change can only be achieved through education. The increase in resources allocated to education from the budget in recent years shows the importance given to this sector. Since human beings are the most important factor to ensure development, it is unthinkable that any planning that does not focus the human being will reach its target. Therefore, the importance of individual and social education planning becomes evident in the preparation of development plans (Türk, 2007).

Education planning is a long-term process. Since strategic planning also requires a long-term planning process, it is currently more appropriate to implement in schools than other types of planning. Strategic planning describes the path between the situation in which an organization is present and the target it seeks to achieve. The implementation of these strategies as desired will be an indication that the strategic management process has been successful. Therefore, the strategic management process starts with the creation of strategic planning first (Çetin, 2013, p. 88).

Since schools should aim to educate people for the future, schools should be shaped according to the rapidly changing world by making accurate and long-term planning (Yildirim and Ekinci, 2009). It can be said that the success of the school, i.e. its effectiveness, is only possible through comprehensive and realistic strategic planning. As in every organization, there are changes in educational organizations. When these changes cannot be kept up, it reduces the effectiveness of schools and makes the adaptation of the school to the environment difficult (Yildirim and Ekinci, 2009). Therefore, the implementation of strategic planning in educational institutions has started as an alternative since traditional planning methods are inadequate. The effectiveness of schools can be increased through strategic planning which is appropriately made and applied (Balcı, 2011, p. 388). Therefore, strategic planning practices play an important role in educational institutions. It can be said that the success of schools, ie. their effectiveness, is directly dependent on the development of all aspects of strategic planning in accordance with the conditions of the school.

In the Turkish education system, it is tried to keep up with the conditions of the changing and to minimize the problems of education through strategic planning. With the implementation of strategic management and strategic planning approaches, it is aimed to contribute greatly to the education of students and staff in educational institutions. In order to increase the effectiveness of

schools, to develop as a learner school and to have members who are researcher and learner, their needs should be determined in advance and with strategic plans prepared in this direction thoughts should be turned into action. Planning is important for administrators and teachers to act with strategic awareness and to define the needs of the schools in advance and meet them in the most efficient way. Principals' effective use of strategic management and leadership features will contribute to the strategic planning process and will significantly increase the effectiveness of schools. In addition, it is stated that it is possible for schools to adapt to environmental variables and to have a planned dynamic structure through the effective and efficient implementation of the strategic plan. It is expected that strategic planning and strategic management approaches will contribute positively to the schools becoming more effective (Çetin, 2013,p. 89).

As a result of the differences between the achievement levels of schools, the concept of school effectiveness has started to be discussed. One of the two schools with the same goals may be more successful than the another; which led to an investigation of the cause of the difference in success, and thus the search for the factors that led to success and failure initiated effective school research (Balcı, 2011). The meaning of the word effectiveness is defined as "Influence", "Efficiency of a vehicle or business or providing sufficient product" (Turkish Language Institution, 2014).

Brookover defines effective schools as areas where all students can acquire targeted skills and behaviors; Koloph stated that it is the school environment where students' cognitive, affective, psychomotor, social and aesthetic developments are provided most effectively (as cited in Balcı, 2011). In a similar definition, Purkey and Smith identified students' development of knowledge, skills and behavior as a measure of school effectiveness (as cited in Helvacı, 2011). An effective school is a school in which the school leader contributes to the social and academic development of all students, focusing particularly on unsuccessful students, and creating a positive social climate where students can work and play together in harmony regardless of their socio-economic, religious and ethnic backgrounds (Balcı, 2011). In terms of school effectiveness, schools that produce more and high-quality products compared to similar schools, produce effective solutions to environmental and internal problems, get the most efficiency at the lowest cost can be considered as effective schools (Mott, 1972).

It can be said that when the necessary environment and conditions are provided, each school can provide an education and learning service that can meet the expectations of the society. One of the basic assumptions of the effective school trend is that the necessary environment and conditions can be achieved in every school. Accordingly, it is accepted that schools can create very effective and successful learning processes by making some improvements in their internal and external environment (Şişman, 2012).

There are a great deal of studies related to effective school. When the studies in the field of school effectiveness are examined, the studies abroad includeschool effectiveness in the Netherlands (Scheerens and Creemers, 1996), assessment of the effectiveness of schools in the United States (Stringfield and Herman, 1996), school effectiveness and school development in the United Kingdom (Reynolds, Sammons, Stoll, Barber and Hillman, 1996) , a self-criticism of the sustainability of school effectiveness studies (Scheerens, Bosker and Creemers, 2001), school effectiveness and student achievement according to the views of teachers working in American-style international schools (Doran, 2004), the effectiveness of Botswana second level schools and student achievement in terms of educational management (Mohiemang, 2008).

In Turkey, researchers examined the relationship between school effectiveness and many concepts. Balcı (1995) conducted research on the variables that reveal effective schools. Şişman (2013) and Oral (2005) worked on the level of showing effective school characteristics of primary schools. Yılmaz (2006) conducted a study on the expectations of teachers from families in order to ensure effectiveness in primary schools. Ayık (2007) investigated the relationship between school culture

and school effectiveness in primary schools. Çobanoğlu (2008) studied the organizational identity and effectiveness of primary schools. Türker (2010) examined the relationship between the effectiveness levels of primary schools and organizational health. Alanoğlu (2014) examined the relationship between organizational learning levels and school effectiveness and organizational citizenship levels of secondary education institutions.

As can be seen, when the literature on the concepts of strategic planning and school effectiveness in the field of education is examined, there is no research that directly examines the relationship between these two concepts. Therefore, in this study, it is aimed to determine the impact of strategic planning in schools on school effectiveness.

1.1 Strategic Planning

Strategic planning refers to the path between where the institution wants to reach in the long term and where it is located today. Strategic planning is responsible for organizing all units of the organization as a whole (Erkan, 2008, p. 9). In strategic planning, objectives, stages and processes of the work to be audited are planned. Strategic plan is defined as a plan that includes the medium- and long-term objectives, principles and policies, priorities, performance criteria, methods and resource allocation of public administrations in public administration (Law No. 5018 On Public Financial Management and Control, 2003: Item 3).

SPO (State Planning Organization) defined the strategic planning as the objectives of the institutions and the totality of the methods determined to achieve them in the long term. Strategic planning guides the preparation of the budget, resource provision and accountability in line with the aims and objectives of the organization (SPO, 2006, p.7).

External environment and internal environment analyses are carried out in accordance with the vision and mission of the organization. The second stage of strategic planning is the evaluation of the long-term goals and targets determined according to these analyses and the selection of the appropriate ones. This part, which is completed by planning, is followed by the process of implementing the strategic plan. At the end of the implementation, the strategic planning process is completed by determining the extent to which the goals and objectives are achieved, and in which parts of the application the problems are experienced by performance evaluation and by making corrections (SPO, 2006).

1.2 The Effectiveness of School

An effort to improve the quality of education in schools has led to the emergence of an effective school concept. While some schools succeeded and others failed to achieve this, leading to effective school work. The fact that the schools with different achievement levels have some common characteristics in the studies conducted has led researchers and practitioners to increase efficiency and success in schools (Helvacı and Aydoğan, 2011).

The concept of school effectiveness, effective school can be defined as a school which fulfills the tasks and functions expected from it, provides a multifaceted development of students, creates suitable learning environments for it and fulfills the expectations of the stakeholders of the school (Şişman and Turan, 2004). According to Özdemir (2000) the happiness and development of all stakeholders are at the forefront in the effective schools. We can call a school as an effective school that can create a whole with teachers, students, parents and environment, can provide students' development in terms of social, affective, cognitive psychomotor and aesthetic, can create a high level of learning environment (Özdemir, 2000). The effectiveness of the school is related to the degree of success of students in educational activities. The primary objective of the school is to achieve the goals set for the students and to make certain behavioral changes in the students. The effectiveness of the school can be mentioned if the school creates a high level learning environment,

and if all students are able to achieve moderate or good targeted learning and behavioral changing (Döş, 2013).

1.3 Purpose of the Research

The aim of this study is to determine whether the strategic plans implemented in schools have an effect on school effectiveness according to the perceptions of teacher, school principals and assistant principals.

For this purpose the study sought answers to the following questions:

1. What are the opinions of teachers and school administrators about the strategic planning of the school?
2. What are the opinions of teachers and school administrators about the effectiveness of school?
3. Is there a relationship between school strategic planning and school effectiveness?
4. Does the strategic plan predict school effectiveness?

2. METHOD

2.1 Research Model

In this research, according to the perceptions of teachers and school principals, survey is used to evaluate the strategic plans implemented in schools in terms of their effects on school effectiveness. The correlational design was used to determine whether the effectiveness levels of schools change according to strategic planning in schools, and if so, what way it is (Karasar, 2007).

The population of the research consists of school principals, assistant principals and teachers working in official primary and secondary schools affiliated to Altınekin, Selçuklu, Karatay and Meram districts of Konya in 2017-2018 academic year. According to the data obtained from Konya Provincial National Education Directorate in 2017-2018 academic year, there are 1325 schools principals and 12865 teachers in 547 official primary and secondary schools in Altınekin, Selçuklu, Karatay and Meram districts.

The sample of the study was determined according to non-random purposeful eligibility and accessibility criteria. As shown in Figure 1, the sample size was determined by taking the Formula showing the sample size according to Anderson's (1990) proposed population numbers in order to determine the number of elements that should be in the sample (As cited in Balcı, 2009, p. 92);

Figure 1. Sample formula for minimum sample size

$$n = \frac{\dfrac{t^2 \cdot (PQ)}{d^2}}{1 + \dfrac{1}{N} \cdot \dfrac{t^2 \cdot (PQ)}{d^2}} = 382$$

N= Population size

n = sample size

d = attitude level

t = confidence level table rate (t=1,96)

PQ=(,50).(,50)=,25

The sample of research consists of 585 school teachers, principals and assistant principals working in primary and secondary schools in Altınekin, Selçuklu, Karatay and Meram districts of Konya.

When the demographic characteristics of the 585 teachers, principals and assistant principals working in the schools included in the research are examined, it seen that 51,1% of the teachers, principals and assistant principals are male and 48,9% female. When the marital status of the teachers in the sample are examined, it is found that 77,9% are married and 22,1% are single. 27,7% of the teachers, principals and assistant principals included in the sample are under 30 years old, 36,4% are between 31-40 years, 27,5% are between 41-50 years and 7,4% are between 51-60 years, 1% are 60 years and above. When the percentage distribution of teachers, principals and assistant principals according to the school they graduated from, it is seen that1,7% of teachers, principals and assistant principals have associate degree, 81,7% bachelor's degree, 16,2% master degree, 0,3% doctor's degree. Examining the type of school where teachers work, it is seen that 26,8% of teachers work in primary school, 49,1% in secondary school, and 24,1% in high school. 82,4% of teachers work as a teacher in schools, 5,5% as a principal and 12,1% of them work as an assistant principal. 2,1% of teachers are preschoolers, 23,8% are classroom teachers and 74,2 % are branch teachers 53,8% of teachers work in city centers, 36,8% work in districts, 2,6% work in towns and 6,8% work in villages. If we examine the social and economic level of the environment where the teachers work, it is seen that 9,2 % are low, 76,1% are medium and 14, 7% are high.

2.2 Instruments

In the research, the data related to the solution of sub-problems are collected by two different questionnaires applied simultaneously to the teachers. "School Effectiveness Index" developed by Hoy (2009) was used to determine the opinions of teachers and school administrators about the effectiveness levels of their schools. "The Strategic Planning Perception Scale" developed by Memduhoğlu and Uçar (2012) was used to determine the perceptions of strategic planning in schools.

School Effectiveness Scale: It was designed by Hoy (2009) to determine the effectiveness of schools. The school effectiveness scale was translated into Turkish by Alanoğlu (2014). The survey consists of one factor and 8 items. Survey items are arranged in the form in likert type: "I disagree completely" (1) "I do not agree" (2) "I agree a little" (3) "I agree" (4) "I exactly agree" (5). Cronbach alpha reliability coefficient of the one-dimensional questionnaire was found to be .910.

Strategic Planning Perception Scale in Schools: It was developed by Memduhoğlu and Uçar (2012) to determine the strategic planning perceptions of teachers and school administrators. In the development of the scale as mentioned by Memduhoğlu and Ucar (2012), a draft scale consisting of 55 items was prepared for strategic planning perception scale in schools in line with the literature review. This draft was presented to the opinions of 10 faculty members specialized in educational sciences, research method and statistics. In accordance with the opinions and suggestions of experts, the number of items of the scale was made ready for implementation by removing repetition and similar expressions and named as "strategic planning perception scale in schools. The scale consists of one factor and 20 items. The scale items were designed to determine the participants' reactions to the given statements with five-point Likert type: "I disagree completely" (1) "I do not agree" (2) "I agree a little" (3) "I agree" (4) "I exactly agree" (5). Alpha reliability coefficient of the questionnaire which was composed of one alternative was found to be .984.

2.3 Analysis of Data

During the data analysis process, firstly, the skewness and kurtosis coefficients of the data set were examined in order to determine whether the collected data show normal distribution. Skewness and kurtosis coefficients are in the range of +1,5 to -1,5, indicating normal distribution of data (Tabachnick and Fidell, 2013). The skewness and kurtosis coefficient were found to be between +1,5 and -1,5 for the data obtained from both scales. When the values obtained for the normal distribution were evaluated together, it was decided that the data set showed a normal distribution and parametric tests were performed in the analyses.

Evaluated 585 scale results were transferred to SPSS for analysis. In the research, descriptive statistical methods, arithmetic mean (x), standard deviation(s), percentage (%), frequency (f), operations, Pearson Product Moment Correlation analysis and simple linear regression analysis techniques were used to analyze the data.

3. RESULTS

In the study, firstly arithmetic mean and Standard deviation values were calculated according to the answers of the one-dimensional strategic planning perception scale and the school effectiveness scale and the results were shown in Table1.

Table 1. Mean and Standard Deviation Values of Strategic Planning Perception Scale and School Effectiveness Scale

	n	x̄	S
Strategic Planning in Schools	585	3,83	,95
School Effectiveness	585	3,88	,69

These results show that the opinions of the teachers and school administrators involved in the research on the strategic planning practices of the school are at the level of "I exactly agree".

It is seen that the averages of teachers' and school administrators' views on the whole school effectiveness scale is x=3,88 and the standard deviation value is S=69.The results show that teachers' perceptions about school effectiveness are "very agree".

Secondly, in order to determine the relationship between school's strategic scoring perception and school effectiveness according to the opinions of teachers and school administrators, Pearson bidirectional correlation analysis was performed and the findings are presented in Table 2.

Table 2. Results of Pearson Bidirectional Correlation Analysis Between Strategic Planning Perception Scale and School Effectiveness Scale.

	1.	2.
1. School effectiveness	1.00	.515
2. The strategic planning perception scale	.515	1.00

p<.05

The correlation coefficient of 1,00 is an excellent positive relationship -1,00 is an negative relationship indicates that the relationship cannot be 0,00. There are no fully agreed common ranges in the interpretation of correlation coefficient in terms of science. The obsolete value of the correlation coefficient is no understood common ranges. The correlation coefficient is between 0,70 – 1,00 as an obsolete value and between 0,70 – 0,30 as high and between 0,30 – 0,00 as a low level of correlation.

According to the results of correlation analysis, it is seen that there is a positive and moderate (p=,000) relationship between school's strategic planning practise and school effectiveness (r=,515).

At the last stage of the research, a regression analysis was conducted to determine to what extent the strategic planning of the school predicted the effectiveness of the school and that is shown on the Table 3.

Table 3. Results of Simple Regression Analysis of School Strategic Planning Predicting School Effectiveness.

Variables	B	Standard Error	β	t	p	R	R^2
Constant	2,250	,116		19,454	,000		
School Effectivenss	,423	,029	,515	14,499	,000	,515	,265

When the simple regression results of the school's strategic planning related predicting school effectiveness in the table are examined, it is seen that there is a positive, moderate and significant relationship between school effectiveness and school's strategic planning practice. The school's strategic planning practice accounts for approximately 26% of the total variance in school effectiveness.

4. DISCUSSION, RESULTS AND SUGGESTIONS

According to the results of the research it is seen that the perceptions of the teachers and school principals about the strategic planning are high. Teachers and school principals believe that strategic planning is going to make positive contributions and that the services can be carried out in an easy, fast and participatory manner in term of the quality of education. Şahin and Aslan (2008) found that strategic planning was perceived as a task required by the national education. In order to ensure that the feedback regarding the strategic planning process does not remain on the paper and to benefit from its advantages in a qualified manner, everyone involved in this process is expected to have sufficient information. Altınkurt (2010) found that the participants' attitudes towards strategic planning were found to be generally positive although not very high. The teacher who participated in the research thought strategic planning is a tool that contributes to the development of the organisation and increases the productivity and effectiveness of their school.

According to result of the research, when the averages of the opinions about the school effectiveness is considered, it is seen that the participants' perceptions about school effectiveness are within 'I completely agree' range and the participants of the research are working at effective schools. Şenel (2015), in his study where he examined the relationship between the climates of primary schools and the effectiveness levels of primary schools, identified that teachers' perceptions about the effectiveness of their schools were within 'Agree' range and that teachers thought their schools showed effective school characteristics. The results were supported by the findings of Şenel's study. Balcı (1995) found that the school principals' instructional leadership skills were insufficient, while teaching qualities of teachers about contributing to the learning of students weak. Şişman (2002) in his research the school administrators' dimension was the most effective school dimensions and the other dimensions were listed as school, culture and environment, teacher, school programme and education and teaching progress, student, school environment and parent dimensions. According to opinions of administrators and teachers, Ayık (2007) found primary schools effective according to teachers and principals' perceptions. When the results of Yılmaz (2006) research was examined, it has been seen that teachers' views on school effectiveness are mostly agree and this result coincides with the result of this research. When the result of Türker (2010) research was examined, it has been seen that teachers' school effectiveness the opinions of administrators' sub-dimension mostly agree, opinions about the school environment dimension mostly agree, the opinions of students dimension moderately agree, the opinions of parents' dimension less agree. These results supported the results of Türker's research. In the research of Alanoğlu (2014) it was used a scale of Hoy, also we used it, to measure school effectiveness. It has been seen that the views of school participants on school effectiveness are 'agree a little' It was observed that the perceptions of the teachers participating in this study about school effectiveness were lower than the group of teachers participating in this study.

According to the opinions of teacher and school principals there is a positive, moderate and meaningful relationship between the perception of strategic planning and school effectiveness in research. According to results of the research, it is seen that the strategic planning practices of the school have a moderate effect on the provision school effectiveness. As a result of the research, high perception of teachers about strategic planning of school shows how prepared they are for the studies on this subject. For this reason, it should be used efficiently by truly directing the potential of teachers in strategic planning. Since strategic planning is a long-term process that requires the participation of teachers, the motivation of related teachers should be high.

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