

Makale Türü / Article Type:

Araştırma Makalesi / Research Article

Gönderilme Tarihi / Submission Date:

06/04/2023

Kabul Tarihi / Accepted Date:

06/06/2023

The mediating role of teacher agency

Gülşen YILMAZ¹ ve Nagihan TEPE²

Abstract

The aim of this research is to determine how teachers' perceived administrator support and teacher-parent communication affect their perceptions of school effectiveness and the mediating role of teacher agency perception in this effect. In this context, the relational survey model was used to determine the direct and indirect effects of teachers' perceived administrator support, teacher-parent communication and teacher agency perceptions on school effectiveness perceptions. According to the results of the research, it was determined that there were significant relationships between the variables of perceived administrator support, teacher-parent communication, agency and school effectiveness, but the variable of teacher-parent communication was associated with all other variables at a low level. The agency variable explains school effectiveness; At the same time, it was determined that it played a mediating role between the perceived administrator support and teacher-parent communication variables and the school effectiveness variable. In particular, it has been determined that the mediator role between teacher-parent communication and school effectiveness demonstrates a positive correlation.

Keywords: Agency, teacher-parent communication, school effectiveness, perceived administrator support.

INTRODUCTION

Agency is a concept studied by many disciplines, including philosophy, psychology, sociology, economics, and political science. Agency is frequently studied in philosophy in the context of free will and moral responsibility. Agency can be studied by psychologists and sociologists in the context of personal development and social

¹Dr.; Novi Pazar State University, Department of English Language and Literature, Novi Pazar, Serbia.

E-mail: gulsendanaci7@gmail.com

ORCID ID: 0000-0002-8505-0714

²Dr., Samsun University, Dept. of Communication Design and Management, Samsun, Türkiye

E-mail: nagihan.tepe@samsun.edu.tr

ORCID ID: 0000-0002-5923-435X

Atıf İçin / For Citation: YILMAZ, G. & TEPE, N. (2023). The mediating role of teacher agency. *Uluslararası Sosyal Bilimler ve Eğitim Dergisi – USBED* 5(9), 443-462. <https://dergipark.org.tr/pub/usbed>

influence. Economists can investigate agency in terms of decision-making and rationality. Political scientists can investigate agency in relation to power and governance. However the definition of agency is still being debated.

Verdin and Godwin (2019) define agency as a skill that every person possesses. From a psychological standpoint, personal agency refers to people's perceptions of their capacity to exert control over circumstances that have an impact on their lives (Bandura, 1989). Deliberate behaviors, a visionary viewpoint, a self-reactive self-regulation style, and reflective skills all contribute to personal agency (Bandura, 2006). A person must purposefully act in order for their actions to qualify as perpetrator behavior. An activity is said to be intentional when the person engaging in it knows or believes it will result in a particular outcome and uses that knowledge to work toward that outcome (Giddens, 1984 as cited in Verdin & Godwin, 2019). According to Biesta and Tedder (2007), agency is the quality of actors' engagement in temporal-relational settings for action and the ability to critically influence actors' reactions to difficult circumstances (Biesta & Tedder, 2006). The capacity for agency allows a person to make free or autonomous decisions, autonomous actions, and decisions regarding his or her own or others' wishes (Campbell, 2012).

Agency refers to the capacity of an individual or organization to act independently and make decisions on their own behalf. It is the ability to exert control over one's own actions and to be the primary causal agent in bringing about a particular outcome. In the context of social and political theory, agency is often used to refer to the capacity of individuals to make choices and take action to achieve their goals and shape their own lives. This can involve the ability to make decisions about one's own behavior, as well as the ability to participate in the decision-making processes of society and to influence the direction of social and political change. In organizational contexts, agency can refer to the ability of individuals or groups to act independently and make decisions that impact the organization and its operations. This can involve decision-making authority and the ability to take action within the scope of one's role or responsibilities. Overall, the concept of agency is closely linked to ideas of autonomy, self-determination, and the ability to exert control over one's own actions and circumstances.

Teacher agency, on the other hand, is a popular topic of study in the field of education, and it is usually studied by educators, researchers, and policymakers who want to improve the quality of teaching and learning in schools. It refers to the ability of teachers to act professionally, influence events, make decisions and choices, and take a stand (Vahasantanen, 2015). It also is defined as a teacher's ability to influence his or her own work and studies (Priestley et al., 2012) or teachers' ability to use professional autonomy to make curriculum and pedagogical decisions (Campbell, 2012). Biesta, Priestly, and Robinson (2017) investigated the role of teachers' speech in agency achievement and determined how, when, and to what extent such speech helps or hinders teachers in controlling and guiding their daily practices. Such practices are shaped not only by teachers' judgments or actions, but also by the structures and cultures in which teachers work.

Teacher agency is a popular topic of study for a number of reasons. First, studies have shown that teachers with a high level of agency are more likely to be effective in their roles and students, having teachers with high-level agency, tend to perform better academically. Understanding and encouraging teacher agency has the potential to improve overall educational quality. Second, teacher agency is frequently regarded as an important factor in teacher retention and morale. Teachers who believe they have the authority to make decisions about their own practices are more likely to be satisfied and engaged in their work, which can contribute to a positive and supportive school culture.

Teachers are among the most important stakeholders in an effective school. The goal of the school administration, which aims to educate and teach members of society, is to bring educated people into the society and to improve educational quality. In this context, research in the field of educational sciences continues to focus on the definition of an effective school, its dimensions, and the factors influencing the school's effectiveness. However, no consensus among researchers could be reached on a definition of the effective school or a framework for its characteristics. The degree to which an organization achieves its objectives is defined as its effectiveness. According to the dictionary definition of effectiveness, it is "the ability to produce an expected effect, outputs, very specific and factual results" (Şişman, 2013).

According to Burusic, Babarovic, and Velic (2016), an education system is effective when maximum output is achieved with the least amount of resources and effort in relation to the resources spent. What factors ensure school effectiveness is one of the questions that educational effectiveness research seeks to answer. According to Kirk and Jones (2004) and Lezotte (2001), in effective schools, school staff have expectations that students will be successful, that students will be given enough opportunity and time to learn, that teachers will teach and teach in sufficient time, and that the school mission will be stated by teachers and principals.

While Balcı (2013) claims that school effectiveness is related to the performance of the school as an organization, Şişman (2012) claims that an effective school is one that achieves its goals at a high level. As a result, effective schools have different definitions depending on whether they focus on different components and cover all stakeholders, educational outputs, and processes. Proponents of the effective school concept emphasize teacher excellence, collaboration, and guidance so that schools become "places where each educator is recognized as a valuable participant with unique strengths and impressive potential for learning, growth, and development" (Johnson, 1997, 2). At this point, the teacher-school administrator relationship is crucial. This significance stems from the fact that effective principal leadership as school administrators fosters creating a common target and core value among teachers. Having a sense of common core value and common target assists teachers in guiding students and progressing toward common goals (Kirk & Jones 2004).

Given that school administrators' leadership behaviors have a direct impact on the climate of their schools (Price, 2012, 40), an effective school is one in which teachers are supported to teach effectively, effective leadership is demonstrated, decision-making is shared (Johnson, 1997), the principal acts as an instructional leader, and there is a climate in which the school effectively and continuously communicates its mission to staff, parents, and students (Lezotte, 2001). Teachers believe they are more effective when administrators try to strengthen them by encouraging them (Davis & Wilson, 2000). Leaving the teacher alone at school and burdening the teacher with tasks he cannot handle are two factors that reduce the effectiveness of the school, and thus of

education. Among the conditions of effectiveness are running the school efficiently, healthily as well as ensuring the job satisfaction of education employees (Başaran, 2000). Effective school administrators support teachers, ensuring their participation in decision making and professional development. On the other hand, they understand the expectations and needs of the environment and provides participation and environmental support to the school (Şişman, 2012, 39).

Employees believe that the organization has a general positive or negative attitude toward them, including concerns about their contribution to the organization and their well-being (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002). Employees develop general beliefs about how organizations value employee contributions and well-being in order to meet their socio-emotional needs and determine the organizations' readiness to reward increasing work efforts (Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002; Eisenberger, Huntington, Hutchison & Sowa, 1986; Rhoades & Eisenberger). Principals can help teachers by empowering them, including them in decision making, being aware of their efforts, not constantly controlling them, sharing responsibility for failure, and allowing time for success (Angelle, 2007, 58). According to research, there is a link between perceived organizational support and organizational behaviors of employees. For example, Eisenberger, Cummings, Armeli, and Lynch (1997) discovered a positive relationship between perceived organizational support, employee performance and emotional commitment to the organization; however, it was discovered that there is a negative relationship between job change and absenteeism. As a result, teachers prefer principals who are open, communicative, participatory, supportive, and reasonable in their expectations (Day, Harris, Hadfield, Tolley, & Beresford, 2000).

Because of its function, the school is a ball of communication and relationships, and the school's elements, administrators, teachers, students, and parents, are in constant interaction and communication (Hoşgörür, 2006, 159). A positive parent-school relationship can be mentioned in effective schools where teachers feel supported by administrators. According to Lezotte (2001), in such schools, parents understand the basic mission of the school and are given opportunities to help achieve this mission.

Even if they are outside the classroom the teacher must be in contact with the elements that are effective on the student education and training, (Hoşgörür, 2006). The teacher, like the administrator mentioned above, should communicate with the student's parents. Administrators and teachers should involve parents in decision-making and strengthen the parent-school relationship. Parents should be viewed as respected stakeholders who bring valuable perspectives and frequently have untapped potential in their ability to support their child's education (Johnson, 1997, 2). The teacher should interview the parents on a regular basis to obtain information about the student and share that information (Hoşgörür, 2006). Due to the epidemic that has loomed throughout the world, especially in the last two years, teacher-parent communication has increased even more in distance education, which has occupied countries' agendas. In education, there are Whatsapp groups, YouTube social media channels, Zoom, and so on. With the use of online education platforms, teacher-parent communication channels have diversified. Teachers must constantly renew and improve themselves in order to be effective in an age of rapidly developing and changing technology.

Teachers who value professional development and can take initiative in the teaching process as a result of their qualifications demonstrate these competencies more at the stage of providing higher quality teaching services (Aşcı & Yıldırım 2020). It has been discovered that there are positive relationships between teacher agency, a relatively new concept, and curriculum commitment (Aşcı & Yıldırım 2020), as well as between collective competence (Bellibaş, Karadağ, & Gümüş, 2021). In contrast, Ersöz (2021) discovered that job satisfaction and teacher agency were the variables that predicted readiness for change in his study examining the mediating role of teacher agency in the relationship between job satisfaction and readiness for change of teachers working in public schools, and that the mediating role of teacher agency in the relationship between job satisfaction and readiness for change was discovered.

According to the current literature, important concepts related to educational organizations, such as perceived administrator support, teacher-parent communication, and effective school perception, are related, and teacher agency may be a mediating factor among these variables. There was no study in the literature that determined the

role of teacher agency as a mediating factor in the effect of teachers' perceived administrator support and parent communication on effective school perceptions in this context. It is also critical to determine the role of teacher agency as a mediator variable in the effect of teachers' perceived administrator support and parent communication on effective school perceptions in this study. It is expected that this study will contribute to the literature and knowledge in this field.

Aim of the research

The goal of this study is to determine how teachers perceive administrator support and teacher-parent communication affect their perceptions of school effectiveness, as well as the role of teacher agency perception in mediating this effect. The primary goal of this study is to determine the contribution of perceived administrator support [PAS], teacher-parent communication [TPC], and teacher agency [TA] to school effectiveness [SE], as well as the significance of teacher agency, which is a relatively new concept in this process. Within the context of this overarching goal, the research sought answers to the following questions:

1. What is the relationship between PAS, TPC, TA, and SE?
2. Do PAS and TPC predict TA?
3. Does TA predict SE?
4. Does TA act as a moderator in the effect of PAS and TPC on SE?

METHOD

Design

The relational survey model was used in this study to determine the direct and indirect effects of teachers' perceived administrator support, teacher-parent communication, and teacher agency perceptions on school effectiveness perceptions. The relational screening model's purpose is to reveal the relationship between two or more variables using a correlation coefficient (Fraenkel, Wallen, & Hyun, 2012).

Participants

The study group of this research is made up of state primary and secondary school teachers from various parts of Turkey who were chosen using a convenient sampling method. Scale forms were distributed to teachers via the internet, and 352 of the forms received were included in the study. There were 193 female teachers and 159 male teachers who took part in the study. The teachers have 289 undergraduate degrees and 63 postgraduate degrees. The socioeconomic levels of the schools in which teachers work are distributed as follows: 112 are low, 227 are middle, and 13 are high. Working years with school administrators are 313 for one to five years, 32 for six to ten years, and seven for eleven years or more.

Data Collection Instruments

The following scales were used in this study: "Perceived Administrator Support", "Teacher-Parent Communication", "Teacher Agency", and "School Effectiveness".

Perceived Administrator Support Scale (PASS): Dipaola (2012) created the scale, which Demirtaş et al. (2017) adapted to Turkish. The scale has 16 items in a 6-point Likert structure (1 = strongly disagree and 6 = completely agree). The scale is divided into four sub-dimensions: emotional support, instrumental support, professional support, and feedback/evaluation support. The reliability studies of the scale were repeated within the scope of the research. The internal consistency coefficient of all scale items was found to be 0.96 as a result of the reliability analysis. This result suggests that the overall scale has validity and reliability.

Teacher-Parent Communication Scale (TPCS): Researchers adapted Seitsinger's (2008) scale into Turkish (Yılmaz & Tepe, 2020). The scale has a 7-point Likert structure (1=never and 7=everyday) and three dimensions: student performance and problems (4 items), parent involvement in the educational process (4 items), and health and social services (2 items). The corrected item-total correlation values of OVI were determined between .66 and .80 in the scale's reliability analysis. The Cronbach Alpha coefficient calculated for the whole scale was .93, .78 for the Student Performance and Problems dimension, .78 for the Parent's Participation in the Educational Process dimension, and .75 for the Health and Social Services dimension. The model fit had an acceptable fit index level in the confirmatory factor analysis performed to determine construct validity ($\chi^2 = 45.48$, $sd = 22$, $\chi^2 / sd = 2.06$, $RMSEA = .08$, $SRMR = .03$, $CFI = .99$).

The Teacher Agency Scale (TAS):The Agency Scale developed by Liu et al. (2016) was translated into Turkish by Bellibaş et al (2019). The 5-point Likert scale scale consists of four sub-dimensions: "Learning Effectiveness", "Teaching Effectiveness", "Optimism", and "Constructive Participation". The reliability studies of the scale were repeated within the scope of the research. The internal consistency coefficient of all scale items was found to be 0.90 as a result of the reliability analysis. This result suggests that the overall scale is extremely reliable.

School Effectiveness Scale (SES): Hoy and Ferguson's (1985) School Effectiveness Scale was adapted into Turkish by Çalık and Tepe (2018). The 8-item scale has a 5-point Likert structure (1 = strongly disagree and 5 = strongly agree) and three sub-dimensions. The reliability studies of the scale were repeated within the scope of the research. The internal consistency coefficient of all scale items was found to be 0.92 as a result of the reliability analysis. This result suggests that the overall scale is reliable.

Data Analysis

Before proceeding with the data analysis, any incorrect or incomplete forms were removed. The data was then tested for normality, and outliers were removed. First, the data's normality was tested using Kolmogorov-Smirnov (KS) analysis ($p > .05$), and the coefficients of skewness-kurtosis (-1,+1) (Tabachnick & Fidell, 2013) and outliers were removed. The skewness and kurtosis coefficients of the data were found to include perceived administrator support (-.72;.16), teacher-parent communication (.04; -.67), teacher agency (-.21;.99), and school effectiveness (-.57;.66) to provide normality as a result of the KS analysis.

The Pearson Product Moments Correlation Coefficient (r) from the SPSS23 analysis was used to determine the relationships between the variables in the study. The structural equation model implemented with the Lisrel 8.70 program employed path analysis to determine the direct and indirect effects of teacher-parent communication, perceived administrator support, and agency on school effectiveness. As a result of the analysis, the χ^2 / Sd , RMSEA, RMR, CFI, IFI, NFI, GFI, and AGFI fit indices were used to evaluate the model fit.

FINDINGS**Table 1.**

Relationships between the variables in the model

Variables	PAS	TPC	TA	SE
1. Perceived Administrator Support	1	.113*	.307**	.523**
2. Tacher-Parent Communication		1	.279**	.088
3. Agency			1	.466**
4. School Effectiveness				1

** $p < .01$, * $p < .05$

According to Table 1, all variables are positively and significantly related to one another. Based on this finding, the teacher-parent communication variable has a low correlation with the other variables ($r=.11$, $r=.27$, $r=.08$). In contrast, the dependent

variable, school effectiveness, has moderate and significant relationships with the independent variables, perceived administrator support ($r=.52$; $p.01$) and teacher agency ($r=.46$; $p.01$).

Path analysis was used to determine the predictive power of teachers' perceived administrator support, teacher-parent communication perceptions, and the mediator effect of agency perceptions on school effectiveness. First, the goodness-of-fit indices of the model were examined. Table 2 shows the results of the model's goodness of fit indices.

Table 2.

Model's goodness of fit indices

RMSEA	X ² /sd	GFI	AGFI	RMR	CFI	NFI	NNFI
0.06	0.01	0.94	0.91	0.04	0.98	0.97	0.98

When the model's fit indices were examined in Table 2, the values of $X^2/sd = 0.01$, $RMSEA = 0.06$, $GFI = 0.94$, $AGFI = 0.91$, $CFI = 0.98$, $RMR = 0.04$, $NFI = 0.97$, $NNFI = 0.98$ were found to be excellent-good (Brown, 2006; Hu & Bentler, 1999; Hooper & Kline, 2005; Tabachnick & Fidell, 2013).

Table 3 below shows the mathematical model for the structural equations between the variables.

Table 3.

Mathematical Model for Structural Equations Between Variables

Structural Equations	$TA = 0.33 * PAS + 0.29 * TPC$, Errorvar.= 0.79, $R^2 = 0.21$
	$SE = 0.61 * PAS + 0.020 * TPC$, Errorvar.= 0.63, $R^2 = 0.37$
	$SE = 0.41 * TA + 0.47 * PAS - 0.10 * TPC$, Errorvar.= 0.49, $R^2 = 0.51$

There is a mathematical model related to the structural equations determined between the variables in the model established in Table 3. While perceived administrator support

and teacher-parent communication together explain 37% of school effectiveness, including agency in the model increases the variance explained to 51%. This finding indicates that perceived administrator support and teacher-parent communication are both important factors in determining school effectiveness, explaining 37% of the variance in school effectiveness. When agency is included in the model, however, the variance explained rises to 51%. This implies that agency is an important factor in determining school effectiveness, and that it is related to the other two factors in some way. In other words, the relationship between perceived administrator support, teacher-parent communication, and school effectiveness is mediated, in part, by agency. According to the model developed and tested within the scope of the study, teacher agency is a significant variable influencing school effectiveness.

Figure 1 illustrates the tested structural model.

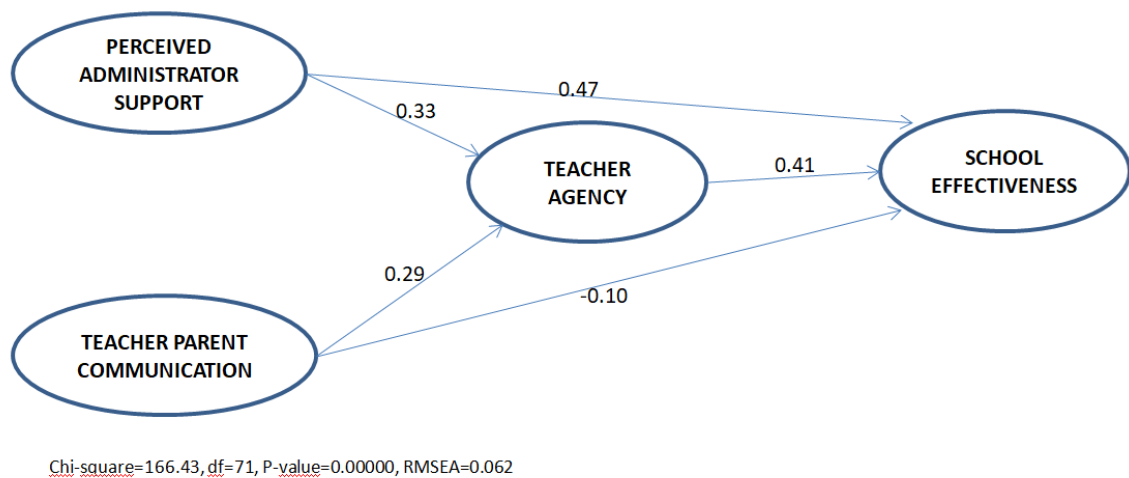


Figure 1. Path Diagram for Predicting Teachers' Perceptions of School Effectiveness

Figure 1 shows the variables' relationships as determined by the structural equation model. According to standardized regression values, teachers' perceived administrator support perceptions predicted teacher agency ($\beta=.33$; $t=5.51$; $p.05 < .05$) and school effectiveness ($\beta=.47$; $t=8.28$; $p.05 < .05$) positively and significantly. According to this finding, teachers' perceptions of administrator support are significantly and positively related to both agency and school effectiveness. In other words, teachers who perceive more positive administrator support tend to have higher levels of agency and school

effectiveness. Because the coefficients are relatively high ($\beta=.33$ for agency and $\beta=.47$ for school effectiveness), the standardized regression values indicate that the strength of this relationship is moderate to strong.

Teacher-parent communication predicted teacher agency positively and in low level ($\beta =.29$; $t=5.00$; $p.05 < .05$). This relationship has a moderate standardized regression value ($\beta=.29$), but it is not statistically significant. The relationship between teacher-parent communication and school effectiveness, on the other hand, is weak and negative ($\beta =-.10$; $t=-2.01$; $p < .05$). However, when the teacher agency variable is mediator, the relationship between teacher-parent communication and school effectiveness becomes positive, moderate and significant.

It was also revealed that agency predicted school effectiveness positively and significantly ($\beta =.41$; $t =6.38$; $p.05 < .05$). When the predicting powers of independent variables on school effectiveness are examined, perceived administrator support is found to be the most powerful predictor ($\beta =.47$; $t =8.28$; $p.05 < .05$). This finding suggests that school effectiveness is positively and significantly related to agency ($\beta =.41$; $t =6.38$; $p.05 < .05$). This means that greater levels of agency are related to greater levels of school effectiveness. The finding also suggests that, of the three independent variables studied (perceived administrator support, teacher-parent communication, and teacher agency), perceived administrator support is the most powerful predictor of school effectiveness ($\beta =.47$; $t =8.28$; $p.05 < .05$). When compared to the other two variables, perceived administrator support has the strongest relationship with school effectiveness. According to the established model, agency served as a moderating variable between independent variables and school effectiveness.

RESULTS and DISCUSSION

In this study, a conceptual model was developed to identify the variables that explain school effectiveness and to emphasize the importance of teacher agency by revealing the variable's mediating effect. The variables perceived administrator support and teacher-parent communication were designed as independent variables in the proposed model, agency variables as both independent and mediator variables, and school

effectiveness variables as dependent variables. Path analysis on the observed variables was used to test the built model.

The study's findings revealed that there were positive and significant relationships between the variables of perceived administrator support, teacher-parent communication, teacher agency, and school effectiveness. However, the variable of teacher-parent communication was only weakly associated with all other variables. This finding, found in Johnson, 1997; Kirk and Jones, 2004; Lezotte, 2001, and Şişman, 2012, supports the suggestion that school administrators assist teachers in providing effective instruction in effective schools. This result also suggests that teacher-parent communication may not be a strong predictor of school effectiveness, whereas perceived administrator support and teacher agency may be more important factors. School effectiveness is perceived as high in schools where teachers are active, and low in schools where teachers are inactive. Similarly, perceptions of the school's effectiveness are high in schools where teacher-parent communication is positive and teachers are active. More research would be required to ascertain the precise nature of the relationship between these variables.

According to the findings of this study, teacher agency, explains school effectiveness, as do perceived administrator support and teacher-parent communication. Firstly as it is mentioned above, teacher agency refers to a teacher's ability to actively participate in their own professional growth, have a sense of control and influence over their job, and make decisions about their teaching practice. Teachers who feel supported are more likely to be effective, interested, and motivated in their teaching, which can help to explain school effectiveness. This finding of the research supports Kirk and Jones' (2001) findings that effective teachers have an impact on school effectiveness. When taken as a whole, the agency variable reveals good fit values according to the predicted model. Secondly, teachers are more likely to feel appreciated in their professions if they think their administrators are helpful and sensitive to their needs. This may result in a positive feedback loop in which teachers who feel supported are more likely to take an active role in their own professional development, which may lead to higher effectiveness and better student results. Thirdly, it has been determined, in particular,

that the mediator role of teacher agency between teacher-parent communication and school effectiveness is significant. This result may be due to the fact that teachers who feel empowered and encouraged in their professions are more likely to engage with parents. Teachers are more likely to have the confidence and abilities needed to engage in meaningful communication with parents when they feel empowered and supported in their profession. This kind of communication may include talking about behavior or social-emotional issues, sharing information about children' academic progress, or working with parents to develop strategies to promote their child's learning and growth. Furthermore, teachers who feel supported and encouraged may be better prepared to interact effectively with parents because they are more confident in their capacity to develop strong relationships and handle difficult talks. They may also be more prone to employ a range of communication methods, such as email, phone calls, or parent-teacher conferences, to ensure that parents are informed and engaged in their education. In line with the results of this study, in their studies, Hatipoğlu and Kavas (2016) discovered that positive approaches from parents influenced teachers, whereas negative and critical behaviors were perceived as normal and had no effect on their performance. It can be said that the teacher with high agency remains active even when criticized or negatively criticized.

Existing research has looked at the connection between teacher agency and curriculum commitment (Aşçı & Yıldırım, 2020), collective competence (Bellibaş, Karadağ, & Gümüş, 2021), teachers' job satisfaction, and readiness for change. There is no research in the literature that is directly related to the subject of this study. It is believed that the uniqueness of this research and its contribution to the literature should be highlighted.

Suggestions

If there were positive and significant relationships between the variables of administrator support, teacher-parent communication, teacher agency, and school effectiveness, it would imply that these variables are interconnected and may influence one another. In this case, considering ways to strengthen and improve these relationships in order to improve school effectiveness may be beneficial. Following are some potential implications and actions based on these findings:

1. **Boost administrative support:** Strengthening administrator support for teachers is one possible action to consider. This could include providing additional professional development resources or support, creating opportunities for teachers to collaborate and share ideas, and giving teachers a voice in decision-making processes. Schools may be able to foster a sense of agency among their teachers and improve overall school effectiveness by providing strong administrative support.

2. **Improve teacher-parent communication:** Improving teacher-parent communication is another possible action to consider. This could include establishing regular communication channels, such as newsletters or parent-teacher conferences, as well as encouraging teachers to form positive relationships with parents. Schools may be able to build trust and strengthen partnerships by improving communication between teachers and parents, which could lead to improved student outcomes.

3. **Encourage a sense of agency:** In addition to increasing administrator support and improving teacher-parent communication, it may be beneficial to encourage a sense of agency among teachers. This could entail providing teachers with the resources and support they require to assume leadership roles and advocate for their students and education reform. Schools may be able to improve overall effectiveness by empowering teachers to take action and make decisions in their own classrooms and schools.

4. **Consider other potential factors:** It is important to note that these findings do not necessarily imply that administrator support, teacher-parent communication, teacher agency, and school effectiveness are the only factors that contribute to school effectiveness. Other factors may be at work, and it may be beneficial to consider them as well when attempting to improve school effectiveness.

Finally, the specific strategies that are most effective in strengthening the relationships between these variables will be determined by the school's specific needs and context. Further research and information gathering may be beneficial in identifying the most appropriate interventions for improving school effectiveness. More research would be needed to determine the nature of the relationship between the variables studied in this study. In addition, teacher agency is a critical component of educational reform and policy. Policymakers and education leaders seeking to improve the education system

may seek to understand and support teacher agency as a means of promoting change and innovation in schools.

REFERENCES

- Acar, S. (2021). Öğretmen failliğinin incelenmesi. *Academic Platform Journal of Education and Change*, 4(2), 195-218
- Angelle, P. S. (2007). Teachers as leaders: Collaborative leadership for learning communities. *Middle School Journal*, 38(3), 54-61.
- Aşçı, M. & Yıldırım, R (2020). Öğretmen failliği ile öğretim programına bağlılık arasındaki ilişki: Yunus Emre ilçesi örneği. *OPUS-Uluslararası Toplum Araştırmaları Dergisi*, 16 (Eğitim ve Toplum Özel Sayısı), 6126-6149. DOI: <https://doi.org/10.26466/opus.806477>
- Balcı, A. (2010). *Açıklamalı eğitim yönetimi terimleri sözlüğü*. PegemA
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1(2),164–180.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychology*, 44(9),1175–1184, 1989.
- Başaran, İ. E. (2000). *Eğitim yönetimi nitelikli okul*. Feryal
- Bellibaş, M. Ş., Çalışkan, Ö., & Gümüş, S. (2019). Öğretmen Failliği Ölçeği'nin (ÖFÖ) geçerlik ve güvenirlik çalışması. *Trakya Eğitim Dergisi*, 9(1), 1-11.
- Bellibaş, M., Karadağ, N., & Gümüş, S. (2021). Kolektif Öğretmen Yeterliği ile Öğretmen Failliği Arasındaki İlişkinin İncelenmesi: Hiyerarşik Lineer Modelleme (HLM) Analizi. *BaşKent University Journal Of Education*, 8(1), 160-168. <https://buje.baskent.edu.tr/index.php/buje/article/view/328>.
- Biesta, G., Priestley, M. & Robinson, S. (2017) Talking about education: exploring the significance of teachers' talk for teacher agency, *Journal of Curriculum Studies*, 49(1), 38-54, DOI: <https://doi.org/10.1080/00220272.2016.1205143>

- Biesta, G. & Tedder, M. (2007). Agency and learning in the lifecourse: Towards an ecological perspective. *Studies in the Education of Adults*, 39(2), 132–149. <https://doi.org/10.1080/02660830.2007.11661545>.
- Biesta, G. J. J., & Tedder, M. (2006). How is agency possible? Towards an ecological understanding of agency-as-achievement. Exeter, UK: The Learning Lives Project.
- Brown, K. & Westaway, E (2011). Agency, capacity, and resilience to environmental change: Lessons from human development, well-being, and disasters. *Annual Review of Environment and Resource*, 36, 321-342. <https://doi.org/10.1146/annurev-environ-052610-092905>.
- Burušić, J., Babarović, T., & Velić, M. Š. (2016). School effectiveness: An overview of conceptual, methodological and empirical Foundations. İçinde *School Effectiveness and Educational Management* (s. 5-26). Springer International Publishing.
- Campbell, E. (2012). Teacher agency in curriculum contexts. *Curriculum Inquiry*, 42(2), 183-190
- Çalık, T., & Tepe, N. (2019). Ortaokul öğretmenlerinin algılarına göre okul etkililiği ile kolaylaştırıcı okul yapısı ve akademik iyimserlik arasındaki ilişki. *Kastamonu Education Journal*, 27(4), 1471-1480. DOI: <https://doi.org/10.24106/kefdergi.3008>
- Davis, J. & Wilson, S. M. (2000). Principals' efforts to empower teachers: effects on teacher motivation and job satisfaction and stress. *Clearing House*, 73(6).
- Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, J. (2000). *Leading schools in times of change*. Open University Press.
- Demirtaş, H., Özer, N., Demirbilek, N. & Balı, O. (2017). Relationship between the perceived principal support, trust in principal and organizational commitment. *International Online Journal of Educational Sciences*, 9(4), 1075 -1092.

- DiPaola, M.F. (2012). Conceptualizing and validating a measure of principal support. İçinde Michael F. DiPaola & Patrick B. Forsyth, (Eds.). *Contemporary challenges confronting school leaders* (pp. 115-124). Information Age.
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I., & Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. *Journal of Applied Psychology*, 87, 565-573.
- Eisenberger, R., Cummings, J., Armeli, S., Lynch, P. (1997). Perceived organizational Support, Discretionary Treatment, and Job Satisfaction. *Journal of Applied Psychology*, 82, 812-820.
- Eisenberger, R., Huntington, R., Hutchison, S. & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 7, 500– 507.
- Ersöz, A. (2021). *Devlet okullarında çalışan öğretmenlerin iş doyumları ve değişime hazır olma durumları arasındaki ilişkide öğretmen failliğinin aracılık rolü* [Unpublished Doctoral Dissertation] Ortadoğu Teknik Üniversitesi. Ankara
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (7th Ed.). McGraw-Hill.
- Hoşgörür, V. (2006). İletişim. Zeki Kaya (Edt.) *Sınıf yönetimi* içinde (pp. 149-175). PegemA
- Hoy, W. K. & Ferguson, J. (1985). A theoretical framework and exploration of organizational effectiveness in schools. *Educational Administration Quarterly*, 21, 117-134.
- Johnson, J. F. (1997). Whatever it takes! *IDRA Newsletter*, 24(6).
- Kirk, D. J., Jones, T. L. (2004). *Effective Schools*. Pearson Assessment Report.
- Lezotte, L. (2001). *Revolutionary and evolutionary: The effective schools movement*. Effective Schools Products, Ltd.
- Liu, S., Hallinger, P., & Feng, D. (2016). Supporting the professional learning of teachers in China: Does principal leadership make a difference?. *Teaching and Teacher Education*, 59, 79-91. DOI: <https://doi.org/10.1016/j.tate.2016.05.023>

- Price, H. E. (2012). Principal–teacher interactions: How affective relationships shape principal and teacher attitudes. *Educational Administration Quarterly*, 48(1), 39–85. <https://doi.org/10.1177/0013161X11417126>
- Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher agency in curriculum making: Agents of change and spaces for manoeuvre. *Curriculum Inquiry*, 42(2), 191-214.
- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology*, 87, 698-714.
- Seitsinger, A. M., Felner, R. D., Brand, S., & Burns, A. (2008). A large-scale examination of the nature and efficacy of teachers' practices to engage parents: Assessment, parental contact, and student-level impact. *Journal of School Psychology*, 46(4), 477-505.
- Sökmen, A., Ekmekçioğlu, E. B., & Çelik, K. (2015). Algılanan örgütsel destek, örgütsel özdeşleşme ve yönetici etik davranışı ilişkisi: araştırma görevlilerine yönelik araştırma. *İşletme Araştırmaları Dergisi*, 7(1), 125-144.
- Şişman, M. (2013). *Eğitimde mükemmellik arayışı etkili okullar*. PegemA
- Şişman, M. (2012). *Öğretim liderliği*. PegemA
- Tabachnick, B. G. & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.), Allyn and Bacon.
- Vahasantanen, K. (2015). Professional agency in the stream of change: Understanding educational change and teachers' professional identities. *Teaching and Teacher Education*, 47, 1–12. DOI: <https://doi.org/10.1016/j.tate.2014.11.006>.
- Windham, D. M. (1990). Indicators of Educational Effectiveness and Efficiency. *Agency for International Development (IDCA)*. Washington.
- Yılmaz, G. & Tepe, N. (2020). Adaptation of teacher-parent communication scale to Turkish: Validity and reliability study. *International Social Sciences Studies Journal*, 6(74), 5185-5192.