

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/263167668>

# Effective Directorship Behaviors of School Administrator in Terms of Teacher Perception

Article in *Procedia - Social and Behavioral Sciences* · June 2012

DOI: 10.1016/j.sbspro.2012.05.461

CITATIONS

0

READS

30

2 authors:



Seda Yilmaz

Anadolu University

8 PUBLICATIONS 21 CITATIONS

[SEE PROFILE](#)



Muammer Ergun

Kastamonu Üniversitesi

19 PUBLICATIONS 69 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



Evaluation of the Last Configuration in the Central Organization in Turkish Education System [View project](#)

WCES 2012

# Effective directorship behaviors of school administrator in terms of teacher perception

Seda Yilmaz<sup>a\*</sup>, Muammer Ergun<sup>b</sup>

<sup>a</sup>Anadolu University, Education Faculty, Eskişehir, 26470, Turkey

<sup>b</sup>Kastamonu University, Education Faculty, Kastamonu, 37100, Turkey

## Abstract

In this study, it is aimed to determine whether teachers' perception on effective school administrators change significantly according to their gender, seniority, working years, working years at the same school, awards they took for their services and finally in-service education. Descriptive model is used for the study. The Effective Administrative Questionnaire which consists of 27 items and developed by Dağlı (2000) is used to gather data. In addition, to find out the personal characteristics of the participants, Personal Knowledge Poll composed by the researcher were given before the questionnaire. Study group was 381 teachers and 197 of them are working in primary school and 184 of them in high school in Şanlıurfa, Turkey.

© 2012 Published by Elsevier Ltd. Selection and/or peer review under responsibility of Prof. Dr. Hüseyin Uzunboylu

*Keywords:* Effectiveness, school administrator, teacher perceptions

## 1. Introduction

The tissue of educational relations has created the education institution of the society. Society has formed some units which undertake the education mission to meet the needs of education institution. These social units are mostly called "school" in education language (Başaran, 2000: 17). Schools can be effective if they manage well and fulfill determined aims. And schools can be administrated well if they have effective teachers and school administrators. Teacher and school are two important and indispensable items which provide education and teaching activities (Varış, 1973: 50).

The concept "effectiveness" runs deep. In 1930s, Barnard defined effectiveness as "the achievement level of an organizations aim". He also defined "activity", a close and sometimes confused concept, as "the need satisfaction level of the members of the organization" (Barnard, 1938; Cited in, Balcı, 2007). Effectiveness, in short, is a comparison of what can be come true and what came true. An administration is effective when we compare expectations from an administration and the real results which acquired after the use of this administration and see the real results are much better than the expected ones (at least as expected as) (<http://tr.wiktionary.org>). As another say, effectiveness means whether a tool or process is as active as it has to be or it gives enough product (Sencer, 1981).

Coverage of education management is national and its circle is international. Coverage of school is institutional; its circle is local, mostly regional. National extent of an education system is nearly equals to total of its sub-systems.

\*Seda Yilmaz. Tel.: +090 533 563 02 73

E-mail address: [sedayilmaz20@hotmail.com](mailto:sedayilmaz20@hotmail.com)

Correspondingly, the effectiveness of education system of Turkey can be seen equal to the effectiveness of total nearly forty-thousand school administrators (Açıklalın, 1998: 2). A great number of researchers share the same idea that school administrator has an important effect on the life of all of the individuals, especially teachers and students, who form school. But, the level and coverage of this effect is questionable and has a multi-dimensional property (Şişman, 2004: 29).

An effective school aims maintenance of school's internal determination and consistency, effective usage of available sources according to the aims, creation and continuation of an organizational climate which is suitable for development and improvement, to have the students know their differences, to make them responsible individuals and also let them know about their latent abilities (Aydoğan, 1999). The effective schools movement consists of five relatively distinguishable periods, they are; (1) identification; (2) description; (3) prescriptive; (4) district alignment and (5) the state and federal policies phases (Lezotte, 1989).

Schools aim to maintain their existence and to reach the goals defined by the education system. But not all schools may reach the goals. In addition, which level the school reaches the goals may also expose its effectiveness. Undoubtedly the most important element whether schools perform their goals is school administrators. Thus, it is important to examine how the teachers working with them perceive their effectiveness in order to create or produce effective schools.

## **2. Method**

The research is a survey model research. With the help of this research, it is aimed to determine whether teachers' perception on effective school administrators change significantly according to their gender, seniority, working years, working years at the same school, awards they took for their services and finally in-service education.

### *2.1. Sample*

The research group consists of 381 teachers and 197 of them are working in primary school and 184 of them in high school at central district in Şanlıurfa, Turkey in 2009-2010 academic year. "The Effective Administrative Questionnaire" was distributed to 450 teachers by the researcher and 381 of this scales delivered to the researcher by the school administrators after filled out. Whole scales delivered were included in the research.

### *2.2. Data Collection Tool*

The Effective Administrative Questionnaire which consists of 27 items and developed by Dağlı (2000) was used to gather data. In addition, to find out the personal characteristics of the participants, Personal Knowledge Poll composed by the researcher were given before the questionnaire. Study group was 381 teachers and 197 of them are working in primary school and 184 of them in high school in Şanlıurfa, Turkey.

### *2.3. Data Analysis*

In data analysis, it is investigated whether teachers' perception on effective school administrators change significantly according to their gender, seniority, working years, working years at the same school, awards they took for their services and finally in-service training with the help of t-test and One Way Anova. The quantitative research method was used in this study. The numerical values acquired by the help of scale were analyzed using SPSS (12) packet program. Also, arithmetic mean is checked. While interpreting arithmetic means, it is accepted that the average values between 1,00-1,79 mean "totally disagree", the average values between 1,80-2,59 mean "agree but a little", the average values between 2,60-3,39 mean "agree moderately", the average values between 3,40 – 4,19 mean "agree a lot", the average values between 4,20-5,00 mean "totally agree". Significance level is .05.

### 3. Results (Findings)

The results t-test, One Way Anova and arithmetic mean carried out to determine teacher perception about effective directorship behaviors of school administrator are given in tables.

Table 1. The perception level of teachers about the school administrators effective management attitudes according to gender

Gender	N	Mean	Sd	F	t	df	Mean Difference	p
Female	156	3,6583	,77481	,869	1,275	374	,10512	,203
Male	220	3,5532	,79665					

After the t-test applied, it is found that, according to the gender, there is not any differentiation in the perception level of teachers about the attitudes of school administrators who they work with as effective (t:1,28 and p:0,20). The means of female teachers (X:3,66) are mostly found in effective management level , the means of male teachers (X:3,55) are mostly found in effective management level.

Table 2. The perception level of teachers about the school administrators effective management attitudes according to be awarded

Award	N	Mean	Sd	F	t	df	Mean Difference	p
Awarded	141	3,6829	,72155	2,581	1,509	369	,12716	,132
Not Awarded	230	3,5557	,82543					

After the t-test applied, it is found that, according to whether they are awarded or not, there is not any differentiation in the perception level of teachers about the attitudes of school administrators who they work with as effective(t:1,51 and p:0,13). The means of the teachers who are awarded (X:3,68) are mostly found in effective management level and the means of the teachers who are not awarded (X:3,56) are mostly found in effective management level.

Table 3. The perception level of teachers about the school administrators effective management attitudes according to have in service training

In service training	N	Mean	Sd	F	t	df	Mean Difference	p
Have in training	340	3,5777	,79809	2,174	-1,637	371	-,23586	,103
Not have training	33	3,8135	,70380					

After the t-test applied, it is found that, according to whether they had in service training or not, there is not any differentiation in the perception level of teachers about the attitudes of school administrators who they work with as effective(t:1,64 and p:0,10). The means of the teachers who had in service training (X:3,58) are mostly found in effective management level and the means of the teachers who didn't have in service training (X:3,81) are mostly found in effective management level.

Table 4. The perception level of teachers about the school administrators effective management attitudes according to type of school

Type of School	N	Mean	Sd	F	t	df	Mean Difference	p
High School	183	3,6841	,76660	,503	2,043	375	,16529	,042
Primary School	194	3,5188	,80224					

After the t-test applied, it is found that, according to type of education institution they work for, there is a significantly differentiation (p: 0,05) in the perception level of teachers about the attitudes of school administrators who they work with as effective(t:2,04 and p:0,04).The means of the teachers who work in a high school (X:3,68) are mostly found in effective management level and the means of the teachers who work in a primary school (X:3,52) are mostly found in effective management level.

Table 5. The perception level of teachers about the school administrators effective management attitudes according to working years

Working Years	N	Mean	Sd	Between Groups		Within the group		F	p
				Mean Square	df	Mean Square	df		
1-5	106	3,5876	,76459	,987	3	,619	373	1,596	,190
6-10	81	3,7405	,74942						
11-15	107	3,4889	,85369						
15 year and above	83	3,6177	,75882						

After the ANOVA applied, it is found that, according to the years they worked for, there is not any differentiation in the perception level of teachers about the attitudes of school administrators who they work with as effective ( $p:0,19$ ). The means ( $X:3,59$ ) of the teachers who have a working experience from 1 to 5 years are mostly found in effective management level and the means ( $X:3,74$ ) of the teachers who have a working experience from 6 to 10 years are mostly found in effective management level. The means ( $X:3,49$ ) of the teachers who have a working experience from 11 to 15 years are mostly found in effective management level and the means ( $X:3,62$ ) of the teachers who have a working experience 16 years and above are mostly found in effective management level.

Table 6. The perception level of teachers about the school administrators effective management attitudes according to working at the same School

Years at the same school	N	Mean	Sd	Between Groups		Within the Group		F	p
				Mean Square	df	Mean Square	df		
1-5	262	3,6068	,80508	,045	2	,625	373	,073	,930
6-10	74	3,5678	,75290						
11-15	40	3,5890	,76206						

After the ANOVA applied, it is found that, according to the years they worked for in the same school, there is not any differentiation in the perception level of teachers about the attitudes of school administrators who they work with as effective ( $p:0,93$ ). The means ( $X:3,61$ ) of the teachers who have a working experience at the same school from 1 to 5 years are mostly found in effective management level and the means ( $X:3,57$ ) of the teachers who have a working experience at the same school from 6 to 10 years are mostly found in effective management level. The means ( $X:3,59$ ) of the teachers who have a working experience at the same school from 11 to 15 years are mostly found in effective management level and the means ( $X:3,61$ ) of the teachers who have a working experience at the same school 16 years and above are mostly found in effective management level.

#### 4. Discussion

In the research, it is found that teachers think school administrators show effective management attitudes in the “mostly” level. Sağım, (2008) accordingly found in his research that, teachers working in an Anatolian high school think the principles they work with show effective management attitudes in “most of the time” level. There is a significant differentiation among the teachers according to the school type that they work for when they try to perceive the frequency of their school administrator’s effective management attitudes. The high school teachers think that their school administrator show effective management attitudes more frequent than the primary school teachers think as for their administrators. It is found that, there is no differentiation in the perception of the teachers of their school administrator’s effective management according to whether they are awarded or not, have in service training or not, working years and working years at the same school. With regard to Can (2007), there is no differentiation between female and male teacher about perceiving their school administrator within the context of effective management. This shows coherence with this study’s findings. With respect to Cankara (2008), when it is compared, female teachers perceive their administrator more positive than the males in the context of effective

management. This result is not coherent with this study's findings. Nevertheless, in the Cankara (2008)'s study, there is a significant differentiation, according the working years, in the perception of the teachers within the scope of effective management. More experienced teachers have a more positive perception. Also this finding is not coherent with the findings of this study. Karataş (2008) in his study about school climate and the effectiveness of school administrators did not found any differentiation according to gender, school and working years. This finding is coherent with the study's findings. Sağım, (2008), similarly studied Anatolian High School administrator's effective management attitudes according to the perceptions of the teachers and found similar findings. With regard to Sağım (2008)'s findings in the perception on the frequency of the administrator's effective management, there is no differentiation according to gender, whether being awarded or not and working years. But, in his study, different from our findings, teachers who had in service training perceive less frequent effective management attitudes of their administrators. This finding is not coherent with our study's findings. With respect to Karaman (2008)'s study, there is a significant differentiation on the perception of frequency of the administrator's effective management attitudes between the male and female teachers, on behalf of male teachers. This finding is not coherent with our findings. In his research, Dağlı, there is no differentiation according to "working year" variable, and this finding is coherent with our findings. Dağlı (2000) found a significant differentiation according to gender about the perception of school administrators' effective management attitude. This finding is coherent with our findings.

## 5. Conclusion and Recommendation

According to teachers, school administrators mostly show effective management attitudes. There is a differentiation in the teachers' perception about the frequency of effective management attitudes with regard to school type (Primary, secondary). The high school teachers think that their school administrator show effective management attitudes more frequent than the primary school teachers think as for their principles. There is no differentiation according to gender, being awarded or not, have an in service training or not, working years and working years at the same school. Effective management attitudes affect lots of variables. Effective management attitudes are important for a more positive school climate, increased teachers' motivation, gather staff around the aim of the school and lots of positive processes. To achieve this, it can be said and is important that school administrators should take training about effective management.

## References

- Açıkalın, A. (1998). *Toplumsal Kuramsal ve Teknik Yönleriyle Okul Yöneticiliği*. Ankara: Pegem Yayıncılık.
- Aydoğan, İ. (1999). Etkili Okul. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. 8, 213-219.
- Balci, A. (2007). *Etkili Okul: Okul Geliştirme*. Ankara: Pegem Akademi Yayıncılık.
- Barnard, C. (1938). *The Functions of the Executive*. Harvard University Press, Cambridge, MA.
- Başaran, İ. E. (2000). *Eğitim Yönetimi Nitelikli Okul*. Ankara: Feryal Matbaacılık.
- Can, N. (2007). İlköğretim Okulu Müdürlerinin Etkili Yöneticilik Davranışlarının Öğretmenler Tarafından Nasıl Değerlendirildiğinin Belirlenmesi. Yayınlanmamış Yüksek Lisans Tezi. Yeditepe Üniversitesi, Sosyal Bilimler Enstitüsü. İstanbul.
- Cankara, Ş. (2008). Meslek Liselerinde Görev Yapan Müdürlerin Etkili Liderlik Düzeylerinin Araştırılması. Yayınlanmamış Yüksek Lisans Tezi. Yeditepe Üniversitesi, Sosyal Bilimler Enstitüsü. İstanbul.
- Dağlı, A. (2000). İlköğretim Öğretmenlerinin Algılarına Göre İlköğretim Müdürlerinin Etkili Müdürlük Davranışları. *Eğitim Yönetimi Dergisi*, 23, 431-442.
- Karaman, F. (2008). Orta Öğretim Okullarında Görev Yapan Okul Müdürlerinin Göstermiş Olduğu Liderlik ve Etkili Yöneticilik Davranışları. Yayınlanmamış Yüksek Lisans Tezi. Beykent Üniversitesi, Sosyal Bilimler Enstitüsü. İstanbul.
- Karataş, S. (2008). Okul Müdürlerinin Etkililiği ve Okul İklimi. Yayınlanmamış Yüksek Lisans Tezi. Yeditepe Üniversitesi, Sosyal Bilimler Enstitüsü. İstanbul.
- Lezotte, L. W. (1989). School Improvement Based on the Effective School Research. *International Journal of Educational Research*. 13 (7), 815-825.
- Sağım, R. (2008). Öğretmen Algılarına Göre Anadolu Lisesi Müdürlerinin Etkili Müdürlük Davranışları. Yayınlanmamış Yüksek Lisans Tezi. Yıldız Teknik Üniversitesi, Sosyal Bilimler Enstitüsü. İstanbul.
- Şişman, M. (2002). *Eğitimde Mükemmellik Arayışı Etkili Okullar*. Ankara: Pegem Akademi Yayıncılık.
- Varış, F. (1973). *Öğretmen Yetiştirme Üzerine*. Ankara Üniversitesi Eğitim Fakültesi Yayınları. Ankara.
- Sencer, M (1981). Yöntembilim Terimleri Sözlüğü. Türk Dil Kurumu Yayınları. Ankara.
- <http://tr.wiktionary.org> (Retrieved on 20.09.2011)