

## Evaluation of the Managerial Effectiveness of School Administrators by the Views of Teachers

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### ABSTRACT

The aim of this research is to reflect the description of teachers working in the secondary schools of TRNC on the managerial effectiveness skills of school administrators from the same schools and to identify whether their managerial effectiveness skills vary significantly on the basis of some variables. The research was conducted on a study group (sample) comprised of 369 teachers from 10 secondary schools. The study is a descriptive research conducted through screening with quantitative method. *The Scale for Evaluation of the Effectiveness of School Administrators* developed by Koçak and Helvacı (2011) was used as the data collection tool for this study with 3/5 dimensions. The research data were analysed through SPSS 23.0 software; and descriptive statistical processes were utilised as one-way analysis of variance (ANOVA) was performed to identify whether the effectiveness of school administrators under three parameters vary with regard to the service period based on the views of teachers; and t-test whether vary with regard to their genders. Pursuant to the research findings, the effectiveness levels under the culture of school and climate was found as 3.86 as the highest and 3.80 as the lowest for their effectiveness levels during the educational leadership. Consequently, the managerial effectiveness skills of school administrators were found at sufficient levels.

**Keywords:** school administrator, efficiency, managerial effectiveness

### INTRODUCTION

The relationship of governing and governed, which had started with the existence of mankind, has become a crucial topic in the axis of current modern management approach together with the organised life after passing from various phases. The existing developments and tendencies such as insufficiency of resources, surplus of demand and expectations, increasing population, more integration of people on the governance, education and consciousness levels, various communication and transport opportunities, accountability, which all have arisen with the globalisation, have made the management be more sensitive and serious business (Parlak, 2013).

In the era of information, it is now a requirement to raise individuals that show their critical thinking abilities, produce information, question and think creatively. Such circumstance causes the rise of new expectations in the domain of education as well. Today, the main aim of education is to raise individuals, who would adapt various conditions and think in a different, flexible and unique way. This general change in the whole world affects the education system and hence the curricula are developed in the way to meet the needs of this era (Zayif, 2008, p. 73). From this perspective, the inclusion of creative and critical thinking concepts foreseen to provide the individuals under the curricula has become more important respectively.

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#### Contribution of this paper to the literature

- The literature contribution of this survey is to, education administrators are in constant communication and cooperation with teachers and students so that they can create a comfortable and reassuring environment by breaking down the fear environment in the School.
- It is evaluated that acting with widespread understanding of responsibility for the adoption of the improvement of service and product to schools as a continuous goal may increase success and effectiveness.
- Analysis of the skills of secondary school administrators according to some variables is important in terms of literature contribution.

The creative thinking process is a part of all emotional and intellectual activities, all activities and occupations. Creativity can be considered as a process and also bringing a unique products at the end of this process (Yenilmez and Yolcu, 2007, p. 27). Creativity covers the meanings of flexibility, multi-dimensional thinking, sensibility and being alert and concerned towards environment and people and fluidity (Gök & Erdoğan, 2011, p.32).

Public administration is a discipline comprised of practice and theories towards understanding public bureaucracy and its relations with community that it provides goods and services (Eryılmaz, 2000). The efforts of both private and public organisations in realizing their objectives are based on the performance of their managements and one of the dimensions of such performance is the effectiveness. The reason of existence for the organisations is to accomplish the objectives in an effective way. The efforts to enhance the efficiency and effectiveness have become more intense nowadays (Ekinici & Yılmaz, 2002).

## LITERATURE REVIEW

### Effectiveness and Managerial Effectiveness

**Effectiveness.** Managerial effectiveness is considered as a main parameter in the establishment of future vision for the managerial skill of organisation and organisational perspective (Amjad & Bhaswati, 2014). Since public administration has a number of unique objectives and social service approach, which are different than the private sector, at all times it has to produce effective and efficient services in consideration with the socio-psychological requirements (Usta, 2012). Within this framework, the effectiveness is crucial for the success of public as effectiveness is a method of measuring that shows the level of accomplishment for the public with regard to its objectives and that positively affects the public trust (Hazman, 2010).

When looking at the historical development of effectiveness, many models have been put forward, and the features that distinguish these models from each other are the criteria for evaluating effectiveness. Organizations are constantly changing. With this change, the environment they are interacting with, the prospects for the future, and therefore their objectives are constantly changing (Cameron & Whetten, 1996).

The concept of effectiveness describes the generation of desired output with less input (human and money) (Özalp, Şahin, Berberoğlu, & Geylan, 2004) in addition to level and degree of accomplishment in terms of desired results for the organisation. The result has a different meaning than the output expressed with the physical values (Yükçü & Atağan, 2009). There are four concepts that are directly related with the effectiveness concept; productivity, performance, utility and efficiency. Such concepts should be explained for the better understanding of efficiency concept (Karlı, 2004).

- Productivity:* Productivity is a scale for production power and is related with the efforts and actions assigned for the accomplishment of objectives. It determined the rate of production amount to the utilised production factors for the production of such production amount.
- Performance:* Performance is related with the operation in the realization of objectives, and indicates the continuity of efforts and actions assigned for this purpose.
- Utility:* Utility is a concept that brings benefit, and it is a starting point that cannot be reached for the judgment of efficiency. This concept can only work in the ideal environments.
- Efficiency:* This concept is sometimes defined as adequacy; therefore it required the best use of limited resources and defined by automation; in other words it is a concept that is considered as high technology operation or high level of output per hour. While effectiveness is used as the concept of efficiency at times, they are both different. Efficiency is the realization of an action or performance of an action, and should not be used as effectiveness.

Effectiveness is encountered as organisational effectiveness and managerial effectiveness. The organisation effectiveness is defined as an external standard (Pennings & Goodman, 1977) showing the level of meeting the demands of various groups by an organisation, and as the realization of organisational objectives at the highest

level with the existing resources. On the other hand, the managerial effectiveness is expressed as a product of interwoven relationship sequence and interaction pattern (Karşlı, 1998). Effectiveness is a characteristic of an administrator and can be measured in a quantitative way. The actions and behaviours of administrators must be evaluated in order to measure the effectiveness (Karşlı, 2004). Managerial effectiveness or effectiveness of management is different than the organisational effectiveness. The effectiveness of management is a concept created as a result of administrator behaviours and variables in relation with the behaviours are used to measure (Özbaşlar, 1976, p. 23). Therefore, this research reviewed the administrator behaviour dimension of managerial effectiveness.

**Managerial effectiveness.** Managerial effectiveness, which has a significant value about the management, is a type of effectiveness appeared as a result of administrator behaviour. When explaining the managerial effectiveness, it is necessary to mention the organizational effectiveness that the manager is the individual; Theoretically, it is necessary to link organizational effectiveness to three key management theorists: Fredrick Taylor, Henry Fayol and Elton Mayo. According to Fredrick Taylor, organizational effectiveness refers to increasing production, reducing costs associated with resource acquisition and being technologically competent. Henry Fayol has a different point of view, according to Taylor. According to Fayol, organizational effectiveness is an organization that has a clear authority and discipline in the organization. Fayol deals with effectiveness from a managerial point of view and has dealt with a very managerial part of the process that the organization pursues to reach its goals. Mayo has criticized Fayol for ignoring employee needs. According to Elton Mayo, organizational effectiveness is the emerging production function of employee satisfaction (Amabile et al., 2004). Mayo criticised Fayol regarding his ignorance of employee needs. According to Elton May, organisational effectiveness is a function that arises as a result of employee satisfaction (Agbionu, Ogadi, & Agbasi, 2014; Goodman & Pennings, 1977; Magalhaes, 2004).

There are many approaches that try to determine manager effectiveness. The first of these approaches is the relational approach and the other is the relative approach. The task-oriented approach emphasizes effectiveness as an important qualification of the manager. This approach considers managerial effectiveness as a quantifiable level of organizational goals. In other words, manager efficacy and organizational effectiveness are considered to be equivalent (Giolia & Pitre, 1990). When we look at managerial effectiveness from the manager's point of view, managerial effectiveness is seen as the outputs that are defined and must be achieved for managerial position. In this sense, managerial effectiveness is related to more outputs than inputs (Farahbakhsh, 2007).

All managers are involved in all kinds of organization, planning, organizing, supervising, leadership, personnel management, communication and decision making, which have traditional management functions. These functions are undertaken by managers to achieve goals and plans for the purposes of organization and division (Murry, 1993). Administrative effectiveness, which has a significant impact on management, is the result of an administrator's behavior. Bradie and Bennet summarize managerial effectiveness as "the relationship between targeted objectives and performance" (Reddin, 1970).

There are many approaches that aim to identify administrator effectiveness; one of which is the relationship-oriented approach and the other is the task-oriented approach. The task oriented approach highlights *effectiveness* as an important characteristic of an administrator. Such approach considers the administrator effectiveness as the quantitative measurable level of organisational objectives. In other words, administrative effectiveness and effectiveness of organisation is acknowledged as equal (Giolia & Pitre, 1990, p. 584-602).

Considering the managerial effectiveness from the administrator perspective, the managerial effectiveness is regarded as the outputs defined for the administrator position and that must be accomplished accordingly. In this sense, the managerial effectiveness is related with the outputs more than the inputs (Farahbakhsh, 2007).

In all kinds of organisation, all administrators are included into the planning, organising, supervision, leadership, personnel management, communication and decision-making, which are the traditional management functions. Such functions are taken on by the administrators to accomplish the objectives, targets and plans of the organisation and department (Murry, 1993).

### Effective School Administrator

The academic education administrators that work at the administration level, are responsible for reaching the certain objectives of educational institutions, ensuring the required human and material resources and effectively using such resources and implementing the decisions taken within the scope of policies. Within this process, they should have social, technical, cultural and charismatic powers in addition to the legal powers (Battal & Sahan, 2002). The effective leaders are expected to have the characteristics such as convincing, leaving positive impact, correct communication skills, creating positive role model and having a balance of responsibility (Goetsch, 2005). The phases that reflect the effectiveness of an administrator as a leader are to define the problem, which is the problem-solving step, and to list the alternatives, estimate results for each alternative solution, identify the alternative solutions that give good results, choose the best among such solutions for the action steps; and to

implement the decision and evaluate the results as the last step (Köroğlu & Oğuz, 2011). One of the important factors that influence the implementation of effective management processes by an administrator is the emotional and social capability of that administrator. The leaders that are aware of their feelings and can manage such feelings, can control themselves much easily and become a role model by earning the trust and respects of people around them. Additionally, the leaders that understand the feelings of others can comprehend the expectations and sensitiveness of them and can be a source of inspiration for them. The leaders that can care about the individuals, have direct relationship with them other than in a group environment and can empathize with others, effectively manage their relationships respectively (Barling, Slatter & Kelloway, 2000).

School administrators have to keep up with the developments in management understanding if they want to achieve effectiveness in their management. As human-oriented management began to feel its weight since the 1990s, leadership developments have also developed in the same direction. As a result, traditional leadership has left its place in exchange leadership (Kanungo & Mendonca, 1996). Traditional leadership included the use of rewards and penalties for executives to perform their assigned tasks and to show integrity. This approach has negative implications for organizational growth as it evaluates employees as passive components (Grunstein-Amado, 1991). In the process of changeover leadership, manager; the organization seeks to create a change in the minds and values of the staff in order to achieve its purpose. For this reason, changeover leadership is a two-way process (Rouche, Baker & Roje, 1989).

### Researches Abroad In the Field of Managerial Effectiveness

Binbaşıoğlu (1983) noted in his study called *Education Management*, that the researches on the good school and education manager emphasize the requirement to be a good leader to be a good school and education manager, and aimed to list the characteristics of a good education manager such as having wide knowledge and sufficient enthusiasm rather than the vested power of position, knowing the powers wisely, acting considerate and equal to everybody, knowing the organisation and its objectives, establishing good relations with the surrounding, not waiting to be reached for the problems, looking for problems, being determined and completing his/her tasks with the sense of responsibility, planning the recommendation and programs carefully, implementing and make people implement, defending a proposal or giving answers for the oppositions against the proposal, believing in democracy in school administration, being sincere, objective and honest in all arguments and decisions, encouraging his colleagues to be like that, providing correct information on the objectives, accomplishments and tools of his organisation, believing in education and keeping the interest of student against everything, being careful of attitude and clothing, speaking with thinking and explaining his views in an convincing and clear way, always trying to improve the spirits of colleagues, not avoiding to praise them, knowing to put the efforts of colleagues in order (ensuring coordination), ensuring the cooperation between school and society, aiming to bring school and society closer, knowing to delegate the powers and tasks and remembering the events, names and faces.

In the study called *Effective Administrator Behaviours in Education*, Açıköz (1994) classified the administrative skills as technical, humanitarian and conceptual and noted that the major responsibilities of a school administrator is to reach the goals, maintain the organisational system, ensure the compatibility of organisation with the surrounding environment and sustain the cultural patterns.

Yılmaz and Taşdan's (2006) indicated in their research that the perspectives of school administrators towards the effectiveness concept in the school administration vary between the school administrators with and without any training, and while the school administrators without training highlight being knowledgeable and personal characteristics of administrators with regard to the effectiveness concept, the school administrators with training emphasize the realization of organisational objectives.

Drew and Bensley (2001) indicated in their article called *The Managerial Effectiveness for a New Millennium in the Global Higher Education Sector* that there has been some fast global changes in the higher education since 1980; the size of technological developments in the new millennium is at the first time encountered level; and that the administrators have to follow such technological changes to be effective in their management.

Under the research called *Managerial Effectiveness in the Higher Education: Development of Assessment Procedures*, Johnsrud et al. (2003) developed a model towards the assessment and monitoring of the effectiveness of dean and administrators.

### RESEARCH METHOD

This study is a descriptive research conducted in the screening model. The screening models are the approaches aiming to describe a past or existing situation in the way it is. The event, individual or object, which is the subject matter of research are aimed to be described in their own conditions as it is. There would be no effort to change or affect the circumstances (Karasar, 2006).

**Table 1.** Distribution of secondary schools and teachers by population and sample

<i>District</i>	<i>No. of secondary school in the population</i>	<i>No. of secondary school in the sample</i>	<i>No. of teachers in the population</i>	<i>No. of teachers in the sample</i>
Nicosia	5	3	244	176
Famagusta	3	2	126	87
Kyrenia	2	2	77	54
Morphou	1	1	57	39
İskele	2	2	20	13
Lefke	0	0	0	0
<b>TOTAL</b>	<b>13</b>	<b>10</b>	<b>524</b>	<b>369</b>

**Table 2.** Distribution of secondary school administrators by population and sample

<i>District</i>	<i>No. of secondary school in the population</i>	<i>No. of secondary school in the sample</i>	<i>No. of school administrator in the population</i>	<i>No. of school administrator in the sample</i>
Nicosia	5	3	21	18
Famagusta	3	2	12	9
Kyrenia	2	2	5	4
Morphou	1	1	2	1
İskele	2	2	3	2
Lefke	0	0	0	0
<b>TOTAL</b>	<b>13</b>	<b>10</b>	<b>43</b>	<b>34</b>

## Population and Sample

In order to facilitate the researchers in calculating the sample size, sample size calculation table, which is applied to obtain sample sizes required for extraction from different population sizes, was utilised for the sample mistakes (Yazıcıoğlu & Erdoğan, 2004 p. 50). In consideration of this criteria, (for Alpha = 0.05), the number of teachers in the population was determined as 524; number of teachers in the sample as 369, number of schools in the population as 13, number of schools in the sample as 10. The distribution of teachers and schools comprising the population and sample of research in terms of districts were given under **Table 1** *distribution of secondary schools and teachers under the sample within the same population* and **Table 2** *distribution of secondary school administrators (principal and deputy principal) by the population and sample*.

## Data Collection Tool

*The Scale for Evaluation of the Effectiveness of School Administrators* developed by Koçak (2010) was used as the data collection tool for this study with 3/5 dimensions. The first part of scale is comprised of 3 questions for personal information and the second part includes the items of 3 dimensions regarding the managerial effectiveness. The items are organised in accordance with the 5-point likert scale as 1= Strongly disagree, 2= Somewhat agree, 3= Neither agree nor disagree, 4= Agree and 5= Strongly Agree. The item analysis for the sub-scales of scale and the construct validity was tested through factor analysis. Through this technique, each scale was tested whether they measure one or more structure; in other words whether it has one-dimension. Eigen value, explained variance rate and scree plot created based on the own values of factors were taken into consideration for the factor determination (Büyüköztürk, 2005). Cronbach's Alpha was performed for the reliability analysis. The Cronbach's Alpha values of sub-scale are as follows: Human Resources (.96); Educational Leadership (.87); Relationship of School, Environment and Family (.92).

## Data Analysis

The arithmetic average and standard deviations of answers given by the teachers to the items for the determination of effectiveness of the administrators working in the secondary schools under the TRNC Ministry of Education. Firstly, the scores from the items of each sub-scale were added for the calculation of scale average scores and the comparison and interpretation of such scores in relation with the position of teachers under the sub-scales, and hence the effectiveness levels of school administrators were generated with regard to the views of teachers. Then such scores were divided to the number of items under each sub-scale and degraded to the score levels obtained from the 5-point likert scale. These scores were also used in the analysis. T-test was applied to identify whether the assessment of school administrators reflect any significant different in terms of gender variable; and one way analysis of variance (ANOVA) was used to identify whether there is any significant difference based on

the length of service. In order to test the differences between the group average scores, the significance level of 0.05 was taken as a basis.

## FINDINGS

### Findings on the Existing Effectiveness Levels of School Administrators in the Human Resources Process by the Perceptions of Teachers

The findings of the existing effectiveness levels of school administrators in the Human Resources Process by the perceptions of teachers are given in **Table 3**.

**Table 3.** Views of teachers on the effectiveness of school administrators in the human resources process

No	Items	$\bar{X}$	ss	Level	Order of Impor.
1	In this school, the school principal continuously motivate the teachers for the improvement of student knowledge and skills and to be prepared for the future education.	3.83	1.05	High	7
2	School principal shows solution approaches to solve the conflicts between teachers and students.	3.84	1.07	High	6
3	School principle supports the teachers to follow the developments regarding learning and teaching.	3.86	1.00	High	4
4	School principal improves teamwork in teachers and students.	3.82	1.02	High	8
5	School principal encourage the teachers to support and interact with each other.	3.88	1.13	High	2
6	School principal effectively plans the actions and procedures at school.	3.85	1.04	High	5
7	School principal provides at-work and in-service training opportunities for the continuous improvement of teachers.	3.70	1.05	High	13
8	School principal cares about empathizing in the relations with school staff.	3.77	1.12	High	10
9	School principal establish ideal behaviour model for teachers.	3.74	1.13	High	12
10	School principal motivates the teachers to use modern teaching technologies.	3.89	1.03	High	1
11	School principal motivates/encourages teacher to make changes and innovations at school.	3.87	1.06	High	3
12	School principle guides the teachers and children.	3.76	1.07	High	11
13	School principle takes the effort of teacher in improvement of himself and his profession as a basis for the performance assessment of teachers.	3.81	1.07	High	9
<b>TOTAL</b>		<b>3.81</b>			

Considering the findings under **Table 3**, the total average level indicating the effectiveness of school administrators on the human resources management process was found as  $X=3.81$ . The averages of all points under the scale is at the level of “high” and hence the average scores under this scale is between 3.70 and 3.89 for the teachers.

According to the views of teachers, the first five characteristics shown in the findings in relation with the effectiveness of school administrators in the human resources management that school administrators have are as follows: the school principal motivates the teachers to use modern teaching technologies ( $X=3.89$ ); the school principal encourages teacher to support and interact with each other ( $X=3.88$ ); the school principal motivates/encourages the teachers to make changes and innovation at school ( $X=3.87$ ); the school principal supports the teachers to follow the developments in learning and teaching ( $X=3.86$ ); the school principal effectively plans the actions and procedures at school ( $X=3.85$ ).

According to the views of teachers, the least five characteristics shown in the findings in relation with the effectiveness of school administrators in the human resources management that school administrators have at the lowest level are as follows: the school principal provides at-work and in-service training opportunities for the continuous improvement of teachers ( $X=3.70$ ); the school principal establishes an ideal behaviour model for the teachers ( $X=3.74$ ); the school principal guides the teachers and students ( $X=3.76$ ); the school principal cares about empathising in the relations with school staff ( $X=3.77$ ); the school principal takes the effort of teacher in improvement of himself and his profession as a basis of performance assessment of teachers ( $X=3.81$ ).

### Findings on the Existing Effectiveness Levels of School Administrators in the Human Resources Process by the Gender Parameter

The t-test results of the existing effectiveness levels of school administrators in the Human Resources Process by gender parameter are given in **Table 4**.

**Table 4.** T-test results of the existing effectiveness levels of school administrators in the human resources process by gender parameter

<b>Gender</b>	<b>n</b>	<b><math>\bar{X}</math></b>	<b>ss</b>	<b>sd</b>	<b>t</b>	<b>p*</b>
Female	268	42.37	12.11	296	1.379	.128
Male	101	57.02	10.86			

(\*) significant at  $p < 0.05$  level

In consideration with the views of teachers given under **Table 4**, the effectiveness of school administrators in the human resources process do not show any significant difference by the gender parameter ( $t(296)=1.379$   $p > 0.05$ ). Therefore; females have lower effectiveness level averages for the school administrators in the human resources source ( $X=42.37$ ) than male average ( $X=57.02$ ).

### Findings on the Existing Effectiveness Levels of School Administrators in the Human Resources Process by Their Service Period

The one-way analysis of variance results based on the service periods for the views of teachers in relation with the effectiveness levels of school administrators in the human resources process are given in **Table 5**.

**Table 5.** One-way analysis of variance results for the views of teachers for the human resources process by their service period

<b>Variance Source</b>	<b>Sum of Squares</b>	<b>sd</b>	<b>Average of Squares</b>	<b>F</b>	<b>p*</b>
Inter-groups	192.482	4	48.120	.323	.739
In-groups	41327.123	293	141.048		
Total	41519.605	297			

(\*) significant at  $p < 0.05$  level

Pursuant to **Table 5** that shows the analysis results, the views of teachers on the school administrators in the human resources dimension do not have any significant difference by their service periods [ $F(4-293)=.323$ ;  $p > 0.05$ ]. In other words, the views of teachers for the human resources management process of school administrators **do not vary** based on their service periods.

### Findings on the Existing Effectiveness Levels of School Administrators in the Educational Leadership Process by the Perceptions of Teachers

The findings on the existing effectiveness levels of school administrators in the educational leadership process by the views of teachers are shown in **Table 6**.

Considering the findings under **Table 6**, the total average level indicating the effectiveness of school administrators on the educational leadership process was found as  $X=3.80$ . The average is at the level of "high" and hence the average scores under this scale is between 3.52 and 4.06 for the teachers.

According to the views of teachers, the first five characteristics shown in the findings in relation with the effectiveness of school administrators in the education leadership that school administrators have are as follows: the school principle supports student oriented education ( $X=4.06$ ); the school principal expects teachers and students to be very successful ( $X=4.03$ ); the school principal provides developing learning facilities (laboratory, technology rooms, library etc.) ( $X=4.02$ ); the school principal constantly supervise and assess whether there are any halting aspects of education process ( $X=3.91$ ); the school principal primarily aims to accomplish the change and improvement of behaviours among students ( $X=3.89$ ).

According to the views of teachers, the least five characteristics shown in the findings in relation with the effectiveness of school administrators in the educational leadership that school administrators have at the lowest level are as follows: the school principal ensures that the students take their own learning responsibilities ( $X=3.52$ ); the school principal develops the critical and creative thinking of students ( $X=3.61$ ); the school principal particularly shows special interest to the students with lower success level ( $X=3.66$ ); the school principal ensures to award all kinds of success at school ( $X=3.67$ ); the school principal leads the teachers about the learning and teaching principles and methods ( $X=3.69$ ).

**Table 6.** Perceptions of teachers in relation with the educational leadership of school administrators

No	Items	$\bar{X}$	ss	Level	Order of Impor.
14	In this school, the school principal clearly explains the mission and goals of school to the teachers, students and other personnel.	3.82	1.12	High	8
15	The school principal primarily aims to accomplish the change and improvement of behaviours among students.	3.89	1.06	High	5
16	The school principal constantly supervise and assess whether there are any halting aspects of education process	3.91	1.01	High	4
17	The school principal ensures to award all kinds of success at school.	3.67	1.08	High	13
18	The school principal wanders all around the school and visits classrooms.	3.78	1.03	High	9
19	The school principal particularly shows special interest to the students with lower success level.	3.66	1.07	High	14
20	The school principal expects teachers and students to be very successful.	4.03	0.93	High	2
21	The school principal leads the teachers about learning-teaching principles and methods.	3.69	1.07	High	12
22	The school principal actively takes part in performing necessary changes and developments in the curricula.	3.77	1.15	High	10
23	The school principal establish a learning approach in students based on in-school and in-class cooperation.	3.71	1.04	High	11
24	The school principal ensures that the students take their own learning responsibilities.	3.52	0.99	High	16
25	The school principal provides developing learning facilities (laboratory, technology rooms, library etc.)	4.02	0.96	High	3
25	The school principal supports the participation of students that is related with themselves.	3.86	0.99	High	6
27	The school principal develops the critical and creative thinking of students.	3.61	1.05	High	15
28	The school principal gives importance to the self-development Oriented programs (theatre, folk dance, sports activities etc.).	3.83	1.05	High	7
29	The school principal supports student-oriented education.	4.06	0.95	High	1
<b>TOTAL</b>		<b>3.80</b>			

### Findings on the Existing Effectiveness Levels of School Administrators in the Educational Leadership by the Gender Parameter

The t-test results of the existing effectiveness levels of school administrators in the educational leadership through the perception of teachers by the gender parameter are given in **Table 7**.

**Table 7.** T-test results of the existing effectiveness levels of school administrators in the educational leadership through the perception of teachers by the gender parameter

Gender	n	X	ss	sd	t	p*
Female	268	56.67	12.84	298	1.458	.106
Male	101	64.26	11.44			

(\*) significant at  $p < 0.05$  level

In consideration with the views of teachers given under **Table 7**, the effectiveness of school administrators in the educational leadership process from the perception of teachers do not show any significant difference by the gender parameter [ $t(298)=1.458, p > 0.05$ ]. Therefore; the averages of female perceptions on the effectiveness levels of the school administrators in the education leadership ( $X=56.67$ ), is higher than the male averages ( $X=42.37$ ) than male average ( $X=64.26$ ), which is lower than averages.

### Findings on the Existing Effectiveness Levels of School Administrators in the Educational Leadership Process by Their Service Period

The one-way analysis of variance results based on the service periods for the perception of teachers in relation with the effectiveness levels of school administrators in the educational leadership are given in **Table 8**.

Pursuant to **Table 8** that shows the analysis results, the views of teachers on the school administrators in the educational leadership parameter do not have any significant difference by their service periods [ $F(4-293)=.639; p > 0.05$ ]. In other words, the views of teachers for the educational leadership process of school administrators **do not vary** based on their service periods.

**Table 8.** One-way analysis of variance results for the perceptions of teachers on the effectiveness of school administrator for the educational leadership process by their service period

Variance Source	Sum of Squares	Sd	Average of Squares	F	p
Inter-groups	362.451	4	90.612	.639	.613
In-groups	41547.404	293	141.800		
Total	41909.855	297			

(\*) significant at  $p < 0.05$  level

**Table 9.** Existing Effectiveness Levels of School Administrator In the Culture and Climate of School by the Perception of Teachers

No	Items	X	ss	Level	Order of Impor.
30	In this school, the school principal cares about improving and reinforcing the democratic values at school.	3.76	1.10	High	15
31	The school principal ensures an environment where everybody can work in pleasure based on tolerance.	3.82	1.15	High	10
32	The school principal ensures the dominance of belief that every student can learn.	3.77	1.01	High	14
33	The school principal works towards establishing a safe climate encouraging to teach and learn.	.85	0.98	High	8
34	The school principal aims to create a school environment that is free from discipline problems allowing students to learn.	3.98	1.96	High	3
35	The school principal aims to develop an understanding learning to learn at school.	3.80	1.04	High	11
36	The school principal ensures the adoption of continuous aim to improve service and product at schools.	3.74	1.17	High	16
37	The school principle establishes an approach where the leadership is adopted More than the management.	3.79	1.04	High	12
38	The school principal works towards to establish a comfortable and reassuring environment rather than fear	3.38	1.21	Ave.	17
39	The school principal establishes the perception that quality is important rather than numbers.	3.96	1.09	High	4
40	The school principal pioneers the establishment of an efficient work environment at school.	3.90	1.00	High	6
41	The school principle establishes collective decision making tendency among school members.	4.03	1.05	High	1
42	The school principal encourages the school personnel to improve the vision of school.	3.93	1.09	High	5
43	The school principal creates a success oriented institution climate at school.	3.83	1.13	High	9
44	The school principal is always joyful and optimistic at school.	3.87	1.03	High	7
45	The school principle develops bilateral communication channel with the school members.	4.00	1.12	High	2
46	The school principal encourages everybody to try innovations at school.	3.78	1.11	High	13
<b>TOTAL</b>		<b>3.86</b>			

### Findings on the Existing Effectiveness of School Administrators in the Culture and Climate of School

The findings on the existing effectiveness of school administrators in the culture and climate of school are given in **Table 9**.

Considering the findings under **Table 9**, the total average level indicating the effectiveness of school administrators on the culture and climate of school process with regard to the views of teachers was found as  $X=3.86$ . The average is at the level of “average” and “high” and hence the average scores under this scale is between 3.38 and 4.03 for the teachers.

According to the views of teachers, the first five characteristics shown in the findings that school administrators have are as follows: the school principal establishes a collective decision-making tendency among the school members ( $X=4.03$ ); the school principal develops a bilateral communication channel with the school members ( $X=4.00$ ); the school principal aims to create a school environment that is free from discipline problems allowing students to learn ( $X=3.98$ ); the school principal establishes the perception that quality is important rather than numbers ( $X=3.96$ ); the school principal encourages school personnel to develop the vision of school ( $X=3.93$ ).

According to the views of teachers, the least five characteristics that the school administrator has are as follows: the school principal works towards to establish a comfortable and reassuring environment rather than fear ( $X=3.38$ ); the school principal ensures the adoption of continuous aim to improve service and product at school ( $X=3.74$ ); the school principal cares about improving and reinforcing the democratic values at school ( $X=3.76$ ); the school principal ensures the dominance of belief that every student can learn ( $X=3.77$ ); the school principal encourages everybody to try the innovations at school ( $X=3.78$ ).

### Findings on the Existing Effectiveness Levels of School Administrators in the Culture and Climate of School Process by the Gender Parameter

The t-test results of the existing effectiveness levels of school administrators in the culture and climate of school Process by gender parameter with regard to the views of teachers are given in **Table 10**.

**Table 10.** t-test results of the existing effectiveness levels of school administrators in the culture and climate of school process by gender parameter with regard to the perception of teachers

<b>Gender</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>ss</b>	<b>sd</b>	<b>t</b>	<b>p*</b>
Female	268	60.24	14.73	298	1.338	.151
Male	101	63.02	13.67			

(\*) significant at  $p < 0.05$  level

In consideration with the results given under **Table 10**, the effectiveness views of school administrators in the culture and climate of school process from the perception of teachers do not show any significant difference by gender [ $t(298)=1.338, p > 0.05$ ]. Therefore; the averages of female perceptions on the effectiveness levels of the school administrators in the culture and climate of school ( $X=60.24$ ), is higher than the male averages ( $X=63.02$ ).

### Findings on the Existing Effectiveness Levels of School Administrators in the Culture and Climate of School Process by Their Service Period

The one-way analysis of variance results based on the service periods for the perception of teachers in relation with the effectiveness levels of school administrators in the culture and climate of school are given in **Table 11**.

**Table 11.** One-way analysis of variance results for the perceptions of teachers on the effectiveness of school administrators for the culture and climate of school process by their service period

<b>Variance Source</b>	<b>Sum of Squares</b>	<b>sd</b>	<b>Average of Squares</b>	<b>f</b>	<b>p*</b>
Inter-groups	138.785	4	34.696	.140	.953
In-groups	70875.231	295	240.255		
Total	71014.016	299			

(\*) significant at  $p < 0.05$  level

Pursuant to **Table 11**, the perceptions of teachers on the school administrators in the culture and climate of school do not have any significant difference by their service periods [ $f(4-295)=.140; p > 0.05$ ].

## DISCUSSION AND CONCLUSION

Within the scope of this research implemented on the selected three parameters, the highest process was identified as *The Culture and Climate of School Process* (3.86) in terms of effectiveness pursuant to the teachers of 13 secondary schools in the TRNC. Hence, the school administrators are relatively at a successful effectiveness level in the *Culture and Climate of School Process*; while they are at the average level with the item related with "they show effort to establish a comfortable and reassuring environment" and such item should be given importance, and additionally the school administrators should take corrective measures for the topics of "the school principal ensures the adoption of continuous aim to improve service and products at schools" and "the school principal cares about developing and reinforcing democratic values at the school environment". In consideration with this research, the most effective and successful process is found as the dimension of *Culture and Climate of School*. A research by Owens (1998) emphasized that the internalisation of success-centred climate is crucial based on the essential characteristics of school. Binbaşıoğlu (1983) indicated that for the culture and climate process of school, the school administrators should be enthusiastic and aspirational, have good relations with their surrounding and have democratic and participatory management process.

The second aspect that the school administrators are successful and effective is *the human resources management* (3.81). In order to be effective during the human resources process, the school administrators should provide training and in-service training opportunities for the continuous improvement of teachers, establish an ideal behaviour model for teachers, guide the teachers and students, care about empathizing in the school personnel relationships and take the efforts of teachers to improve themselves and profession as a basis. Moreover; the school administrators should develop a teamwork manner in teachers and students, constantly motivate the teachers in improving the knowledge and skills of students and be prepared for further trainings, deliver conflict resolution between the students and teachers in favour of school, and motivate the teachers. Consequently, the school administrators were observed to be effective and successful at "high" level under the human resources parameter.

According to the last dimension and teachers participating to the research, the school administrators were analysed with regard to the *educational leadership process* (3.80) that the school administrators are the least successful; and hence in order to be more successful under this process, the school administrators should ensure that students take their learning responsibilities, students develop their critical and creative thinking; the school administrators should provide special interest particularly to the low-success student group, ensure to award every success at school; and they should focus more on leading the teachers about learning and teaching principles and methods. Moreover, the research indicates that the success of school administrators in the educational leadership process is at "high". Owens (1998) emphasized the significance of supporting academic success and allocating more time to learn and teach. Therefore;

1. In accordance with the research findings, the preparation of student assignment work plans and the monitoring of such plans are required so that students take their own learning responsibilities and that school administrators in cooperation with the parents can ensure the improvement of students regarding taking responsibilities and performance of such responsibilities in the *educational leadership process*; and additionally the measures that would improve the critical and creative thinking of students within much democratic, high tolerance formal education institution should be taken.
2. With regard to improving the success and effectiveness of school administrators in the human resources management process, the school administrators should coordinate the planning of trainings and seminars in cooperation with the Ministry of Education concerning the measures that provide trainings and in-service trainings for continuous development of teachers; the school administrators should have role model characteristics and show exemplary behaviour to establish ideal behaviour model for teachers; they should have leadership characteristics for the guidance of teachers and students; and the school administrators should make research all the time for the knowledge that would eliminate their deficiencies concerning the management.
3. The research indicated that according to the participant teachers, the school administrator are the most successful in the *Culture and Climate of School*, and that the success and effectiveness might increase provided that the school administrators shows an effort to establish an environment where students and teachers would be constantly in communication and cooperation for the elimination of fear environment at school and creation of a reassuring climate; and they should act with comprehensive responsibility understanding based on total quality management and quality and service based management approach at their own school for the adoption of continuous aim to improve the service and product at school.

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