The Necessity of School Effectiveness and the Ways to Reach

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

| Original Research Article |

ABSTRACT

This study aimed to determine the factors that positively and negatively affected school effectiveness based on educators' opinions and it employed case study method which is a qualitative research technique. Semi-structured interview form was utilized to identify educators' perceptions regarding educational institutions' effectiveness to seek the answers to the following questions: What are the teacher behaviors that positively and negatively reflect on school effectiveness? What are the administrator behaviors that positively and negatively reflect on school effectiveness? What are the characteristics of instruction programs that positively and negatively reflect on school effectiveness? What are the characteristics of the school culture and climate that positively and negatively reflect on school effectiveness? What are the student behaviors and the characteristics of the teaching-learning process that positively and negatively reflect on school effectiveness? How does the school environment affect school effectiveness and what are the parental behaviors that reflect on school effectiveness? Data were analyzed with the help of descriptive analysis method. Purposeful sampling method was used to determine the study group which was composed of nine educators attending the Master's Program in Duzce University, Faculty of Education, Educational Administration, Supervision, Planning and Economics Department and at the same time working in various teaching posts. The following results were obtained: Teacher, administrator, instructional programs, school culture and climate, students, teaching-learning process, school environment and parent behaviors that were examined in the framework of school effectiveness had both positive and negative aspects. In order to increase the effectiveness, negative aspects should be eliminated.

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1. INTRODUCTION

Organizations have emerged as a result of the requirement for continuous cooperation among the members of the society [1] and the role of administration in organizations is to ensure that organizations carry out their goals and that human and material resources are used in the most effective manner [2]. Hence, administration is defined as the process of realizing the common goal in the organizational system [3].

Organizations continue their existence as long as they are "effective" and "efficient". The basis for organizational effectiveness and productivity is the individuals and their contentment [4]. The first step in understanding organizational effectiveness is related to adapting to different circumstances along with comprehending the objectives and strategies of the organization. Organizational goals reflect the reason for its existence and what the organization sets out to perform. School effectiveness should be determined based on multiple effectiveness criteria [5]. Therefore, school effectiveness cannot be identified according to a single criterion. There are many factors that affect school effectiveness. Studies on effective and non-effective schools presented the fact that there are distinctive differences between effective and non-effective schools. Ronald Edmonds' five-factor model for effective schools is popular: Strong administrative leadership especially in instructional areas, high expectations from students, basic skills acquisition as the school's primary purpose, an orderly atmosphere and frequent and systematic monitoring of pupil progress [6]. In effective schools, there is common culture shared among the members of the school community along with strong cultural elements that shape member behavior and ensure high productivity, performance and morale and motivation [7]. Many studies have shown that school effectiveness is not related to money; it is rather related to organizational culture and climate. Organizational culture is the pattern of beliefs and assumptions shared by the members of the organization. Some of the crucial characteristics of organizational culture are behavior regulation, norms, dominant values, principles, rules and emotions. Organizational culture affects the management process (motivation, leadership, decision making, communication and transformation) and organizational structures (process of selection, evaluation system, control system and reward system) [8].

According to Hoy and Miskel [6], open system model provides a guiding framework regarding the effectiveness, accountability and development of schools and they propose a model composed of purpose, performance outputs, input-output and input-processing-output dimensions. This model emphasizes the goals (as the aims that are set, the goals provide direction and motivation, decrease uncertainty present evaluation standards), performance outputs (provides quality for each output and the number of services and ensures feedback for students, teachers and the other stakeholders), input-output (input-output or production function examines the activities and how resource and inputs transform into educational outputs) and input-processing-output (examines how a series of inputs and internal transformation processes turn into educational outputs including student achievement in standardized tests). According to Hoy and Miskel [6], school administrators face three important problems: how to present the effectiveness of their systems, how to present they are effective when the definition of effectiveness is constantly changing and how to please various stakeholders who define effectiveness differently.

Smith and Purkey and Scheerens and Bosker propose two factor sets to assess the effectiveness of schools that are social systems [6]. Table 1 presents these factor sets.

Since education is a societal concept, the factors that affect the effectiveness of schools are not only limited to the school. Many factors related to the teaching and learning process play important roles in the effectiveness of education such as teacher attributes, target behaviours, student acquisitions, students' level of readiness, methods and techniques that are used, materials and tools and technological and physical equipment [9]. Based on the goal indicator, assessing effectiveness is composed of forming the output goals of the organization and determining the extent which they are accomplished. Based on external resource indicator, organizational effectiveness is defined as the acquisition of the absolute and relative scarce and valued resource inputs and combining and managing them successfully. Based on internal process indicator, effectiveness is assessed with healthy functions and

Table 1. Factor sets in the formula of effective schools

Smith and Purkey	Scheerens and Bosker
Instructional leadership	Educational Leadership
Planned and purposeful curriculum	Quality/opportunity to learn Achievement
Clear goals and high expectations	orientation
Time on task	Effective learning time
Recognition of academic success	Feedback and reinforcement School
Orderly climate	climate
Sense of community	Classroom climate
Parental support and involvement	Parental involvement Independent learning
School centred management	Evaluative potential
Staff development	Consensus and cohesion
Collegial and collaborative planning	Structured instruction
District support	Adaptive instruction

Source: Hoy and Miskel (2012, 207)

productivity of the organization. An effective organization runs smooth and fluid processes. Staff is happy and satisfied [10].

Approaches that can be used to determine effectiveness can be summed up in two categories: [11,9]: 1) goal-centred approach, 2) natural-systems approach. According to goal-centred approach, each organization has goals that are established during its foundation and all members of the organization strive to realize these goals as a whole. Goal-centred approach acknowledges that organizations have certain defined goals and members of the organization are believed to exert sufficient effort to realize these goals. Based on this approach, effectiveness in education is defined as the degree of reaching the goals which are pre determined by school or educational systems. In other words, the higher the degree of goal realization, the more effective the school is. Following this approach has resulted in focusing on goal realization scales and educational indicators. However, goal realization may not always mean that the organization is effective and productive; sometimes goals themselves may need to be revised and reviewed.

According to natural systems approach, organizations have highly complex structures as a result of different desires and expectations. This complex structure makes it difficult to identify and define organizational goals definitely. Organizations strove to maintain organizational health based on creating sufficient resources, high morale, free communication, democratic leadership and participative problem solving structures. This approach focuses on internal processes and attributes in the organization while defining the effectiveness of

the systems and organizations. In this case, internal processes and attributes of the educational system should be adequately evaluated in order to define the effectiveness of education. The results of studies that focused on effective educational systems show that there are a number of fundamental characteristics that differentiate effective schools from the others. The qualities that differentiate effective schools from ordinary schools can be listed as follows [9], [12]; existence of a strong school vision and mission that focus on clear and distinctive goals, school administrators who adopt the role of instructional leadership, high expectations shared by all stakeholders, constant monitoring and assessment of student achievement, existence of a school climate which is freed from discipline issues and which is suitable for learning, parental and societal support, strong cooperation between the parents and the school and focus on the acquisition of basic skills.

In literature, dimensions of effective schools are generally taken as the teachers, administrators, school culture and climate, curriculum, students and teaching and learning process, school environment and parental behaviors [13,14, 15,16]. This study also focused on these dimensions and the positive and negative elements reflected on school effectiveness were tried to be established.

2. METHODS

2.1 Research Model

The study employed case study method which is a qualitative research technique. Case study carries the characteristics of qualitative research methods and allows in-depth investigation of the

topic at hand. It is an especially preferred method when the questions of "what, how, why" are directed to comprehend various issues related to education [17,18,19]. The case that was studied in this research was related to the factors that positively or negatively affected school effectiveness.

2.2 Study Group

Purposeful sampling method was used to determine the study group which was composed of nine educators attending the Master's Program in Duzce University, Faculty of Education, Educational Administration, Supervision, Planning and Economics Department and at the same time working in various teaching posts under Duzce Provincial Directorate of National Education. Identities of participants were kept confidential for ethical purposes and teachers were coded as T1, T2…T6 while presenting the findings. The study was conducted in 2015-2016 academic year with the participation of voluntary educators.

2.3 Data Collection Tool

Semi-structured interview form was used to determine educators' individual perceptions and viewpoints related to the effectiveness of their organizations. Semi-structured interview form was prepared after reviewing the literature and taking expert advice from school administrators (3), teachers (3) and field experts (one Educational Administration and Supervision expert). The questions in the semi-structured interview form are presented below:

What are the teacher behaviors that positively and negatively reflect on school effectiveness?
What are the administrator behaviors that positively and negatively reflect on school effectiveness?
What are the characteristics of instruction programs/curriculum that positively and negatively reflect on school effectiveness?
What are the characteristics of the school culture and climate that positively and negatively reflect on school effectiveness?
What are the student behaviors and the characteristics of the teaching-learning process that positively and negatively reflect on school effectiveness?
What effect does the school environment have on school effectiveness and what are

the parental behaviours that positively and negatively reflect on school effectiveness?

2.4 Data Analysis

Data obtained from the semi-structured interview process were analysed with the help of descriptive analysis method. In this context, similar data were combined around specific concepts and themes and organized and interpreted to ensure the reader is able to comprehend the findings. The views were grouped in themes by taking the similarities, differences and relationships among the opinions [20].

2.5 Validity and Reliability

Research sample and data collection process were explained in detail in order to ensure validity. Data obtained from the interviews were presented with direct quotations in order to ensure reliability in the study. The study explains in detail how the data collection tool was created, how the data were analyzed and presented.

3. RESULTS AND DISCUSSION

3.1 Teacher Behaviors that Positively and Negatively Reflect on School Effectiveness

Findings obtained from teachers in the framework of the study are presented in the form of tables and interpreted. Table 2 presents the teacher views related to school effectiveness.

Table 2 shows that according to teachers, *teacher behaviors that positively reflect on school effectiveness* are working in cooperation, constant monitoring of student development and learning, knowing student expectations and expressing them clearly, allocating much time for student participation in learning processes, explaining students not only what to learn but how to learn as well, coming to class prepared and on time, ensuring students participate in classroom decision, taking student interests, desires, needs and expectations into consideration, attending students with high levels of feelings of responsibility, being dynamic and idealist, believing that all students can learn and participating in professional development activities. Table 2 also shows that teacher behaviors that negatively reflect on school effectiveness are inability to provide good role

models for students, lack of desire for continuous professional development, inability to provide a positive learning climate, lack of activities for professional renewal and develop-ment, lack of desire and enthusiasm to come to school and class, difficulty in implementing new methods, believing that not all students can be successful and learn at the same level, lack of efforts to search for new approaches and teaching methods in education, inability to prioritize student decisions, inability to cooperate with parents and include them in learning activities.

Some of the teacher responses related to *teacher behaviours that positively and negatively reflect on school effectiveness* are provided below with direct quotations.

Teachers in our school do not come to class prepared and on time, most of them are not aware of their responsibilities. This is because they do not renew themselves professionally and are not enthusiastic or willing to come to school or class. Most of our teachers let students take part in classroom decisions, take student interests, desires, needs and expectations into

consideration, get involved with students with a high level of responsibility and these affect student achievement in a positive way (T1).

There is a young and dynamic staff in our school. Since there are no strains or conflicts among the staff other than general ordinary issues, they have no problems in cooperating in educational areas. Students who come to our school are academic underachievers and the number of students who have to attend our school because they are unable to attend other schools. Although vocational schools are believed to require less academic proficiency, we actually have departments that require high numerical skills. Electric and Electronics and Air-Conditioning are the departments that require manual dexterity along with computational skills (T2).

New teachers have higher perceptions that all students can learn. As a matter of fact, in a school where students attend after receiving the lowest grades from TEOG (transition from primary to secondary educa-tion) exam, we cannot talk about a trend to

Table 2. Teacher behaviors that positively and negatively reflect on school effectiveness

Theme	Sub category	Behaviors (f)
Teacher	Positive behaviors	-working in cooperation (7) -constant monitoring of student development and learning (2) -knowing student expectations and expressing them clearly (4) -allocating much time for student participation in learning processes (3) -explaining students not only what to learn but how to learn as well (3) -coming to class prepared and on time (4) -ensuring students participate in classroom decision (2) -taking student interests, desires, needs and expectations into consideration (3) -attending students with high levels of feelings of responsibility (2) - being dynamic and idealist (2) -believing that all students can learn (3) -participating in professional development activities (3)
Teacher	Negative behaviors	-inability to provide good role models for students (3) -lack of desire for continuous professional development (2) -inability to provide a positive learning climate (3) -lack of activities for professional renewal and development (3) -lack of desire and enthusiasm to come to school and class (3) -difficulty in implementing new methods (3) -believing that not all students can be successful and learn at the same level (3) -lack of efforts to search for new approaches and teaching methods in education (3) -inability to prioritize student decisions (4) -inability to cooperate with parents and include them in learning activities

expect all students will be successful from the exams. Sometimes, students2 social skills and personality attributes are more at the forefront during evaluation rather than their academic achievement. As I have mentioned before, since we are a young group of teachers, many of the teachers with more idealistic dispositions have responsibility and are involved with their students in many cases if not in all circumstances. The majority of the teachers in our school participate in professional development activities when-ever they have the opportunity. Ratio of participation is higher in male teachers and single teachers. Although there are some problems regarding cooperating with parents, parent teacher meetings are organized and parent meetings are separately held when it is deemed necessary by the guidance center and class room teachers (T3).

Teachers at our school work in cooperation. They have solidarity in matters related to education. They consider whether the expected developments can be observed in students while they measure the extent of learning activities and student achievement. In order to do that, they first identify what they expect from students. They follow student development and activities and they spend their time at school with the students. They determine how teaching will take place and how it will be realized. While they carry out these activities, they think that not all students can achieve and can learn at the same level. They do not undertake constant renewal and development activities. They do not make any efforts to find and implement new approaches and teaching methods in education. They do not prioritize student decisions. They are not successful in ensuring parental cooperation and having parents participate in learning activities (T4).

3.2 Administrator Behaviors that Positively and Negatively Reflect on School Effectiveness

Table 3 presents the teacher views related to administrator behaviors that positively and negatively reflect on school effectiveness.

Table 3 shows that according to teachers, *administrator behaviors that positively reflect on school effectiveness* are: guiding the action to share school vision and goals, having high expectations from teachers and students, ability

to objectively assess educational processes, requiring and expecting achievement from teachers and students, guiding the creation of a good working and learning environment, ensuring the participation and support of the community and the parents, having the qualities of a leader (placing emphasis on equality and fairness, having good relationships with the staff and being close to them, being consistent and stable, being understanding and having empathy, guidance, having foresight, being strong and open to innovations, providing suggestions and solutions, sensitivity towards problems, having a sense of responsibility), having positive relationships with the school personnel, teachers, students and parents, taking measures to ensure that education is provided in more positive circumstances, supporting and encouraging students and teachers who display positive behaviours, using time efficiently, displaying good behaviours at school and being a good role model, striving to behave everyone equally and creating and maintaining a school culture and climate.

Based on Table 3, teachers believe that *administrator behaviors that negatively reflect on school effectiveness* are: difficulty to locate the administrator at all times, inability to generate a strong school culture and climate, inability to maintain healthy relationships with the school staff, inability to have sufficient interaction, inability to reward the successes, lack of administrative experience, inability to become a leader, a role model and inability to use time effectively.

Some of the teacher responses related to *administrator behaviours that positively and negatively reflect on school effectiveness* are provided below with direct quotations.

Administrators at our school have leadership skills and a sense of responsibility that reflect the characteristics of effective school administrators. They have the characteristics listed under the leadership theme such as placing emphasis on equality and fairness, having good relationships with the staff and being close to them, being consistent and stable, being understanding and having empathy, guidance, having foresight, being strong and open to innovations, providing suggestions and solutions, sensitivity towards problems, having a sense of responsebility. They care for teacher motiva-tion, participation, morale and productivity of communication among teachers. Hence

they are committed to social and cultural development. They strive to develop positive relationships with the school personnel, teachers, students and parents (T1).

School principal was selected as a result of teacher assessments and common votes. The principal provides guidance in sharing the school vision and goals. He/she takes the necessary measures to provide education in more positive circumstances and undertakes activities to increase the level of expectations. He/she behaves objectively while evaluating the level of education and takes the required precautions. He/she expects success form teachers and students and supports and encourages the students and teachers with positive behaviours. He/she is visible everywhere at the school and visits the classrooms, the school cafeteria and the

teachers' room, spends time in the school yard. He/she takes precautions to use time effectively at school and not to hinder education. He/she ensures the support and participation of the community and parents. He/she confers with other organizations to ensure their support to meet the needs of the school. He/she is a good role model and displays model behaviours. He/she comes into class on time, comes to school early and strives to behave everyone equally (T2).

They express school goals and objectives clearly. From time to time, educational activities are evaluated. They organize open days to present the school to the community. They want their students and teachers to be successful and therefore they make efforts to ensure participation in weekend courses and education courses. They work to

Table 3. Administrator behaviors that positively and negatively reflect on school effectiveness

Theme	Sub category	Behaviours (f)
Administrator	Positive behaviours	-guiding the action to share school vision and goals (4) -having high expectations from teachers and students (3) -ability to objectively assess educational processes (2) -requiring and expecting achievement from teachers and students (4) -guiding the creation of a good working and learning environment (3) -ensuring the participation and support of the community and the parents (3) -having the qualities of a leader (placing emphasis on equality and fairness, having good relationships with the staff and being close to them, being consistent and stable, being understanding and having empathy, guidance, having foresight, being strong and open to innovations, providing suggestions and solutions, sensitivity towards problems, having a sense of responsibility (3) - having positive relationships with the school personnel, teachers, students and parents (3) -taking measures to ensure that education is provided in more positive circumstances (2) -supporting and encouraging students and teachers who display positive behaviours (2) -using time efficiently (3) -displaying god behaviours at school and being a good role model (2) -striving to behave everyone equally (2) -creating and maintaining a school culture and climate (2)
Administrator	Negative behaviours	-difficulty to find the administrator at all times (4) -inability to generate a strong school culture and climate (3) -inability to maintain healthy relationships with the school staff, inability to have sufficient interactions (2) -inability to reward the successes (3) -lack of administrative experience (3) -inability to become a leader, a role model (2) -inability to use time effectively (3)

improve the school environment and ensure the interest of community and parents. They make efforts to create and maintain a school culture and climate. Administrators fall short in establishing objectives since they do not have experience in administration. They are not trained to be good role models. They are not successful in providing rewards after assessing achievements and in using the majority of their time effectively (T5).

3.3 Characteristics of Instruction Programs/curriculum that Positively and Negatively Reflect on School Effectiveness

Table 4 presents participating teachers' views related to *characteristics of instruction programs/curriculum that positively and negatively reflect on school effectiveness*.

Table 4 shows that according to teachers, *characteristics of instruction programs/ curriculum that positively reflect on school effectiveness* are: Pre-structuring the educational process, including extracurricular activities for student development, expressing the goals, objectives and expectations in the curriculum clearly and taking the principle of equality into consideration.

Table 4 also lists the teacher views related to *the characteristics of instruction programs/ curriculum that negatively reflect on school effectiveness* as instructional programs/ curriculums are prepared by the central organization and not by the schools and the needs of students and teachers and therefore the community are not taken into consideration and insufficient participation of stakeholders during the program preparation process, the fact that the curriculum does not have the qualities to meet the expectations of the school environment, students and parents, the fact that the content of the instructional process is not structured well enough, lack of extracurricular activities to ensure student development, the fact that the curriculum does not reflect transformation and knowledge age outlook and scope, closed to criticism and improvement, does not care for academic standards much and students are not allowed to criticize it.

Some of the teacher responses related to *the characteristics of instruction programs/ curriculum that positively and negatively reflect on school effectiveness* are provided below with direct quotations.

Since the curriculum used in our schools are prepared and sent by the Ministry and since the needs of the school, students, teachers and therefore the society are not taken into consideration and since teachers, students, school administrators, unions and parents are not given sufficient voice in the preparation of the program, the educational curriculum loses its effectiveness. Hence, the curriculum is not determined with the participation of all the members of the school community, it does not have the quality to meet the expectations of the students and the parents, the content of the curriculum and the educational process is not structured well enough and it does not include extracurricular activities to facilitate student development (T1).

The scope of knowledge is increasing and its content is transforming in the 21st century which is called the knowledge age. We come across a new technological change almost every day. Hence, we need to form accurate models for students to have them access the needed knowledge. However, the instructional programs/curriculum is inadequate to meet this need. Since we do not have expertise in program development, we use the traditional methods and common programs and because of that we are behind the times. The rapid demographic changes that are experienced in our country are reflected on the student profile and behaviors. These changes can create some problems in the school-student-parent triangle. These problems can only be solved by developing the educational and instructional programs/curriculum (T2).

The goals, objectives and expectations of the program are clearly stated. Measures are taken to ensure student learning. In-class activities are realized according to the plans. Equality in education principle is taken into consideration. Students' academic standards are not overrated. Students are not allowed to make criticisms. Excellence in education is not prioritized (T6).

3.4 Characteristics of the School Culture and Climate that Positively and Negatively Reflect on School Effectiveness

Table 5 presents participating teachers' views related to *the characteristics of the school culture and climate that positively and negatively reflect on school effectiveness*.

Table 4. Characteristics of instruction programs/curriculum that positively and negatively reflect on school effectiveness

Theme	Sub category	Characteristics (f)
Instructional programs/ curriculum	**Positive characteristics**	-prestructuring the educational process (6) -including extracurricular activities for student development (5) -expressing the goals, objectives and expectations in the curriculum clearly (4) -taking the principle of equality into consideration (3)
Instructional programs/curriculum	**Negative characteristics**	- instructional programs/curriculums are prepared by the central organization and not by the schools and the needs of students and teachers and therefore the community are not taken into consideration (7) -insufficient participation of stakeholders during the program preparation process (4) -the fact that the curriculum does not have the qualities to meet the expectations of the school environment, students and parents (3) -the fact that the content of the instructional process is not structured well enough (3) -lack of extracurricular activities to ensure student development (3) -the fact that the curriculum does not reflect transformatio9n and knowledge age outlook and scope (2) -closed to criticism and improvement (2) -does not care for academic standards much (2) -students are not allowed to criticize it (1)

Table 5 shows that according to teachers, *the characteristics of the school culture and climate that positively reflect on school effectiveness* are: existence of an atmosphere conducive to learning, existence of a shared understanding, respect and trust among the personnel, scarcity of discipline problems, existence of clear and explicit rules regarding behaviours, immediate intervention when there are problems, communicating with parents related to student problems, rewarding exemplary behaviours, taking beliefs and values into consideration during activities and having the means to implement positive thoughts.

Table 5 also lists the teacher views related to *the characteristics of the school culture and climate that negatively reflect on school effectiveness* as lack of rewards for exemplary behaviours, not regarding the school administration as a leader, lack of participation in the decision making process by the staff and weak ties of respect and trust among the personnel, lack of feelings of unity between teachers and students, low motivation, unwillingness to study, existence of discipline problems, high teaching loads, insufficient number of classrooms, lack of interest and education on the part of the parents,

ineffective teachers, lack of ownership and commitment for the school and lack of discipline and problems related to disrespect.

Some of the teacher responses related to *the characteristics of the school culture and climate that positively and negatively reflect on school effectiveness* are provided below with direct quotations.

Studies on effective schools show that schools with a good climate and a strong school culture are more successful. Our school also has an atmosphere that is conducive to learning. The experiences and mutual interactions of the school staff have, in time, created a school culture that is specific to this school. This culture is composed of norms, beliefs, attitudes, expectations behaviors and tendencies. As a result, there is a mutual respect and trust among the personnel and a common understanding about what is prioritized at the school, what are regarded as worthless and how to act. Discipline problems at school are almost nonexistent because the rules about behavior are clear and explicit. There is immediate intervention to problems and

parents are contacted when necessary about problems that involve students (T1).

Rewarding exemplary behaviors is emphasized at our school. This method has been used for some time and students who display exemplary behaviors are rewarded after an assessment undertaken with the participation of all teachers. Also, students who participate in social and sports activities are presented with a certificate of honor (T2).

Although there is a mutual respect and trust among the personnel, from time to time some behaviors that break this harmony are displayed. Even though these behaviors damage the atmosphere of trust, they do not cause a destructive impact. There are some discipline problems at school. One of the reasons for this is the heaviness of the course load and the scarcity of the number of classrooms. Another important reason is related to disinterest and lack of education on the part of the parents. The school teaches students mainly students from low income families who generally come from districts or villages (T3).

Students who display positive behaviors are rewarded. Beliefs and values are taken into consideration in activities. School personnel are respectful and tolerant. School rules are frequently explained to students. Students feel ownership about the school and have high morale. Students do not accept the school administration as heroes. The administration is inadequate in terms of leadership. They do not prepare the ground

for presenting different viewpoints. They do not exert efforts to create the concept of family in the school. There are some discipline problems at school. Some instances of negative aggression are sometimes observed (T7).

3.5 Characteristics of the Student Behaviors and the Teaching-learning Process that Positively and Negatively Reflect on School Effectiveness?

Table 6 presents participating teachers' views related to *the characteristics of the student behaviors and the teaching-learning process that positively and negatively reflect on school effectiveness.*

Table 6 shows that according to teachers, *the characteristics of the student behaviors and the teaching-learning process that positively reflect on school effectiveness* are: students who participate actively, the fact that students come to school and class on time, the fact that parents of late comers are notified immediately, constant assessment of student progress via exams and homework, providing informative training seminars for students, the fact that students are willing to take responsibility, student guidance services, parent meetings, the fact that students are willing to participate in in-school and outside activities, the fact that students are willing to learn and they are encouraged to have high expectations about achievement, the fact that

Table 5. Characteristics of the school culture and climate that positively and negatively reflect on school effectiveness

Theme	Sub category	Characteristics (f)
Culture and Climate	**Positive characteristics**	- existence of an atmosphere conducive to learning (4) - existence of a shared understanding, respect and trust among the personnel (2) - scarcity of discipline problems (3) - existence of clear and explicit rules regarding behaviours (3) -immediate intervention when there are problems, communicating with parents related to student problems (4) -rewarding exemplary behaviours (3) -taking beliefs and values into consideration during activities (2) -having the means to implement positive thoughts (3)
Culture and Climate	**Negative characteristics**	-lack of rewards for exemplary behaviours (2) -not regarding the school administration as a leader (2) -lack of participation in the decision making process by the staff (2) -weak ties of respect and trust among the personnel (2)

student council decisions are taken into consideration, going to classes on time and assessment of student progress via activities such as homework and projects.

Table 6 also lists the teacher views related to *the characteristics of the student behaviors and the teaching-learning process that negatively reflect on school effectiveness* as uninterested students, students who do not want to take responsibility, low expectations related to achievement, the fact that students are not fully aware of what is expected from them, low morale and motivation, absenteeism, high number of grade repetition, high number of negative (disruptive) student behaviors, low achievement levels, lack of goals and objectives, lack of self confidence, lack of high expectations and the fact that they are scared of and abstain from taking responsibility.

Some of the teacher responses related to *the characteristics of the student behaviors and the teaching-learning process that positively and negatively reflect on school effectiveness* are provided below with direct quotations.

> *Students at our school come to school and class on time and the parents of late comers are notified immediately. Student progress is constantly monitored through methods such as exams and homework. However, the majority of students have low expectations in terms of achievement and although there are continuous informative educational seminars for students at the school, students are not fully aware of what is required from them. Despite all this, they are willing to take responsibility and they participate in school and in-class processes and take responsibility (T1).*
>
> *These students whose parents work in factories with heavy workloads cannot spend quality time with their parents. Teachers talk with students with disruptive behaviors individually, they are referred to guidance service and meetings are also held with their parents. Although positive results are obtained with some students, increase in negative behaviors is observed in some others. The students with negative behaviors sometimes damage the climate of trust at the school and provide a bad role model for students at lower grades. Instead of punitive solutions, these students are referred to other schools (T2).*

> *Long hours of study and heavy workloads decrease the morale of the staff and the students. Some students do not come to school on days when the workload is heavy which causes an increase in absenteeism ratios. Although some measures are taken to ensure attendance, they are sometimes inadequate. Even though students have problems attending classes, they voluntarily participate in activities organized in and out of the school. The rules and principles related to behavior are clear in our school but since there are a high number of students with behavior problems, sometimes hitches are experienced (T3).*
>
> *The majority of time spent in class is allocated to solve behaviour problems of the students. In some classes the situation is just the opposite. These classes have lesser number of students and therefore behaviour problems are at minimum level. Students are willing to learn and they are encouraged to have high expectations in terms of achievement. While some of the students are willing to take responsibility, the others display low performance and abstain from responsibility. Some teachers give evaluation exams after each topic but there are still drawbacks in monitoring student progress. The highest number of problems is experienced in students' coming to school and class on time. Although some precautions are taken to prevent this, they are not adequate and the number of students who have to repeat the class due to absences is increasing (T4).*
>
> *The opinions of student council are taken into consideration while establishing school goals. Objectives are identified for student learning and progress. Students generally come to class on time. Students' progress in learning is evaluated with the help of activities such as homework and projects. Students are sometimes provided with group work and team work and encouraged to do research. Student levels are similar. They participate in in-class learning activities. Feelings of equality are dominant in school practises. Student act unconsciously to provide what is expected from them. It looks like they have no goals or targets. They have little self-confidence in terms of achievement. They do not have high expectations. They are scared of and abstain from taking responsibility (T8).*

Table 6. Characteristics of the student behaviors and the teaching-learning process that positively and negatively reflect on school effectiveness?

Theme	Sub category	Processes (f)
Student, Teaching-learning process	Positive characteristics	-students who participate actively (5) -the fact that students come to school and class on time (5) -the fact that parents of late comers are notified immediately (4) -constant assessment of student progress via exams and homework (3) -providing informative training seminars for students (2) -the fact that students are willing to take responsibility (3) -student guidance services (4) -parent meetings (6) -the fact that students are willing to participate in in-school and outside activities (3) -the fact that students are willing to learn and they are encouraged to have high expectations about achievement (4) - the fact that student council decisions are taken into consideration (1) -going to classes on time (1) -assessment of student progress via activities such as homework and projects (3)
Student, Teaching-learning process	Negative characteristics	-uninterested students, students who o not want to take responsibility (4) -low expectations related to achievement (4) -the fact that students are not fully aware of what is expected from them (4) -low morale and motivation (3) - absenteeism (5) - high number of grade repetition (2) -high number of negative student behaviors (disruptive) (3) -low achievement levels (7) -lack of goals and objectives (6) -lack of self confidence (5) -lack of high expectations (5) -the fact that they are scared of and abstain from taking responsibility (2)

3.6 Effects of the School Environment on School Effectiveness and the Parental Behaviours that Positively and Negatively Reflect on School Effectiveness

Table 7 presents participating teachers' views related to the effects of the school environment on school effectiveness and the parental behaviours that positively and negatively reflect on school effectiveness.

Table 7 shows that according to teachers, the effects of the school environment on school effectiveness and the parental behaviours that positively reflect on school effectiveness are: organizing activities at the school that are geared towards parents, organizing activities at the school that increase the participation of parents, exerting efforts to generate bi-directional communication, being open to parent desires, wishes and suggestions and having a comfortable knowledge exchange between the school and the family.

Table 7 also lists the teacher views related to the effects of the school environment on school effectiveness and the parental behaviours that negatively reflect on school effectiveness as inability to ensure parent participation in school administration, inability to ensure cooperation and communication, inability on the part of parents to follow student progress, their indifference, frequent complaints by the parents, lack of roles and responsibilities undertaken by the parents, lack of financial and social support to school by the parents, their indifference and lack of parental monitoring in terms of student achievement.

Some of the teacher responses related to the the effects of the school environment on school effectiveness and the parental behaviours that positively and negatively reflect on school effectiveness are provided below with direct quotations.

When the roles and authority of Parent-Teacher Association and parents are taken into consideration as a whole, it can be argued that parents do not take the expected roles in the social, physical and psychological development of the school. Many of the families abstain from taking responsibility in matters such as structural arrangements, departments, materials and tools, financial expenditures, social activities. This affects the school personnel, students, administrators and also the school as a whole. It is known that parental involvement increase student achievement and voluntary activities undertaken by parents develop student performance. However, since most of the fathers at school work aboard or as seasonal workers and since the financial situations of parents are bad, they cannot provide the expected support (T1).

Efforts are made to ensure a bi-directional communication between the school and the family however we have problems in this regard at our school which serves a parent profile the majority of which is composed of working parents and divorced families. Some parents do not come to school although they are invited several times and they do not attend teacher parent meetings. Parental involvement generally increases at the last days of school (T2).

Some parents frequently visit the school, communicate with teachers and closely follow the progress of their children. Some parents mostly communicate via telephone and some of them only come to school when there is a problem. While some parents are in close contact with the parents, some teachers are unwilling to meet with the parents. Parents with a sense of responsibility volunteer to participate in decisions about the school. There are some criticisms from parents about discipline rules. The parents who observe the behaviours of some students compare those with the behaviors of their children and express that we have some shortcomings related to discipline issues (T3).

The school is open for parents' desires, wishes and suggestions. The parents can visit the teachers and the administrators whenever they want and exchange information. They can relate their needs openly without any qualms. Parents have consensus about the need for their children to display positive behaviors. Exchange of information between the parents and the school is realized comfortably. The parents are not willing to contribute to school financially or spiritually. They do not take responsibility in the development and training of their children (T7).

Table 7. Effects of the school environment on school effectiveness and the parental behaviours that positively and negatively reflect on school effectiveness

Theme	Sub category	Behaviors (f)
School environment and parent behaviors	**Positive behaviors**	-organizing activities at the school that are geared towards parents (5) - organizing activities at the school that increase the participation of parents (5) -exerting efforts to generate bi-directional communication (3) -being open to parent desires, wishes and suggestions (4) -having a comfortable knowledge exchange between the school and the family (2)
School environment and parent behaviors	**Negative behaviors**	-inability to ensure parent participation in school administration (5) -inability to ensure cooperation and communication (3) -inability on the part of parents to follow student progress, their indifference (5) -frequent complaints by the parents (3) -lack of roles and responsibilities undertaken by the parents (3) -lack of financial and social support to school by the parents, their indifference (3) -lack of parental monitoring in terms of student achievement (3)

4. CONCLUSİON

Results presented below were obtained in the framework of the current study which aimed to identify the positive and negative factors which reflect on school effectiveness

A. Factors that are positively reflected on the effectiveness of schools:

1. **Teacher behaviors**; working in cooperation, constant monitoring of student development and learning, knowing student expectations and expressing them clearly, allocating much time for student participation in learning processes, explaining students not only what to learn but how to learn as well, coming to class prepared and on time, ensuring students participate in classroom decision, taking student interests, desires, needs and expectations into consideration, attending students with high levels of feelings of responsibility, being dynamic and idealist, believing that all students can learn and participating in professional development activities.

2. **Administrator behaviors**; guiding the action to share school vision and goals, having high expectations from teachers and students, ability to objectively assess educational processes, requiring and expecting achievement from teachers and students, guiding the creation of a good working and learning environment, ensuring the participation and support of the community and the parents, having the qualities of a leader (placing emphasis on equality and fairness, having good relationships with the staff and being close to them, being consistent and stable, being understanding and having empathy, guidance, having foresight, being strong and open to innovations, providing suggestions and solutions, sensitivity towards problems, having a sense of responsibility), having positive relationships with the school personnel, teachers, students and parents, taking measures to ensure that education is provided in more positive circumstances, supporting and encouraging students and teachers who display positive behaviours, using time efficiently, displaying god behaviours at school and being a good role model, striving to behave everyone equally and creating and maintaining a school culture and climate.

3. **Characteristics of the instructional programs/curriculum**; pre-structuring the educational process, including extracurricular activities for student development, expressing the goals, objectives and expectations in the curriculum clearly and taking the principle of equality into consideration.

4. **Characteristics of the school culture and climate**; existence of an atmosphere conducive to learning, existence of a shared understanding, respect and trust among the personnel, scarcity of discipline problems, existence of clear and explicit rules regarding behaviours, immediate intervention when there are problems, communicating with parents related to student problems, rewarding exemplary behaviours, taking beliefs and values into consideration during activities and having the means to implement positive thoughts.

5. **Students and teaching-learning process**; students who participate actively, the fact that students come to school and class on time, the fact that parents of late comers are notified immediately, constant assessment of student progress via exams and homework, providing informative training seminars for students, the fact that students are willing to take responsibility, student guidance services, parent meetings, the fact that students are willing to participate in in-school and outside activities, the fact that students are willing to learn and they are encouraged to have high expectations about achievement, the fact that student council decisions are taken into consideration, going to classes on time and assessment of student progress via activities such as homework and projects.

6. **School environment and parent behaviors**; organizing activities at the school that are geared towards parents, organizing activities at the school that increase the participation of parents, exerting efforts to generate bi-directional communication, being open to parent desires, wishes and suggestions and having a comfortable knowledge exchange between the school and the family.

B) Factors that are negatively reflected on the effectiveness of schools:

1. **Teacher behaviors**; inability to provide good role models for students, lack of

desire for continuous professional development, inability to provide a positive learning climate, lack of activities for professional renewal and development, lack of desire and enthusiasm to come to school and class, difficulty in implementing new methods, believing that not all students can be successful and learn at the same level, lack of efforts to search for new approaches and teaching methods in education, inability to prioritize student decisions, inability to cooperate with parents and include them in learning activities.

2. **Administrator behaviors**; difficulty to locate the administrator at all times, inability to generate a strong school culture and climate, inability to maintain healthy relationships with the school staff, inability to have sufficient interaction, inability to reward the successes, lack of administrative experience, inability to become a leader, a role model and inability to use time effectively.

3. **Characteristics of the instructional programs/curriculum**; Instructional programs/ curriculums are prepared by the central organization and not by the schools and the needs of students and teachers and therefore the community are not taken into consideration and insufficient participation of stakeholders during the program preparation process, the fact that the curriculum does not have the qualities to meet the expectations of the school environment, students and parents, the fact that the content of the instructional process is not structured well enough, lack of extracurricular activities to ensure student development, the fact that the curriculum does not reflect transformatio9n and knowledge age outlook and scope, closed to criticism and improvement, does not care for academic standards much and students are not allowed to criticize it.

4) **Characteristics of the school culture and climate**; lack of rewards for exemplary behaviours, not regarding the school administration as a leader, lack of participation in the decision making process by the staff and weak ties of respect and trust among the personnel, lack of feelings of unity between teachers and students, low motivation, unwillingness to study, existence of discipline problems, high teaching loads,

insufficient number of classrooms, lack of interest and education on the part of the parents, ineffective teachers, lack of ownership and commitment for the school and lack of discipline and problems related to disrespect.

5) **Students and teaching-learning process**; uninterested students, students who o not want to take responsibility, low expectations related to achievement, the fact that students are not fully aware of what is expected from them, low morale and motivation, absenteeism, high number of grade repetition, high number of negative (disruptive) student behaviors, low achievement levels, lack of goals and objectives, lack of self confidence, lack of high expectations and the fact that they are scared of and abstain from taking responsibility.

6) **School environment and parent behaviors**; inability to ensure parent participation in school administration, inability to ensure cooperation and communication, inability on the part of parents to follow student progress, their indifference, frequent complaints by the parents, lack of roles and responsibilities undertaken by the parents, lack of financial and social support to school by the parents, their indifference and lack of parental monitoring in terms of student achievement.

Results show that school effectiveness has positive and negative aspects in terms of teachers, administrators, instructional programs/ curriculum, school culture and climate, students and teaching-learning process and school environment and parent behaviors. In order to increase the effectiveness of schools, negative aspects in those areas should be eliminated.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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