

THE RELATIONSHIP BETWEEN THE LEVELS OF TEACHERS' AND ADMINISTRATORS' WORK ENGAGEMENT AND THE EFFECTIVENESS OF THE SCHOOLS¹

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ABSTRACT

This research aims to reveal the relationship between the engagement levels of employees and the effectiveness level of schools. Having utilized relational screening models, this research has a descriptive survey model. The research seeks to examine the relation between the variables. The population of the study consists of primary and secondary school teachers and administrators working at private and state schools located within the districts of Kahramanmaraş (Dulkadiroğlu and Onikişubat) during the academic year of 2016 and 2017. The research sample holds a total of 410 participants who were selected by random sampling method. This research has employed the "Engagement Scale" to determine the engagement levels of the teachers and administrators and "Effective School Scale" to identify their perceptions towards the effectiveness of schools. Frequency, percentage, mean, t-test, one-way analysis of variance, correlation and multiple regression analysis were used during data analysis. Research results have revealed a positive and significant relation between the engagement levels of the employees and the effectiveness of schools. The engagement level of the teachers and administrators has been found to be a significant predictor of effective school. The engagement levels of the teachers and administrators account for about 34% of the total explained variance of the effectiveness level of primary and secondary schools.

Keywords: Effective school, work engagement, teacher, administrator.

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INTRODUCTION

Education, in its most general sense, is defined as the process of acquiring a new behaviour and change in behaviours. This process has numerous direct and indirect benefits to humanity (Ertürk, 1992). The benefits of the education are closely related to the effectiveness and productivity of the educational process. The effectiveness of education and the recognition of social needs/expectations depend upon whether education activities are carried out within a certain plan and program (Ünsal & Korkmaz, 2017).

Many stakeholders are paramount in achieving the goals of education. School administrators, teachers, students, and parents are among those stakeholders. However, educators and administrators who work as locomotives in these schools have one of the most effective roles in achieving the ultimate goals of education (Köse, 2015). The individual characteristics of teachers and administrators and their attitudes towards their work have decisive qualities in terms of the effectiveness of education. One of these characteristics is mostly related to teachers and administrators' engagement to their work.

Having emerged shortly after the definition of "burnout" which was firstly defined by Freudenberger (1974), "engagement" is an extended concept that expresses a positive situation as an antithesis of the burnout (Maslach, Schaufeli & Leiter, 2001). The assumption that burnout is antithesis requires the existence of contradictory situations of burnout subscales in order to be able to experience engagement (Maslach & Goldberg, 1998). Engagement can be defined as the state of the mind being positive regarding a particular event. Besides, it is also considered as assessing one's cognitive self as a whole and developing sincere relationship with colleagues (Maslach & Leiter, 2008). More specifically, it is defined as a multidimensional mental process that is not connected to a specific aim, to an individual, or to a specific point of focus (Saks, 2006).

Individuals can use varying degrees of their selves physically, cognitively and emotionally in their work role performances (Kahn, 1990). Engagement is considered as the physical presence of energy in the workplace of the individual at the physical level, while it is expressed as the belief in the institution at the cognitive level. The emotional sense is related to the attitude and loyalty of the employee to the institution, the administrators, his/her colleagues and the leader (Keser & Yılmaz, 2009). Thus, engagement provides individuals with taking responsibility for their own professional development and being committed to high quality performance standards (Bakker, Schaufeli, Leiter & Taris, 2008).

The concept of engagement is also defined as a work-related, positive and satisfying mental state expressed by vigor, dedication and absorption (Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2002). In this regard, individuals' work engagement is mostly desired within the context of education since those who dedicate themselves to their jobs may be more committed and willing, and they may be able to make healthier and more satisfying relationships in the working environment as well as offering better quality output.

Schools need employees who feel full of energy, who are dedicated to reach their work-related goals, and who are often fully immersed in their work (Bakker & Lieter, 2010). The work engagement of the employees themselves ensures the quality of the working life and prosperity. Burnout, which is the opposite of employees' work engagement, leads to numerous negativities in terms of organizational aspects (Maslach & Goldberg, 1998). Therefore, it is of utmost significant to have engaged employees with a view to ensuring that school activities are achieved at the desired level. In return, employees handle with the future of the institution, work harder than expected by contributing to the success of the organization, and trust their knowledge and skills which are decisive forces for performance thanks to the belief that they will make a difference within the organization (Esen, 2011).

The engagement of employees in the school may reveal situations in which an individual identifies himself/herself with the school and performs well on behalf of the school's goals. Engagement, which has significant benefits both individually and organizationally, is also influenced by numerous variables; moreover, it may affect those variables, one of which is the effectiveness level of schools. The concept of effectiveness can be expressed as "the ability to create an expected effect, outputs, very specific and factual results" (Şişman, 2012). In plain English, effectiveness is defined as "the degree at which the organization achieves its goals" (Barnard, 1938, Cited in Balci, 2013). Hence, effectiveness of education is described as the level of achieving educational objectives.

Effective education is closely pertaining to the existence of effective schools. Effective school is the school in which an optimal learning environment is established and the cognitive, emotional, psychomotor, social and aesthetic developments of the students are optimized (Klopf, Gordon, Etel-Schelden & Kevin-Brennan 1982; Cited in Balci, 2013). An effective school can be considered as the environment where the ideal educational environment is created. Effective schools hold administrative features such as instructional leadership, strong school-family relationships, a traceable learning process and high expectations for educational goals (Özdemir, 2000). In this respect, organizations have made efforts to increase productivity and effectiveness for long years. These efforts have become even more intense today. The organizations' inclination to increase the effectiveness also necessitates the identification and measurement of these concepts (Ekinçi & Yılmaz, 2002). A number of models have been put forward by researchers for the purpose of measuring the level of effectiveness, and some features of the school have been analyzed in different dimensions based upon the effectiveness models. The effectiveness of an organization is directly correlated with the efficiency and educational orientation of the effectiveness dimensions of the organization (Baştepe, 2009). Being educational organizations, schools need to be effective in order to sustain their assets because organizations remain alive only when they are effective (Bursalioğlu, 2012). The effectiveness of the education system formed by educational organizations depends largely on the degree at which all the schools achieve their aims (Başaran & Çinkır, 2011).

The roles of administrators and teachers in the presence and level of effectiveness, which have an important place in terms of the education system, cannot be underestimated. Administrators and teachers contribute to the effectiveness of education through engaging themselves to work. In this sense, there may also be a relationship between engagement regarding teachers and administrators' interests, desires, attitudes and dedication and the effectiveness of schools. Hence, such a study has been conducted on the relation between engagement and the effectiveness of schools. Within this context, the research question is as such: "Is there a relationship between the engagement levels of the teachers and administrators and the effectiveness level of primary and secondary schools?" In service of this goal, answers to the following questions have been sought:

- I. What are the engagement levels of teachers and administrators in elementary and secondary schools?
- II. What is the level of effectiveness of primary and secondary schools depending on the views of teachers and administrators working at primary and secondary schools?
- III. Do the engagement levels of teachers and administrators in primary and secondary schools significantly vary across several demographic characteristics (gender, marital status, educational status, job title, institution type and school type)?
- IV. Do the views of teachers and administrators on the effectiveness levels of primary and secondary schools differ significantly in terms of several demographic variables (gender, marital status, educational status, job title, institution type and school type)?
- V. Is there a relationship between the engagement levels of employees and the effectiveness level of the characteristics of primary and secondary schools?
- VI. How do the engagement levels of the employees predict the effectiveness of primary and secondary schools?

METHOD

This part presents research model, population and sample, data collection tools and data analysis.

Research Model

Having utilized relational screening models, this research has a descriptive survey model. Survey models are research models that aim to describe a situation existing in the past or current (Karasar, 1994). The research focuses on the relationship between engagement level of the teachers and administrators and effectiveness of schools.

Population and Sample

The population of the study consists of primary and secondary school teachers and administrators working at private and state schools located within the districts of Kahramanmaraş (Dulkadiroğlu and Onikişubat) during

the academic year of 2016 and 2017. The research sample holds a total of 410 participants who were selected by random sampling method. The research data has been gathered from 23 schools (14 primary + 9 secondary) out of 345 schools (210 primary + 135 secondary). For the minimum sample size calculation, the sample size formulas were used for the variables in which the population size is specified (Büyüköztürk, 2012).

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}} n_0 = (t^2 \cdot P \cdot Q) / d^2$$

In these formulas, P reflects to have a certain characteristic, while Q does not. Since P is not estimated for the population, P value is regarded as 0.5. The value d indicating the amount of deviation that can be considered as insignificant for estimating the population is taken as 0.05 (5%) for this study. t is the value corresponding to the probable confidence levels of P and PQ. N is the size of the population and consists of 5336 participants. n value refers to the minimum sample size. Upon analyzing the research data, 410 participants (teachers and administrators), that is n=358,36 were found to be sufficient for the research sample.

Table 1 depicts the demographic information (gender, marital status, educational status, job title, institution type and school type) concerning the participants.

Table 1. Frequency and Percentage Values of the Demographic Information Concerning the Participants

Demographic Information	Groups	F	%
Gender	Male	231	56,3
	Female	179	43,7
Marital Status	Married	348	84,9
	Single	62	15,1
Educational Status	Undergraduate	26	6,3
	Graduate	344	83,9
	Postgraduate	40	9,8
Job title	Teacher	373	91,0
	Administrator	37	9,0
Institution type	State school	379	92,4
	Private School	31	7,6
School type	Primary	245	59,8
	Secondary	165	40,2

Table 1 suggests that the numbers of the participants regarding their demographic characteristics are higher in terms of those who are male, married, teachers, who have graduate degree and who work at state primary schools.

Data Collection Tool

This research has employed the “Engagement Scale” and “Effective School Scale”.

Engagement Scale: The tool which was developed by Schaufeli, Gonzalez-Roma & Bakker (2002) consists of 17 items and 3 dimensions (vigor, dedication, and absorption). The Cronbach alpha values of the dimensions are .79 – .89 and – .72, respectively. The Engagement Scale, the Turkish adaptation of which was created by Köse (2015) possesses 17 items and 2 dimensions. The results of the exploratory factor analysis made by Köse (2015) have revealed that the tool has 2 dimensions (professional attitude-professional enthusiasm) and the two-factor structure of the scale was verified through confirmatory factor analysis. The reliability coefficient was found to be 0.94 for the overall scale. As to the sub-dimensions, the coefficients were determined to be .91, and .73, respectively. The internal consistency coefficient Cronbach’s alpha reliability coefficient was found to be .90 for the overall scale in the present study. The coefficients of the two dimensions were determined to be .89 and .69 in this study. Table 2 displays the reliability values regarding the effective school scale.

Table 2. Reliability Coefficients of the Engagement Scale

Dimensions	Original	The present study
Professional attitude	.94	.89
Professional enthusiasm	.73	.69
Total	.94	.90

Table 2 displays that the reliability level of the overall work engagement scale and the 1st dimension (professional attitude) are high in the present study. The reliability level of the 2nd dimension (professional enthusiasm) is also acceptable.

Confirmatory Factor Analysis (CFA) has been conducted through use of mPlus 7.4 package program in order to confirm the factor loadings of the “Engagement Scale”. Figure 1 shows the diagram model related to the CFA results.

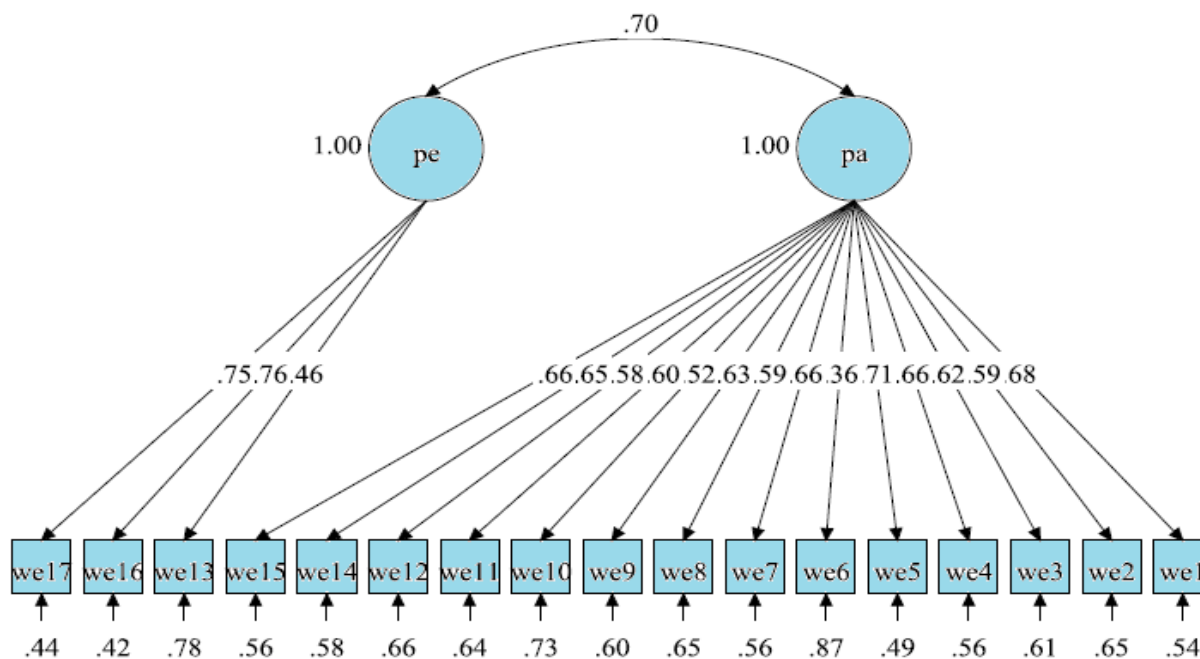


Figure 1. Confirmatory Factor Analysis Diagram Model Regarding the Engagement Scale

CFA results have suggested that the two-factor structure of the scale was confirmed and the model has good fit indices ($\chi^2/df=2.61$, CFI= .92, TLI=.90, RMSEA= .063, SRMR= .044). The factor loadings of the scale range from .36 to .76.

Effective School Scale: The scale was developed by Abdurrezzak (2015) based on the studies of Balcı (1993), Şişman (1996), Baştape (2002) and Ayık (2007). The tool has 31 items and 5 dimensions (1-Administrator, 2-Teachers, 3-School atmosphere and education process, 4-Students, 5-School environment and parents). Confirmatory factor analysis has confirmed the five-structure of the scale. The reliability coefficient was found to be 0.95 for the overall scale. As for the dimensions, 1-Administrator, 2-Teachers, 3-School atmosphere and education process, 4-Students, 5-School environment and parents- the coefficients are .77, .90, .88, .92, .91, respectively. The total scale's Cronbach's alpha reliability coefficient was re-calculated and determined to be .93 in the present study; when the sub-dimensions were recalculated, 1-Administrator, 2-Teachers, 3-School atmosphere and education process, 4-Students, 5-School environment and parents were determined to be .74, .85, .78, .89 and .85, respectively. The reliability values for the effective school scale are presented in Table 3.

Table 3. The Reliability Coefficients Regarding the Effective School Scale

Dimensions	Original	The present study
Administrator	.77	.74
Teachers	.90	.85
School atmosphere and Education process	.88	.78
Students	.92	.89
School environment and parents	.91	.85
Total (the overall scale)	.95	.93

According to Table 3, the reliability values of the overall effective school scale and all dimensions are reliable and acceptable.

Confirmatory Factor Analysis (CFA) has been conducted in order to confirm the five-factor structure of the “Effective School Scale”. Figure 2 shows the diagram model related to the CFA results.

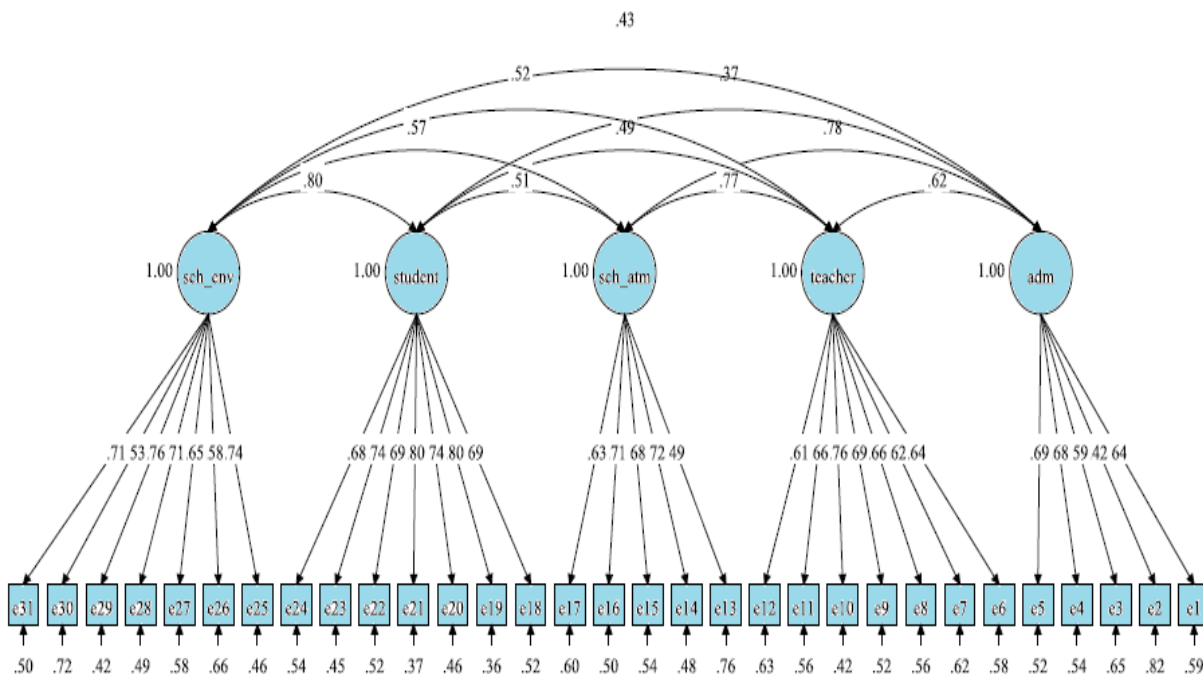


Figure 2. Confirmatory Factor Analysis Diagram Model Regarding the Effective School Scale

CFA results have indicated that the five-factor structure of the scale was confirmed and the model has good fit indices ($\chi^2/sd=2.27$, CFI= .90, TLI=.90, RMSEA= .023, SRMR= .049). The factor loadings of the scale range from .42 to .80.

Data Analysis

The research data were analyzed through use of SPSS 23.0 statistical package program (Statistical Package for the Social Sciences).

The data analysis has shown that the skewness and kurtosis values related to the engagement scale has been identified to be -.60 and .65, and those of the effective school scale are -.41 and .41, respectively. These values range between +1.50 and -1.50 interval suggesting that the research data demonstrate normal distribution (Tabachnick & Fidell, 2015). Hence, the data provided the requirements of the parametric tests.

First, the frequency, percentage and mean of the data were calculated during data analysis. t-test was used for the variables with two groups (gender, marital status, job title, institution type and school type.), and one-way analysis of variance (ANOVA) for those with more than two groups (educational status). Pearson correlation analysis was conducted so as to determine the direction, level and amount of the relation between engagement and effective school. Multiple regression analysis was used to explain the relationship between the dimensions of the engagement (independent) and effective school (dependent) variables through effective mathematical equation.

FINDINGS (RESULTS)

This part presents the research findings.

The Views of the Participants on the Engagement and Effective School Variables

According to the findings obtained from the views of a total of 410 participants on engagement and effective school variables, each variable has been presented separately within itself.

The averages of the responses of all participants related to engagement and effective school have been identified to be $\bar{X}=3.97$ and $\bar{X}=3.83$, respectively. Taking into account that the averages are evaluated at the level of "agree" ranging from 3.41 to 4.20 interval score, the participants' level of engagement and their views on the effective school have been determined to be at the level of "agree".

An Examination of the Participants' Views Regarding Self-Employment and Effective School in Terms of Several Demographic Characteristics

The scores of the engagement scale and effective school scale have been compared separately depending on the demographic information concerning the participants. Therefore, the research has used t-test for the variables such as gender, marital status, job title, institution type and school type, and one way analysis of variance (ANOVA) was used for educational status.

Findings related to the Analysis of Engagement Level in terms of Several Demographic Characteristics

Table 4 presents t-test results conducted to determine whether the views of the administrators and teachers about work engagement statistically differ across gender.

Tablo 4. t-Test Results of Work Engagement Levels in terms of Gender

Factor	Groups	N	\bar{X}	S	Df	T	p
Work engagement	Male	231	3,95	0,56	408	-0,83	0,41
	Female	179	4,00	0,53			
1st dimension (Professional attitude)	Male	231	3,97	0,57	408	-0,41	0,68
	Female	179	3,99	0,54			
2nd dimension (Professional enthusiasm)	Male	231	3,88	0,74	408	-2,04*	0,04
	Female	179	4,03	0,69			

* $p < 0,05$

A closer look at the views of the teachers and administrators regarding the overall engagement scale and dimensions indicates that no significant difference has been noted in the overall scale and professional attitude dimension in terms of gender [$(t(408) = -0,83, p = .41)$, $(t(408) = -0,41, p = .68)$]; whereas the dimension of professional enthusiasm significantly differ across gender ($t(408) = -2,04, p = .04$).

Table 5 displays t-test results conducted to identify whether the work engagement levels of the administrators and teachers significantly differ across marital status.

Tablo 5. t-Test Results of Work Engagement Levels in terms of Marital Status

Factor	Groups	N	\bar{X}	S	df	t	p
Work engagement General	Married	348	3,96	0,55	408	-1,04	0,30
	Single	62	4,03	0,50			
1st dimension (Professional attitude)	Married	348	3,96	0,57	408	-1,03	0,30
	Single	62	4,04	0,48			
2nd dimension (Professional enthusiasm)	Married	348	3,93	0,68	408	-0,71	0,48
	Single	62	3,98	0,69			

Table 5 revealed no significant difference in the overall scale, and its dimensions-professional attitude and professional enthusiasm depending on the participants' marital status [(t(408)= -1.04, p=.30), (t(408)= -1.03, p=.30), (t(408)=-.71, p=.48)].

Table 6 displays t-test results conducted to determine whether the work engagement levels of the administrators and teachers significantly differ across job title.

Tablo 6. t-Test Results of Work Engagement Levels in terms of Job Title

Factor	Groups	N	\bar{X}	S	df	t	p
Work engagement General	Teacher	373	3,97	0,54	408	0,12	0,90
	Administrator	37	3,96	0,57			
1st dimension (Professional attitude)	Teacher	373	3,97	0,56	408	-0,30	0,77
	Administrator	37	4,00	0,59			
2nd dimension (professional enthusiasm)	Teacher	373	3,96	0,72	408	2,14*	0,04
	Administrator	37	3,77	0,78			

*p<0,05

Upon analyzing the participants' views in terms of job title, no significant difference has been noted across the overall scale and the dimension of professional attitude [($t(408) = .12, p = .90$), ($t(408) = -.30, p = .77$)]. However, a statistically significant difference has been determined across the other dimension; professional enthusiasm ($t(408) = 2.14, p = .04$).

Table 7 displays t-test results conducted to determine whether the work engagement levels of the administrators and teachers significantly differ across institution type.

Table 7. t-Test Results of Work Engagement Levels in terms of Institution Type

Factor	Groups	N	\bar{X}	S	df	t	p
Work engagement	State	379	3,94	0,54	408	-3,85*	0,00
	Private	31	4,32	0,42			
1st dimension (Professional attitude)	State	379	3,95	0,56	408	-3,69*	0,00
	Private	31	4,33	0,46			
2nd dimension (Professional enthusiasm)	State	379	3,92	0,69	408	-2,96*	0,00
	Private	31	4,31	0,48			

Table 7 depicts a statistically significant difference between administrators' and teachers' views on the overall scale and the dimensions of professional attitude and professional enthusiasm in terms of institution type [($t(408) = -3.85, p = .00$), ($t(408) = -3.69, p = .00$), ($t(408) = -2.96, p = .00$)].

Table 8 displays t-test results conducted to determine whether the work engagement levels of the administrators and teachers significantly differ across school type.

Table 8 .t-Test Results of Work Engagement Levels in terms of School Type

Factor	Groups	N	\bar{X}	S	df	t	p
Work engagement	Primary	245	3,98	0,56	408	0,39	0,69
	Secondary	165	3,95	0,51			
1st dimension (Professional attitude)	Primary	245	3,99	0,58	408	0,51	0,61
	Secondary	165	3,96	0,53			
2nd dimension (Professional enthusiasm)	Primary	245	3,94	0,70	408	-0,18	0,86
	Secondary	165	3,95	0,67			

As can be seen in Table 8, the overall work engagement scale and its dimensions of professional attitude and professional enthusiasm are free from a significant difference in terms of school type [($t(408) = .39, p = .69$), ($t(408) = .51, p = .61$), ($t(408) = -.18, p = .86$)].

Table 9 shows ANOVA results conducted to identify whether work engagement levels of the administrators and teachers significantly vary across educational status.

Tablo 9. ANOVA Results of Work Engagement Levels in terms of Educational Status

Factor	Groups	N	\bar{X}	S	df	F	p
Work engagement General	Undergraduate	26	4,04	0,60	409-2	0,28	0,76
	Graduate	344	3,96	0,54			
	Postgraduate	40	4,00	0,53			
1st dimension (Professional attitude)	Undergraduate	26	4,07	0,59	409-2	0,48	0,62
	Graduate	344	3,97	0,56			
	Postgraduate	40	4,01	0,52			
2nd dimension (Professional enthusiasm)	Undergraduate	26	3,88	0,85	409-2	0,10	0,90
	Graduate	344	3,95	0,71			
	Postgraduate	40	3,96	0,74			

Table 9 points that the views of teachers and administrators on the engagement scale and its dimensions- professional attitude and professional enthusiasm- do not significantly differ across educational status [(F(409-2)= .28, p=.76),(F(409-2)= .48, p=.62),(F(409-2)= .10, p=.90)].

Findings related to the Analysis of the Effectiveness Level of School in terms of Several Demographic Characteristics

Table 10 presents t-test results conducted to determine whether the views of the administrators and teachers about effective school statistically vary across gender.

Tablo 10. t-Test Results of Effective School Levels in terms of Gender

Factor	Groups	N	\bar{X}	S	df	t	p																																																								
Effective school General	Male	231	3,83	0,52	408	-0,10	0,92																																																								
	Female	179	3,83	0,52				1st dimension (Administrator)	Male	231	3,87	0,66	408	0,46	0,65	Female	179	3,84	0,62	2nd dimension (Teachers)	Male	231	3,94	0,63	408	-2,42*	0,02	Female	179	4,08	0,56	3rd dimension (School atmosphere and education process)	Male	231	3,97	0,62	408	-1,49	0,14	Female	179	4,06	0,58	4th dimension (Students)	Male	231	3,65	0,73	408	1,21	0,23	Female	179	3,56	0,80	5th dimension (School environment and parents)	Male	231	3,74	0,66	408	1,01	0,31
1st dimension (Administrator)	Male	231	3,87	0,66	408	0,46	0,65																																																								
	Female	179	3,84	0,62				2nd dimension (Teachers)	Male	231	3,94	0,63	408	-2,42*	0,02	Female	179	4,08	0,56	3rd dimension (School atmosphere and education process)	Male	231	3,97	0,62	408	-1,49	0,14	Female	179	4,06	0,58	4th dimension (Students)	Male	231	3,65	0,73	408	1,21	0,23	Female	179	3,56	0,80	5th dimension (School environment and parents)	Male	231	3,74	0,66	408	1,01	0,31	Female	179	3,68	0,76								
2nd dimension (Teachers)	Male	231	3,94	0,63	408	-2,42*	0,02																																																								
	Female	179	4,08	0,56				3rd dimension (School atmosphere and education process)	Male	231	3,97	0,62	408	-1,49	0,14	Female	179	4,06	0,58	4th dimension (Students)	Male	231	3,65	0,73	408	1,21	0,23	Female	179	3,56	0,80	5th dimension (School environment and parents)	Male	231	3,74	0,66	408	1,01	0,31	Female	179	3,68	0,76																				
3rd dimension (School atmosphere and education process)	Male	231	3,97	0,62	408	-1,49	0,14																																																								
	Female	179	4,06	0,58				4th dimension (Students)	Male	231	3,65	0,73	408	1,21	0,23	Female	179	3,56	0,80	5th dimension (School environment and parents)	Male	231	3,74	0,66	408	1,01	0,31	Female	179	3,68	0,76																																
4th dimension (Students)	Male	231	3,65	0,73	408	1,21	0,23																																																								
	Female	179	3,56	0,80				5th dimension (School environment and parents)	Male	231	3,74	0,66	408	1,01	0,31	Female	179	3,68	0,76																																												
5th dimension (School environment and parents)	Male	231	3,74	0,66	408	1,01	0,31																																																								
	Female	179	3,68	0,76																																																											

*p<0,05

Upon analyzing the views of administrators and teachers on the effectiveness level of school in terms of gender, no significant difference has been noted across the overall scale and the dimensions of administrator, school atmosphere and education process, students, school environment and parents [($t(408) = -.10, p = .92$), ($t(408) = .46, p = .65$), ($t(408) = -1.49, p = .14$), ($t(408) = 1.21, p = .23$), ($t(408) = 1.01, p = .31$)]. However, a difference in favour of female participants has been determined across the dimension of teachers ($t(408) = -2.04, p = .04$)

Table 11 suggests t-test results conducted to determine whether the views of the administrators and teachers about effective school statistically vary across marital status.

Table 11. t-Test Results of Effective School Levels in terms of Marital Status

Factor	Groups	N	\bar{X}	S	df	t	p
Effective school General	Married	348	3,82	0,52	408	-1,13	0,26
	Single	62	3,90	0,48			
1st dimension (Administrator)	Married	348	3,87	0,64	408	0,32	0,75
	Single	62	3,84	0,69			
2nd dimension (Teachers)	Married	348	4,00	0,62	408	-0,23	0,82
	Single	62	4,02	0,49			
3rd dimension (School atmosphere and education process)	Married	348	3,97	0,62	408	-0,15	0,88
	Single	62	3,98	0,53			
4th dimension (Students)	Married	348	3,57	0,77	408	-2,30*	0,02
	Single	62	3,81	0,71			
5th dimension (School environment and parents)	Married	348	3,69	0,71	408	-1,04	0,30
	Single	62	3,79	0,67			

*p<0,05

Table 11 depicts that the overall scale and the dimensions of the administrator, teachers, school atmosphere and education process, school environment and parents are not significantly affected by teachers' and administrators' marital status [(t(408)= -1.13, p=.26),(t(408)= .32, p=.75), t(408)= -.23, p=.82),t(408)= -.15, p=.88),t(408)= -1.04, p=.30)]. Yet, a statistically significant difference has been noted across the dimension of students in terms of their marital status (t(408)=-2.30, p=.02).

T-test results conducted to determine whether the views of the administrators and teachers about effective school statistically vary across marital status are shown in Table 12.

Table 12. t-Test Results of Effective School Levels in terms of Job Title

Factor	Groups	N	\bar{X}	S	df	t	p
Effective school General	Teacher	373	3,83	0,51	408	0,13	0,89
	Administrator	37	3,82	0,59			
1st dimension (Administrator)	Teacher	373	3,85	0,66	408	-1,32	0,19
	Administrator	37	4,00	0,56			
2nd dimension (Teachers)	Teacher	373	4,02	0,60	408	2,20*	0,03
	Administrator	37	3,80	0,69			
3rd dimension (School atmosphere and education process)	Teacher	373	3,97	0,63	408	0,06	0,95
	Administrator	37	3,97	0,57			
4th dimension (Students)	Teacher	373	3,61	0,76	408	-0,07	0,94
	Administrator	37	3,62	0,87			
5th dimension (School environment and parents)	Teacher	373	3,70	0,71	408	-0,49	0,64
	Administrator	37	3,76	0,76			

Table 12 reveals the views of administrators and teachers on the effectiveness of school in terms of job title; accordingly, no significant difference has been noted across the overall and the dimensions of administrator, school atmosphere and education process, students, school environment and parents [($t(408) = .13$, $p = .89$), ($t(408) = -1.32$, $p = .19$), ($t(408) = .06$, $p = .95$), ($t(408) = -.07$, $p = .94$), ($t(408) = -.49$, $p = .64$)]. However, a difference in favour of teachers has been determined across the dimension of teachers ($t(408) = 2.20$, $p = .03$).

T-test results conducted to determine whether the views of the administrators and teachers about effective school statistically vary across institution type are presented in Table 13.

Tablo 13. t-Test Results of Effective School Levels in terms of Institution Type

Factor	Groups	N	\bar{X}	S	df	t	p
Effective school	State	379	3,78	0,50	408	-6,62*	0,00
	Private	31	4,39	0,32			
1st dimension (Administrator)	State	379	3,84	0,65	408	-2,31*	0,02
	Private	31	4,12	0,61			
2nd dimension (Teachers)	State	379	3,97	0,61	408	-4,27*	0,00
	Private	31	4,44	0,37			
3rd dimension (School atmosphere and education process)	State	379	3,93	0,60	408	-4,60*	0,00
	Private	31	4,46	0,49			
4th dimension (Students)	State	379	3,55	0,75	408	-6,46*	0,00
	Private	31	4,43	0,46			
5th dimension (School environment and parents)	State	379	3,65	0,69	408	-5,94*	0,00
	Private	31	4,41	0,41			

*p<0,05

When it comes to the views of administrators and teachers on the effectiveness of school in terms of institution type, a statistically significant difference has been noted across the overall scale and the dimensions of administrator, teachers, school atmosphere and education process, students, school environment and parents [(t(408)= -6.62, p=.00),(t(408)= -2.31, p=.02),(t(408)= -4.27, p=.00), t(408)= -4.60, p=.00),t(408)= -6.46, p=.00),t(408)= -5.94, p=.00)].

Table 14 suggests t-test results conducted to determine whether the views of the administrators and teachers about effective school statistically vary across school type.

Tablo 14. t-Test Results of Effective School Levels in terms of School Type

Factor	Groups	N	\bar{X}	S	df	t	p
Effective school General	Primary	245	3,89	0,50	408	3,17*	0,02
	Secondary	165	3,73	0,52			
1st dimension (Administrator)	Primary	245	3,87	0,66	408	0,32	0,75
	Secondary	165	3,85	0,63			
2nd dimension (Teachers)	Primary	245	4,06	0,60	408	2,24*	0,02
	Secondary	165	3,92	0,62			
3rd dimension (School atmosphere and education process)	Primary	245	4,01	0,63	408	0,92	0,36
	Secondary	165	3,92	0,58			
4th dimension (Students)	Primary	245	3,72	0,73	408	3,42*	0,00
	Secondary	165	3,46	0,80			
5th dimension (School environment and parents)	Primary	245	3,82	0,66	408	3,59*	0,00
	Secondary	165	3,54	0,75			

*p<0,05

According to Table 14, no significant difference has been identified across dimensions of administrator and school atmosphere and education process [(t(408)= .32, p=.75),(t(408)= .92, p=.36)]; however, a statistically significant difference has been determined across the overall scale and its dimensions such as teachers, students, school environment and parents [(t(408)= 3.17, p=.02)t(408)= 2.24, p=.02),t(408)= 3.42, p=.00),t(408)= 3.59, p=.00)].

Table 15 indicates ANOVA results conducted to determine whether the views of the administrators and teachers about effective school statistically differ across educational status.

Tablo 15. ANOVA Results of Effective School Levels in terms of Educational Status

Faktör	Gruplar	N	\bar{X}	S	df	F	p
Effective School General	Undergraduate	26	4,02	0,46	409-2	2,16	0,11
	Graduate	344	3,81	0,52			
	Postgraduate	40	3,86	0,50			
1st dimension (Administrator)	Undergraduate	26	4,03	0,54	409-2	0,92	0,40
	Graduate	344	3,86	0,65			
	Postgraduate	40	3,84	0,66			
2nd dimension (Teachers)	Undergraduate	26	4,23	0,48	409-2	2,10	0,12
	Graduate	344	4,00	0,61			
	Postgraduate	40	3,93	0,57			
3rd dimension (School atmosphere and education process)	Undergraduate	26	4,16	0,42	409-2	1,63	0,20
	Graduate	344	3,99	0,64			
	Postgraduate	40	4,04	0,64			
4th dimension (Students)	Undergraduate	26	3,78	0,73	409-2	0,91	0,41
	Graduate	344	3,59	0,77			
	Postgraduate	40	3,68	0,75			
5th dimension (School environment and parents)	Undergraduate	26	3,96	0,56	409-2	2,46	0,87
	Graduate	344	3,68	0,72			
	Postgraduate	40	3,81	0,65			

As is seen in Table 15, the views of teachers and administrators regarding the effective school scale do not significantly vary across the overall scale and the dimensions of administrator, teachers, school atmosphere and education process, students, school environment and parents [($t(409-2) = 2.16, p = .11$), ($t(409-2) = .92, p = .40$), ($t(409-2) = 2.10, p = .12$), ($t(409-2) = 1.63, p = .20$), ($t(409-2) = .91, p = .41$), ($t(409-2) = 2.46, p = .87$)].

Findings Related to the Engagement Levels of Teachers and Administrators and the Effective School Levels of Elementary and Secondary Schools

Pearson correlation coefficient was calculated in order to reveal the relationship between the engagement levels of teachers and administrators and effective school levels of primary and secondary schools. Table 16 depicts findings related to the correlation analysis.

Table 16. Pearson Correlation Values related to the Relation between Engagement and Effective School

Variables	1	2	3	4	5	6	7	8	9
1. The Overall Engagement Scale	1	.98*	.70*	.58*	.42*	.52*	.46*	.38*	.44*
2. Professional attitude		1	.55*	.58*	.40*	.50*	.46*	.39*	.45*
3. Professional enthusiasm			1	.38*	.33*	.38*	.32*	.19*	.25*
4. The Overall Effective School Scale				1	.65*	.77*	.75*	.80*	.82*
5. Administrator Dimension					1	.48*	.57*	.30*	.35*
6. Teachers Dimension						1	.62*	.43*	.45*
7. School atmosphere and Education Process Dimension							1	.41*	.47*
8. Students Dimension								1	.69*
9. School Environment and Parents Dimension									1

*p<0,05

As can be seen in Table 16, there is a medium level, positive and statistically significant relationship between engagement and effective school ($r = .58, p < .05$).

There has been found a statistically medium level, positive and significant relationship between engagement levels and the dimensions of effective school such as administrator ($r=.42, p<.05$), teachers ($r=.52, p<.05$), school atmosphere and education process ($r=.46, p<.05$), students ($r=.38, p<.05$), school environment and parents ($r=.44, p<.05$). Besides, a medium level, positive and statistically significant relation has been determined between effective school scale and dimensions of the engagement scale such as professional attitude ($r=.58, p<.05$) and professional enthusiasm ($r=.38, p<.05$).

Findings on How Engagement Predicts Effective School

The multiple regression analysis was conducted to determine whether engagement levels of the teachers and administrators predict the effectiveness levels of the primary and secondary schools.

The findings of the independent variable (engagement) used in explaining the dependent variable (effective school) are presented in Table 17.

Table 17. Multiple Regression Concerning the Prediction of Engagement to the Effectiveness of School

	B	S.E.	B	T	p
Stable	1.637	.155		10.581*	.000
1-Professional attitude	.488	.045	.527	10.931*	.000
2-Professional enthusiasm	.064	.034	.089	1.849	.065
	R=.58	R ² =.34	F=103,845*	p=.00	

*p<0,05

Table 17 displays that the dimension of professional attitude is a statistically significant predictor of the effectiveness of the school; whereas professional enthusiasm dimension is not. 34% of the total variance in the effectiveness levels of primary and secondary schools is explained by the teachers and administrators' work engagement. According to the results of the regression analysis, the multiple regression equation (mathematical model) has suggested as to how teachers' engagement levels predict the effectiveness of primary and secondary schools:

$$\text{Effectiveness Level of the School} = 1.637 + (.488 \times \text{professional attitude}) + (.064 \times \text{professional enthusiasm})$$

CONCLUSION and DISCUSSION

Research results have revealed that the views of the participants on engagement and the dimensions of professional attitude and professional enthusiasm are at "agree" level. In his study conducted with 360 police officers working at İstanbul Security Directorate, Demir (2011) has concluded that the overall engagement scale is at "agree" level. As for the dimensions, professional enthusiasm is at "agree" level and engaged to work is at "partly agree" level. In another study conducted by Köse (2015), work engagement levels of the classroom and branch teachers working at primary and secondary schools have been found to be at "agree" level in the overall scale and its dimensions. The research findings related to the level of engagement are similar to those of the researches conducted by Demir (2011) and Köse (2015).

The views of the participants regarding the effectiveness of school and all its dimensions (administrator, teacher, school atmosphere and education process, students, school environment and parents) have been determined to be at "agree" level. In his study conducted with administrators and teachers working at primary schools, Oral (2005) states that the views of the teachers and administrators working at elementary schools on

effective school are at “sometimes agree” level. As for the dimensions of administrator, teachers and school atmosphere, participants have “sometimes agree” to the effectiveness of school, while they responded as “somewhat agree” in terms of the dimensions of students and parents. Akan (2007) has noted that the views of the administrators and teachers working at primary schools are at the “agree” level for the overall scale, “completely agree” in administrator dimension, “agree” in the teachers, school atmosphere and education process, “neutral” in the students and parents dimensions. Besides, Abdurrezzak (2015) indicates that the views of the participants on effective school are at the level of "agree" in the overall scale, and the dimensions of administrators, teachers, students and school atmosphere and education process. However, the views of the teachers and administrators on the effective school are "sometimes agree" in the school and parents dimension. Various researches have different results related to the effectiveness of school and some dimensions. Similar results have emerged in the studies conducted by Akan (2007) and Abdurrezzak (2015). The results of the present study differ from those of the research carried out by Oral (2005). This may result from the difference in the research sample, school types, and the socioeconomic environment in which the researches are conducted.

A closer look at the views of the participants on engagement indicates a statistically significant difference in the dimension of professional enthusiasm in favour of female participants. However, no significant difference has been identified across gender in the studies conducted by Köse (2015), Kavgacı (2014), Sezen (2014), Arı (2011), Çağlar (2011), Ertemli (2011) and Hakanen, Bakker and Schaufeli (2006).

Upon analyzing the difference between the views of the administrators and teachers on engagement, a statistically significant difference has been determined in favour of those who are teachers in the second dimension of keeping on working. This research examined the difference between participants working at state schools and private schools in terms of institution type. Accordingly, a statistically significant difference has been found in all dimensions of the engagement scale in favour of those who work at private schools. This is likely due to the fact that private education institutions have more opportunities and that employees in private education institutions have to guarantee their jobs for the next years.

A statistically significant difference has emerged in the second dimension (teachers) of effective school scale in favour of female participants. In the study conducted by Oral (2005), a statistically significant difference exists in the dimensions of students in favour of male participants. Yılmaz (2006) has found that the views of the administrators differ across the dimension of teachers in favour of male participants, while teachers’ views significantly vary across the dimensions of school program and education process in favour of female participants. Akan (2007) has concluded that the overall scale and its dimensions are free from significance in terms of gender according to the views of the administrators, while the views of teachers significantly differ across the dimensions of administrator, student, school culture and environment in favour of males. In another study conducted by Ayık (2007), the dimensions of the effective school-administrator, teacher, school atmosphere and teaching-learning process, students and parents significantly vary across gender in favour of

female participants. Toprak (2011) conducted a study with 246 teachers and revealed a statistically significant difference in the overall scale and all dimensions in favour of females. In the researches conducted by Kuzubaşioğlu (2008) with 278 secondary school teachers and Abdurrezzak (2015) with 580 secondary school teachers, no significant difference has been identified across gender in the total scale and the dimensions. The studies conducted on examining the effect of gender on the effectiveness of school demonstrated different results. This may be due to the difference in the research sample, school types, socioeconomic environment in which the researches are conducted. In this regard, it is wise to mention that the results of this research are partially similar to those of the other researches.

The views of the teachers and administrators on the fourth dimension of the effective school (Students) have been found to vary across marital status in favour of the single participants. As for the second dimension (Teachers) of job title, a statistically significant difference has been identified in favour of teachers. In terms of the overall scale and all dimensions, a statistically significant difference has been determined in favour of participants working at private schools. A similar layout has been noted in the study conducted by Oral (2005). As for the overall scale, the second (teachers), fourth (Students) and fifth (School environment and parents) dimensions, a statistically significant difference has been recorded in favour of participants who work at primary schools.

The results of the research have shown that there is a positive, medium level and statistically significant correlation between engagement and the effectiveness of schools. The engagement level of the administrators and teachers working at primary and secondary schools have been determined to account for 34% of the effectiveness of schools. Given the relevant literature, no study has been conducted on the relation between engagement and effectiveness of schools. Thus, this can be regarded as the first study that examines the relation between engagement and the effectiveness of school. Given the studies that examine work engagement in terms of different variables, a medium level and positive correlation has been found between organizational climate and work engagement (Arı, 2011; Karakaya, 2015; Köse, 2015). In another study, Şenel (2015) has found a medium level and positive relation between school climate and effective school. The studies conducted by Çağlar (2011) and Tan (2015) have suggested that some leadership styles are related to work engagement. On the other, the researches conducted by Kazancıoğlu (2008), Yılmaz (2010), Dinçsoy (2011), Tuncel (2013) and Abdurrezzak (2015) have examined the relationship between school effectiveness and leadership styles and found that leadership styles are associated with school effectiveness. Thus, there has been determined a relationship between school / organizational climate, leadership styles and school effectiveness. It also turns out that there is a relationship between school / organizational climate, leadership styles and work engagement. These results may be said to support the relationship between work engagement and school effectiveness, which is the result of this research.

SUGGESTIONS***Recommendations for Practitioners***

1. Research results have revealed a significant relationship between engagement and school effectiveness. In the interest of establishing school effectiveness, administrators should ensure the engagement of the employees and they should attach great importance to the engagement during the implementation process.
2. As a result of the research, a significant relationship has emerged between school effectiveness and work engagement. Work engagement is of great importance for the effectiveness of the school. In this regard, environments which provide job engagement may be created by top management through examining the situations that cause or obstruct the administrators and teachers to perform the tasks. At that point, administrative mentality may be displayed by taking the views and recommendations of the employees into consideration, and awareness of all education administrators should be raised in this regard.
3. It has been determined that private education institutions generally have more effective school characteristics compared to public institutions and that the employees of these institutions exhibit more self-employment behavior. Thus, different applications in private education institutions may be examined and adaptations may be performed in public institutions.
4. The research results have also shown that primary schools are perceived as more effective in the dimensions of teacher, student, school environment and parents compared to the secondary schools. In this respect, improvement works may be carried out in the dimensions of teacher, student, school environment and parents in secondary schools.
5. As a result of the research, a significant relationship has been identified between work engagement and school effectiveness. Therefore, teacher training institutions should take into account the fact that engagement is a process consisting of vigor, dedication and absorption. The need for institutions / training activities in order to train education administrators should be considered by decision makers.
6. In this study, engagement has been found to be a significant predictor of school effectiveness. Schools wishing to increase their level of effectiveness in this respect should consider their employees' engagement and include supportive practices to their programs.

Recommendations for Researchers

1. Conducted with the participation of teachers and administrators, this research may be realized with the administrators of district and provincial national education directorates and their staff, ministry directors and employees, and pre-school and secondary education institutions.
2. Various researches may be conducted in order to analyze the relations between engagement and effective school with different variables such as human resource management, leadership, cynicism, and organizational commitment.
3. Qualitative researches may be conducted regarding the quantitative results of this research.

ÖĞRETMENLERİN VE OKUL YÖNETİCİLERİNİN KENDİNİ İŞE VERME DÜZEYLERİ İLE OKULLARIN ETKİLİLİK DÜZEYLERİ ARASINDAKİ İLİŞKİ

TÜRKÇE GENİŞ ÖZET

GİRİŞ

Eğitimin hedeflerine ulaşmasında yani etkili olmasında birçok paydaşın rolü bulunmaktadır. Okul yöneticileri, öğretmenler, öğrenciler ve aileler bu paydaşların başında gelirler. Ancak eğitimin nihai hedeflerine ulaşmasında en etkin rollerden birisi, bu okullarda eğitimin lokomotifleri olarak çalışan eğitim iş görenlerine yani öğretmenlere (Köse, 2015) ve yöneticilere aittir. Öğretmenlerin ve yöneticilerin bireysel özellikleri ve işlerine karşı tutumları eğitimin etkililiği açısından belirleyici özelliklerdendir. Bu özelliklerden birisi de öğretmen ve yöneticilerin kendini işe vermeleri olduğu söylenebilir.

İlk kez Freudenberg (1974) tarafından tanımlanan “tükenmişlik” kavramının tanımlanmasının hemen ardından sonraki zamanlarda ortaya çıkarılan pozitif bir durumu ifade eden “kendini işe verme” tükenmişliğin bir antitezi olarak ortaya koyularak genişletilmiş bir kavramdır (Maslach, Schaufeli ve Leiter, 2001). Kendini işe verme, zihnin belli bir olguyla ilgili pozitif olma durumu olarak belirtilen, kişinin bilişsel olarak kendini işiyle bir bütün olarak değerlendiren, çalışma arkadaşlarıyla samimi ilişkiler geliştirmeyi amaçlayan, örgüt faaliyetleri ile paralellik gösteren çalışanların geliştirmiş olduğu tutumlar olarak ifade edilmektedir (Maslach ve Leiter, 2008). Bir başka bakış açısı ile kendini işe verme, belirli bir amaca, olaya, bireysel veya davranışsal olarak belirli bir odak noktasına bağlı olmayan ruhsal bir durumu ifade eden çok boyutlu zihinsel süreçtir (Saks, 2006).

Bireyler çalışma hayatında işlerine karşı, fiziksel, bilişsel ve duygusal olarak kendilerini ifade ettikleri zaman kendini işe vereceklerdir (Kahn, 1990). Fiziksel boyutta kendini işe verme, bireyin işyerindeki çalışmasında fiziksel olarak enerjisinin var olup olmaması ifade edilirken, bilişsel boyutta kuruma karşı inanç göz önüne alınmaktadır. Duygusal boyutta ise çalışanın kuruma, üstlerine, çalışma arkadaşlarına ve lidere karşı tutum ve bağlılığından söz edilmektedir. (Keser ve Yılmaz, 2009). Bu açıdan bakıldığında kendini işe vermenin bireysel düzeydeki sonucu çalışanın kişisel olarak gelişimine katkı sağlamak; performans ve kalite gelişimini arttırması açısından da örgüte fayda getirmek olduğu söylenebilir (Bakker, Schaufeli, Leiter, Taris, 2008).

Kendini işe verme kavramı dinçlik (vigor), adanmışlık (dedication) ve özdeşleşme (absorbtion) ile ifade edilen işle ilgili, pozitif ve tatmin edici bir zihin durumu olarak da tanımlanmıştır (Schaufeli, Salanova, Gonzalez-Roma ve Bakker, 2002). Bu bakımdan eğitimde çalışanların kendini işe vermelerinin istendik bir durum olduğu belirtilebilir. Çünkü kendini işe vermiş çalışanların işlerine daha bağlı ve istekli olabilecekleri, çalışma ortamında daha sağlıklı ve memnuniyet verici ilişkiler kurabilecekleri ve daha kaliteli çıktılar sunan eğitim ortamlarının sağlanmasına katkıda bulunacakları ifade edilebilir.

Okullarda çalışanların kendini işe vermeleri bireyin kendini okulla özdeşleştirdiği, okulun hedeflerine dönük başarılı olması adına yüksek performans sergilediği durumları ortaya çıkarabilecektir. Bireysel ve örgütsel yönden bu önemli faydaları bulunan kendini işe verme davranışı birçok değişkenden de etkilenmektedir. Bu değişkenlerden birisi de okulların etkililik düzeyleridir. Etkililik ise “örgütün amaçlarına ulaşma derecesi” olarak tanımlanmaktadır (Barnard, 1938; Akt. Balcı, 2013). Bu tanımdan hareketle eğitim etkililiği, eğitsel amaçlara ulaşma düzeyi olarak tanımlanabilir.

Etkili eğitimin yolu, etkili okulların varlığından geçer. Etkili okul ise öğrencilerin bilişsel, duyuşsal, psikomotor, sosyal ve estetik gelişimlerinin en uygun sağlandığı optimum bir öğrenme çevresinin oluşturulduğu okuldur (Klopf, Gordon, Etel-Schelden ve Kevin-Brennan 1982; Akt. Balcı, 2013). Bu yönüyle etkili bir okul, en ideal eğitim çevresinin oluşturulduğu ortam olarak değerlendirilebilir. Birer eğitim örgütü olan okulların varlıklarını sürdürebilmeleri için etkili olmaları gereklidir. Çünkü örgütler etkili oldukları sürece hayatta kalırlar (Bursalıoğlu, 2012). Eğitim örgütlerinin oluşturduğu eğitim sisteminin etkililiği ise sistemi oluşturan tüm okulların amaçlarına ulaşma derecesine bağlıdır (Başaran ve Çinkır, 2011).

Eğitim sistemi açısından önemli bir yere sahip olan etkililiğin varlığında ve düzeyinde yönetici ve öğretmenlerin rolleri yadsınamaz. Yönetici ve öğretmenler kendilerini işe vererek eğitimin amaçlarının gerçekleştirilmesine yani eğitimin etkililiğine katkıda bulunurlar. Bu bakımdan yönetici ve öğretmenlerin meslek ve görevlerine olan ilgi, istek, tutum ve adanmışlıklarını ele alan kendini işe verme ile okul etkililiği arasında bir ilişkinin olabileceği ifade edilebilir. Bu düşünceden hareketle bu ilişkiyi ortaya çıkarabilme amacıyla bu çalışmanın yapılmasına ihtiyaç duyulmuştur. Bu bağlamda “Yönetici ve öğretmenlerin kendini işe vermeleri ile görev yaptıkları ilkokul ve ortaokulların etkililik düzeyleri arasında ilişki var mıdır?” sorusu araştırmanın problem cümlesini oluşturmaktadır. Bu kapsamda aşağıda yer alan araştırma sorularına cevap aranmıştır:

- I. İlkokul ve ortaokullarda görevli öğretmen ve yöneticilerin kendini işe verme düzeyleri nedir?
- II. İlkokul ve ortaokullarda görevli öğretmen ve yönetici görüşlerine göre ilkokul ve ortaokulların etkililik düzeyi nedir?
- III. İlkokul ve ortaokullarda görevli öğretmen ve yöneticilerin kendini işe verme düzeyleri bazı demografik (cinsiyet, medeni durum, öğrenim durumu, görev adı, kurum tipi ve okul türü) değişkenler açısından anlamlı bir biçimde farklılaşmakta mıdır?
- IV. İlkokul ve ortaokulların etkililik düzeylerine ilişkin öğretmen ve yönetici görüşleri bazı demografik (cinsiyet, medeni durum, öğrenim durumu, görev adı, kurum tipi ve okul türü) değişkenler açısından anlamlı bir biçimde farklılaşmakta mıdır?
- V. Çalışanların kendini işe verme düzeyleri ile ilkokul ve ortaokulların etkili okul özelliklerine sahip olma düzeyleri arasında bir ilişki var mıdır? Varsa ilişkinin yönü ve düzeyi nedir?
- VI. Çalışanların kendini işe verme düzeyleri ilkokul ve ortaokulların etkililiğini ne düzeyde yordamaktadır?

YÖNTEM

Araştırma ilişkisel tarama modelinde gerçekleştirilmiş betimsel bir çalışmadır. Araştırmada öğretmen ve yöneticilerin kendini işe vermeleriyle etkili okul arasındaki ilişkiye odaklanılmıştır. Araştırma evrenini 2016-2017 Eğitim-Öğretim Yılı Kahramanmaraş İli Merkez İlçelerinde (Dulkadiroğlu ve Onikişubat) bulunan kamu ve özel ilkokul ve ortaokullarında çalışan yönetici ve öğretmenler oluşturmaktadır. Araştırma örneklemini ise bu evren içerisinde seçkisiz yöntemle belirlenen 410 katılımcı oluşturmaktadır.

Araştırmada “Kendini İşe Verme Ölçeği” ve “Etkili Okul Ölçeği” olmak üzere 2 farklı ölçme aracı kullanılmıştır.

Kendini İşe Verme Ölçeği: Köse (2015) tarafından Türkçeye uyarlanan ölçeğin veri toplama amacıyla kullanıldığı bu çalışmada ölçeğin genel güvenilirliğinin .90; ölçeğin alt boyutlarına ilişkin güvenilirliklerinin ise 1. boyut için .89 ve 2. boyut için .69 olduğu görülmüştür. “Kendini İşe Verme Ölçeği” nin iki faktörlü yapısını doğrulamak amacıyla bu araştırma kapsamında mPlus 7.4 paket programı kullanılarak Doğrulayıcı Faktör Analizi (DFA) yapılmıştır. DFA sonucunda ölçeğin iki boyutlu yapısının doğrulandığı ve modelin iyi uyum indekslerine sahip olduğu görülmüştür ($\chi^2/sd=2.61$, CFI= .92, TLI=.90, RMSEA= .008, SRMR= .044). Ölçek maddelerine ait faktör yüklerinin .36 ile .76 arasında değiştiği belirlenmiştir.

Etkili Okul Ölçeği: Etkili Okul Ölçeği Balcı (1993), Şişman (1996), Baştepe (2002) ve Ayık'ın (2007) çalışmaları esas alınarak Abdurrezzak (2015) tarafından 31 madde 5 boyutlu olarak geliştirilmiştir. Ölçeğin veri toplama amacıyla kullanıldığı bu çalışmada ölçeğin geneline ait güvenilirliğin .93; ölçek alt boyutlarına ilişkin güvenilirliklerinin ise 1. boyut için .74, 2. boyut için .85, 3. boyut için .78, 4. boyut için .89 ve 5. boyut için .85 olduğu ortaya çıkmıştır. Etkili okul ölçeğinin beş boyutlu yapısını doğrulamak amacıyla bu çalışma kapsamında DFA yapılmıştır. Yapılan DFA sonucunda ölçeğin beş boyutlu yapısının doğrulandığı ve modelin iyi uyum indekslerine sahip olduğu görülmüştür ($\chi^2/sd=2.27$, CFI= .90, TLI=.90, RMSEA= .023, SRMR= .049). Ölçek maddelerine ait faktör yüklerinin .42 ile .80 arasında değiştiği belirlenmiştir.

Araştırma verileri incelendiğinde kendini işe verme ve etkili okul ölçeği verilerinin çarpıklık ve basıklık değerlerinin normal dağılım gösterdiği sonucunu ulaşılmış bu bakımdan parametrik testler kullanılmıştır. Veri analizinde öncelikle verilerin frekans, yüzde ve ortalamalarına bakılmıştır. İki gruba sahip olan (cinsiyet, medeni durum, görev adı, kurum tipi ve okul türü) değişkenlerde t-testi; ikiden fazla gruba sahip olan (öğrenim durumu) ise tek yönlü varyans analizi (ANOVA) uygulanmıştır. Kendini işe verme ve etkili okul değişkenleri arasındaki ilişkinin yönünü, düzeyini ve miktarını belirlemek için Pearson korelasyon analizi yapılmıştır. Aralarında ilişki olabileceği düşünülen kendini işe verme (bağımsız) değişkeninin alt boyutları ile etkili okul (bağımlı) değişkeni arasındaki ilişkiyi matematiksel eşitlik ile açıklamak için çoklu regresyon analizi yapılmıştır.

BULGULAR VE SONUÇ

Araştırma sonucunda katılımcıların kendini işe verme düzeylerinin ve etkili okula ilişkin görüşlerinin “Katılıyorum” düzeyinde olduğu ortaya çıkmıştır. Kendini işe verme değişkeni ile etkili okul değişkeni arasında orta düzeyde pozitif ve istatistiksel olarak anlamlı bir ilişkinin olduğu görülmektedir ($r=.58, p<.05$).

Kendini işe verme ölçeği geneli ile etkili okul ölçeğinin yönetici ($r=.42, p<.05$), öğretmenler ($r=.52, p<.05$), okul ortamı ve eğitim süreci ($r=.46, p<.05$), öğrenciler ($r=.38, p<.05$) okul çevresi ve veliler ($r=.44, p<.05$) alt boyutları arasında orta düzeyde pozitif ve istatistiksel olarak anlamlı bir ilişkinin olduğu; etkili okul ölçeği geneli ile kendini işe verme ölçeğinin işe bakış ($r=.58, p<.05$) ve işe devam ($r=.38, p<.05$) boyutları arasında orta düzeyde pozitif ve istatistiksel olarak anlamlı bir ilişkinin olduğu görülmüştür.

Çalışanların kendini işe vermenin işe bakış alt boyutunun okul etkililiğinin istatistiksel olarak anlamlı bir yordayıcısı olduğu; işe devam alt boyutunun ise anlamlı bir yordayıcısı olmadığı görülmüştür. Öğretmen ve yöneticilerin kendini işe vermelerinin işe bakış ve işe devam alt boyutu ilkökul ve ortaokulların etkililik düzeyinin açıklanan toplam varyansın yaklaşık % 34’ünü açıklamaktadır. Regresyon analizi sonuçlarına göre öğretmen ve yöneticilerin kendini işe vermelerinin ilkökul ve ortaokulların etkililiğini yordamasına ilişkin çoklu regresyon eşitliği (matematiksel model) Etkili Okul Olma Düzeyi= $1.637 + (.488 \times \text{İşe Bakış}) + (.064 \times \text{İşe Devam})$ şeklinde açıklanmıştır.

ÖNERİLER

Uygulayıcılara Dönük Öneriler

1. Okul etkililiğini oluşturma adına, çalışanların kendini işe vermelerinin sağlanması gerektiği eğitim yöneticileri tarafından bilinmeli ve uygulamada buna dikkat edilmelidir.
2. Yönetici ve öğretmenlerin kendini işe vermelerine sebep veya engel olan durumlar üst yönetimlerce incelenerek çalışanların kendini işe vermelerini sağlayıcı ortamlar yaratılabilir. Bu noktada çalışanların görüş ve önerilerini dikkate alma ve çalışanlara değer verme yönünde yönetim anlayışı sergilenebilir, bu konuda bütün eğitim yöneticilerinin farkındalıkları daha fazla artırılabilir.
3. Özel öğretim kurumlarının kamu kurumlarına kıyasla genel olarak daha etkili okul özelliği taşıdıkları ve bu kurumların çalışanlarının ise daha fazla kendini işe verme davranışı sergiledikleri belirlenmiştir. Bu bakımdan özel öğretim kurumlarında yapılan farklı uygulamalar incelenebilir, kamu kurumlarına bu uygulamalarla ilgili uyarlamalar yapılabilir.
4. Araştırma sonucunda ilkökulların ortaokullara kıyasla öğretmen, öğrenci, okul çevresi ve veliler boyutlarında daha etkili olarak algılandığı görülmüştür. Bu bakımdan ortaokullarda öğretmen, öğrenci, okul çevresi ve veliler boyutlarında geliştirme çalışmaları yapılabilir.

5. Kendini işe vermenin dinçlik adanmışlık ve özdeşleşmeden oluşan içsel bir süreç olduğu hususu öğretmen yetiştiren kurumların faaliyetlerinde göz önünde bulundurulmalı, eğitim yöneticilerini bu yönüyle yetiştiren kurumlara/eğitim faaliyetlerine ihtiyaç olduğu karar vericiler tarafından dikkate alınmalıdır.

Araştırmacılara Dönük Öneriler

1. Kendini işe verme ve etkili okul değişkenleri ile insan kaynakları yönetimi, liderlik, sinizm, örgütsel bağlılık gibi farklı değişkenler arasındaki ilişkiler, yapılacak farklı araştırmalarla incelenebilir.
2. Bu araştırmanın nicel sonuçlarına ilişkin nitel araştırmalar yapılabilir.

Anahtar Kelimeler: Etkili okul, kendini işe verme, öğretmen, yönetici.

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