

A COMPARATIVE CASE STUDY ON SCHOOL EFFECTIVENESS
CHARACTERISTICS OF TWO PRIVATE HIGH SCHOOLS IN ANKARA

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ABSTRACT

A COMPARATIVE CASE STUDY ON SCHOOL EFFECTIVENESS CHARACTERISTICS OF TWO PRIVATE HIGH SCHOOLS IN ANKARA

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This study aimed at exploring the school effectiveness characteristics of two high schools, one with high (School A) and one with low (School B) levels of placement ratio in ÖSS for their graduates, to observe their characteristics as perceived by their stakeholders (students, teachers, parents, school administrative staff and managers).

In this study, a comparative pre-structured case study method was employed. The study was conducted in two private high schools in the province of Ankara, Turkey. The participants were 10 students, 10 teachers, 10 parents, 2 non-academic staff and 3 administrators from School A, and 10 students, 10 teachers, 7 parents, 3 non-academic staff and 2 administrators from School B.

A framework drawn by the researcher as a result of review of relevant literature was used to conceptualize the study and to guide the interview schedules to collect data. According to this framework, six general areas in effective school literature were explored. These areas were academic emphasis, organization and administration, school climate, home-school relations, teaching staff, and physical and financial resources.

The data collected through semi-structured interviews were analyzed using content analysis technique. The findings revealed that two case schools had major differences almost in all areas explored. The only major similarity between two schools was in the leadership and leader qualities under organization and administration area. The effective school characteristics of the school with high levels of placement ratio in ÖSS, in all six areas explored were added to the conceptual framework drawn at the beginning of the study.

Keywords: School Effectiveness, Effective School Characteristics, Academic Emphasis, Organization, Administration, School Climate, Home-School Relations, Teaching Staff, Physical and Financial Resources, Comparative Case Study

ÖZ

ANKARA'DAKİ İKİ ÖZEL LİSENİN ETKİLİ OKUL ÖZELLİKLERİ ÜZERİNE KARŞILAŞTIRMALI BİR DURUM ÇALIŞMASI

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Bu çalışmanın amacı biri ÖSS'de yüksek (Okul A) biri düşük (Okul B) öğrenci yerleştirme oranına sahip iki lisenin, etkili okul özelliklerini birincil kurumsal paydaşları (öğrenciler, öğretmenler, veliler, okul çalışanları ve yöneticiler) tarafından algılandığı biçimi ile araştırmaktır.

Bu çalışmada karşılaştırmalı önceden yapılandırılmış durum çalışması yöntemi kullanılmıştır. Çalışma, Ankara ilindeki iki özel lisede yürütülmüştür. Çalışmanın örneklemini, Okul A'dan 10 öğrenci, 10 öğretmen, 10 veli, 2 okul çalışanı, ve 3 yönetici, ve Okul B'den 10 öğrenci, 10 öğretmen, 7 veli, 3 okul çalışanı, ve 2 yönetici oluşturmuştur.

Araştırmacı, araştırmanın kavramsal çatısını oturtmak ve mülakat sorularını yönlendirmek amacı ile alanyazın taraması sonucu etkili okul kavramının oluşturduğu bir araştırma çerçevesi hazırlamıştır. Bu çerçeveye göre etkili okul kavramında ki altı alan araştırılmıştır. Bu alanlar, akademik önem, örgüt ve yönetim, okul iklimi, okul-aile ilişkileri, öğretmenler ve fiziksel ve maddi kaynaklardır.

Yarı yapılandırılmış görüşme yolu ile toplanmış olan veriler, içerik analizi yöntemi ile incelenmiştir. Çalışmanın bulguları araştırılan alanlarda iki okul arasında ciddi farklılıklar

göstermiştir. İki okul arasında ki tek önemli benzerlik, örgüt ve yönetim alanı altında ki liderlik ve lider özelliklerinde bulunmuştur. ÖSS’de yüksek öğrenci yerleştirme oranına sahip lisenin etkili okul özellikleri çalışmanın başında hazırlanmış olan kavramsal çerçeveye olası etkili okul özellikleri olarak eklenmiştir.

Anahtar Kelimeler: Etkili Okul, Etkili Okul Özellikleri, Akademik Önem, Örgüt ve Yönetim, Okul İklimi, Okul-Aile İlişkileri, Öğretmenler, Fiziksel ve Maddi Kaynaklar, Karşılaştırmalı Durum Çalışması

TO NECMİ & DERİN

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LIST OF ABBREVIATIONS

LGS	=	High Schools Entrance Exam
MONE	=	Ministry of National Education
ÖSS	=	University Entrance Exam
SER	=	School Effectiveness Research
YÖK	=	Higher Education Council

CHAPTER 1

INTRODUCTION

This chapter will open with the background to the study. Next, the purpose of the study and research questions will be given. Finally, the significance of the study and the definitions of the key terms in the study will be presented.

1.1. Background to the Study

Education is a social institution which bears a heavy responsibility in the shaping of the future of nations. Almost everyone living in a country has a stake of some kind in this vast system either as a student, parent, teacher, educational administrator or policy maker. As Fitz-Gibbon (1996) states education is “the complex social system in which everyone is required to participate...Once you reach ‘school age,’ educators lay claim to thousands of hours of your time” (p.3). For education to reach its goal, that is shaping the future to the best benefit of individuals and the society in general, schooling must worth the time, energy and finance spent for it. How this could be enhanced in such a huge system, especially when there are too many variables playing major roles in forming the quality of schooling? These variables affecting the quality of schooling exist at different levels: national, regional, school, class, teacher and individual student level.

Schools, being open systems, are subject to adopt themselves according to the changes happening in the political, social and financial context they exist in and the technological developments of the era. However, in order to do so, first it would be helpful to explain what “school effectiveness” is.

School effectiveness research (SER) has gained interest in the last two decades and many research studies have been carried out to identify the school factors that

account for student performance. The simple question on whether schools make a difference raised in mid 1960s (Coleman, 1966) have yielded further numerous questions to investigate the role of schooling and the effect that it has on students' academic and social mobility.

SER, which gained momentum in 1980s, investigated many questions in the course of two decades trying to find answers to the following questions: "Do schools have effects upon pupils?" "What is the size of schools' effects on their pupils?" "Are schools equally effective upon different aspects of pupil development?" "Are schools consistently 'effective' or 'ineffective' over time?" "Do schools have the same effects upon all pupils?" "What are the characteristics of effective school organizations?" (Reynolds, 1992). The more recent studies conducted in the last decade diverted their interests towards other areas like, effectiveness in equity and outlier school effectiveness.

The findings of studies carried out in the scope of school effectiveness, triggered the projects in the area of school improvement. Britain and the US pioneered the endeavors in this area and tried to bring standards to their school systems to ensure the effectiveness of schools across the country. However, despite the findings of the SER which emphasized school effectiveness in cognitive areas like reading and writing as well as non-cognitive areas like low truancy levels, the criteria used to assess the effectiveness of schools in these countries have not gone much beyond the students' performance levels in high stakes centralized national tests. Griffith (2002), while discussing if school effectiveness is an empirically demonstrable attribute, states that before the late 1980s, almost all states in the U.S. had developed methods to assess quality or effectiveness of schools through data-driven assessments. These states defined quality or effectiveness of education looking at student scores on standardized achievement tests, like National Assessment of educational Progress (NAEP) reading and writing test, Scholastic Achievement Test, American Iowa State test. Griffith (2002) believes that aspects of school learning and social environment were often considered to be less important measures of school effectiveness and only recently some survey studies have started to search for the other complex factors, like school environment, that contribute to educational success.

The case is not much different in Britain where the effectiveness of schools is mostly assessed through the *league tables* which inform public about the success of the schools in standardized tests. Cuttance (1992) talking about the British school system and the importance of the results of the national exams in assessing the effectiveness of individual schools, consents that “only a partial picture of the way that schools vary from one to another in terms of outcomes” can be seen when the effectiveness of schools are assessed “on the basis of pupil’s performance in public examinations” (p. 73).

Benchmarking is the term used in Australia (Hill, 2001) to measure the effectiveness and the efficiency of the schools by looking how students are performing in such exams testing specific outcomes (Marsh, 1997, p. 226).

The case studies which looked beyond the students’ results in national tests through exploring the processes in the individual schools to see what makes them ‘effective’ or ‘ineffective’ is limited to those schools which provide education to mostly disadvantaged students in the outlying schools. Reynolds, Teddlie, Creemers, Scheerens, and Townsend (as cited in Teddlie & Reynolds, 2001) show the following as one of the three distinct strands of SER as a result of an extensive review of the field: “Effective Schools Research concerned with the processes of effective schooling, evolving from case studies of outlier schools through contemporary studies merging qualitative and quantitative methods in the simultaneous study of classrooms and schools” (p. 48).

On a similar account, the most recent criticism of school effectiveness research and theory findings being used for school improvement projects also lies in the belief that the theory is not grounded in practice but in researchers’ and policy makers ideas about effective schools. They believe that there is no salient evidence that these are also the ideas of the ones who are in the schools, classrooms and who have responsibility for making the schools effective (Brown, Riddle & Duffield, 1996; Thrupp, Mansell, Hawksworth & Harold 2003; Weiner, 2002).

To sum up, the stage where the concept of school effectiveness has reached in the last couple of decades necessitates in-depth analysis of individual cases (schools) to be carried out through approaches in which the views of the insiders (teachers, students, principals etc.) are included, in order to go beyond the assessment of schools' effectiveness via student exam scores only.

1.1.1. The case in Turkey

Turkish educational system, which has undergone ongoing changes since the declaration of the Republic in 1923, is not problem free when the concept of school effectiveness is questioned. Şimşek (1997) lists the following as mostly uttered current issues in the Turkish education system: “tuitions and fees, university entrance exams, private schools, ‘cram schools’ (dershanes), quality of educational provision, centralized structure of the national education, teaching profession, and how well the curriculum fits the needs of the era.” (p. 80). According to Altunya (2000), the current problems of the national education are inequality in the share of right for education, focus on memorization rather than individual development due to the competitive and selective system, chaos in the overall structure of the system as to the variety of the school types, managerial insufficiency, curricular and instructional problems, the impact of religion, teacher education, and the disappointing results of Ministry of National Education (MONE) projects aimed at improving the quality of education. A report on the problems of secondary education in Turkey prepared by a group of educators (Ankara Üniversitesi, 2004) list the following:

- Quality of the personnel
- Management
- Infrastructure and equipment
- Inspection
- Guidance (to students)
- Curriculum
- Assessment and Evaluation
- School-Parent-Society Partnership

- Finance
- University entrance exam (ÖSS) and system for entering tertiary level
- Social skills education

It is not hard to see that the scope of the current problems raised above is so wide that it covers almost all the sub-systems within any system of national education. When it is the case the concept of school effectiveness gains even more importance in such a context where the schools suffer from the problems listed above.

However, one needs to be cautious when making general statements about the schools in Turkish educational system as there are many different types of schools. The problems of the national educational system outlined above called for the emergence of private sector in education. Turkish private schools have existed since the early years of this century, initially mostly servicing the children of “foreign diplomatic corps, affluent minority, ethnic and religious groups. However, in 1928 the first private schools for Turkish students were established with limited enrollment” (Baş-Collins, 2002, p. 432). The number of private schools for Turkish students drastically increased during the economic transformation in the country in 1980s and currently there are 546 private Turkish high schools in the country, 59 of which are in Ankara (Ministry of National Education [MONE], 2005). These schools do not rely on the financial support coming from the government, but subsidize their expenditure using the financial sources coming from the tuition fees, parental support or in some cases, from the foundations they are a part of. Therefore, to most parents, these schools are more capable, at least financially, of providing a ‘better’ service to their students. Another reason why these schools are believed to provide ‘better’ service is due to the fact that they provide increased tuition hours, which gives them a flexibility in going beyond the boundaries of the national curriculum provided and ‘dictated’ by the Ministry of National Education. Although all Turkish private schools in the country are subject to follow the national curriculum, some private schools may follow alternative curriculum only after getting the approval of the Ministry. All is done to be able to provide the ‘better service.’ What this ‘better service’ consists of, though, is a question mark?

The results of PISA (Programme for International Student Assessment), an internationally standardized assessment that was jointly developed by OECD (Organization for Economic Co-operation and Development) countries and administered to 15-year-olds in schools, is in line with Turkish parents' thought about the private schools. The results of the 2003 test reveal that there is a difference between the performance of the public and private school students in Turkey. Below are the results of the 2003 assessment, displaying the mean averages of Turkish students according to school type (public or private) compared to OECD averages. The test was administered in 41 countries to 4,500 to 10,000 students in each.

Table 1.1. *PISA 2003 Turkish Results (OECD, 2003)*

		Reading	Mathematics	Science	Problem Solving
<u>Country</u>	<u>Category</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>
Turkey	public	437	418	430	403
Turkey	private	557	569	563	536
OECD					
Average	public	517	526	521	524
OECD					
Average	private	498	517	512	511

As Table 1.1. presents, the mean average of private school students in Turkey is above the OECD averages (for both school types) across all four areas of the test (reading, mathematics, science and problem solving). On the other hand, the mean averages of public school students in Turkey are below the OECD averages.

What do these mean in terms of the effectiveness of these private schools in the country? Does having higher averages in the international standardized test guarantee the effectiveness of the private schools in Turkey? It is hard to give a direct answer. School effectiveness is a fairly new concept in the schools of Turkey. There is very limited number of studies conducted in this area. Turkish education system, in the eye of the local people, plays a very important role in democratization and seen as a means for upward social mobility (Yıldırım, 1997). Entering a tertiary level education is seen as the ultimate aim of schooling since it is seen as the only way of

securing a proper job after graduation for survival or at least to be able to meet the ends in a difficult economy like Turkey's.

In general terms, to many parents in Turkey, the schools that are considered to be effective are the ones that can attract many students, that provide a reasonable student-teacher ratio, or that have facilities and resources for extra curricular activities. However, success rate at the national exams, LGS (High Schools Entrance Examination) or ÖSS (University Entrance Examination), is the most noticeable effectiveness criterion. Every year, the data showing the number of high school graduates, school by school, placed in tertiary educational institutions are published by the ÖSYM (Öğrenci Seçme ve Yerleştirme Merkezi [ÖSYM], 2003; ÖSYM, 2004a, ÖSYM 2004b). The schools, and the parents, use these data to draw conclusions about schools' effectiveness in a very general sense, using the students' exam scores data as an indication of the effectiveness of the schools listed.

ÖSS is a high stakes exam which shapes the future of 18-year-olds in a few hours time and the negative backwash effect of this test on the secondary schools in Turkey is a hot topic of current educational debate. The major reason of the problem is the competitive nature of the system. To illustrate, 1,851,618 candidates took the ÖSS in 2005. 607,994 of them were placed in a tertiary level institution, only 198,509 of which were 4 year degree programs of faculties in Turkey. This makes around one per cent of the candidates who took the exam. The competitiveness is also reflected at the province level. Of the 147,865 candidates from the province of Ankara who sat the test, 18,630 were placed in a 4 year degree program (around 11%). The case for private schools where the medium of instruction is English is a bit more positive, though. Of the 26,969 graduates who took the exam, 10,455 were placed in 4-year-degree programs (around 38,5%) (ÖSYM, 2005).

This competitive nature puts a lot of stress on especially the private high schools, which need to attract students for their survival and which can only do so if their graduates can be placed in highly regarded 4-year-degree programs of the universities. As discussed above, the first criterion the parents use as they choose private schools for their children seems to be this. However, these data do not

provide any information about what factors, if any, in more specific terms are leading to such outcomes, that is high or low percentages of university placement.

Therefore, there is a gap in the literature as to the relationship, if any, between the school effectiveness characteristics as they exist in the literature and the student achievement levels in this high stakes standardized national examination in Turkey.

1.2. Purpose of the Study

The purpose of this comparative pre-structured case study is to explore the school effectiveness characteristics of two high schools, one with high levels of placement ratio in ÖSS and one with low levels of placement ratio for their graduates, to observe what effective school characteristics they possess as perceived by their immediate stakeholders (students, teachers, parents, school administrative staff and managers).

The study was carried out in two private high schools in Ankara. School A had had high university placement ratio for its graduates (80 to 100% of the graduates placed in faculties) in the last three years, and School B had had low placement ratio (17 to 22 %).

1.3. Significance of the Study

The situation where school effectiveness theory and research stand currently demands for more studies into the educational processes in the individual schools through incorporating the beliefs and perspectives of those who are in the day-to-day running of the schools. Apart from this demand, the insufficiency of empirical data in current literature as to the generalizability of SER findings to international contexts is a plea for studies to be conducted especially in developing and the third world countries.

Therefore, carrying out this study was significant for the following reasons. Firstly,

this study brought a conceptual framework in the study of school effectiveness and movements for improving schools in the general sense. It also shed light on some common school effectiveness indicators in the context of Turkey, where there is very limited data in the school effectiveness field. Moreover, it explored high school stakeholders' perspectives of the school effectiveness characteristics of private high schools, which are opted more by the parents, who can financially afford it, in Turkey. Furthermore, the kind of data collected in this study reflect the perspectives of the schools' immediate stakeholders who are in the day-to-day running of the schools. Finally, the data from this study could provide helpful information for school improvement efforts in Turkey and can be used as a basis for further similar research in this context.

1.4. Definition of the Key Terms

Effectiveness: The extent to which the desired output is achieved (Scheerens, 1992, p. 3).

School effectiveness: The degree to which educational means or processes result in the attainment of educational goals (Scheerens, 1992, p. 11).

School climate: Total environmental quality within a school. 'Personality' of the school (Lunenburg & Ornstein, 1996, p. 74-5).

Leadership: The process of influencing followers through the use of power. Using different bases of power results in different reactions from followers. (Lunenburg & Ornstein, 1996, p. 148).

Academic Emphasis: Agreement among all staff, teachers, middle and senior managers on the importance of teaching and learning in the school and acceptance that examination uptake and results are important in judging both school and departmental effectiveness (Sammons, Thomas & Mortimore, 1997, p.172).

Mission: The core purpose of an organization – its reason for existing. Mission statements are usually brief and comprehensive (Florida International University, n.d.)

Modeling: A person demonstrating or acting as one wants others to act and communicating examples of values, ideas, and behaviors to be acquired by students (Moore, 1999, p. 490)

Time on task: The amount of time within a lesson that students spend engaging with the curriculum rather than on other activities such as socializing, moving around the classroom and being disciplined (Muijs & Reynolds, 2001, p. 36)

Instructional strategies: The approach used to present information in a manner that achieves learning. Approaches include tutorial, gaming, simulation, etc. Aspects of instructional strategies include the order of presentation, level of interaction, feedback, remediation, testing strategies, and the medium used to present the information (Northeastern Illinois University, n.d.).

Stakeholder: An individual or group with an interest in the success of an organization in delivering intended results and maintaining the viability of the organization's products and services. Stakeholders influence programs, products, and services (Interoperability Clearinghouse, n.d.).

Whole person development: 1) Considering the whole person (motor, cognitive, affective domains) to ensure developmental appropriateness and, consequently student success. (James & Cruz, 2005); 2) Spiritual, intellectual, physical, social, aesthetic, career and emotional development of the individuals (City University, Student Development Services, 2005); 3) Increasing brain power, intelligence, creativity and imagination of a person (Rossman, 2005).

Pre-structured case study: It is a study in which the researcher establishes an explicit conceptual framework, a rather precise set of research questions, and a clearly defined sampling plan. The pre-structured case begins with a case outline, developed

before any data are collected. The outline includes detailed data displays, as well as narrative sections accompanying them (Miles and Huberman, 1994, p. 84).

CHAPTER 2

REVIEW OF LITERATURE

This chapter will open with the presentation of various perceptions of school effectiveness in the literature. Secondly, the historical foundations of the concept of school effectiveness and the contribution of the studies conducted in the US and Britain will be presented. Then, some studies which were conducted in some popular areas in school effectiveness research (SER) like ‘the relationship between the pupil intake and school effectiveness’, ‘school’s impact on different aspects of pupil development’, ‘schools’ effectiveness over time and on various types of students’, and ‘the level of effectiveness between departments in individual schools’ will be discussed. Following this, various sets of characteristics of effective schools discussed in literature will be presented. After the presentation of multi-level models of educational effectiveness, the role of cultural differences and the case in some developing and third world countries in SER will be covered. Following a discussion on the stages of SER, the current research literature available about the Turkish context will be presented. Later, the critiques of SER in general and what is suggested for future research in the area will be covered. Lastly, the conceptual framework that the researcher has drawn as a result of the review of relevant literature will be presented.

2.1. Perceptions of school effectiveness

The concept of *effectiveness* is rather a vague one since authors in the area have given numerous definitions. The reason for this variety lies in the fact that these authors use different criteria to assess *effectiveness*. Scheerens (1992) asks some questions to highlight the variation in the definition of school effectiveness:

Question 1: From whose perspective is effectiveness judged?
Question 2: Which area of activity within an organization determines effectiveness?
Question 3: At which level of the organization is effectiveness analysed?
Question 4: How is effectiveness defined in terms of time?
Question 5: What data are used to form an opinion on effectiveness?
Question 6: What standards or measures are used in order to make effective judgments.

(p. 7-9)

For those who look at a school from a classical organization theory perspective, effectiveness is defined in terms of economic rationality. According to Scheerens (1992) this can also be identified as the productivity of an organization. The measurement of pursued outputs, like the achievement or well-being of students, is the basis for the effectiveness criteria. However, the other views of organizations “dismiss the economic rationality model” as they find it “both simplistic and out of reach.” Moreover, as discussed by Scheerens (1992), it is a well know fact that “reaching a consensus on goals and how to operationalize and quantify these” is not an easy task in teaching (p. 4).

Assessing the effectiveness of schools, using the human relations approach perspective would observe the employee behavior in the work place and consider the school as an effective one if employees are motivated, they have high morale and work hard, effective communication channels are developed within an organization, especially between the administrators and the teachers and if there is democratic leadership (Lunenburg & Ornstein, 1996). As Scheereens (1992) asserts “from this [The human relations approach] viewpoint, the job satisfaction of workers and their involvement with the organization are likely criteria for measuring the most desired characteristics of organization. The organizational theorists who share this view regard these criteria as effectiveness criteria” (p. 5). Behavioral science approach perspective, on the other hand, would be mostly interested in “the individual and the way in which he relates to the organization” (Lunenburg & Ornstein, 1996, p. 11) while assessing the effectiveness of a school. Lastly, looking from an organic systems model, assessing the effectiveness of schools would be assessed in terms of

the schools' ability of adapting to their environment. Therefore, "idea of flexibility and adaptability are the most important conditions for effectiveness, in the sense of survival" (Scheerens, 1992, p. 4) according to this perspective.

To sum up, despite the ambiguity in the 'definition of effectiveness' discussed above, as put by Harris and Bennett (2005) "school effectiveness studies have continuously shown that effective schools are structurally, symbolically and culturally more tightly linked than less effective ones" (p.11). Therefore, one can conclude that current understanding of school effectiveness is rather an eclectic perspective, which takes some principals of different organizational perspectives, including the classical organizational theory, human relations approach, behavioral science approach and systems theory.

2.2. Historical foundations of the concept of school effectiveness

The history of school effectiveness literature goes back to mid sixties when James Coleman (1966) presented the controversial argument stating that only a small proportion of variation in student achievement can be accounted for by schools as compared to other factors like family background. Coleman Report presented the findings of his Equal Educational Opportunity survey that took place in around 4000 elementary and secondary schools, collecting data from 60,000 teachers and 600,000 students. The two aims of the study were to investigate the relationship between students' school achievement and their ethnic and social background, and the possible influence of 'school' factor on the learning of students (Scheerens, 1992). Coleman's assertion was followed by further studies which were carried out on both sides of Atlantic in order to find out if this was the case.

As Reynolds and Packer (1993) state the work of Jencks et al. (1971) in the early 1970s and the British Plowden Report of the Central Advisory Council for Education in the early 1960s, confirmed the findings of Coleman study and concluded that schools have little impact on the academic outcomes of their students. According to Macbeath and Mortimore (2001), the initial questions put by Coleman and Jencks were "primarily about social determinism as against school malleability" (p. 6). They

were wondering if school could make a difference regardless of student social background.

One of the two major school effectiveness studies conducted in the late 1970s was carried out in the United States, by Edmonds (1979) and, the other one was in the United Kingdom by Rutter, Maughan, Mortimore and Ouston (1979). These two studies investigated if schools in their respective national contexts had any effects when the differences in their student populations were taken into account. The findings of both studies concluded that schools make a small but highly significant difference to the life chances of their students

Therefore, although the early studies consent that the schools don't make much difference, the studies to follow put the assertion that some schools are more effective than the others and they concluded that although social background plays an important role, schools can still promote educational and social mobility (Brookover, Beady, Flood, Schweitzer & Wisenbaker, 1979; Mortimore, Sammons, Ecob, Stoll & Lewis 1988; Sammons et al., 1997). This idea of *school effect* has shaped the nature of the research in the area, which attempted at finding out what these effects are.

The early research studies conducted in the US on the topic of school effectiveness precedes many others that were later conducted in Britain and recently in the Netherlands, Australia and very recently in some third world countries like Thailand and Nigeria. According to Macbeath and Mortimore (2001), the studies of school effectiveness carried in the US alone filled 41 pages in a 1995 review by North West Educational Laboratories (NREL, 1989). While reviewing the US research, Levine (1993) draws the following conclusion: As studies used different criteria to assess effectiveness and various data-analysis methods, conflicting conclusions about whether a school is effective or ineffective were drawn. However, after reviewing many studies which were carried out to list effective schools correlates, Levine and Lezotte (as cited in Levine, 1993) identified these characteristics (correlates) as follows: 1) Productive school climate and culture, 2) focus on student acquisition of central learning skills, 3) appropriate monitoring of student progress, 4) practice

oriented staff development at the school site, 4) outstanding leadership, 5) salient parental involvement, 6) effective instructional arrangements and implementation, 7) high operationalized expectations and requirements from students.

The British literature is not much different when it comes to conflicting results. Although the school effectiveness research gained momentum in Britain after the US, a substantial number of studies were carried out in the 1980s and 1990s to make a richer knowledge base in the field. According to Reynolds (1993) the growth in knowledge has produced “many unanswered questions as questions answered,” (p.2) and there has been “methodological sophistication” in the work done over time.

According to Reynolds (1993), the earlier studies looked at if schools had effects upon pupils. Unlike the very earliest study in Britain summarized in British Plowden Report, which confirmed the findings of Coleman (1966) as mentioned above, other early studies carried out in the 1970s found very large school effect and reported substantial variations between schools in their effectiveness. The quantitative data collected in the Improving School Effectiveness Project (ISEP) that took place in Scotland between 1995 and 1997 confirm the assertion that schools make a difference but the effects differ according to the child’s school level, gender, and learning areas (MacBeath & Mortimore, 2001).

2.3. Most common research areas in SER

Whether the background characteristics of pupil intakes can be accounted for the school effectiveness has been one of the most investigated questions in SER. The factors such as the IQ level, family income, poor housing, parental education level, parent employment status, race, fluency in English, gender and age were among the areas that were looked into to explore their impact on school attainment. Although the results of the previous sociological and educational studies had shown that there is a statistically significant relation between students’ school success and social background characteristics both at elementary and high school level (Thomas, Smees, Sammons & Mortimore, 2001), studies like the Inner London Education

Authority Junior School Project by Mortimore et al. (1988), which controlled the student entry attainment, social class, sex and race found that these were poor predictors of students' future success compared to the school characteristics. The research studies which were carried out on the effectiveness of schools regardless of the profiles of the student intake, by Smith and Tomlinson (1989) and by Nutall, Goldstein, Prosser and Rasbash (1989) also yielded similar results. A more recent longitudinal study carried out by Sammons (as cited in Thomas et al., 2001) used more sophisticated statistical techniques to control for the impact of "socio-economic disadvantage, gender, race and fluency in English simultaneously" (p.53). The results of this study showed that although socio-economic factors have a fairly stable influence, ethnicity has a more varied impact and it can change over time.

Similarly, the early research studies found that a school can be equally effective or ineffective for all types of students in the schools, regardless of their ability or social background. However, being able to use more complex techniques of data analysis, later studies could identify large differences for different types of pupils in the relative effectiveness of schools. These studies put students into various types depending on their school entry abilities, gender and ethnicity (Reynolds, 1993).

Another question which has been investigated is whether schools had the equal impact on different aspects of pupil development. The study carried out by Rutter et al., and the one conducted by Reynolds (as cited in Reynolds, 1993, p. 5) reported high intercorrelations between schools' academic effectiveness and their social effectiveness as measured by attendance and delinquency rates. However, some later studies assert that schools may have different effect in different areas. The study conducted by Mortimore et al. (1988) shows even various levels of effectiveness within academic outcomes, depending on the area, like oracy, reading, etc.

Whether schools are effective or ineffective consistently over time and whether they have the same effects upon all pupils are yet other areas that have been looked into. According to Sammons et al. (1997) the evidence as to whether effectiveness of schools vary over time is mixed. The studies by Willms, Goldstein, Roelevend and

de Jong, and Bosker et al. (as cited in Sammons et al., 1997) suggest that schools are effective consistently over time. On the other hand, the study conducted by Nuttall et al. (as cited in Sammons et al., 1997) assert just the opposite. However as also been suggested by Fitz-Gibbon (1991) and Raudenbush (1989), rather a longitudinal study needs to be carried out to come to some conclusions as to stability of effectiveness.

Apart from the research carried out to identify the level of effectiveness between high achieving and underachieving schools, the level of effectiveness between the departments in individual schools has also been investigated by Sammons et. al. (1997), measuring the effects over different time periods and differential effectiveness for different type of students (gender, ethnicity, social groups, prior achievement). The detailed multilevel analysis of examination results of nearly 18,000 students of over ninety secondary schools between 1990 and 1992 revealed that secondary schools can have an impact on students' academic performance even in disadvantaged areas. As to the departmental differences, they found that although the differences between departments was very important, in some schools all departments were found to be functioning effectively by the help of the *supportive context, shared emphasis on the importance of student learning and achievement*, and effective departments *supporting each others' efforts*. These findings supported Scheerens' (1992) views on the topic and find close echo in an other study conducted by Luyten (1994) which reported much greater individual achievement attributed to departmental variance than the whole school variance. However, MacBeath and Mortimore (2001) warn against making judgments as it is also known that the nature of the subject also plays a role in this, giving the example of reading versus mathematics as students often accomplish reading or pre-reading skills at home before they start schooling.

Fitz-Gibbon (1996) suggests the use of relative ratings as opposed to regression approaches in assessing the relative performance of departments especially if there is no data on the prior achievement or an ability measure. She puts the question that can be answered by using this analysis method as "Taking into account the difficulty of

the subject as seen in the entire sample, and the students who entered for the subject in my school, how good were the results compared with those of other departments in the school” (p. 140).

2.4. Characteristics of effective schools

As suggested by many authors “there is no single, universally acceptable set of ‘effective school characteristics’ and a review of literature suggests that school factors account for, at most, some 25 per cent of the variance in student performance” (OECD, 1998, p. 13). Nevertheless, effective schools research continues to gain interest in the last two decades due to its contributions to the school improvement movements especially in North America and Britain. As Lunenburg and Ornstein (1996) assert, most of the studies on effective schools focus on elementary education. However, they provide a list of ten common characteristics or indicators of effective K12 schools, compiled from interviews, observations, and analysis of self-studies with 571 successful schools:

- 1) Clear academic goals
 - 2) High expectations for students
 - 3) Order and discipline
 - 4) Frequent monitoring of student progress
 - 5) Meaningful student responsibility and participation
 - 6) Teacher efficacy and morale
 - 7) Academic learning time
 - 8) Positive school climate
 - 9) Administrative leadership
 - 10) Community support and involvement
- (Lunenburg & Ornstein, 1996, pp. 351-2)

Wyatt (1996) discusses the question of how to measure and report the effectiveness of schools with no single correct answer. For this reason while some studies look at the concept of *value added*, some focused on student outcomes as measured by standardized test scores. However, the bulk of current school effects research accepts an operational definition of an effective school as one in which students’ progress further than might be expected from consideration of its intake (Mortimore, 1991). Wyatt (1996) reports that comparisons against standards and comparison of actual

against expected scores are among the strategies used to construct indicators of school effectiveness.

Louis, Toole and Hargreaves (1999) report that “there are almost as many lists of effectiveness factors as there are research studies” (p. 253). However, below is an abridged version of within-school factors that affect the effectiveness of schools as listed by Rutter (as cited in Reynolds, 1993) as a result of his studies:

1. The balance of intellectually able and less able children in the school.
2. The system of rewards and punishment.
3. The school environment.
4. Ample opportunities for children to take responsibility and participate in the running of the school.
5. Good use of homework, setting clear academic goals, and confidence in the pupils’ capacities.
6. Teachers providing good models of behavior in time keeping and dealing with pupil problems.
7. Successful group management in the classroom.
8. Firm leadership with a decision making process where all teachers felt that their views were represented.

(pp. 8-9)

In addition to the characteristics of effective secondary schools, the characteristics of effective primary schools were also identified. Mortimore et. al. (1988) identified the following several characteristics that were associated with primary schools which were effective both in cognitive areas like reading and writing and non-cognitive areas like low truancy levels: Purposeful leadership, involvement of the deputy heads and teachers in decisions, consistency among teachers, a structured day, intellectually challenging teaching, a work-centered environment, a limited focus within sessions, maximum communication between teachers and pupils, thorough record-keeping, parental involvement, and a positive climate (Reynolds, 1993).

Wyatt (1996) resolves the different lists of these factors that have been created by various researchers in the list below:

1. Strong leadership at the building level.
2. "Best practice" teaching.
3. An organizational climate that supports good work by teachers.

4. Curriculum that fosters an "instructional emphasis" or an "academic press."

In the early years of 1980s, Purkey and Smith (as cited in Lockheed & Levin, 1993) identified nine organizational and four process characteristics of effective schools as follows:

The organizational characteristics:

1. school-site management
2. instructional leadership
3. staff stability
4. curriculum articulation and organization
5. schoolwide staff development
6. parental involvement and support
7. school wide recognition of academic success
8. maximized learning time
9. district support

The process characteristics:

1. collaborative planning and collegial relationships
2. sense of community
3. clear goals and high expectations
4. order and discipline (p. 6)

The list created by Sammons, Mortimore and Thomas (as cited in Mortimore & MacBeath, 2003, p. 7) reduced previously published 719 factors into 11 salient factors that were associated with school effectiveness. The very same list is also presented by Ouston (2003) to present a typical list of 'features of effective schools':

1. professional leadership,
2. shared vision and goals,
3. a learning environment,
4. concentration on learning and teaching,
5. high expectations,
6. positive reinforcement,
7. monitoring progress,
8. pupil rights and responsibilities,
9. purposeful teaching,
10. a learning organization,
11. home-school partnership (p.7).

Despite some diversity existing in different suggested lists, Rutter and Maughan

(2002) conclude that compared to other areas within school effectiveness theory, there is much greater agreement across both large scale quantitative and smaller case studies as to the school features that seem to foster student progress. The wide range domains covered in this agreement listed as: Contextual features, school organization and management, school ethos, effective monitoring, group management in the classroom, and pedagogic qualities.

2.5. Multi-level model of educational effectiveness

The school effectiveness theory lacked a general framework. Recently, there has been an improvement in the analysis of data gathered for the research studies. While some of the early analyses simply used the school as the unit of analysis and examined the relationships between different school means, some other studies used the individual student as the unit of analysis.

Creemers (as cited in De Jong, Westerhof and Kruiter (2004, pp.4-5) presented a comprehensive multi level model of educational effectiveness. The model filled a gap in literature to guide researchers in their studies. Based on educational research which had tried to identify the effective school characteristics, Creemers' model tries to explain student outcome in an educational system considering the variables at the student, classroom, school and national context level.

As earlier studies conducted in the Netherlands found that classroom level are predominant, Creemers' model concentrates on the classroom level factors like, time on task and opportunities used at the student level in the classroom. However, Creemer also acknowledges the importance of all factors at all levels and the interrelations among the factors between levels.

De Jong et al. (2004) study which was also carried out in the Netherlands with the aim of evaluating the main validity of the main individual factors included in Creemers' model, looked at the factors' expected effects on student achievement. Their findings support the idea that Creemers model can be considered insufficient at certain levels mainly because the cross level interactions suggested in Creemer's

model was not found in this study. De Jong et. al. (2004) also report that there are striking differences between their findings and the finding of another very similar research carried out in Cyprus by Kyriakides, Campbell and Gagatsis (2000) due to cultural differences.

These new methods involving multilevel modeling are now widely applied in educational and social research and have resulted in some rethinking of the conclusions of earlier research. Most importantly, the results of these methods have suggested that previous investigations may have underestimated the effects of schools and overstated the role of student background. As Lockheed and Longford (1989) argue, the use of the appropriate method for analyzing multi-level data is the most important statistical issue since most used statistical techniques for such data may lead to “biased estimates”(p. 5).

2.6. Cultural differences and the case in some developing and third world countries in SER

Murillo and Rincon (2002) agree with the assertion that research on school effectiveness has proved to be highly ‘ethnocentric’. They believe that there may be two reasons for that. The majority of the research projects were carried out in only a few countries like Great Britain, the Netherlands, the USA or Canada, where there are some common characteristics. Among these characteristics are very decentralized education systems where schools have a high degree of autonomy, there is sufficient educational resources, parents' participation in school management is low but parents have freedom to choose a school for their children. Therefore, they believe that due to different social, economic, and cultural conditions, and the different education systems in different countries, using the results of the studies in one country and apply them to other contexts is not appropriate.

As Hallinger and Kantamara (2001) also believe that, as many scholars agree, the cultural characteristics of a nation influence its organizations in a ‘hidden but demonstrable’ manner. The literature, in general, suggests that context plays a significant role in determining the effectiveness attributes of schools (Scheerens, 2001).

However, it should also be kept in mind that the similarity of the cultures and the systems in place in different countries may produce similar results. MacBeath and Mortimore (2001, p. 14) while comparing the school effects in various countries report that in some countries there is more “horizontally integrated or comprehensive” school system, where students progress the school level within the same structure, like the case in countries such as, Scotland, the USA, Sweden, Finland and New Zealand. They say that the studies found relatively small differences between classes within schools in these countries due to the common systems they share.

Some studies were conducted to find out the differences across cultures. Townsend (1997) who studied what makes schools effective in the USA and Australia conclude that two country samples have similar views by thinking that ‘dedicated staff,’ ‘academic leadership,’ ‘clear school goals,’ ‘safe and orderly environment’ and ‘positive school climate’ are important indicators of effective schools. However, two country samples have contradictory results about some indicators. While the US sample thinks that ‘high expectations’ has the secondary importance, the Australians put it on the 14th place. Similarly as to the ‘positive motivation strategies’ there is disagreement. Australians put it as the 4th most important factor whereas the US sample thinks it was the 13th.

Another study conducted by Adewuyi (2002) in Nigeria to compare the Nigerian and the US effective school characteristics, found some differences especially due to exam oriented approach to teaching in the Nigerian as a contextual requirement.

Harber and Muthukrishna (2000) believed that “great care is needed in the automatic international transfer of school effectiveness characteristics” (p. 432). These researchers carried out a study in South Africa to explore if the effective school characteristics are universally valid. Their study concluded that education for peace and democracy is an essential feature of school effectiveness in South Africa. According to the findings of this study, “one crucial area of minimal effectiveness is safety and non-violence” (p. 433) in that context.

In their paper discussing the cultural context of school improvement in Thailand, Hallinger and Kantamara (2001) assert that cultural differences pose an important contextual factor in the significance and the implementation of research on school effectiveness and improvement.

Scheerens (2001), who consents that “the most important conclusion from the review of the evidence from school effectiveness studies in developing countries, is the scarcity of studies that have looked at instructional processes at the classroom level” (p. 361) summarizes the most significant conclusions drawn from the review of school effectiveness studies carried out in developing countries as follows:

- considerably larger between-school variation in developing countries as compared to industrialized countries,
- a more consistent and stronger effect of material and human resource input factors in developing countries,
- inconclusive and weak evidence on the effect of instructional factors that have received empirical support in industrialized countries.

(Scheerens, 2001, p. 361)

Some studies investigated the role of parents, being one of the characteristics in the current school effectiveness literature, in different cultures. One study was carried out by Willms and Sommers (2001) in Latin America and looked at the family, classroom, and school effects on children's educational outcomes and another was carried out by Kan and Tsai (2005) in Taiwan and investigated the influence of parents on their children's education attainments and aspirations. The first study was carried out in 12 of the 13 countries in Latin America, namely, Argentina, Bolivia, Brazil, Colombia, Cuba, Chile, Honduras, Mexico, Paraguay, Peru, the Dominican Republic, and Venezuela. The study found that the relationship between student attainment and family background varies among countries. Across all countries, however, the most effective schools tended to have the following: high levels of school resources, multi-graded classrooms with heterogeneous student groupings, frequent student assessment, high level of parental involvement at the class and school level; and positive classroom climate, especially in terms of discipline. The second study mentioned above conducted in Taiwan found that parenting practices

are influential determinants of adolescents' education outcomes. Moreover, a father's education is an important determinant of the education outcomes of adolescents in the country.

The OFSTED (Office of Standards in Education) report, called *World Apart*, by Reynolds and Farrell (as cited in MacBeath & Mortimore, 2001) provides a list of cultural factors which account for the difference between the countries:

- the high status of teachers and the recruitment of high achieving students into teaching,
- religious traditions and cultural aspirations that place a high value on learning and education,
- Confucian beliefs on the role of effort, striving and working hard,
- high aspirations of parents for their children,
- high levels of commitment from children keen to do well,
- the prevalent belief that all children can acquire core skills.

(p. 15)

Being more aware of the cultural and contextual factors playing an important role, there have been some recent attempts to promote more international and local research in different parts of the World, apart from the two sides of Atlantic. Murillo and Rincon (2001) report on a project started with this aim. In order to promote research and communication on school effectiveness and school improvement in the area at the beginning of the year 2000, the Ibero American Network for Research on School Effectiveness and School Improvement (RIEME) was created. Among its activities are promoting international research on school effectiveness and school improvement, developing and maintaining a closed e-list and a web page, organizing meetings, training and advising activities. RIEME works as a Network of networks, and is widespread in Spain, Portugal and most countries in Latin America (Ministerio de Educacion y Ciencia, n.d.)

2.7. Stages of SER

Scheerens, Bosker, and Creemers (2000) categorize the SER discussed in the sections above into three stages. The first stage is the simple generalization of

empirical facts for theory formation. The second is the categorization of relevant variables according to a multi-level framework in which student, classroom, school and school context levels were distinguished, and these main variables were further investigated to form school effectiveness modeling studies. During the third stage in the SER, the empirical findings were tried to be connected to more established economic and social scientific theory. The concepts of ‘high reliability organizations’ and ‘incentives for task oriented behavior’ were drawn from theories like synoptic rational planning, market mechanism, cybernetic principle and organizational learning.

2.8. The Turkish context

Although school effectiveness and school improvement have gained attention especially in the last two decades, which resulted in numerous studies in both sides of Atlantic and in some third World countries, no major studies carried out in Turkish context exist in the literature. Turgut (1997) asserts that “the effectiveness of schools and the quality of education have always been persistent issues in secondary education [in Turkey]. The measures that improve the quality usually require extra spendings and extra work. Unfortunately, the limited financial sources and overload of teachers put the limitation on the measures that improve the quality of education” (p. 58).

Among the limited research studies available in the Turkish context are Balcı (2002) and Şişman (2002) studies on the investigation of the effectiveness of elementary schools in Turkey, Karip’s(1996) study on the utility of regression based research in school improvement, Karip and Köksal’s (1996) work on developing effective educational systems, and Baş-Collins’ (2002) work on the perceptions of an effective school about the difference schools make.

The research study conducted by Balcı (2002) aimed at making an evaluation of the elementary schools in Turkey according to the characteristics of effective schools in the areas of school manager, teachers, school environment, students and parents.

Another aim of the study was to find out if there is any relation between the teachers' demographic characteristics and how they evaluate their schools in the areas above. This survey study which collected data from 120 teachers, from various schools participating in an inspector training program yielded the following results in the five areas it explored.

School administrator: Educational leadership characteristics like delegation, class visits, direct contact with students were found to be medium or low level factors as opposed to managerial leadership.

Teachers: Teacher characteristics like assigning guided homework, believing that all students can learn, spending long time for students' learning were found to be medium or low level factors (The researcher believes that this could be due to the large class sizes).

School environment: The factors found as medium or low level were not the factors directly related to the teaching-learning process but those which have supportive roles, like insufficiency of teaching aids, large class size.

Students: The student characteristics were found to be changing according to the school culture and administrators' approaches.

Parents: All parental characteristics were found to be medium or low level factors. The researcher believes that among the effective school characteristics, 'parents' is the one which is least evident.

Şişman's (2002) study surveyed 224 teachers working in the elementary schools in the province of Eskişehir. The research study aimed at exploring how teachers perceive the effective school characteristics of the schools in the province in the following dimensions: School principal, teachers, students, school curriculum and the teaching-learning process, school culture and environment, school context and parents.

Following is the summary of some findings of this study:

1. 'School principal' dimension was found to be the most effective dimension according to the perceptions of the teachers and this is followed by 'school culture and environment', 'teachers', 'school

- curriculum and teaching-learning process', 'students', and 'school context and parents' in order.
2. 'School principal' and 'teachers' were found to be the most effective dimensions both in the schools in central Eskişehir and the ones in the rest of the province. However, while 'school context and parents' dimension has the third place in the schools in central Eskişehir, the third place was for the 'school curriculum and teaching learning process' dimension in the schools in the rest of the province.
 3. In all the dimensions, except for the 'school principal' dimension, there is a significant difference between the schools in central Eskişehir, and the schools in the rest of the province, showing more effectiveness in the central schools.
 4. The least effective dimension was found to be the 'students'.
 5. The least effective factor found under the 'teacher' dimension is having high expectations from students.
 6. The least effective factor found under the 'teaching-learning process' is time and class management.
 7. The least effective factor found under 'school culture and working environment' dimension is the reward system and the encouragement for creative thinking and self-expression.
- (Şişman, 2002, pp. 219-221)

The Baş-Collins (2002) study was carried out in a private high school in Ankara. The aim of the study was to explore the stakeholders' perceptions of effective schools. The researcher wanted to find out to what degree the stakeholders find effective school qualities in their school, and what they recommend to improve the effectiveness of their school. Three main themes, namely, 'strong educational policy', 'physical environment and facilities', and 'quality human resources and interrelationships' emerged in this study. The administrators, teachers and the students of this school perceived the last theme, 'quality human resources and interrelationship', as the most 'influential for achieving effectiveness.'

There have also been two PhD studies carried out in Turkey in the area of school effectiveness: Karadoğan's (2000) study, which looked into the educators' and related groups' opinions about establishing effective schools of the future, and Beştepe's (2002) study, which explored the perceptions of administrators, teachers and 8th grade students in public normal and transported elementary schools, about the effectiveness of their schools.

Karadoğan's (2000) study which surveyed groups of educational administrators, teachers, students, academicians, media workers and parents, asking them their opinions on the effective schools of the future, within the framework of 'systems approach'. Therefore, school characteristics under 'input', 'process', 'output' and 'environment' factors were surveyed. The survey had the following sub-factors under these main four factors: Under 'input': aims, expectations, politics, values, technology, resources, physical conditions and budget; Under 'process': strategies, systems technology, people (school culture and environment), structure (roles, activities, teaching and support), administration, extra curricular activities and curriculum; Under 'output': the characteristics of the graduates; and under 'environment': six statements about the schools relationships with the local society, trade organizations, non-governmental organizations, and about schools' social, political and economic role in the society.

The findings of Karadoğan's study revealed that the quality and the quantity of the teaching aids and materials are seen to be the most important characteristics under 'input' factor, while increasing the high school education to four years were seen as the least important one by the subjects. Within the 'process' factor, the subjects agreed that the curriculum needs to identify students' interests, skills and abilities. Under the 'output' factor, the most important characteristics of a high school graduate is seen as being able to adapt themselves to any change and developments in the world. Lastly, as to the characteristics under 'environment' factor, the subjects agreed that the schools need to have partnerships with trade organizations to open technical courses towards needs.

The conclusion drawn from this study confirms the belief that the schools in Turkey are not effective enough in their aims, structure, processes and administration, in order to educate the individuals of the 21st century. The related groups, especially educational administrators, believe that our schools need to be equipped with modern technology and adapt the contemporary administrative structures (Karadoğan, 2000, p. 172).

Beştepe's (2002) study aimed at exploring the administrator's, teachers' and students' perceptions of the effectiveness of their schools in dimensions of 'administrator,' 'teachers,' 'students,' 'school climate,' 'teaching and learning process and environment,' 'parent participation and school environment,' and 'school physical conditions.' The results of the survey show how the effectiveness of the school in the dimensions mentioned above reflect the characteristics criteria indicated in the 'Effective School Scale 1 and 2' used to survey the subjects. The findings of the study can be summarized as below:

- Administrators meet the effectiveness criteria better compared to the teachers;
- School effectiveness perceptions of administrators and teachers are different according to the school type and their post but not according to their gender and tenure;
- According to the perceptions of administrators, teachers and the eight grade students of normal elementary schools better meet the criteria compared to the ones in transported elementary schools;
- The eight grade students in normal elementary schools meet the criteria better compared to the ones in transported elementary schools;
- The administrators and teachers in normal schools met the criteria better compared to the ones in transported schools.

(Beştepe, 2002, p. 220)

2.9. Critiques of SER and suggestions for future research

As Wyatt (1996) suggests it is not an easy task to identify the effectiveness of a school. This causes many restrictions for the research done in the area. Adewuyi (2002) summarizes the limitations or areas of problems associated with school effectiveness research as below: 1) A narrow definition of school effectiveness, 2) different methods that identified different schools as effective, 3) conceptual problems related to the choice of an effective measure, 4) instability of measures, 5) failure to control adequately for student background characteristics, 6) problems in causal ordering, 7) problems of generalizing from results, and 8) vague plans for school improvement (p. 265).

Despite the earlier criticism raised for school effectiveness research in the 1980s and the 1990s, there have been great improvements in the conceptualization and identification of effective schools as recently more refined multi-level, multi-factor, and context specific models are used. However, as Wyatt (2002) suggests school effectiveness research still suffers from lack of empirical evidence to make causal claims about the effects of specific components of effectiveness characteristics.

Although the studies which have reported in school effectiveness have produced inconsistent findings, Rutter and Maughan (2002), after reviewing about 150 studies carried out in Europe, North America, Australasia, and some Third World countries in both primary and secondary schools, come to the conclusion that there is a potential importance of school effects. They report that “the relevant mediating mechanisms for ‘school effectiveness’ had to include features operating at the classroom teaching and teacher-pupil interaction level as well as the school-wide level” (p. 456). While writing about the challenges faced in the 1980s and the 1990s in this area, Rutter and Maughan (2002) include genetic revolution, genetic influences and methodological challenges. According to them, the areas that need to be studied further are schooling in relation to behavioral outcomes, class size effects, parental involvement, intake mix, peer influences and resources.

Some other authors who wrote about the critiques of the school effectiveness research and the present knowledge base also mention some issues that threaten the viability of the present theory and the areas that need to be further studied in the future. Wyatt (1996) while writing about the shortcomings of the British and North American literature touches upon the historical focus on identifying schools that have been effective in teaching disadvantaged youth. He concludes that most of the schools studied in the US were inner city schools, which have no counterpart in many countries. The need for research to be in more typical samples of schools seems to be evident. Wyatt (1996) also believes that larger sample sizes are needed. Writing about the British studies, he mentions the highly defective nature in their measurements of pupil intakes into schools, which he thinks might have led to invalid assumptions about schools or education systems being more effective without taking into account the intake quality of their pupils. Therefore, it is believed that

multiple indicators of intake is needed in the future, covering a range of pupil academic and social factors, as in the study by Mortimore et al. (1988). Other areas that need to be further explored are the methodology of measuring 'value added' and including social outcomes from schools, which may be independent of academic outcome into the evaluation of effectiveness.

Rutter and Maughan (2002) on the other hand raise some questions as they think they were still unanswered and need to be further investigated in the future. They summarize the research in the area between the years 1979 and 2002. Below is a list which summarizes the questions they raise all through their article:

- 1) What is needed to be done to bring about change in schools?
- 2) What is the effect of peer influence in school functioning and student progress?
- 3) What are the characteristics of schools that matter most for the noncognitive outcomes?
- 4) What are the school features that foster persistence and interest in education?
- 5) What are the pros and cons of selective versus non selective school systems?
- 6) How should teaching be adapted to cater for different individual strengths and limitations? (Does this really matter?)
- 7) How should the children with special needs of different kinds be educated?
- 8) How do pupil characteristics influence teacher behavior and how does this influence student progress?
- 9) Why do boys and girls, especially from ethnic minorities, progress differently through their school careers?
- 10) What are the possible roles of schools in differences among nations, and among ethnic groups, in scholastic attainment?

Scheerens et. al. (2000) mention the following as the shortcomings of the school effectiveness research carried before 2000. In vast majority of research studies in the area, achievement in basic school subjects, reading and writing in the native language and mathematics, is used as effect criterion, and most of them were carried out at the level of primary or lower secondary schools. They also assert that different research studies concentrated on different types of variables depending on the disciplinary background from which research is conducted. Therefore, economists concentrated on resource inputs, instructional psychologists investigated classroom management related variables like time on task or instructional strategies, and general educational experts or educational sociologists were interested in the school organizational condition variables like leadership.

Despite numerous studies carried out in school effectiveness, the predictive power of school effectiveness models is questioned and the issue of how these results can be used for helping ineffective schools improve to become more effective is criticized (Louis et al., 1999; Neufeld et al., 1983). These concerns have an impact on the school improvement efforts which rely on the findings of and conclusions drawn from school effectiveness research. Brown, Riddle, and Duffield (1996) criticize the fact that most school effectiveness studies have quantitative data and discuss that there is a need for qualitative data reached through in-depth case studies of individual schools. They believe that it's only via these efforts, the school effectiveness knowledge base can be used for school improvement projects since the current basic problem is that school improvement projects "are still dependent on researchers' frameworks (theoretical or political) and not on the practitioners' (teachers') implicit theories about what they are trying to do" (p. 99).

Brown et al. (1996) also assert that until the practitioners' views are taken into account, it is not possible to fully understand why the things work the way they do; "effective, not effective, improving, and deteriorating" (p. 116). They believe that although it is always a possibility to change the views of the teachers and make them think in line with the researchers, it is quite unlikely without knowing where the current teacher views are. They emphasize that this understanding can only be enhanced if the quantitative data is supported by qualitative data.

Stoll (1996) touches upon a similar need reporting the findings of The Effective Schools Project in the Halton Board of Education in Ontario, which started in 1986 with the aim of bringing the results of school effectiveness studies carried in Britain into the Canadian schools. Stoll (1996) state that the problems encountered in the implementation of the project could be solved by adopting the organizational and planning arrangements at the school and system level. The main reason for this was that the "top-down mandates to schools to address the characteristics of effectiveness failed" (p. 58) as there was no ownership and commitment produced on the part of the teachers, and the possible impact of the change on the directly relevant people (teachers, students) was neglected.

The role and the intervention of the government and policy makers in this is considerably active especially in Britain and the US, which makes it easier for practitioners in school improvement movements use the theory base formed by the academics as a result of their studies in school effectiveness (Gray et al., 1999; Gray & Wilcox, 1998; James & Connolly, 2000, Sammons et al., 1997). To illustrate, in *Improving the Quality of Education for All* (IQEA) project, university academics work in cooperation with the schools in the UK and other countries for school improvement initiatives about such issues as the developments in teaching and learning, through the creation of conditions within schools for managing change successfully, school improvement led from within schools, collecting and engaging with evidence in order to move thinking and practice forward, and to evaluate progress; and collaboration amongst colleagues in partner schools, and with IQEA consultants, in order to widen the range of expertise and resources that can be used for the improvements in all of the participating schools (Ainscow, 2005).

The findings of the studies, mostly in the North America and Britain, have been used by many practitioners such as policy makers, administrators and teachers in order to assess their own contexts and to improve their schools. There are limited number of studies comparing the findings found in the West with the findings in the third world countries like Nigeria and Thailand. Students' achievement scores inevitably play an important role in the criteria of effectiveness for schools. As Lunenburg and Ornstein (1996, pp. 349-50) suggest, students' participation and achievement in advanced placement courses and college acceptance are among the effective school indicators for high schools.

However, studies looking at the relationship between high school students' achievement scores and schools' effectiveness characteristics are relatively rare (Lunenburg & Ornstein, 1996, p. 348). The present major studies carried out earlier in the US, Britain and the Netherlands (Reynolds, 1993; Sammons et al., 1997; Scheerens, 2001) mostly investigated the cases in schools for disadvantaged or minorities (Thomas & Collier, 1997). As Wyatt (1996) suggests there is a need for research to be carried out in more typical samples of schools.

2.10. Summary

School effectiveness has been a topic for numerous academic research studies since the 1960s. Research on school effectiveness has asserted that some schools are more successful than others. What effectiveness is, what factors contribute to school effectiveness, and how this information might be used as the basis for school improvement projects have been the major concerns of school effectiveness research.

School effectiveness research had its origins in the mid-1960s and early 1970s. The Coleman et al. (1996) study investigating the influence schools make on children, especially with regard to equality of opportunity, concluded that schools had little impact on children's achievement which was independent of background and social context. He suggested that American schools lacked the effect which would result in student learning independent of children's background characteristics,

To follow the Coleman tradition, Edmonds (1979) in the U.S. and Rutter (1979) in the U.K. are known to start the first phase of school effectiveness research. These two studies investigated if schools showed any effects when account was taken of the differences in their student populations. Each study came to the conclusion that schools make a small difference.

The early research projects in these two countries followed similar methodologies, asked similar questions and drew similar conclusions. The results of these studies triggered more global investigations. Similar questions were investigated in some other western countries, like the Netherlands and Canada, and some third world countries like Thailand, Hong Kong and some African countries.

Early studies emphasized the characteristics of schools that are considered to be effective in terms of student performance on standardized achievement tests. Over the years, there have been important methodological developments which increased the confidence in the assertion that school can have effects. Adopting more complex statistical analysis techniques, multilevel modeling of school effectiveness, and carrying out longitudinal studies were some of these methodological developments.

School effectiveness research studies that have been carried out after the early 1980s shifted from research into school effectiveness alone to school improvement, questioning how the findings of school effectiveness research can be used to improve schools at the school, region or nation level. The UK, the US, Canada, the Netherlands, Australia and Thailand are among those countries.

Recently there has been an improvement in the analysis of information gathered from schools by researchers. The data are regarded to be coming from different levels; student, class, teacher, department, school, region and nation level. As opposed to early studies which used the school as the unit of analysis and examined relationships between school means or which used the individual student as the unit of analysis, multilevel modeling looks at differences within schools and differences between schools, both at individual and school level. Recent studies using new methodology question the results of previous studies conducted and suggest that the effects of schools could have been underestimated before.

Among the suggestions in the literature for the need for further research in the area include exploring if the findings of school effects research in other countries have any relevance to the findings of the studies carried out in the western world. Also, as most of the studies in the literature have mostly concentrated on the elementary level, it is being discussed that more studies of secondary school effectiveness are also needed. Additionally, it is discussed in the literature that there is a need for qualitative inquiry in the area in addition to the statistical analysis available in literature.

2.11. Conceptual framework

Having reviewed the literature on school effectiveness, the researcher constructed a conceptual framework to summarize the possible effective school characteristics that might be applicable in the Turkish context. To this end, firstly, an initial framework (Figure 2.1.) was drawn. This initial framework had 6 general areas which appear quite often in the school effectiveness literature.

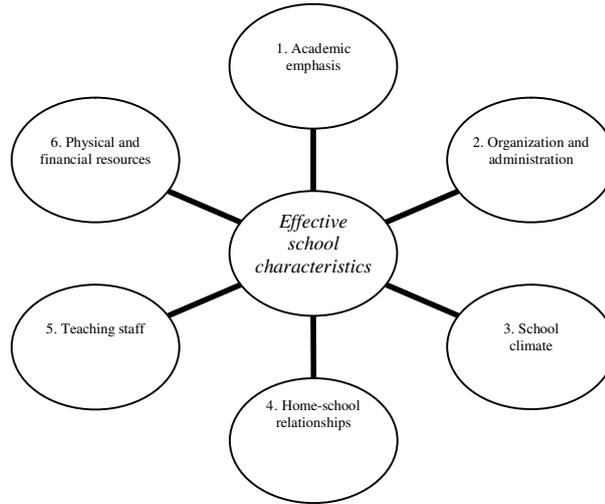


Figure 2.1. *Initial Framework*

The first 4 of these areas, namely, academic emphasis, organization and administration, school climate, and home-school relationships were selected as they appear in almost all school effectiveness characteristics lists drawn as a result of the studies carried out mainly in the Western World (Brookover et al. 1979; Levine, 1993; Lockheed & Levine, 1993; Lunenburg & Ornstein, 1996; Luyten 1994; Mortimore et al., 1988; Nutall et al., 1989; Ouston, 2003; Reynolds, 1993; Sammons et al., 1997; Scheerens 1992; Scheerens, 2001; Smith & Tomlinson, 1989; Thomas et al., 2001; Townsend, 1997). Some of the studies carried out in developing and 3rd world countries (Harber & Muthukrishna, 2000; Kan & Tsai, 2005; Willms & Sommers, 2001) also mention some of these characteristics as school effects. Although not common in the general school effectiveness literature, the last two areas, namely, teaching staff and physical and financial resources were included in the framework as they appear more in the studies conducted in the developing countries (Lockheed & Levine, 1993; Scheerens 2001) and also as the researcher argue that these could be important in the Turkish context as well, as a result of her review of Turkish literature on school effectiveness (Balcı, 2002; Baş-Collins, 2002; Karadoğan, 2000; Turgut 1997) and her own knowledge of the society and the Turkish education system, where she has the roles of being a student, educator, and a parent.

Further exploration of the areas represented in the initial framework yielded the incorporation of some sub-areas to the framework. These include, “expectations from student,” “instructional strategies,” “monitoring of student progress,” and “time on task” for the area of *academic emphasis*; “decision making,” “goals and mission,” “leader characteristics,” and “principal’s expectation of stakeholders” for the area of *organization and administration*; “safe and orderly environment,” “inter-relationships,” “student responsibilities,” and “student rewards” for the area of *school climate*. All these sub-areas were also included in the framework due to their frequent appearance in the literature.

As suggested by Robson (1993, 150-2), the conceptual framework with the sub-areas incorporated (Figure 2. 2), guided the researcher in the identification of the areas to be explored in this study, in order to answer the research questions.

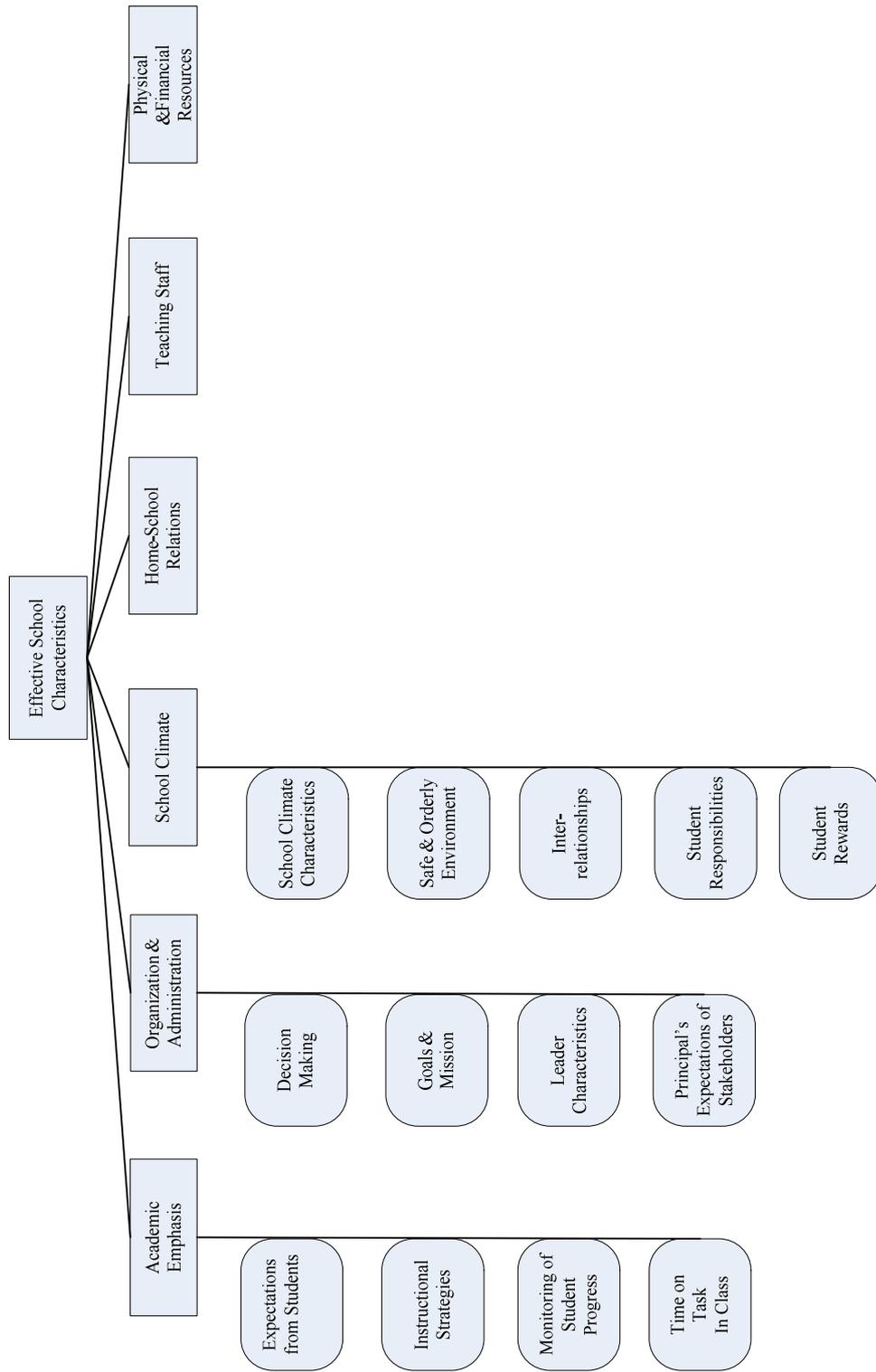


Figure 2.2. *Conceptual Framework*

CHAPTER 3

METHOD

In this section, first, the overall research design will be explained. Secondly, the research questions will be presented. Thirdly, the context of the study will be defined. Next, information about the sources of data, the cases and the participants of the study, will be given. Following this, explanations will be provided about the development of the data collection instruments. Then, the procedures followed for data collection will be described. Subsequently, steps followed in the analysis of data will be explained. Finally, the limitations of the study will be presented

3.1. Overall Research Design

This is a comparative case study conducted to identify the similarities and the differences between the perceptions of the immediate stakeholders of two private high schools (School A and School B) about the effectiveness characteristics of their schools. The data about these two case schools were collected from five different groups of immediate stakeholders of these two schools through in-depth semi-structured interviews and were analyzed using content analysis technique to identify themes and to check evolving concepts. Each case's – School A and School B- themes were analyzed separately followed by comparative analysis. Identified effective school characteristics were compared to existing theory on the characteristics of school effectiveness. The study was based on a conceptual framework drawn from the current literature on school effectiveness characteristics and explored how the stakeholders of two private high schools in Ankara, Turkey perceive the characteristics of their schools.

This study is in the realm of qualitative paradigm because of its certain characteristics. Various authors discuss different characteristics of qualitative

research (Bogdan & Biklen, 1992, Goetz & LeCompte, 1984; Patton, 1987; Marshall & Rossman, 1999; Miles & Huberman, 1994; Denzin & Lincoln) and the general tendency is that the term qualitative research is an umbrella term (Guba & Lincoln, 1998) and it embraces several approaches to research, like case studies, ethnography, phenomenology and ethnomethodology, grounded theory, biographical method as listed by Denzin and Lincoln (1994), or ethnographic research, case study, phenomenological research, grounded theory, participative inquiry, clinical research, focus groups as presented by Mertens (1998), or interpretivism, social anthropology, and collaborative social research as discussed by Miles and Huberman (1994).

Although there is also a spectrum of characteristics of qualitative inquiry presented by different authors, Yıldırım and Şimşek (2005) assert that seven characteristics are the most common ones. These characteristics are listed as “sensitivity towards the natural setting”, ‘participative role of the researcher’, ‘wholeness’, ‘representations of the perceptions’, ‘flexibility in the research design’, ‘inductive analysis’, and ‘qualitative data’” (pp. 42-48).

The five features of qualitative research as Bogdan and Biklen (1992) define are similar to the list above. They present the following as the five characteristics of qualitative research.

1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.
 2. Qualitative research is descriptive
 3. Qualitative researchers are concerned with process rather than simply with outcomes or products
 4. Qualitative researchers tend to analyze their data inductively
 5. ‘Meaning’ is of essential concern to the qualitative approach
- (p.29)

A very similar list is also suggested by Patton (1990, pp. 40-1) who asserts that naturalistic inquiry, inductive analysis, holistic perspective, qualitative data, personal contact and insight, dynamic systems, unique case orientation, context sensitivity, emphatic neutrality and design flexibility are the major themes of qualitative inquiry. As Bogdan and Biklen (1992) argue however not all qualitative research “exhibit all

the traits with equal potency....(and it is rather) an issue of degree” (p. 29). These authors, in general terms, propose that in-depth interview studies are exemplary of qualitative research.

The current research study reflects many of the characteristics of qualitative research as outlined above. Firstly, the direct source of data used in this study was the natural settings found in the two case schools and the key instrument to collect data was the researcher herself. The researcher had numerous visits to these two schools during the spring semester of the 2004-2005 academic year and spent hours on the premises to conduct interviews. The researcher went to the particular settings under study because she was concerned with context. During these visits, apart from the interviews conducted, there was ample time and opportunities for the researcher to make some observations. The researcher believed that the perceptions of the stakeholders collected through the in-depth semi-structured interviews would make better sense if the setting in which they were shaped was also familiar.

Secondly, the current study is descriptive, in other words, the data collected were in the form of words rather than numbers. Direct quotations from the participants played a substantial role in the representation of the results of this research. In order to be able to catch the precise meaning of what the participants said during the interviews and not to lose the direct wordings that they used in the interviews, the interviews were recorded verbatim. The notes that the researcher took during the interviews were later checked against the audio recordings of the interviews to ensure reliable interpretation of meanings.

Thirdly, this study is concerned with process rather than simply with outcomes or products. Rather than being concerned with the outcomes or products, in this research it is the university entrance performance of the graduates of these two schools, the foremost concern of the researcher was to explore the processes in these schools, mainly from the eyes of the participants, in order to give meaning to certain characteristics of these two schools.

Fourthly, although this study followed from the current literature on school effectiveness, it did not start with a set of hypothesis, as one would see in a positivist approach, but rather followed a kind of inductive data analysis which resulted in emerged conclusions about certain characteristics of these schools within a conceptual framework (Table 2.1) drawn at the beginning of the study.

Finally, meaning was of essential concern to this research study since it was concerned with how the key stakeholders of the schools studied made sense out of their lives, that is the participants' perspectives was the major concern. As discussed above under the "descriptive" nature of this study, utmost care was paid to make sure that the researcher captured the perspectives of the participants accurately.

3.1.1 Pre-structured Case Study

A case study approach adopted for this study is a type of research which involves detailed investigations, usually spread over a period of time, at one or more cases (organizations, individuals, communities, groups so on so forth) to produce an analysis of the context and the processes in that context (Hartley, 1994). A case study is defined as a piece of research "which investigates the [case] to answer specific questions (that may be fairly loose to begin with) and which seeks a range of different kinds of evidence, evidence which is there in the case setting, and which has to be abstracted and collated to get the best possible answers to the research questions" (Gillham, 2000, pp.1-2). According to Merriam (1998, p.7), case studies are "forms of descriptive, non-experimental research... [which] are usually inductive in nature" and since it is impossible to identify all the important variables ahead of time, results are presented qualitatively, using words and pictures rather than numbers. The study proceeded along a *pre-structured case* study approach. As was the case in this study, pre-structured cases originate with a conceptual framework, specific research questions, and a set of focused instruments. Pre-structured case studies proved to be efficient in use of time and focus. They may preclude exploring unanticipated opportunities that may arise (Miles and Huberman, 1994).

Merriam (1998) further defines a case study as “an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group [which are] selected because it is an instance of some concern, issue, or hypothesis” (p. 9). According to Merriam, the first characteristic of qualitative case studies is their *particularistic* nature, which means they concentrate on a specific and particular situation, event, program or phenomenon. The second characteristic of case studies is that they are *descriptive*. As discussed above under the characteristics of qualitative research in general, a case study has a rich ‘thick’ description of the phenomenon under study. The third characteristic of case studies as discussed by Merriam (1988) is that such studies are *heuristic*. It means that such studies illuminate their readers’ understanding of the case studied. The results of case studies, which are expected to bring insights into the previous knowledge of the case, bring perspective to how things get to be the way they are. The fourth characteristic of case studies’ is their *inductive* nature. In such studies, generalizations, concepts, or hypotheses emerge from the analysis of the data which are grounded in the context itself.

The current research studied two cases (School A and School B) and sought the answers to *how* questions in order to be able to illuminate the perspectives of the stakeholders in the two schools about the effective schools characteristics of their schools.

The researcher followed a process similar to the five major steps in case study methodology as presented by Freebody (2004, p. 83). Firstly, the researcher defined and clarified the research questions by examining the factors that have given shape to the case Schools in question within the domain of school effectiveness. Secondly, the researcher selected two cases among several alternatives, which, according to the researcher are somehow ‘typical’ of ‘successful’ and ‘unsuccessful’ schools at ÖSS. Thirdly, the researcher collected and stored data in the field (in the two case schools) paying utmost attention to store all data during the interviews, even the ones which did not seem so significant at the time, through a systematic storage and retrieval system, i.e. detailed note taking and digital audio recording. Next, at the data analysis stage, the data collected from multiple sources (interviews with teachers, students,

administrators, parents, school non-academic employee) gave the researcher a chance to compare and contrast interpretations, develop unforeseen findings and interpretations, and explore findings unseen in the literature but specific to the case or cases studied. While doing so, the researcher made use of specific techniques like matrices of categories (Appendix 1, Coding Categories) and tabulating the frequency of ideas (Appendix 2, Content Analytic Summary Tables). Lastly, at the reporting stage, the researcher attempted to explore the phenomenon in a way which would convey a coherent picture of the participants' perspectives to the reader through rich and thick descriptions.

As the focus of the study was the comparison of two sample cases, comparative case study approach was followed. To do so, first, each case school was studied as a single case separately, and later the findings coming from each school were compared within the conceptual framework (Table 2.1.) of the study.

3.2. Research Questions

The study aimed to address the following questions:

1. How do the stakeholders of School A perceive the salient characteristics of their schools in the following areas?
 - Academic emphasis
 - Organization and administration
 - School climate
 - Home-school relationships
 - Teaching staff
 - Physical and financial resources
2. What are the similarities and differences between the perceptions of different School A stakeholders, namely, students, teachers, parents, school administrative staff, and administrators in the areas above?
3. How do the stakeholders of School B perceive the salient characteristics of their schools in the following areas?
 - Academic emphasis
 - Organization and administration

- School climate
 - Home-school relationships
 - Teaching staff
 - Physical and financial resources
4. What are the similarities and differences between the perceptions of different School B stakeholders, namely, students, teachers, parents, school administrative staff, and administrators in the areas above?
 5. What are the similarities and differences between the perceived characteristics of these two schools in the areas above?

3.3. Context

Both School A and School B are newly established private high schools in Ankara. School A was opened in 1994 as the high school section of a private K-12 school. It is located on the campus of a foundation university on the outskirts of Ankara. School B was founded in 1993 also as the high school section of a private K-12 school. It is currently located in central Ankara. Both of these schools are considered small in size with respect to their teacher and student populations (15-30 teachers and around 25 to 45 graduates each year). Both of these schools are the high school sections of K-12 programs and therefore employ students from their secondary school sections and also have direct entries to their programs at different grade levels starting from Lise 1 (Grade 9).

School A publicizes its mission statement as follows:

- In line with Atatürk's principles, to educate members of society who
- could merge individual identity with cultural dynasty;
- have principles, are self confident, can succeed;
- give importance to foreign language learning;
- own our cultural and ethical values;
- have a world view;
- know how to learn, and who learn by living;
- contribute to the development of the society.

Below is School B mission statement.

- To educate a young generation who
- are honest, respectful, self fulfilled;
- can shape their future and whose behavior is ruled by mind and logic;
- owns Atatürk's principles;
- have a contemporary, democratic and secular thought system;

- judge themselves and respect human rights and freedom;
- believe that science is an indispensable guide in development;
- are self-fulfilled and self-confident with self-control;
- love all people, and respect their rights and freedom;
- are hardworking, understanding and humble
- accept self criticism.

Table 3.1 below outlines some main features of the case schools.

Table 3.1. *Main Features of Case Schools*

	SCHOOL A	SCHOOL B
Foundation year	1994	1993
Location	On a university campus outskirts of Ankara	In down town Ankara
Average number of graduates	45	25
% of students with scholarship of varying ratios	27%	none
Number of teachers	31	16
Administration	1 school principal / 1 assistant principal / 4 head of departments	1 school principal / 3 head of departments
Non-academic employees	5 (Head of administrative personnel, Counselor, Librarian, Secretary, Nurse)	3 (Computer Assistant, Secretary, Counselor)
Teachers' academic degrees	B.A. degree =31 teachers M.A. degree= 12 teachers Ph.D. degree= 4 teachers	B.A. degree= 16
Physical characteristics of school buildings	<p><i>Building belongs to the school studied.</i></p> <ul style="list-style-type: none"> • 4 story building • 3930 m²=Indoors • 2500m²=school yard +sport fields • 154m²= multi purpose hall • 155m²=library • 16 classrooms • 3 labs (physics, chemistry, biology) • 1 arts workshop • 1 emergency room • 1 counseling office • 4 department offices • 2 directorate offices 	<p><i>Building is shared with the elementary and secondary sections.</i></p> <ul style="list-style-type: none"> • 5 story building (originally built as an apartment block) • 1000 m²= Indoors • 300m²=school yard • 50m²=multi-purpose hall • 20m²=library • 2 teachers' staff room • 1 lab • 1 arts workshop <p>The high school has</p> <ul style="list-style-type: none"> • 6 classrooms • 1 directorate office of its own

Table 3.1. *Main Features of Case Schools Cont'*

	SCHOOL A	SCHOOL B
Technology	<p><i>All listed appliance belongs to the school studied.</i></p> <ul style="list-style-type: none"> • 53 computers with internet access • 2 photocopier machines • 2 TV sets • 1 video player • 1 VCD • 10 OHPs • 5 printers • 1 DVD • 1 video camera • 2 projectors • 4 laptops • 2 smart white-boards 	<p><i>Listed appliance is shared with the elementary and secondary sections.</i></p> <ul style="list-style-type: none"> • 12 computers with internet access • 2 photocopier machines • 3 TV sets • 1 video player • 2 VCDs • 3 OHPs • 2 printers
Student employment	<ul style="list-style-type: none"> • Students continue from the elementary, secondary section. • Students accepted through name draw for grade 1, and through school test at further grade levels. • Scholarship students are accepted through LGS at grade 9. 	<ul style="list-style-type: none"> • Students continue from the elementary, secondary section. • Students accepted through name draw for grade 1, and through school test at further grade levels.
Student fees	<p>-9,600 YTL , payable in installments -5% reduction for cash payment -46% reduction for siblings</p>	No specific criterion
Teacher employment and salaries	<p>Overall criteria used to employ teachers and to increase teacher salaries:</p> <ul style="list-style-type: none"> - B.A. degree - M.A. or Ph.D. degree - Foreign language - Teaching experience - Computer literacy - Extra responsibilities assumed 	No specific criterion

The striking contrast between these schools at a glance was that their graduates had exhibited different performance in the last three year's of university entrance exams. While School A had had high university placement ratio for its graduates (80 to 100% of the graduates placed in faculties) in the last three years, and School B had had low placement ratio (17 to 22 %) (Appendix 3).

3.4. Data Sources and Sampling

The two cases (School A and School B) for this study were chosen using criterion sampling. They were selected as the unit of analysis since they had an important characteristic that separated them as suggested by Patton (1987): School A had had high level of university placement and School B had had low level of university placement in the last three years.

Criterion sampling strategy was also employed while deciding on whom to interview to collect their perspectives about the effectiveness of these sample cases. The teachers, students, administrators, parents and administrative employees of these schools were selected as they are considered to be the key stakeholders of any school. Those people have first hand experience of the processes in the schools (Bursalıoğlu, 2002; Scott, 1997).

Since it was impractical to collect data from all the stakeholders in these groups, one third of the teachers (10 teachers) were sampled for the interviews in each school. Other interviews were carried out with 10 students in each school, 10 parents from School A and 7 parents from School B, 3 Administrators from School A and 2 Administrators from School B, 2 non-academic employees from School A and 3 non-academic employees from School B. These participants for the interviews (67 in total) were sampled using purposeful sampling to reach the information rich people or key informants, as Wiersma (1995) suggests.

Maximum variation sampling strategy for purposeful sampling was employed since as Patton (1987) states “any common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared aspects or impacts of a program”. By including participants with quite different experiences, it was possible “to describe more thoroughly the variation in the group and to understand variations in experiences, while also investigating core elements and shared outcomes” (p.53).

To create the variation, samples of teachers from each department, with different age and qualification levels were interviewed. Students interviewed were from varying grade levels, gender and academic performance. There were parents who were chosen as they were the ones having responsibilities in the parents associations, those who did not have any responsibilities, those who had children at various grade levels, and those that are more reserved and the ones more verbal. Due to the small numbers in the other groups, all the administrators in both of the schools, all the non-academic employees in School B, and two of the three of them in School A were also interviewed. Appendix 4 gives information about the demographic characteristics of participants.

3.5. Development of the interview schedule

The researcher used five different interview schedules with similar sections and questions to collect data from five different groups of participants (teachers, students, parents, administrators, non-academic employees) (Appendix 5)

3.5.1. Framework

The conceptual framework (Table 2.1.) drawn up prior to the development of the first versions of the interview schedules guided the areas to be explored in the study, hence, the formulation of the interview schedules. However, not all six areas in the framework, namely, *academic emphasis, organization and administration, school climate, home-school relations, teaching staff, and physical and financial resources* were incorporated into the interview schedules of each participant group, as the pilot studies revealed that each area was not necessarily relevant to each specific group. Table 3.2. shows the areas explored in the interview schedules with each participant groups.

Table 3.2. *Areas Explored in Different Participant Interview Schedules*

<i>PARTICIPANT GROUP INTERVIEWED</i>	<i>EXPLORED AREAS OF THE FRAMEWORK</i>
TEACHERS, ADMINSTRATORS, PARENTS	* Academic emphasis * Organization and administration * School climate * Home-school relationships * Teaching staff * *Physical and financial resources
STUDENTS	* Academic emphasis * Organization and administration * School climate * Teaching staff *Physical and financial resources
NON-ACADEMIC EMPLOYEE	* Organization and administration * School climate * Physical and financial resources

3.5.2. Questions

In order to explore the areas in the conceptual framework (Table 2.1.), the researcher thought that semi-structured interview schedules with open-ended questions would yield the data to answer the research questions (Tutty, Rothery, & Grinnell, 1996).

Authors have different categorizations of interview questions. Kvale (1996, 101) refers to interview questions seeking factual information, or opinions and attitudes, or narratives and life stories. The interview schedules prepared by the researcher utilized the question types given below as mentioned by Fraenkel and Wallen (1993: 386), with illustrative questions indicated from the interview schedules.

1. *Background or demographic questions;* (Background questions in each interview schedule (Appendix 5) numbered with Roman numerals: I, II, III, IV etc.)

2. *Knowledge questions*; (Home-School partnership section, question 2 in the teachers', parents' and administrators' interview schedules)
(Appendices 6a, 6c, and 6d)
3. *Experience and behavior questions*; (Teaching staff section, question 2 in the teachers', students', parents' and administrators' interview schedules)
(Appendices 6a, 6b, 6c, and 6d)
4. *Opinion and values questions*; (School climate section, question 5 in the teachers', students', administrators' and parents' interview schedules and question 3 in the school non-academic employee interview schedule)
(Appendices 6a, 6b, 6c, 6d, and 6e)

The researcher paid particular attention to asking questions relevant to interviewees' background, avoiding jargon or technical expressions. So as not to confuse the interviewees, the researcher took care not to ask multiple questions at a time. In order to avoid leading participants, the researcher prepared open ended questions as much as possible. Where this was not the case, the researcher had follow up questions and probes to further explore participant perceptions (Almost all the questions under the "Academic Emphasis" section are of this nature). The follow-up questions and the probes in the interview schedules were used to deepen the responses to the questions, to increase the richness of the data, to give cues to the interviewees about the level of response desired (Kvale, 1996, p.133).

3.5.3 Validity and reliability: Pilot study

Goetz and LeCompte (1984) suggest the pilot administration of questions to comparable respondents to ensure that the questions posed are "meaningful and clear to respondents" (p. 127). Therefore, the researcher piloted the finalized first drafts of the interview schedules with some interviewees from the case schools (Teacher interview schedule with two teachers, student interview schedule with two students, parent interview schedule with two parents, administrator interview schedule with one administrator and non-academic school employee interview schedule with one participant).

As a result of the pilot study, the researcher arrived at the following conclusions:

- 1) There were many questions in each interview schedule mostly yielding similar kind of responses.
- 2) The interviews took around two and a half hours with the teachers, parents and the administrators, one and a half hour with the students, and around 50 minutes with the non-academic school employee.
- 3) The questions about 'home-school partnership' could not be answered by the students.
- 4) The questions about 'academic emphasis' and 'teaching staff' and 'home-school partnership' could be answered by the non-academic school employees only by using a great deal of assumptions rather than reflecting their views based on real experiences.
- 5) The wordings of the questions, especially in the student interview schedules were too formal, and did not make the students feel at ease to share their real views.

In order to increase the validity and the reliability of the tools, the researcher acted upon the conclusions arrived at as a result of the pilot study. Therefore, the researcher made the following changes to the interview schedules to produce the final versions (Appendix 5):

- 1) The number of the questions in the schedules was decreased by eliminating redundant questions which yielded responses similar to other questions.
- 2) The decrease in the number of questions in the schedules automatically decreased the length of the interviewing times. The interviews with the final version of the schedules were reduced to around an hour with the teachers and parents; around an hour and half with the administrators; fifty minutes to one hour with the students; and, around 20 minutes with the non-academic school employees.
- 3) The questions about 'home-school partnership' were deleted from the students' interview schedules.
- 4) The questions about 'academic emphasis', 'teaching staff' and 'home-school partnership' were deleted from the non-academic school employee interview schedules.

5) The wording of the questions was rephrased and the language of the student interview schedule was made much less formal.

3. 6. Data Collection Procedures

Like many other qualitative researchers (Marshall & Rossman, 1999, p.108), the researcher of this study relied quite extensively on in-depth interviewing for the collection of data and held semi-structured interviews with 67 selected stakeholders of the two case schools. As Marshall and Rossman (1999, p.109) state “interviews have particular strengths. An interview is a useful way to get large amounts of data quickly...[and]...immediate follow-up and clarification are possible.”

As suggested by Marshall and Rossman (1999), the in-depth interviews that the researcher had with the participants were “much more like conversations than formal events” (p. 108), despite the predetermined response categories. As suggested by Yıldırım and Şimşek (2005, p. 135), at the beginning of each interview the researcher briefed the interviewees about the research study and the aim of the interview. Further information about the length of the interview, anonymity of the data collected was also given. Consent for audio recording of the interviews was requested (Appendix 6). Except for 7 participants, all the others agreed to be digitally audio recorded.

The researcher took into consideration the criteria for interviewer traits which lead to good interviews as presented by Kvale (1996, pp. 148-9) in order to produce rich responses. The list involves 10 characteristics of successful interviewers: ‘knowledgeable,’ ‘structuring,’ ‘clear,’ ‘gentle,’ ‘sensitive,’ ‘open,’ ‘steering,’ ‘critical,’ ‘remembering,’ and ‘interpreting.’ Therefore, the researcher conducted the informed conversation with the participants knowing what issues were important to pursue without exhibiting her own extensive knowledge about ‘school effectiveness’. The researcher structured the interview by first introducing the purpose for the interview, outlining the procedures, and finally summarizing what she had learnt and asking if the participant had any questions. The researcher tried hard to be as clear as possible by asking clear, simple, easy and short questions without using jargon or

academic language. Gentleness was another criterion the researcher was sensitive to during the interviews by letting the participants finish what they were saying, by letting them proceed at their own pace of thinking and speaking, and by tolerating their pauses for thought. Furthermore, sensitivity and openness were important for the researcher; therefore, during the interviews the researcher paid utmost attention to actively listening to the interviewees by maintaining eye contact, nodding and encouraging them to continue speaking by saying 'hmmm' 'hmmm' when needed.

The researcher tried to attend to the nuances of meaning in what the participant was saying in order to pursue a full description of these meanings. Moreover, as the researcher had a clear idea of what she was exploring, she steered the progression of the interview and gently interrupted the participants when they went off topic. While maintaining a critical stance about the whole process, the researcher paid special attention to the logical consistency of what was said, without taking everything said by the interviewees at the face value. In order to do so, the researcher remembered what the participant had said earlier and when needed elaborated on what they said by referring to the previous parts of the interview. To ensure reliable interpretation, where necessary, the researcher reiterated what the participants had said to get their confirmation or disconfirmation before proceeding. At the same time, the researcher tried to make a written account of what the interviewee was saying verbatim as much as possible. However, as the interviews were also being audio recorded, the participants were asked to repeat or elaborate on what they had said only if the meaning of their initial response was not clear to the researcher. The interviews were in a range of 20 minutes (non-academic school employees' interviews being the shortest) to one and a half hour (administrators' interviews being the longest) long.

At the end of each interview, the researcher thanked the participants for their time and effort and it was made clear to them that their responses were of great value for the progression of the study. They were asked if they would like to have a copy of the transcripts and it was stated that the findings of the study would be shared with them through the channel of the school administration.

Overall, it was apparent to the researcher that almost all interviewees were more than willing to participate in the interviews feeling that it was their responsibility as a teacher, student, manager, parent or school employee to support any research study attempting to identify effective school characteristics in Turkey. Many expressed that they had very much enjoyed participating in the interview and talking about educational issues, and, in some cases, did not want the interview to end.

3.7. Data Analysis Procedures

As suggested by Patton (1987, p.144) there was no “precise point at which data collection end[ed] and analysis [began]” in this study. During data gathering, the researcher started to develop ideas as to how to analyze the data. Since the researcher based the interview questions on a conceptual framework (Table 2.1.), much data collected naturally fell into some categories in the framework. However, it was evident at the data gathering stage that some new ideas and perceptions had also been captured. As Patton (1987) argues, the overlapping of data collection and data analysis improved both the quality of the data collected and the quality of analysis as the researcher was aware of the danger of allowing initial interpretations to bias additional data collection. The researcher stopped having interviews when she felt that the data collection had reached saturation level, i.e. where the themes and views aiming on certain issues started to be repeated. At this point, the formal data collection stopped and the formal analysis started.

The interview data were analyzed using content analysis technique. A priori coding list was prepared based on the conceptual framework. This coding list was used as the ‘start list’. The start list had the parent categories under which the data were categorized (Appendix 1A). As Maxwell (1996) suggests, the researcher started the analysis by reading the interview transcripts to be analyzed. During the transcription stage, the researcher listened to the interview tapes to make sure that she had captured the interviewees’ real wordings during the note-taking stage. While she was reading and listening to the transcriptions, she wrote notes as to where certain words, phrases or thought could be categorized according to the ‘start list.’

Once the transcription stage was over, as suggested by Akşit, (as cited in Yıldırım & Şimşek, 2005, pp. 246-9), the researcher used the Microsoft Excel Spreadsheet program to make data accessible. 10 spread sheets were arranged, one for each participant group, and on each spreadsheet, 4 columns were created to indicate which subject the data came from, what parent and sub-parent category the data fell into and what the subject had said. Figure 3.1 below is a sample illustrating how this was done.

Worksheet name: Participant group (i.e. SA-SS= School A – Students)

Subject code (i.e. S1=Student 1)

SA-SS	S1	AE	EfS	I cannot say something certain
SA-SS	S1	AE	EfS	Not same for each student
SA-SS	S1	AE	EfS	First 200 in OSS

What the participant said

Sub-parent category (i.e. EfS = Expectations of students)

Parent category (i.e. AE= Academic emphasis)

Figure 3.1. Sample 1st Level Coding on the Microsoft Excel Worksheet

All the data collected from each participant were categorized following the same strategy. On 10 spread sheets, in total, 3,653 entries of certain words, phrases, sentences given by the 67 participants were entered. Since the interviews were done in Turkish, during this stage the researcher translated the participants words/phrases/sentences to be added to the excel sheets from Turkish to English. Once this stage was over, having the data on a spread sheet made it possible for the

researcher to sort the data according to the parent and sub-parent categories.

While the researcher was categorizing the data, further categories emerged. For example, under the ‘Academic Emphasis’ parent category and ‘Expectations of students’ sub-parent category, 15 new categories emerged. These new categories emerged under Academic Emphasis – Expectations of students were coded as shown in Table 3.3. below.

Table.3.3. *Sample 2nd Level Coding Categories*

Code	Category
OSS	OSS success
ind dev	Individual (whole person development)
foreignlan	Good foreign language
syllabus	Learning the syllabus objectives
academic	Academic skills development
highgrades	High grades
Highmark(-)	High marks not pushed
arts	Development in arts
goodciti	Good citizens
no	No expectations
Ss not willing	Students are not willing / enthusiastic
discr -	Expectation same for all students
discr +	Expectations differ for each student
clarity +	Expectations are shared with students
clarity -	Expectations not expressed openly

Appendix 1B gives a full account of all the coding categories under the other parent categories emerged during second level coding.

After this second level coding the excel sheets looked like the sample one below in Figure 3.2. The shaded column represents the second level coding.

Worksheet name: *Participant group (i.e. SA-SS= School A – Students)*

SA-SS	S1	AE	EfS	Clarity -	I cannot say something certain
SA-SS	S1	AE	EfS	Discr+	Not same for each student
SA-SS	S1	AE	EfS	OSS	First 200 in OSS

Figure 3.2. *Sample 2nd Level Coding on the Microsoft Excel Worksheet*

In order to be able to ease data analysis stage, the researcher created Content-Analytic Summary tables for each sub-parent-category (Appendix 2), which also displayed the quantification of the perceptions for each case School. As suggested by Miles & Huberman (1994, pp. 183-4), these matrices capture the dimensions the researcher was interested in, and arranged all of the pertinent data in readily analyzable form. One can see at a glance multiple-case perspective in any row by noting the numbers identified for each participant groups. One can also tell what each case school gives importance to as to expectations of students as perceived by the participant groups, by looking at the first and the last two columns. As Miles and Huberman (1994) state this sort of tabulation deliberately drops the subject identification. The aim was to be more conceptual, seeing main trends across the case schools. These tables were used to noting patterns, making contrasts and comparisons, and counting. The researcher resorted to numbers because of the following reasons: In qualitative studies, numbers do not play the major role, rather than the ‘how much,’ the essential ‘qualities’ gain importance. However, as Miles

and Huberman (1994, pp. 252-3) state that “a lot of counting goes on in the background when judgments of qualities are made. When we identify a theme or a pattern, we’re isolating something happens a number of times....based on counting.....When we say something is ‘important’ or ‘significant’ or ‘recurrent’ we have come to that estimate, in part, by making counts, comparisons, weights.” They also say that there are three main reasons to use counting. These are “seeing what you have,” “verifying a hypothesis” and “keeping yourself analytically honest.”

As conclusions were forming in the mind of the researcher, the text was written to present them. Writing up of the text was also seen as a form of analysis itself (Miles & Huberman, 1994). To further clarify the ideas and conclusions drawn, and to make sure that the conclusions were not oversimplified or distorted in the Content Analytic Summary Tables (Appendix 2), the researcher checked back to the larger matrices on the excel sheets, and backed up the conclusions with actual words of the participants from the interviews.

Table 3.4. below is a sample Content-Analytic Summary table drawn for *Academic Emphasis, Expectations of students* sub-parent-category. In the table below, School A is represented as *SA*, and School B as *SB*. *S* stands for the data from students, *T* the data from the teachers, *P* the data from the parents and *A* the data from the administrations. Since the interview schedule with the non-academic school employees (NE) did not intend to explore this area, there was no data available collected from this participant group in this sub-parent category.

Table 3.4. *Sample Content-Analytic Summary Table for Academic Emphasis, Expectations of students sub-parent category*

Academic Emphasis- Expectations of students	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA- Tot N=33	SB- Tot N=29
OSS success	7	7	9	9	2	5	2	1	20	22
Whole person development	1	-	6	-	2	-	2	-	11	-
Good foreign language	1	-	2	1	-	-	1	-	4	1
Learning the syllabus objectives	-	-	-	1	-	-	-	-	-	1
Academic skills	-	-	-	-	1	-	-	-	1	-
High grades	1	-	-	-	-	-	-	-	1	-
Developing in arts	1	-	-	-	-	-	-	-	1	-
Good citizens	1	-	-	-	-	-	-	-	1	-
No expectations	-	-	-	3	1	-	-	1	1	4
Students not willing	-	-	-	-	1	3	-	1	1	4
Expectation same for all students	1	-	2	-	2	1	1	-	6	1
Expectations differ for each student	7	6	6	3	1	1	1	1	15	11
Expectations are shared with students	3	3	7	2	3	1	3	1	16	7
Expectations not shared but can be felt	3	1	-	-	-	-	-	-	3	1
Expectations not expressed openly	2	3	-	-	6	-	-	-	8	3

3.8. Validity Issues

The accuracy of the results obtained from this study will be evaluated mainly against a list of criteria drawn by American Education Research Association (Mertens, 1998, pp. 180-184).

Credibility

Credibility is suggested to be the criterion in qualitative research which corresponds to internal validity in quantitative one. Credibility of any qualitative study is strengthened through a variety of strategies followed by the researchers to ensure that the way the participants of the study perceive the social constructs is naturally portrayed by the researcher without distortion of the data. Therefore, there are multiple strategies that a qualitative researcher can follow to ensure this. Thus, the researcher of this study followed the following strategies to this end.

Prolonged and substantial engagement

Although the envisaged time scale for the work of the researcher in the research settings was about two months, it took the whole second semester of the 2004-2005 academic year (from late February to mid June). The researcher visited the case schools at least once or twice a week to meet the subjects for the interviews or to arrange interview times for the interviews to come. The data collection stopped “when the researcher had confidence that themes and examples are repeating instead of extending.”

Persistent observations

Similarly, the researcher “observe[d] long enough to identify salient issues” and [to] “avoid premature closure” through jumping to conclusions using insufficient observation data. The more the researcher spent time in the case schools, the more observations she was able to make, which helped her to give better meaning to what the participants said in the interviews and to have the confidence to decide when the themes and examples provided by the participants started to repeat rather than extend.

Peer debriefing

The researcher had extended discussions with a colleague, who had no connection to the setting or the subjects explored, about the findings, conclusions, analysis and hypotheses. Colleague's confronting questions made the researcher question her own values and guided the steps in the research. Peer debriefing procedure also helped the researcher avoid subjectivity and maintain an open mind, rather than finding only what was expected from the beginning.

Data triangulation

The researcher collected data from multiple perspectives, five different immediate stakeholder groups –students, teachers, parents, administrators and non-academic school employee- in the case schools. This “explore[d] rival explanations and determine[d] the convergence (or non convergence) of data from multiple sources.” Therefore, the researcher had a chance to see how the social constructs in the settings were perceived by different parties. This gave the confidence to the researcher to identify what perceptions are shared by different parties in the schools and what perceptions exhibited variation. The aim of the researcher was no means to search for confirmation of the same perceptions from different parties to identify the major themes or concepts, but was to explore how things were perceived by various parties.

Transferability

The researcher provides extensive and careful description of the time, place, context, and culture to ensure “thick descriptions”. Therefore, readers can understand how similar their conditions are to the conditions in the case schools described and whether the theory emerging from this study can be generalized to their contexts. As Lincoln and Guba (1985) suggest, the researcher also provides “the data base that makes transferability judgments possible on the part of potential appliers” (pp. 316).

Marshall and Rossman (1989) stress the need for a full specification of the theoretical framework on which the study was based. This study and the findings were based on a conceptual framework (Table 2.1) drawn up at the beginning of the study with a view to helping those designing studies within that framework to

determine if the findings of this comparative case study could be transferred to other settings.

Confirmability

The coding of the interview transcripts was reviewed by a colleague with an educational administration background. This peer, who has no stake in the case schools studied, “determine[d] if the conclusions drawn [were] supported by the data”. This peer coded twenty percent of the interview data, ninety five percent of which were coded with the same categories allocated by the researcher.

3.9. Limitations of the study

This study explored the stakeholders’ perceptions of the effective school characteristics of two private high schools in Ankara. Therefore, the findings of this research may have limited applications to other similar schools for a number of reasons.

Firstly, the data for this study were collected only through in-depth semi-structured interviews with the participants. However, other data could have been collected through other qualitative research data collection procedures such as detailed field notes, observation data of classes, teacher meetings, teacher-parent conferences, document analysis of institutional documents like student handbooks, etc. The researcher was not able to do so as it was not feasible within the given time and within the limit of a single researcher.

Secondly, due to the limited time period available to the researcher to carry out her research, there was little time to institute member check procedures. In other words, the researcher was not able to show the transcripts of the interviews to the relevant participants interviewed to get their final confirmation. However, since the researcher digitally audio recorded 90% of the interviews, she was able to refer to these recordings during the data analysis stage if some meanings were not clear in the transcripts of the interviews.

Thirdly, this study does not discuss the characteristics that make a Turkish high school effective. Therefore, the findings can only reflect the characteristics specific to the two case schools studied as perceived by their stakeholders.

Next, the notion of *school effectiveness* explored in this study is rather a limited concept which mainly focuses on the with-in school effects. As also discussed in the critiques of the school effectiveness literature, there are a variety of other factors available out-side school which are known to play a role in students' cognitive, social, and psychological development, and academic achievement, to remember once well-known research that live after the Coleman report on out-of-school factors on student achievement. As discussed earlier this controversial report on inequality in schooling (Coleman et al. 1966) presented that the strongest predictor of academic performance was *not* school-based dynamics, but rather was the student's family background – as measured by household income, parental socio-economic status so on so forth. The indicators like per pupil expenditures and teacher-student ratios which we focus on much in our educational policy debate may not matter much. The scope of this research, however, is confined to the with-in school effects discussed in the current effective schools literature and outlined in the conceptual framework (Table 2.1), and therefore, does not account for possible out-side school effects.

Finally, this study, which represents a non-longitudinal approach, is limited in its analysis of the school improvement processes of the case schools to increase their effectiveness. This was mainly due to the fact that the study focuses on approximately four month period in the history of the case schools when the stakeholders' perceptions were collected.

CHAPTER 4

RESULTS

In this chapter, firstly, effective school characteristics that School A possesses as perceived by its stakeholders will be presented. The characteristics will be given according to the parent categories in the conceptual framework (Figure 2.2.) one by one. Secondly, the similarities and differences between the perceptions of different stakeholders within School A will be given. Following these, the same will be presented for School B, that is, effective school characteristics as perceived by its stakeholders, and the similarities and differences between the perceptions of different stakeholders within School B. Finally, the similarities and differences between the perceived characteristics of two case schools will be given.

4.1. School A Stakeholders' Perception of the Salient Characteristics of their School

Below the findings of the study as to how the immediate stakeholders (students, teachers, parents, school administrative staff and managers) of School A perceive the salient characteristics of their school in the areas of academic emphasis, organization and administration, school climate, home-school relationships, teaching staff, and physical and financial resources will be presented.

4.1.1. Most common characteristics of School A: *Academic emphasis*

The first area of effective school characteristics that was explored was *Academic Emphasis* parent category. Four sub-parent categories explored under this parent category were *Expectations from students*, *Instructional strategies*, *Monitoring of student progress* and *Time on task*. Table 4.1. below presents the most common

characteristics of School A under this category. Appendix 2A has the more comprehensive Content Analytic Summary Tables for the sub-parent categories under Academic emphasis parent category.

Table 4.1. *Most Common Characteristics of School A: Academic Emphasis*

ACADEMIC EMPHASIS	SA-S N=10	SA-T N=10	SA-P N=10	SA-A N=3	SA-Tot N=33	SA-Tot %
Expectations from students						
ÖSS success	7	9	2	2	20	60,6
Whole person development	1	6	2	2	11	33,3
Expectations differ for each	7	6	1	1	15	45,5
Expectations are shared with	3	7	3	3	16	48,5
Instructional strategies						
Strategies effective	4	3	5	2	14	42,4
No memorization	4	5	2	-	11	33,3
Student centeredness	9	7	9	3	28	84,8
Exam oriented	-	3	4	1	8	24,2
Effectiveness depends on	-	7	-	2	9	27,3
Outside class support by	9	5	3	1	18	54,5
Focus MONE syllabus	1	2	9	-	12	36,4
Focus student needs,	5	9	-	2	16	48,5
Homogeneous Eng classes	1	5	2	2	10	30,3
Too much homework	8	-	6	-	14	42,4
Monitoring of student						
Effective	7	7	3	2	19	57,6
Ineffective	1	5	4	1	11	33,3
Followed up	2	4	1	2	9	27,3
Frequency	4	3	3	3	13	39,4
Time on task						
Vast majority of class time	6	8	-	2	16	48,5
Class interruption: Affects	6	8	-	1	15	45,5
Class interruption: Messages	5	6	-	3	14	42,4
Class interruption: Not	6	10	-	-	16	48,5

SA=School A, S=Students, T=Teachers, P=Parents, A=Administrators, Tot=Total

Student perceptions

When the students of School A were asked about their school's expectations from them, majority of them said that the school expects them to be placed in a faculty in the ÖSS exam. One student expressed this expectation as "being in the first 200 in the rank," another student as "at least 300 points in Math and Science section of the exam," and yet another one as "high ÖSS grades." There was only one student who was not happy with the level of the school's expectation from the students, who said that "the school could have higher expectations, being placed in a faculty shouldn't be enough. Better places with higher ÖSS grades need to be aimed."

While the majority of the students said that the school's expectations from students are not the same for each student, there was only one student who believed that the expectations are the same for each student. Some of the students who said that the expectations differ for each student said that "the school expects good places in the university, like getting a scholarship in a private university, from good students in the school."

When it comes to school's sharing expectations with students openly, there were some students who think that the school shares the expectations from them with the students but there were also some students thinking that the school did not do that. One of the students in the latter category expressed that she was happy with this as she would feel under stress if the school expressed its high expectations from them openly. In addition to these students, some students said that although the school did not express the expectations openly, they can sense and feel it by observing what was done in the school and how their teachers behave.

Apart from the ÖSS success, there were also some students who expressed the school's expectations from them in other areas like learning a foreign language well, becoming a good citizen, improving in drama, arts and music, individual development. There was also one student who was not happy with the fact that the school did not push for high marks in the exams.

As to the instructional strategies employed in the school, almost half of the students thought the instructional strategies in the school were effective. One said that "it is easier to remember when learned with the strategies in this school." The students believed that they learned without memorizing, with strategies like "interpretation questions," "examples from real life," "jokes about the subject," "carrying out research and giving presentations," and "questioning things." There was one student who said the effectiveness of the strategies depended on the teacher.

Almost all the students also talked about the student centered approach in their school. Some said they could affect the course content and some others talked about “students’ say” in deciding teaching techniques. One of them said, “Some teachers ask us how to conduct the lessons in the beginning of the year.” The students also gave examples to some student centered techniques employed in the lessons. They gave “group discussions,” “student presentations” and “dramatizations” as examples. Almost all the students said that there was extra outside class support provided by the teachers in their school, through tutorials after school or during lunch time, extra classes to catch up if lessons were missed or one-on-one teacher conferences. One said “most teachers are willing to spare extra time with students.”

Half of the students thought the focus of the instructional strategies in the school was the MONE syllabus, half of the students also said that both MONE syllabus and the students’ needs, expectations and interests were the focus. One student said, “They take into consideration both what MONE says and what we think, a 50-50 balance.”

Majority of the students thought that there was too much homework with the aim of revision and consolidation given in this school, and the homework given was marked. The most common type of homework given was expressed as presentations, science/math fair projects, summaries, text analysis, multiple choice tests. Students also mentioned the ‘integration homework’ that Lise 1 students do which aimed at having one topic and in groups preparing projects in each lesson under this topic. Students said that the topic was ‘the eye’ last year

As to the monitoring of student progress, more than half of the students stated that they found the school’s strategies effective. They said that quizzes were good for revision and that they liked non-multiple choice tests since they gave better feedback.

There were some students who consented that the exams given to students were followed up by some remedial or follow-up activities. They said that following any assessment, students were provided with feedback on their performance or that students were provided with “remedial teaching, or tutorials according to weaknesses in the exams.”

Almost all the students talked about the numerous types of techniques used for monitoring student progress in the school. Among these techniques were “tests, formal open ended exams, quizzes, ÖSS practice tests.” They said the teachers could also follow their progress through their “class participation.” Lastly, they stated that the student counselor monitored each of them as well.

As to the time on task in the lessons, more than half of the students thought that in general their class was on task during the vast majority of the class time. However, almost all the students believed that the time on task depended on the class, lesson or the teacher.

While talking about the class interruptions, half of them mentioned the messages or announcements sent to the classroom. More than half of the students thought that these interruptions affected their concentration in the lesson. However, there were also a few students who thought that this was good especially when they were bored during the lessons. One said, “Sometimes it's good when someone comes, it gives us a break of one or two seconds.” As to the frequency of such class interruptions, all the students thought that these interruptions were either quite rare or happened sometimes. They said that the messages or announcements came especially on Fridays, either at the very beginning or towards the end of the lessons.

Teacher perceptions

The great majority of the teachers interviewed in School A, expressed success in ÖSS as the expectations of the school from their students. One teacher expressed this as “the reality in Turkey, cannot be ignored, ÖSS is the target.” Another teacher said that “parents, teachers, students take ÖSS success as a criteria” to assess one school’s success. Some of School A teachers gave the following as examples to define their understanding of success in ÖSS: “good departments of METU, Hacettepe or Bilkent with scholarship.” There were also some who believed that entering a university / department that students want was also an expectation. They said that almost all of their students wanted to go to private universities, so the aim was reached when they were placed there.

Most of the teachers of School A expressed whole person development of the students as another expectation of the school from the students. They exemplified this by saying that they wanted their students to be “students who can think, question, who are ready for tomorrow, who can cope with change and difficulties, who can exploit the positive and negative circumstances they are in.” Another teacher said they expected their students be “modern, creative thinker, one who can express oneself, with a democratic approach.” The following words of another teacher described school’s expectations to the same end: “students who act according to school’s mission, with their social abilities, the way they are dressed, their behavior, students who can express themselves, who are self confident, with high self awareness.”

Majority of the teachers believed that the school shares the expectations from students openly with the students. They said that students have a chance to hear the expectations of the school from them in “the meetings with the administration and the student counselors,” and from the teachers in class. One teacher, however, believed that although the expectations were shared with the students, these expectations did not match with the students’ own expectations from themselves. This was because the students did not want to put a lot of effort.

Majority of the teachers believed that the school’s expectations from the students were not the same for each student. However, there were two teachers who believed that this was not the case. Those teachers who believed that the expectations were not the same for each student gave the followings as the reasons and the issues about this fact: “some students do not set targets for themselves,” “there are groups and there are realities,” “the school accepts weak students coming from the secondary section,” and “only the few scholarship students can increase the success level of the school.”

As to the instructional strategies employed in the school, although there were a few teachers who thought the strategies in the school are effective, one teacher thought they were not. A great majority of the teachers thought that the effectiveness of the strategies depended on the students or class. One explained this with these words: “In

private schools, I know the student profile. You can't do much unless the students want." Another one said, "Sometimes I find it difficult to reach the students since not what the teacher or the books say but what the TV, computer or print media say is more important for them." "Especially after the economic crises, parents send their kids to Anatolian or Science high schools after elementary, and the weaker ones come to us" said another teacher to explain the situation. "Students come with different academic abilities, they are not very keen to get what we provide, much better things could be done if students were different" was what another teacher said.

Almost all the teachers believed that although they needed to follow the MONE syllabus, they focused on students' needs, expectations and interests, too. There were teachers who said they went beyond the MONE syllabus and had additions to what was expected. For example one said, "The framework is drawn by the syllabus but we add some additional pieces of art" or another Turkish literature teacher said, "We include additional contemporary pieces of art to MONE syllabus" and "I ask students to compare Nefi with Cem Yilmaz."

Half of the teachers of School A gave examples of strategies which discourage memorization. Among these strategies were "teaching geography not as something to be learned by heart but teaching things that will help in the future," "not learning 1453 as a date but knowing that there was a man behind it who knew Latin, who respected Christianity," or "asking exam questions which don't test memory but expecting students to interpret and comment."

Majority of the teachers believed that school encouraged student-centered approach in teaching and this was what they employed in their lessons. Problem solving and discussion were among the most common techniques they talked about. They also emphasized that they gave importance to students' equal participation in class.

Teachers had a variety of views about the intensity of homework given in the school. Some thought regular homework was given, some said not much homework was given, yet another group said almost no homework was given. Those who gave regular homework expressed that they checked the homework they assigned.

With regard to the way school monitors student progress, while half of the teachers thought that the strategies used were effective, half of them thought they were not. One said that they used a variety of strategies and that they were objective. They said that in the exams they asked higher thinking level questions. One teacher who found the techniques effective said that “after one year students don't want knowledge level questions in the tests either.” Talking about the effectiveness another teacher said, “Both the administration and the teachers follow the students very closely.” On the other hand, other teachers who did not find the strategies effective said “we have item analysis for the exams but we don't have an assessment and evaluation department, it is not done professionally” and “we have had measurement and evaluation seminars but we need an expert for better results, it is not professionally done.” Another teacher was not happy with the techniques used and explained this as follows: “We are responsible to MONE and the parents, otherwise I'd love to take them [students] to field trips, observe them there, their responses, behavior and give grades accordingly. But I can't do it now so I turn them into oral grades though.”

While talking about what follow-up strategies the teachers employ as a result of monitoring of students' progress, they gave the following examples: “Item analysis is done and results are discussed in the department,” “We look at where each class is, reasons for low grades and do what is needed,” “We have class teachers' meetings to track students,” and “We provide tutorials to academically weaker students.” Teachers talking about the nature and the frequency of students' monitoring, said that it differed from department to department. They said that there could be more frequent assessment in one subject matter, or more ÖSS practice test in another.

Regarding time on task in class, a great majority of the teachers thought that their students were on task during the vast majority of class time. One history teacher said, “I spent no time for disciplining. My looks are enough, like a conductor of an orchestra.” A teacher of English said, “Even when I take students to the video room, they go with a quiz. It's not just watching.” There were a few teachers who thought that the time on task in one class depended on the level of the class, difficulty of the topic, time of the day and the week.

While talking about the class interruptions, many teachers mentioned the messages and announcement coming during the lessons and vast majority of them believed that they affected the teachers' and students' concentration. One said, "When a message comes inevitably students focus on this and they lose concentration." However, there were also some teachers who believed that these were necessary and they did not affect their lesson at all. Talking about the frequency of such class interruptions all the teachers believed that they were not frequent.

Parent perceptions

There was no outstanding school expectation that most parents agreed on. Only a few parents expressed ÖSS success as the major expectation of the school from their students. While a few other parents believed that "whole person development of their children" is the expectation, which would train "humanitarian, modern children," there was also one parent who said that the school expects the graduates be equipped with the academic skills needed at university, like carrying out research, academic writing skills, learning to learn. There was also one parent who believed that the school had no expectation of any kind and that the parents set the targets for their children. Two of the parents who agreed that the school had some expectations from their students said that this did not work as students were not enthusiastic students.

Majority of the parents came to the conclusion that the school did not share its expectations from students openly. One parent explained the reason for this as "they don't say anything not to make students ambitious or not to cause competition among students." Some of such parents believed that "there are no strong, challenging expectations, it is left to students, they [school] only guide." Some of those few parents, on the other hand, who believed that the school shared its expectations from students openly, believed that although the school expressed its expectations with the parents and the students, the students were not interested. When it comes to expectations being the same for each student, among a few parents, who could comment on that, one believed that the expectations were the same for each student and other two said they differed.

As to the instructional strategies employed in the school, while half of the parents in School A said they found the instructional strategies in the school effective, there were a few who found them not much effective. One said, “They had very good methods in theoretical boring lessons like history, for example researching.” Another said, “School puts on top of the MONE syllabus and catches the world, students don't memorize things, but this was not true for all teachers. English teachers are superb, Turkish, Literature teachers are good, too.” A couple of parents thought that effectiveness of the strategies depend on the teacher. One parent said, “It depended on the teacher. If a teacher has wide perspective, students are prepared for life.”

Almost all the parents believed that the lessons conducted in the school were student centered. They stated that the teachers gave importance to students' participation in the lessons through expressing their views in the discussions.

Almost all parents thought that the focus of the strategies in the school is the MONE syllabus. Only one parent thought students were in the center. “MONE syllabus is a must, we are limited” one parent said. “No room for going beyond the MONE syllabus, English lesson has flexibility here, they make use of this flexibility very well” said another one.

There were some parents who talked about the exam oriented strategies. “They stop having lessons with lise 3 on April 1st, so that students can go to Dershanes. Why don't they prepare the students to the university exam themselves instead” one parent said. Another one said, “The principal shouldn't give tips about how to get sick notes.” Some talked about the fact that there was no room for memorization in this school as well. “Not memorizing but learning through discussion, applying to real life situations” one said. Many parents thought that there was too much homework given in this school. Some were happy with this but some others thought this was not pedagogically right.

Regarding the monitoring of student progress, a few parents thought that students' progress was monitored effectively. They said that there were “many comprehensive exams, which assess well” and that there was “good guidance without pushing.”

Some parents, on the other hand, thought the monitoring was not effective. One said, “He [my son] can get very low grades from a lesson he studies much, gets private tuition, and can get high grades when not study,” Another parent talked about only one lesson and said, “In some exams there is a huge gap between what is taught in class and what is asked in exams, there is such a lesson.” Another parent wanted to be informed more as a parent. He said, “Usually I don't know the content and aim of the exams. We get no feedback, getting a 2-3 doesn't tell much, which behavior are missing, I want to learn this.” Talking about the frequency, the parents were happy with the fact that the school gave report cards 6 times a year since this gave them frequent feedback about their children’s progress.

Almost all parents talked about the types of student monitoring. Many talked about the “tests, formal open ended exams, quizzes, ÖSS practice tests.” There were also some who mentioned the career guidance questionnaires given by the student counselors.

When asked if they could interrupt the classes in this school almost all believed that they would not do this anyway and that the school would not let them do so. One parent said, “We wait in Principal’s office and can take students in the break time if there is a need.” However, there was one parent who stated that she witnessed a few parents going into classes during class time.

Administrator perceptions

Two of the administrators in the school talked about the ÖSS success as one of the school’s expectations from the students. According to one of the administrators, school expectations were related to the school’s vision therefore students had to be good in at least one area, Turkish-Math or Math-Science and the reflection of this was at ÖSS. The other administrator believed that as there were many university-graduate unemployed in Turkey, it was important that their graduates went to the departments which could secure them a job upon graduation. She gave METU, Boğaziçi, and Bilkent as examples and said that universities like “Hacettepe, Gazi, Ankara University are also good but not the priority.”

Administrators also gave whole person development as one of the school's expectations from students. One of them summarized this as follows: "We tell the parents that this is a place for education; it's not only for teaching content. Dershanes do so. We try to educate them, teaching what is identity- personal identity, national identity-, and what is being a human. This doesn't mean lessons are not important, they are but not alone." Another administrator expressed her views about the topic as follow: "What makes us different [from other schools] is that we make students realize their own individuality and go towards their own interests, we increase their awareness."

One of the administrators also mentioned the expectations of the school from their graduates in foreign language competency. She said that the school expected students not to study the English language preparatory programs in the university.

Administrators of this school had different views about school's expectations being the same or not for each student. While one said it was the case, another one thought that although it was the ideal, this was not possible due to students' differing capacities. One of the senior administrator said, "I openly tell in new parent information meetings that they can't say 'this is a private school, I give a lot of money, make my kid successful individually, cognitively, physically. Educational success is limited to how much the student gets.'" On the other hand, all the administrators of the school agreed that the school openly shared its expectations with the students either in their meetings with them or through the teachers.

Regarding the instructional strategies employed in the school, the administrators of the school thought that the strategies were effective most of the time but effectiveness depends on the student groups that one works with. They believed that the focus was not only MONE syllabus as a lot of emphasis was given to students' needs and interests. One of them said, "We follow MONE syllabus till the last days of Lise 3. We adapt the syllabus by changing some poems of the same poet for example. The objectives are set in MONE syllabus but the teachers are free in how to reach there, depends on creating student centered classrooms and the level of the students." The other administrator said, "MONE syllabus guides us. MONE wouldn't like it but we change the order. Administration always supports the teachers."

Administrators talked about the student-centered approach in the school. They talked about the projects carried out by students, student presentations done in the lessons, and the math and science fairs which gave opportunities to students to present their studies to a larger audience as well. Administrators believed that having homogenous English language classes worked well (The school has streamed the students for English classes according to their report card grades for English lesson. Therefore, the English classes are not mixed ability classes.) and that now they were thinking of doing the same for the other subject levels. As to homework, administrators thought that there was regular homework given in the school and that the school had expectations here. “The school is sensitive about homework. Administration wants teachers to check and grade the homework” one of them said, explaining the reason as “we give two mid semester grade cards. Parents are very careful; they check which teacher gave how many pieces of homework.”

Administrators had various ideas about the effectiveness of student monitoring in the school. They thought that it was done effectively. One administrator explained this as follows: “In 1997, we had a reform. We defined ‘evaluation’. We clarified knowledge or evaluation questions. Will they [students] need reasoning, how to prepare exams, open-close questions, what type of learning do they [student] appeal to. We started preparing exams adding such questions. Then we looked at the whole process through seminars. Right answers, homework, participation, extra work, relations, attitude, obeying rules. We standardized through set of criteria within departments. We shared this with the parents.” However, one administrator thought that there needs to be a measurement and evaluation department in the school to be able to carry out item analysis or other exam validity and reliability assessing activities more professionally. Also, administrators thought that there was frequent assessment in the school. They said that there were different practices in different departments. They said that parents were happy with two mid term report cards as they could get frequent feedback.

With respect to the time on task in the lessons, administrators in the school believed that vast majority of the class time was spent for the lesson, and that the students were on task. However, lesson type was a factor in determining this as well. They

said that there was a need to send messages and announcements to the classes but they tried to do so not often. As these might have affected the lessons negatively, they sent either at the beginning or towards the end of the lesson.

4.1.2. Most common characteristics of School A: *Organization and administration*

The second area of effective school characteristics that was explored was in *Organization and administration* parent category. Four sub-parent categories explored under this parent category were *Decision making*, *Goals and mission*, *Leadership and leader characteristics*, and *Expectations of the principal from stakeholders*. Table 4.2. below presents the most common characteristics of School A under this parent category. Appendix 2B has the more comprehensive Content Analytic Summary Table for the sub-parent categories under Organization and administration parent category.

Table 4.2. *Most Common Characteristics of School A: Organization and Administration*

	SA-S	SA-T	SA-P	SA-NE	SA-A	SA-Tot	SA-Tot
Organization and Administration	N=10	N=10	N=10	N=2	N=3	N=33	%
Decision making							
Students participate in some decisions	6	-	-	-	1	7	21,2
Teachers' opinions are asked before decisions	-	4	-	-	3	7	21,2
Parents don't participate in decisions	-	-	3	-	-	3	9,0
Non-academic employee participate in decision	-	-	-	1	-	1	3,0
Goals and mission							
Academic: ÖSS success	4	-	2	1	-	7	21,2
Whole person development	4	6	5	2	2	19	57,6
Good citizens for society	2	5	-	1	-	8	24,2
Improving school's image in society	-	3	-	-	1	4	12,1
Parents don't own the mission	-	4	1	-	-	5	15,2
Leadership and leader characteristics							
Positive characteristics	6	9	8	1	3	27	81,8
Negative characteristics	2	2	2	-	-	6	18,2
Discipline and authority	3	1	2	1	-	7	21,2
Gives importance to: Responsible students /	-	3	1	1	2	7	21,2
Principals expectations from stakeholders							
Academic	5	6	4	-	1	16	48,5
Discipline	5	5	1	-	1	16	48,5
Non-academic	1	4	2	-	1	8	24,2
Expresses openly	1	6	4	2	4	15	45,5
Doesn't express openly	4	-	3	-	-	7	21,2

SA=School A, S=Students, T=Teachers, P=Parents, A=Administrators, Tot=Total

Student perceptions

While talking about the decision making in the school, more than half of School A students believed that they participated in some decisions. There was only one student who said students did not participate in decisions. Mostly students said that

they participated in decisions in “small things” or “some decisions like the school colors, uniform.”

School A students had varying understandings of the school goals and mission. Almost half of them said that the mission of the school was to make students successful in the ÖSS. On the other hand, almost half of the students believed that whole person development of students was the school’s mission. One of them said that their school was different from other schools. He said, “There is only lessons in other schools, here they give importance to things that will help us in life.” Another student expressed his views by saying “educating qualified, responsible people who can stand on their feet.” There were also some students who thought the school saw raising good citizens for the society as their goal. However, almost half of the students stated that the goals and mission of the school were not expressed openly in oral or written form.

As to the leader characteristics in the school, more than half of the students in School A talked about the positive characteristics of their school principal, however, there were a few who talked about some negative characteristics of their principals as well. Below are what some students said about their principal: “good person, like an elder sister, listens to students, fair,” “warm not much authoritarian,” “has good relations with students,” “has good authority,” “tries to ease people's life,” “works for the school, likes students, smiles, answers questions, listens to students, wants to do something for students,” and “works for school’s commonwealth.” The only two negative comments about the principal were about her strictness. While one student said “she needs to be more understanding about dress code,” another one said that “she would have better relationships if she were more understanding.”

While talking about the principal’s expectations, half of the students in School A talked about the academic expectations of the school principal. These students agreed that their principal wanted them to be good, successful, and model students with high success rate in ÖSS. Half of the students interviewed in School A also talked about the expectations of their principal related to discipline. They said obeying the school rules and following the dress code were expected of them by the principal. Around

half of the students agreed that the principal did not express these expectations openly, just one student believed that it was the case.

Teacher perceptions

School A teachers had varying views as to teachers' participating in decisions. Around half of them said that teachers never participated in decisions. Another almost half said that teachers' opinions and views were asked before decisions. There were also individual teachers who said their views were rarely or never asked. Some teachers explained the decision making process in the school as follows:

“Department heads have 'school committee' meetings with the principal. They take the decisions, they are presented in the department meetings” or “Most decisions are informed through department heads. There is a hierarchical structure.” However, some other teachers believed that they participated in the decisions indirectly. One said, “The school committee is composed of administration and department heads. We partially participate in decisions via department heads.” Some teachers who believed that they had a say commented that, “bigger targets are discussed together” or “while setting the vision, mission, the draft text came and we told our opinions.”

While talking about the school goals and mission, more than half of the teachers interviewed gave whole person development of their students as the school mission. One teacher said, “The aim of the school is to educate quality people, ready for life, who can stand on their feet, who know how to listen to others, who respect others, this is the most important thing we try to do.” Other teachers said, “Educating decent people who participate in social activities, think creatively, respecting other people, different cultures and who could respect differences” and “educating students who have self confidence, who are aware of their social knowledge and abilities, and who are able to use them, who are aware of their surroundings and able to use this.” The teachers also mentioned raising good citizens for the society as a school goal.

There were a few teachers who gave ÖSS success as a goal. However, they were not happy that this was the case. One expressed her feelings saying “I wish we had no ÖSS in our system. It destroys our goals, unless ÖSS was gone, parents would want ÖSS success.” Another teacher talking about the same thing said, “We would like to

have more social weighting but academic success is a must.” There were some teachers who thought the mission of the school was to improve its image in the society and to become a high prestigious school in Ankara and Turkey. As to the ownership of the mission, almost half of the teachers believed that parents did not own the school mission and goals but that they only want ÖSS success. One teacher said, “There is no common mission; there are differences between what parents expect and what the school expects.” There was only one teacher who believed that the mission was owned by all. She said that “otherwise the system wouldn't go like this, it would get stuck.”

While talking about the leader characteristics in the school, almost all School A teachers talked about the positive characteristics of their school principal. There was only a small minority who gave some negative characteristics of the principal as a leader. Teachers gave the following positive comments to describe the principal's leader characteristics: “organized,” “warm, natural, sincere,” “fair,” “observant,” “decisive,” “positive attitude towards others, can manage all types of people, smiley,” and “always close to teachers and students.” One teacher said, “The first thing I saw in the job interview was her warmth and smiley face. This gives you trust and motivates you. This is very important.” The only negative comments about the principal's leader characteristics were the following: “She prefers group warnings rather than individual warning not to hurt people, but I don't prefer this.” “She has a lot of pressure coming from teachers, parents, top management. Sometimes she explodes. She can work on this.” There were a few teachers who thought that discipline and authority were her characteristics as well. One teacher said that she made it clear to the others that she was the principal. According to another teacher, the principal ensured the school's mission. She said that although the school had its goals, there were NONE expectations and that she was good at harmonizing them. There were some teachers who believed that the principal gave importance to teachers' knowing their responsibilities. One said that “she wants everyone to do their job complete.” Another said, “She naturally doesn't want any glitches in the operation.”

Regarding the principal's expectations from the stakeholders, around half of the teachers believed that the school principal had academic expectations from them and there were a couple of teachers who said the principal also had academic expectations from the students. Among the academic expectations from the teachers, they mentioned the following: "Being good at our subjects, teaching well, coming to school regularly," "planning the lessons as well as possible to avoid any possible problems," "using effective aids in teaching, like computers, projections," "it is an important criteria for the school that teachers act according to the mission and develop the school, oneself and the students." On the other hand, teachers believed that the following were among the principal's academic expectations from the students: being successful, representing the school well, behaving like educated people, and being responsible students. Around half of the teachers also talked about the principal's expectations from them in the area of discipline. Below were some expressed expectations: "Teachers need to do things on time, follow the hierarchical structure when they demand something, as she is busy she talks to the teachers not one by one" or "being able to avoid discipline problems before they grow big" or "fulfilling our responsibilities. She tells us 'when' and 'what is the deadline'." Among the other non-academic expectations from teachers and students were "greeting others" and "respecting the school" were expectations from students and "creating a warm peaceful atmosphere, without sacrificing academic targets," "creating no tensions," "not hurting anybody," and "creating a healthy, good working environment" were the expectations from teachers. Half of the teachers believed that the principal expressed her expectations openly.

Parent perceptions

With regards to decision making in the school, there were a few parents who said that they did not participate in decisions. One parent said, "We weren't invited in the decisions. If they involved willing and qualified parents, it would be better, a constructive cooperation."

With respect to school goals and mission, half of the parents believed that whole person development of the students is the school mission. On the other hand, there were some parents who believed that high quality education, ÖSS success and home-

school partnership, were school goals too. There was only one parent who thought that the school had no mission. There were a few parents who stated that the mission and the goals of the school were not expressed openly.

Regarding the leadership and leader qualities, majority of the parents talked about the principal's positive characteristics as a leader. There were only a small minority with some negative comments. Among the positive characteristics raised were "being warm, hardworking, self confident, helpful, fair," "having good will," "having an open door to everyone," "valuing human values rather than money," "working for education," and "having love and respect." One parent commented on the characteristics of the principal saying that she "unites her team without creating tension. She trusts her team. A good leader, self confident. She doesn't hide anything, very open. It is a transparent school." On the other hand, one parent stated that "the school principal should look more competent in front of the parents. The assistant principal looks more confident." The parent thought that as she did not look like a principal, parents lost their trust, and questioned her as a principal. Another parent thought that she was not sufficient. She said "may be academically but not pedagogically and socially. She follows the book. She doesn't have empathy with the students and teachers." There was one parent who said, "She has an attitude as if she is afraid of the General Coordinator and the upper management of the foundation. She can't express her independent opinions."

As to the principal's expectations from the stakeholders, there were only a few parents who talked about some academic expectations of the principal from students and parents. One parent who was not quite happy about what the principal expected of them said, "The principal wanted us to be in contact. She said teacher-student-parent triangle is important but they give the weighting to the parent in this effort. I think the responsibility should lie with the student and the teacher. I don't want to have teachers' responsibilities; I shouldn't be following his homework, projects." Another parent who was not satisfied with what the principal expected of students said the following: "She expects standard things like 'study, don't talk in class, don't misbehave during lessons' nothing else. This school deserves more than this." While

almost half of the parents believed that the principal expressed her expectations openly, there were also some parents who thought it was just the opposite.

Non-academic employee perceptions

Talking about the decision making in the school, non academic employees of School A believed that they either participated in decisions or their opinions were asked while decisions regarding their units were taken. One of them said that she sometimes participated in the decisions in her field but not in other fields. Another one said if the non-academic employees presented solid, reliable data, they could change the decisions in their areas.

Non-academic employees of School A thought that whole person development of students was the main goal but the ÖSS success and raising good citizens for the society were also aimed at. One said, “Although ÖSS success is in front of us, the priority is preparing student for life, raising good individuals, this is pronounced a lot.”

As to the leader qualities in the school, one non-academic employee described the school principal’s leader characteristics positively saying that “she is disciplined, open to suggestions. She doesn't interfere much with my work; she says 'you got the training'. I prepare things, she checks.” Another non-academic employee said, “She gives importance to discipline and follows if things are completed.”

Talking about the principal’s expectations from stakeholders, the non-academic employees believed that their job descriptions guide them as to the expectations from them. One non-academic employee interviewed said that she had a job description which had been written by herself and edited by the principal. She believed that as she did everything stated in the job description, there were no problems. They also believed that everything openly expressed and they got feedback on their performance during their report meetings.

Administrator perceptions

As to the decision making in the school, while one of the administrators mentioned that students participated in decisions, all thought that teachers' opinions were asked and that they participated in decisions. They said that they had 'school committee' meetings every other week where the principal, assistant principal, and department heads participate. Before giving decisions about many things, department heads were asked to find out the teachers' opinions and these were presented in the 'school committee meeting'. One of them said, "We sometimes take decisions without discussing with colleagues as well, but mostly we share with them in the departments." The school principal said, "I never decide on my own. I can do top down but it won't work if there is no persuasion, no success." She continued saying "I ask the solutions to the teachers. I involve them so that they have the ownership. Otherwise, they do things because administration wants them to do. But then I can't control." As to the students' participation in decisions, the principal said that she asked them questions about student groupings, whether to divide or combine classes, and their views about the school uniform.

School A administrators believed that school's mission was to make sure that there was whole person development of students in the school. The school principal said that some points had priority in the school mission and expressed them as follows: "First, the students should reach the world standards without losing their own cultural identity; Knowing at least one foreign language like their mother tongue; Knowing and using the latest technology; Being aware of own society; Having aesthetic understanding; Self-disciplined; Respectful. The main mission is 'developing' without 'cultural deterioration'." Being a disciplined school and improving public image were also raised as the goals of the school. One administrator said, "Educational philosophy, owning the student, safety are the mission. It aims at becoming a name in Ankara as a disciplined school." One of the administrators believed all of these goals were expressed openly.

The administrators of the school gave the positive characteristics of the principal saying that she was a decisive principal and that her decisions were well- thought. One said, "She presents the logic behind her decisions to us. She is ambitious." The

other one said, “The principal is very organized. Proactive. No surprises, no disappointments. She goes down the hierarchy and proactivity is everywhere.” While describing herself as a leader the principal said, “Human is in the center for me. Identity, SES, and culture are not important. There is a place for emotions but I don't lose objectivity.” Both the other administrators and the principal herself said that “the principal gave importance to doing the job assigned well and being a volunteer to do extra work.”

The school principal talked about her disciplinary expectations from the students and academic expectations from the teachers. As to the student expectations, she said, “We talk to students as a group about expectations, unless there is individual expectation. We give simple instructions about dress code and, tidy and clean classes. Sometimes we have serious talks with 6-7 boys, making them sign contracts for us to keep track of them.” While talking about the academic expectations from teachers, she said, “I observe teachers [teaching in class] one by one, I tell them what they need.” Talking about the openness as to expectations, she said that she expressed her expectations openly to make everyone understand the source of the problem and solve it.

4.1.3. Most common characteristics of School A: *School climate*

The third area of effective school characteristics that was explored was *School climate* parent category. Four sub-parent categories explored under this parent category were *Safe and orderly environment, inter-relationships, Student responsibilities, and Student rewards*. Table 4.3. below presents the most common characteristics of School A under this parent category. Appendix 2C has the more comprehensive Content Analytic Summary Tables for the sub-parent categories under School climate parent category.

Table 4.3. *Most Common Characteristics of School A: School Climate*

School climate	SA-S	SA-T	SA-P	SA-NE	SA-A	SA-Tot	SA-Tot
	N=10	N=10	N=10	N=2	N=3	N=35	%
School characteristics							
Consideration	-	1	-	1	2	4	11,4
Intimacy	4	5	5	-	2	16	45,7
Morale	5	3	1	-	-	9	27,3
Teacher engagement	-	10	3	-	3	16	45,7
Safe and orderly environment							
Safe	9	9	7	2	2	29	82,9
Orderly	4	7	2	1	2	16	45,7
Discipline to ensure	5	1	1	2	1	10	28,6
Inter-relationships							
Positive relations	10	9	9	2	3	33	94,3
Negative relations	3	3	4	-	3	13	37,1
	SA-S	SA-T	SA-P		SA-A	SA-Tot	SA-Tot
	N=10	N=10	N=10		N=3	N=33	%
Student responsibilities							
Helping projects	3	6	5	n/a	2	16	48,5
Representing school in competitions	4	2	2	n/a	-	8	24,2
Independent learning	3	3	1	n/a	-	7	21,2
Student rewards							
Cups/certs/ plaques / medals/books	6	4	2	n/a	3	15	45,5
Grades	3	5	2	n/a	2	12	36,4
Praise	-	5	3	n/a	-	8	24,2
Trips	1	4	-	n/a	1	6	18,2
Promoted value: academic success	2	2	-	n/a	1	5	15,2
Promoted value: extra-curricular	1	1	1	n/a	1	4	12,1
Promoted value: creative thinking	2	1	1	n/a	-	4	12,1
Promoted value: good behavior	1	1	-	n/a	-	2	6,0
Promoted value: representing the school	1	-	-	n/a	1	2	6,0

SA=School A, S=Students, T=Teachers, P=Parents, NE=Non-academic Employee, A=Administrators, Tot=Total, n/a=not applicable (These areas were not included in non-academic employee interviews)

Student perceptions

While talking about the general school climate, half of the students talked about the morale of the students and around half of the students talked about the intimacy in the school. The half of the students expressed their positive feelings and happiness about being a student of this school. One student said, “As a student I'm happy that there are rewards they motivate us.” Among those students who talked about the intimacy in the school, there were some who liked this but some others who did not.

All of these students believed that as it was a small school, “it is not crowded, everyone knows each other.” However, one student looked at it from two different perspectives. He said, “This is a small school: it has its advantages, everyone is friend with everyone. But there are also disadvantages; you only have a small social environment.” Another student commented on the intimacy of the relationships in the school as follows: “It is very good but sometimes there is too much teacher attention. This can be disturbing time to time.”

Almost all the students interviewed in School A believed that the environment in their school was safe, and around half of them believed that it was orderly as well. The following were the reasons why they thought their school had a safe environment. The students said that their school was “on a university campus,” “there [were] security guards at the entrance of the campus and school building,” and “the school building [was] safe because there was fire alarm system, it [was] strong against earthquakes, it [was] easy to evacuate, and there [were] fire drills.” The students also said that the physical fights were very rare in this school. One student said, “Our school is safer than other schools; there are no students you would be afraid of in this school.” Those students who believed that the school had an orderly environment said, “There is no chaos, everything goes smoothly.” Another student talked about the physical setting to give an example for the orderly environment: “The building structure is orderly; certain floors are for certain rooms, classes on certain floors, labs, art rooms, and the library on the ground floor.” There was one student who said the school was “not always orderly but it's no problem as it's a small school things are solved easily.”

Half of the students believed that the discipline measures taken in the school ensured that safe and orderly environment in the school. The students said that student behavior on the premises was always monitored by teacher on duty and unexpected behavior were warned or punished.

All the students interviewed talked about the positive relations they had with their teachers, Most of them defined their relationship saying that they were like friends with most teachers. One student said the following: “Our relation with the teachers is

comfortable and positive, respectful. Mostly young teachers. They are understanding and friendly.” Students mentioned that although they were really close, there was a teacher-student like relation in the class. However, as students felt comfortable, they could ask any question they wanted. The students believed that outside the class their teachers were like brothers-sisters or friends to them. The only concern raised by one of the students about the teacher-student relations in the school was that there could be some tension sometimes due to some students being worried about their marks. Half of the students interviewed believed that they had positive relations with the administrators despite the fact that their relation with the administrators was a “more formal” one since they were more “strict” and “disciplined” compared to the teachers. They said that there was mutual respect and the students could easily talk to them. One student expressed himself saying “no dirty looks from them like in other schools.” However, almost half of the students expressed some concerns regarding their relations with the administrators. They thought the administrators were “stricter,” “not friendly,” “not much close,” “not interested in students,” and “they don't smile.” On the other hand, some said that they needed to be disciplined as “it might be good for their job” and some said “some students are afraid of them but they are nice people when we talk” or “they are stricter for discipline but warmer at weekends.” Talking about their observations of the relationship among teachers, majority of the students said that there was a positive relation among teachers. One student expressed his observations as follows: “There is a good relation. No competition among them. They speak highly of each other in class when the other teachers are not around.”

Students of School A gave participating in helping projects, representing the school in competitions and taking the responsibility of their own learning as the responsibilities given to the students in their school. They said that within the frame of the helping projects organized by the school, volunteering students from Lise 1, taught English to some students from a school in Sincan on Saturdays. Some of the students also taught ballet and English working closely with “Eğitim Gönüllüleri Vakfı” (Educational Volunteers Foundation of Turkey – TEGV) to those students from less advantaged areas of Ankara. The students said some clubs in the school also represented the school outside, among the examples given were, “Modern BM

(United Nations) group went to Istanbul, Koç Lisesi to work with other local and international schools to solve some world problems” and “representing the school in Math competition in Istanbul.” The students also said that the ‘integration project’ that they have to do by working in groups on their own with minimum teacher support and guidance was another student responsibility. They said in this project they have to link different subject matters around the theme of the year and prepare a presentation to compete with the other groups by the end of the year.

More than half of the students gave cups, certificates, plaques, medals, and books as the most common student rewards given in the school. There were also a few students who gave grades as rewards. One of them said, “Grades are given for views expressed in class.” Students said that the following were rewarded in one way or another: academic success, creative thinking, participating in extra curricular activities, class participation, good behavior and representing the school outside.

Teacher perceptions

Talking about the overall climate in their school, half of the teachers in School A talked about the intimacy in the school, some talked about their morale, but all the teachers mentioned teacher engagement. Those who talked about the intimacy in the school mostly talked about the positive aspects. However, there were also some negative comments. One teacher described the atmosphere saying: “A warm atmosphere,” another teacher who had been teaching in the school for three years said, “I have never seen or heard any problems among people.” One teacher, on the other hand, mentioned some negativities saying “there are warm friendships, some teachers have distance between each other, not all are very close to each other. The main reasons are ambition, egoism.”

There were a few teachers who talked about the teacher morale. These teachers expressed positive comments. They said that the positive aspect of the physical environment improved their morale. They defined the school environment with expressions like “refined and hygienic” and “a technologically modern setting.” The teachers also talked about the social needs and said that the satisfaction of the social needs also improved their morale. Among the examples given were “private health

insurance,” “social activities organized; like picnics, dinners, nights for better and closer relationships” and “voluntary aid campaigns.” There was one teacher who thought being considered was another source of motivation. She said that it was motivating that the administration and the school responded to demands. Lastly, being able to go to seminars was also expressed as another factor for high teacher morale.

All the teachers interviewed gave examples of positive teacher engagement while talking about the climate in the school. It was evident from what teachers said that the teachers of School A took on responsibilities, and worked well very hard together for common aims. One teacher said, “Everyone cooperates about their students, classes, to get to know their students better.” This hard work though, according to many teachers, create a very “hectic environment.” One teacher said, “There is an incredible fast pace in this school” and another one said, “Everyone works too hard, it is a tiring environment.” To illustrate, a teacher gave the following example: “Teachers voluntarily give extra support to students for hours.” Another teacher said, “Teachers work very hard here, everything is planned, tutorials are provided, students get what they want to get.” However, none of these teachers mentioned any complaints or dissatisfaction from this hard work. One teacher said, “Teachers voluntarily work hard. Nobody pushes them, super motivation.”

Talking on the climate in the school, there were a few teachers who said they did not have any job security and said that “there is a feeling of unknown, the feeling of I can lose my job any time.” Another teacher said, “You don't have job security in any private school.” There was only one teacher who thought that there were factors in the school which hindered the teachers do their tasks as required. He said, “Teachers main task is to plan lessons and teach and evaluate. 90% of the time needs to be spent like this but there is a lot of bureaucracy, writing reports. We would do better without them. The structure should let us have more time for lesson planning.”

Almost all the teachers interviewed in School A believed that the environment in their school was safe, and a great majority believed that it was orderly as well. Talking about the safety in the school, one teacher said, “It is a safe environment;

building has just been restored, hygiene is very good, there are unannounced fire drills.” Presence of security guards was also mentioned. Teachers also stated that there were almost never physical fights among students. One of them said, “Fights among students are not common at all. There was one last year. It was outside the school premises.” There was only one teacher who raised her concern about “a 'power transformer station' nearby.”

Talking about the orderly environment in the school, the teachers said that the administration has an order, but big responsibilities are also given to the teachers. One teacher summarized the case with the following words to express how important order is for the school: “Order is very important here. If you are a part of it, you can stay here. Teachers act accordingly, otherwise you can't stay.” Among the factors that contribute this orderly environment the following points were raised: “Everything is planned, anything missed disturbs us psychologically,” “There are memos; everyone knows what is going on,” “There are bulletin boards,” “There is a routine. There are rules for everything; it is known who you need to talk to for what,” “We have our department offices, individual desks, cupboards, it makes us feel belong to the school, the administration is sensitive about these.”

Almost all the teachers believed that there were positive relations within the school between administrators and students, between teachers and students, between administrators and teachers, among students and among teachers. As to the students relations with the administration the teachers thought that there was a “comfortable democratic environment for students” as the “management listens to the students and tries to do what they want.” They believed that there was a warmer relation between teachers and students, and that the “peaceful relation depends on trust.” One teacher described it as an “ideal relationship.” Another teacher said, “Teachers have goodwill and are hard working. Students’ human rights are respected. The best thing about this school.” Another teacher said, “Very close, they come to our offices during breaks, lunch times. We know the staff their moms don't know.” As to the relations between administrators and teachers, the teachers believed that there was a professional approach. The coordination was ensured through a set procedure. One teacher said, “Their door is always open to us as well; always support the teacher when there is

something. They support us in transportation, seminars when we need, I am really happy with the administration.” Another teacher said, “We are in cooperation in all areas against students, parents.” However, there were some teachers who thought that the kind of relation between the administrators and teachers depended on for how long a teacher had been teaching in this school, and what common characteristics they shared with the administrators (children, subject matter etc.). The teachers thought that there were good relations among teachers and among students, as well. They thought that all teachers work “professionally, knowing their responsibilities.” They thought although there were groups of teachers who could get along better, they thought that was natural, and professionally there was a “team spirit.” One teacher said “People work in peace due to warm atmosphere.” As to the positive relations among students, teachers thought they were very close friends, as most of them had been together since elementary. They said students supported each other.

On the other hand, there were around half of the teachers who expressed some concerns regarding the relations between teacher and students, and among students, as well. Some teachers believed that they did not support the kind of friend like relationship between students and teachers. There were also those teachers who thought that the very close relationship among students and students supporting each other all the time might cause some negative results when they support each other thoughtlessly against the school.

Talking about the student responsibilities, teachers of School A said that their students participated in helping projects, represented the school in competitions and took the responsibility of their own learning while talking about the responsibilities given to the students in their school. Talking about the helping projects they said that their students “collect aids for charities, pack them, take them to relevant places” and “teach English, ballet at weekends.” The teachers believed that the “integration project,” “math and science fairs,” “arts nights,” and “play nights” gave students a chance to get extra responsibilities. One teacher said there were “activities on Fridays, last two blocks when each student goes to his/her club like literature club, art club, lab work. School gives importance to such things. Students are really

interested. They get ready for exhibitions, fairs, author visits.” Another teacher said, “Students have responsibilities for their clubs. For literature club for example the students prepare booklets about the authors whose books they have read. They have invited them to the school. They interviewed them than transcribed the interviews and published for the friends. The teachers only guide them, they do all the work.” There were some teachers who thought that responsibilities were given to students effectively. However, there were some who thought this was not the case. One teacher said, “These activities are school's strengths.” Another one said as “students don't take responsibilities at home, they don't learn it.” There was also one teacher who taught that these responsibilities were not always fairly distributed, she said, “We have some prejudices in activities saying this student can do, that one can't.”

Half of the teachers gave grades and praise as the most common student rewards in the school. One of them said, “Oral rewards are used well. They can be more effective than financial rewards sometimes.” Another said, “We give individual rewards. Although we want to discourage, marks are the biggest rewards for students.” There were around half of the teachers who said that cups, certificates, plaques, medals, and books were also given as student rewards. One of them said that “grades are given for views expressed in class.” Teachers said that the following were rewarded in one way or another: academic success, creative thinking, participating in extra curricular activities, class participation, good behavior and representing the school outside. There were some teachers who believed that the school supported the teacher initiated rewarding. One said, “If we want to buy big things, we apply the administration and the principal says OK 98 percent.” However, some teachers thought the school did not support them when they tried to reward their students. One of them said, “We try to motivate students but sometimes the administration doesn't let us give the rewards we want.”

Parent perceptions

Talking about the overall climate in the school, half of the parents interviewed mentioned the intimacy in the school. There were also some parents who talked about teacher engagement. Talking about the intimacy, parents mostly expressed their satisfaction by saying that it was like “family environment, good teacher

attitude” or that “students spend good time together. They have been together for years. They like going to the school.” However, one parent thought that this “sometimes affects learning negatively but they like going to school, ensuring discipline is the teacher's job.” There was another parent who had dissatisfaction about the intimacy in the school. She said although the school was a small one “there is no spirit, we sold balls, caps with school logo in the festival to create this spirit but it is developing slowly.” Those parents who talked about teacher engagement also expressed satisfaction mostly. One said, “There is team spirit; they coordinate, they have good communication, class teachers follow students talking to other teachers.” Another parent said, “There are good dialogues among teachers. There is love, cooperation between teachers to compensate each others’ deficiencies.” There was only one parent who expressed dissatisfaction about teacher engagement. “They had individual conflicts in front of students. This annoyed me. The same thing happened in the parents’ day. One of the teachers while talking to another one from the same department said 'it is not your business' in front of us.”

Most of the parents thought that the school had a safe environment and there were some parents who believed that it had an orderly environment as well. The factors that they raised which contributed to the safe environment in the school were that “there are security guards at the entrance,” “it is a small school, teachers can control students,” “there are no physical fights,” “no drugs,” and “there are fire alarms.” There were those parents who thought it was an orderly school with a system. These parents thought that this safe and orderly environment was ensured through disciplinary actions taken by the school. One teacher gave an example: “It is a joint responsibility of school and parents. Students can go out of the school premises to the university campus if their parents sign a paper. But they can’t when they get a punishment.”

Great majority of the parents believed that there were generally positive relations between teachers and students in this school. They believed that there were only one or two teachers who students were not much close with. These parents thought that in general teachers were understanding and had goodwill.

While half of the parents thought they did not know about the relations between the administrators and teachers, other half believed that they had good relations. One of these parents said, “The principal is a loving person. She has a balanced discipline. She doesn't push teachers. She is open with them. They tell their problems to her and they get results. There are no complaints about the principal.” Around half of the parents thought there were good relations among students as it was a “small school,” as they had “been together since elementary,” and as they came from “families with similar socio economic status.” However, there were also some parents who expressed some dissatisfaction about the relations among students since they believed that the relations were “superficial.” There was also one parent complaining about the relations among students saying that “they are after money and brand. My son is a state worker child. He is out of the group now. There are gaps between students. He is not happy here anymore. Teachers, administration are interested. They follow the students but they need more counselors.”

The parents of the school gave the helping projects and the representation of the school outside as examples for the extra responsibilities given to students in their school. While there were some parents who thought that these responsibilities were effective for the “students’ affective and cognitive development,” some parents said not all students participated. One parents complained that the parents were not informed about many activities and said, “Parents need to be informed about coming activities so that we can encourage our children.”

There were some parents who said that oral praise was the most frequently used student reward. There were also a few parents who gave examples of cups, medals, and grades as student rewards.

Non-academic employee perceptions

While talking about the overall climate of their school, the non-academic employees said that they could feel the thrust. That is, they felt that there is general behavior in the school in an attempt to move the school. The interviewed employees expressed that they felt that everyone in the school was trying to improve himself/herself. There were many who were studying for their post graduate studies. They said that they

were also affected and some were doing masters as well. One of them said that “administrators are very open to development. There is team spirit.” Another one said, “Hectic working environment, I feel the need to improve the counseling work every year. The context requires this, same for other departments.” They also talked about only the positive relations in the school among all staff.

The non-academic employees of the school believed that their school had a safe and orderly environment. The factors contributing to the safe environment in the school according to the non-academic employees were that “there is a security guard outside,” that it was “a small school, when a stranger comes, we ask who he is,” that “two teachers are on duty on each floor everyday” and that “classes are small and well equipped.” One of them said, “I have no hesitations about safety both for myself and students. It is not a big building, two floors. The fire exits are set. Sometimes we have fire drills, unannounced ones.”

Administrator perceptions

Teacher engagement, intimacy and consideration were the three school climate characteristics mentioned by the administrators interviewed in School A. The administrators mostly expressed positive feelings while talking about the teacher engagement in the school but there were also some concerns. They all believed that the education in their school was really quality education and that everyone was very busy, and no one was idle for one minute. They said that the teachers did always work. They prepared materials, plan lessons, and checked homework or exams. One of the senior administrators said, “When we use 15 teachers in an organization, 12 might work very well, 3 may not. This affects the motivation of the others when it is always the same person who did not work well.” The school principal said the following about this topic: “No hierarchy. They call me by my name. At the end of the day, I am a teacher too. There is no *me, you*, there is *us*. Definitely there is a team spirit. When there is a science fair, they don't say it's her job, everyone is ready to help.” Talking about the intimacy in the school, the principal expressed her dissatisfaction as to how the others see intimate relationships: “They say it is a family environment but no. In families you keep even if they are not normal. Family

is a place where emotional feelings live, problems are forgotten easily. This is a workplace. No room for these.”

The school administrators believed that there was a safe and orderly environment in the school. Being on a “university campus,” being “a small school with family environment about safety,” that “everywhere is under control at all times,” that “there is a fire extinguishing system,” and that “evacuation is easy” created a safe environment according to the administrators. They also believed that the school had an orderly environment. One administrator said, “an organized share of work. We have to work like a watch. All have to do their share on time. I don't have problems about this... we give support to each other. Things work well.” The school principal had the following to say while talking about the orderly environment in the school: “Democratic environment, there are no tensions, job descriptions are set. People know their responsibilities. There is goodwill. A positive environment.” There was only one administrator who believed that “safety measures can be increased” saying that “tea room is on the ground floor, we have department offices upstairs, people carry tea cups on the stairs.”

All the administrators interviewed said that there were positive relations between administrators and students, teachers and students, teachers and administrators and among teachers. They said that students could easily talk to them and tell their problems since they had a “comfortable” relationship. As to the relations between teachers and students, the administrators said that teachers were mostly young and that it was an advantage to have close relations. But they thought it could also be a disadvantage since some teachers behaved as if they were their elder sister's friends. The administrators believed that the relation between them and the teachers was mostly good but that there might be problems time to time. One said, “All teachers who know the operations act in certain roles. There is a hierarchy. Administration, heads, teachers.” They said that the administrators listened to the teachers but that in general the teachers were not very close. One of them said “The root may lie in either party. May be the teachers worry about losing their job.” The school principal said that “when needed you need to put a distance. I want some of them call me ‘Hanım’.

I need to remind them their places. They are teachers but it is my responsibility ... my job is to ensure school's rules.”

Administrators talked about the helping projects that the school encouraged as examples of student responsibilities. One of them said that “they [students] like such responsibilities. There are many activities of such in this school.” The principal of the school said that “they [students] don't know much about the society they live in. Through the helping project, they learn this.”

The administrators talked about cups, certificates, plaques, medals, and books, and about grades and trips as student rewards given in their school. One of them said, “May be these are small things but important. The biggest reward for the students is grade.” The school principal also talked about a possibility that as a reward “their scholarship can go from 10 percent up to 20-30 percent.”

4.1.4. Most common characteristics of School A: *Home-school relationships*

The fourth area of effective school characteristics that was explored was *Home-School relationships* parent category. Table 4.4. below presents the most common characteristics of School A under this category. Appendix 2D has the more comprehensive Content Analytic Summary Table for the Home-school relationships parent category.

Table 4.4. *Most Common Characteristics of School A: Home-School Relationships*

HOME-SCHOOL RELATIONSHIPS	SA-T N=10	SA-P N=10	SA-A N=3	SA-Tot N=23	SA-Tot %
Positive /open communication	7	7	3	17	74,0
Weak relations	1	5	-	6	26,0
Parents are not influential in decisions	4	4	1	9	39,1
Parents are influential in decisions	2	1	3	6	26,0
Parents don't own/trust the school	2	2	1	5	21,7
Parents own/trust the school	1	5	2	8	34,8
Don't know about Parents Association	4	3	1	8	34,8
Contentment with home school relations	7	3	-	10	43,5
Discontentment with home school	4	2	2	8	34,8

SA=School A, T=Teachers, P=Parents, A=Administrators, Tot=Total

Teacher perceptions

Most of the teachers believed that there were open communication channels between the school and parents. There was only one teacher who believed that the relations were weak. Talking about the relations with the parents, one teacher said, “We are always in co-operation, the same is true for the administration.” Another teacher said, “If a student's grade gets low, or his interest in the lesson diminishes, we get in touch with the parent; we call or send an e-mail...sometimes they are too busy but they always react when we call them.”

Although there were a few teachers who believed that parents might be influential in decisions. One teacher said, “School listens to the parents, tries to fulfill their requests.” Another one gave an example: “The school wanted to join Math and Science classes. The parents didn't want and they didn't join them. They [parents] can be influential.” On the other hand almost half of them said that parents were not influential in decisions. One teacher said, “Parents try to be influential in the management of the school. They want things to be done in their way. They can easily criticize the teachers.” Another teacher said, “Parents pressure doesn't change decisions here.” There were a few views about parents’ owning the school and trusting it. While a few said this was not the case, one thought it was. One teacher said, “Parents don't own the school. They always criticize.” Another said, “I don't find it right that they [parents] always have demands. The school has some rules. They aren't bad rules. If they don't like something, they can tell them, little things. If they are big things, they can leave the school.”

Almost half of the teachers said that they did not know much about the parents association and their tasks. One said, “I don't know who they are what they do.” Another said, “I don't know about their [parents association] decisions. Department heads would.”

Majority of the teachers expressed their contentment as to home-parent relations. Almost half of the teachers interviewed also raised discontentment. They, however, agreed that it depended on the parent. One said, “Not all parents fulfill our expectations, but 90 percent are of good help. They are aware and they coordinate with us as it should be.”

Parent perceptions

Majority of the parents said that there were open communication channels between the school and the parents. One said “They [school/teachers] send e-mails, mid report cards, principals' door is always open.” However, half of the parents interviewed also said that the relations between parents and school were weak. Some of them blamed the school saying that the administration was not willing to work cooperatively with the parents, and some others blamed the parents saying that they were not interested enough.

Almost half of the parents said that parents were not influential in school decisions. They said, “Parents are not involved in decisions. We are informed of decisions.” There was also one parent who worked in parents association and she said, “Parents take part in nonacademic decisions. Decisions are taken with parents association, the principal, and representative students. There is cooperation.” There were some parents who said they had no idea about who were in the parents association and what they did. One of them said, “Parents are not informed about what parents association does. I even don't know if there is a parents association in high school. Nobody told us when the elections were.”

While half of the parents believed that the parents owned the school and trust it, there were some parents who thought this was not the case. While one parent expressed her trust saying “they must be monitoring students' progress. I trust the school. They know the students one by one. I can see on parents' days,” another one said, “Parents don't show moral support openly. They are interested in grades; they don't come to school otherwise.”

Overall, while some parents expressed discontentment, others expressed contentment about home-school relations. On the other hand, majority of the parents believed that the school fulfilled their expectations in academic and disciplinary issues. There

were some parents who raised some concerns regarding the lack of sports facilities in the school, saying they did not match their expectations.

Administrator perceptions

All the administrators believed that there was good communication between the school and the parents. One of them said, “They are comfortable parents. They can talk their problems with the school administration. They can easily express themselves.” The school principal said, “There was no relation before. In the last two years, I've pushed them to come to school much. Sometimes I was rude. I reminded them their responsibilities within the parents-school-student triangle.”

The administrators said that the parents were influential and were involved in some decisions. They said, “If the decision is directly related to them, like service buses, they decide. For academic decisions, we ask their opinion.” The school principal said that parents did not influence the lessons but if the parents were experts, the school called them, and got help.

Administrators expressed views supporting both the idea that parents owned and supported the school and that they did not. Although one said, “We are supported academically,” another said, “When a parent has problems about their child, they expect too much from the school saying they gave the student to this school for the privileges. They say we don't understand their children. They blame us. But, when they listen to us, they calm down. Sometimes students don't tell everything at home. After listening to us, the parents calm down, sometimes apologize.”

Administrators expressed discontentment about school-home relations. One of them said, “Parents in general don't fulfill our expectations. They have a subjective point of view. They object schools rules, or blame the discipline rules.” As to parents fulfilling their expectations, one of them said, “There are many different types of parents. 70 percent come to the meetings, 30 percent are not interested.” The school principal said, “There are three types of parents in terms of discipline; those who don't listen to us at all, those who have no control over their children, those who

cooperate with us. We have success with the last group. First group parents are 4-5 in number. Second group is 15-20. They are mostly in the 3rd group.”

4.1.5. School A stakeholders’ perception of the salient characteristics of their school: *Teaching staff*

The fifth area of effective school characteristics that was explored was *Teaching Staff* parent category. Table 4.5. below presents the most common characteristics of School A under this category. Appendix 2E has the more comprehensive Content Analytic Summary Table for the Teaching staff parent category.

Table 4.5. *Most Common Characteristics of School A: Teaching Staff*

Teaching staff	SA-S N=10	SA-T N=10	SA-P N=10	SA-A N=3	SA-Tot N=33	SA-Tot %
Cooperation btw depts.	7	8	2	3	20	60,6
Cooperation within depts.	5	4	3	1	13	39,4
Don’t know if teachers engage in	-	-	3	-	3	9,0
Teachers engage in development activities	7	10	5	3	25	75,8
School support development activities	-	6	-	2	8	24,2
Positive teacher qualities	6	2	3	-	11	33,3
Teachers are good models for students	10	7	7	2	26	78,8
Some teachers not good models for students	4	4	5	1	14	42,4

SA=School A, S=Students, T=Teachers, P=Parents, A=Administrators, Tot=Total

Student perceptions

Talking about the teachers in their school, majority of the students said that there was cooperation among teachers between departments and half of the said that there was cooperation within departments. The most commonly expressed joint work between departments were writing exams together, “integration projects,” and working together for the competitions, projects, exhibitions, math and science fairs. One student said, “Integration project presentations are done in English, science classes are half math. Teachers have to coordinate.” Half of the students thought that there was coordination within departments as well. They said that the teachers in the same department planned the year and lessons together, wrote exams, and gave collective decisions.

Majority of the students thought that their teachers were actively involved in teacher development activities. Among the teacher development activities raised were “going

to seminars,” “doing MA,” or “doing PhD.” The students expressed that they were happy about having teachers who constantly improve themselves. One of them said “I’m happy that they improve themselves. The education system is constantly changing.” Another student said “Like the targets we have, they want to improve in their profession.”

Most of the students talked about positive teacher qualities in their schools. The most expressed positive quality was that the teachers in this school were “quality teachers,” and that they “work hard to teach better, study at home.” One of the students said “They do research like students before classes, no matter how good they are.” Another student said “It’s evident that they work hard; preparing worksheets, lessons.” All students believed that their teachers were good models for themselves, as well. They thought the teachers were good models because they were “fair,” “positive,” “solution oriented,” “close to students,” “respectful,” “self-disciplined.” There were some students, though, who thought that some teachers may not be good models sometimes when they were “too strict,” “nervous” and “have bad habits [smoking].” One student said one or two teachers did not keep their promise.

Teacher perceptions

Talking about the teaching staff in their school, a great majority of the teachers believed that there was cooperation between departments in their school. As examples they gave the “integration project,” tournaments, exhibitions, aid campaigns, seminars, play nights, social activities, and trips organized by teachers from various departments. One teacher said, “Definitely cooperation is very important in this school.” Another one said, “We are excited about 'integration project'. We all cooperate.” Half of the teachers also talked about the cooperation within departments saying that the cooperative work within departments was more observable. One teacher said, “There is more interaction within the departments. We see the others in general meetings.”

All the teachers said that teachers in that school were engaged in teacher development activities. Among the developmental activities they talked about were “going to seminars,” “taking courses,” “doing MA,” and “doing PhD.” There were

also some who said there were class observations with a developmental aim done in the school. They said that all teachers were willing to develop themselves. One said, “Everyone wants this [development] and all are motivated. There is nobody who doesn't want to develop.” One teacher said there were other teachers “who always try new techniques, and who try to develop themselves” as well. There was a teacher who said, “You have to be equipped in your subject area, and also socially, otherwise they [students] don't own you and don't show respect.”

Majority of the teachers expressed their gratitude that the school supports such activities. One teacher said, “Everyone asks themselves what else I can do and the school supports this.” Another said, “School supports these; they schedule teachers’ timetables accordingly; they pay for the courses, seminars.” Another teacher said, “The school asks our needs, lets us do our own budgeting, that is nice.” As to the technological developments, one teacher said, “We follow the technological developments, the school is equipped.” There was also one teacher who thought self improvement as a teacher as a requirement. She said, “We are expected to improve one more step each year. Students want this, otherwise you are out.”

Majority of the teachers believed that the teachers in the school were good models for students with their positive qualities. They said that teachers were good models with their “behaviors,” “harmony among themselves,” “trustworthiness,” and “ethics.” However, there were also some teachers who thought that some teacher behavior was not good. One teacher said some teachers were “sometimes not very sensitive about dress code. Students immediately complain, saying ‘you criticize our uniforms, the teachers wear mini skirts’ .” Another teacher said, “Not all [teachers] set good examples, I've seen teachers calling students ‘tramp’ or threatening students saying ‘if you do this, I'll break your legs’ . Everyone has a style if it works I can't say anything.”

Parent perceptions

Talking about the teaching staff, there were some parents who said they knew that the teachers were working cooperatively both within and between departments. While one of them mentioned the “integration project” which required cross

departmental collaboration, another parent said she knew that, “they meet and discuss individual students.” There were also a couple of parents who said they did not know if the teachers worked cooperatively.

Half of the parents said that the teachers were engaged in developmental activities and they gave “workshops,” “in-service training,” “seminar,” “conferences,” and “second language courses” as examples of such activities.

Half of the parents believed that the teachers were good models for their children with their positive behavior. One parent said, “There are some model teachers with their knowledge academically and pedagogically.” In general the parents said that the teachers were good models because “they read books and discuss them with students, watch movies, introduce technology,” or because “they respect students, show love and tolerance. They don't only teach, work extra on their 'off days', and stay after school for students to study with them.” Half of the parents, on the other hand, believed that some teacher behavior were not appropriate to be good models for their children. Some parents talked about a teacher who threatened students about grades and said that they would talk to the management about this teacher. One parent believed that not all teachers were good models as the teachers of the school were not selected well when hired. She said that the low salary scale resulted in hiring inexperienced teachers.”

Administrator perceptions

Talking about the teaching staff in the school, all the administrators said that they believed that there was cooperation among departments in the school. One of them said, “The school is very active at collaboration. ‘Integration project’ means cooperation between departments.” The school principal said, “Those who don't take responsibilities can't stay in this school. They are punished, get warnings. Those who have personality problems can't stay here. Everyone works for the students. Most support each other. There are a few who don't but they are very good in class.”

All the administrators stated that the teachers in the school were engaged in developmental activities and the school encouraged them. One of them said, “Most

teachers develop themselves. There are ones doing MA, PhD. We track the seminars, encourage attendance. We go to seminars in Istanbul. We have in service training programs; lecturers from the university come or teachers doing MA and PhD present their studies. The school has options in this. The school never discourages. Attendance to seminars out of Ankara is budgeted.” Another administrator said, “The school definitely supports. Symposiums, panels, conferences, anybody who wants to go can, local or international. If they love research, they can go. It is important how they come back. Some see it as a touristic trip. The school principal said, “Sometimes I’m tired, they go to MA, PhD classes, TOEFL, computer courses. Except for two teachers, all have MAs. There are five doing PhD or who have PhD. All have 4 or 5 certificates. 6 or 7 of the teachers know a second foreign language. All are computer literate, they can use power point, overhead projector. Most of the teachers have come to school qualified; we give importance to this during the job interviews.” As to how the school supports teacher development, one administrator also said, “We give excel, power point courses every year. We give item analysis course. The university gives English courses.” However, the school principal talked about the negativities about all this. She said, “Having a lot of developed teachers is risky. You can lose them easily.”

While the administrators mostly talked about how the teachers were good models for students, they also mentioned some concerns about that. One of them said, “Mostly they are good models. We don't smoke in students' presence. We don't go to places with students where alcohol is consumed. There are teachers playing basketball with them. We show them that we are not only academic people, teaching only, but that we exist in social life, as well.” The school principal said, “Sometimes I need to warn [the teachers] saying ‘you can't go in class chewing gum, eating candies, or drinking coffee. If you do, you can't stop student from doing it’. Dress code is important. However, most warnings are about drinking tea, coffee in class.”

4.1.6. School A stakeholders' perception of the salient characteristics of their school:
Physical and financial resources

The sixth area of effective school characteristics that was explored was *Physical and financial resources* parent category. Table 4.6. below presents the most common characteristics of School A under this category. Appendix 2F has the more comprehensive Content Analytic Summary Table for the Physical and financial parent category.

Table 4.6. *Most Common Characteristics of School A: Physical and Financial Resources*

Physical and financial resources	SA-S N=10	SA-T N=10	SA-P N=10	SA-NE N=2	SA-A N=3	SA-Tot N=35	SA-Tot %
Good physical resources	7	3	2	1	2	15	42,9
Physical resources not	1	4	2	-	2	9	27,3
Good financial resources	-	1	-	-	-	1	2,9
Financial resources not	-	1	-	-	-	1	2,9

SA=School A, S=Students, T=Teachers, P=Parents, NE=Non-academic Employees, A=Administrators, Tot=Total

Student perceptions

Majority of the students said that they were happy because their school had good physical resources. Among these resources were “art galleries,” “drama rooms,” “science labs,” “computer labs,” “library,” “internet access,” “clean building,” and “green environment.” One student said, “It is physically enough as it is a private school.” On the other hand, there was only one student who said she was not satisfied with the physical facilities as “there were no swimming pool, no sports facilities of its own.” There were a few students who were not satisfied with the quality of lunch served at school, and they also complained that the school canteen was too expensive.

Teacher perceptions

While almost all teachers said that the school had very good physical facilities, all of them also thought that there were some things missing. One teacher said, “Sometimes I think that students can’t get the physical resources enough compared to the money they pay.” Among the things they were happy with were the size of the building, having some technology in the school (overhead projectors, computer labs) and the library with a good collection. However, teachers believed that the school lacked the following: a bigger green area, all square shape classes where each student can see the white board easily, a bigger video room, more computer labs where each

lesson can be conducted in, and another piano, a sound system, and drums for the music room.

There were not many views raised about the financial resources of the school. One teacher said, “They give us a budget and we can order the books we want and they come. The budget is not limited but not very big as well. Things like photocopies, stationery are never a problem.”

Parent perceptions

While there were a few parents who were happy with the physical resources, there were also some who were not. One parent said, “Good environment in terms of classes, building,” another said, “Nice resources, I wish there were more sports facilities.” Another parent expressed herself as follows “Some things are missing physically. They need a wider grass area, more spacious area. There used to be printing, photocopy facilities for students. They stopped it as some students didn't pay. There needs to be more technological facilities, sports facilities, better lunch, labs.”

Non-academic employee perceptions

The librarian of the school expressed her happiness in working in such a school library saying that “the library is great; it is difficult to find such a library in other schools. The students and teachers can find whatever they look for in this library.”

Administrator perceptions

The administrators of the school talked about both the good physical resources in the school and the needs in the area. One of the administrators talked about the cleanness of the school. She said, “The school is very luxurious physically. The cleaning-staff work very efficiently. The classes are carpeted. The white boards are wiped everyday. It is hygienic in classes, in rest rooms; the wash basins are equally clean for the staff and students.” Another administrator talked about the school's approach to physical resources, “The school attempts to change something every year. This year we had the conference hall. It is good. We have no sports hall, but we don't need one as we use the elementary's or the university's. There is no sports hall within our building. When we need, we can use the university's performing arts hall for plays.

The Math lab will be in operation in a few years time.” However, the administrators also expressed some views about what was missing. One of them said, “Some things are missing physically. We were frozen this winter. The building needs insulation. We want a Math lab. We want computer aided math classes.” Another administrator said, “There is no equipped technology class. It is in our plan. We plan restoration for winter, for changing the window frames. But, generally very good physical environment. Having carpeted classrooms make it cozy.”

While talking about the financial recourses of the school, the school principal said that the income of the school only came from the student tuition fees, and no extra support came from any where else. She said that there were well defined scales for teacher salaries, student tuition fees, scholarships, and tuition fee reductions. While talking about the budgeting in the school, she said that what could be spent for teacher salaries, educational expenses or for maintenance were well thought and planned.

4.2. The Similarities and Differences between the Perceptions of Different Stakeholders within School A

The findings related to different School A stakeholders’ perceptions of their school’s salient characteristics were discussed above in 4.1. Below the similarities and differences between the perceptions of different stakeholders of School A will be presented under each parent category.

4.2.1. Comparison of perceptions of stakeholders within School A: Academic emphasis

Table 4.1. presented earlier illustrated the most common School A characteristics under *Academic emphasis* parent category as perceived by its stakeholders.

Talking about the expectations from students, unlike the students in the school, most of the teachers and the administrators, and also some parents of School A, expressed whole person development of the students as an expectation of the school from the students.

As opposed to only a couple of students and parents, a great majority of the teachers and all the administrators believed that the school shared its expectations openly with the students. Like the students, majority of the teachers believed that the school's expectations from the students were not the same for each student. Although the majority of the students, teachers and administrators of the school believed that ÖSS success was the major expectation of the school from their students, only a few parents expressed this

There were some people from each participant group who thought that the instructional strategies of the school were effective. However, while some students and parents thought that effectiveness depended on teacher characteristics, the teachers and the administrators thought it depended on student and class characteristics. Almost everyone in each participant group believed that the school employed student-centered approach to teaching by employing relevant teaching techniques and strategies both in and outside the class. Many people from all groups agreed that there was ample support provided to students outside class time. Although almost all parents thoughts that the focus of what was done in class was the MONE syllabus, almost all the teachers believed that despite the pressure coming from the MONE syllabus, they put a lot of emphasis to students' needs, expectations and interests. In total many people from each group believed that there was no room for memorization in this school and the exam orientedness was due to the pressure on the school coming from ÖSS. Finally, although the students and the parents thought that there was too much homework assigned, the teachers and administrators thought there was not much but regular homework given.

While majority of the students, teachers and administrators found the way the school monitors students' progress effective, minority of the parents thought so. There were also some people from each group who stated that the strategies used were not much effective for various reasons. Some students, teachers and administrators mentioned that the assessment of students was followed up by some strategies like remedial teaching or tutorials. However, there was only one parent who talked about this. All the participant groups thought that the students were monitored quite closely through

frequent formal and informal assessment and the parents were informed through frequent reporting system.

Majority of the students, teachers and administrators of School A thought the classes were on task during the vast majority of the class time. Around half of both students and teachers stated that there were messages or announcements coming to the classes but almost all of them thought that this was not frequent. While half of the students thought the time on task depended on the teacher, around half of the teachers said it depended on the class or the lesson.

4.2.2. Comparison of perceptions of stakeholders within School A: *Organization and administration*

Table 4.2. presented earlier illustrated the most common School A characteristics under *Organization and administration* category as perceived by its stakeholders. More than half of the students believed that they participated in decisions. However, no teachers and parents thought they participated in decisions directly. On the other hand, while some teachers and non-academic employees stated that their opinions were asked and views were taken into consideration, parents believed that their opinions were not asked. Administrators on the other hand believed that no decision was taken in the office, either the stakeholders participated in the decisions directly or their views were definitely asked.

Majority of the people in all groups mentioned whole person development of the students as the primary mission of the school. Although some of the students, teachers and parents also mentioned ÖSS success and quality education as school goals, the administrators did not pronounce these. Some people from each group also considered raising good citizens for the society as one of the school goals.

Majority of the participants in each group gave positive examples to describe the leader characteristics of the principal. There were only a few negative comments in each group.

The principal's academic and disciplinary expectations from students and teachers were expressed by many teachers and students. Some parents also expressed academic expectations of the principal from them and their children. Although there were some people who believed that the expectations were not expressed openly, almost half of the participants said that the principal openly expressed her expectations from different parties.

4.2.3. Comparison of perceptions of stakeholders within School A: *School climate*

Table 4.3. presented earlier illustrated the most common School A characteristics under *School climate* category as perceived by its stakeholders. Intimacy and teacher engagement were expressed as the most evident school climate characteristics by many participants from each group. Most of the comments made expressed positive feelings about the intimacy, however, there were some comments showing dissatisfaction as well. All the teachers, all the administrators and some parents believed that there is high teacher engagement in the school.

Great majority of the participants in School A believed that there was a safe environment in their school. The main reasons raised by almost all these participants were “being on campus,” “having security guards at the entrance,” “and having fire drills, easy building evacuation,” “having a strong building with fire exits.” There were also many participants who thought that their school was orderly. They gave many factors which they believed contributed to the order. There were no major differences between the perceptions of different participant groups.

Almost all the people from all groups believed that there were positive relations between the teachers and the students, and among the teachers in this school. However, although almost all teachers and administrators believed that there was a very positive relation between the students and the administration as well, only around half of the students and the parents thought that it was the case. Although most of the teachers thought that there was very good relation among students, only some students and some parents thought so.

All the participating groups interviewed gave the helping projects, representing the school in competitions and taking the responsibility of their own learning as the responsibilities given to the students in their school. Although there were some teachers, administrators and parents who believed that these responsibilities have positive impacts on the students' development, there were also some teachers, parents and administrators who either believed that they can not fairly distribute such responsibilities or that students are not ready to take on extra responsibilities as they have not done so far at home and school.

The most frequently mentioned kind of rewards by participants from different groups were cups, certificates, plaques, medals, books, grades, oral praise and trips. The promoted values that were rewarded were participating in extra curricular activities, creative thinking, good behavior and representing the school outside.

4.2.4. Comparison of perceptions of stakeholders within School A: *Home-school relationships*

Table 4.4. presented earlier illustrated the most common School A characteristics under *Home-school relationships* category as perceived by its stakeholders. Majority of the participants in each group believed that there was a positive open communication channel between the school and the parents. While some parents were complaining that the school is trying to keep them away from the school, the teachers and the administrators believed that some parents did not trust the school and its decisions, and that they complained and showed dissatisfaction often.

4.2.5. Comparison of perceptions of stakeholders within School A: *Teaching staff*

Table 4.5. presented earlier illustrated the most common School A characteristics under *Teaching staff* category as perceived by its stakeholders. Majority of the students, teachers and administrators believed that there was cooperation among teachers both between and within departments in their school. There were also some parents who stated this. Great majority of each group also stated that the teachers in the school are actively involved in teacher development activities. The teachers and

administrators said that the school supports such activities. Most of the people from each participating group believed that, despite some exceptional cases, all teachers were good models for the students.

4.2.6. Comparison of perceptions of stakeholders within School A: *Physical and financial resources*

Table 4.6. presented earlier illustrated the most common School A characteristics under: *Physical and financial resources* category as perceived by its stakeholders. While the majority of the students and the administrators were content with the physical resources in the school, there were some teachers and parents who were not. The administrators also expressed these needs. The school library, the hygiene of the environment, and the accessibility of computers and internet were the most appreciated physical resources. However, the teachers wanted a more technologically oriented school, and parents requested sports facilities and more green area.

4.3. School B Stakeholders' Perception of the Salient Characteristics of their School

Below the findings of the study as to how the immediate stakeholders (students, teachers, parents, school administrative staff and managers) of School B perceive the salient characteristics of their school in the areas of academic emphasis, organization and administration, school climate, home-school relationships, teaching staff, and physical and financial resources will be presented.

4.3.1. Most common characteristics of School B: *Academic emphasis*

The first area of effective school characteristics that was explored was *Academic Emphasis* parent category. Four sub-parent categories explored under this parent category were *Expectations from students*, *Instructional strategies*, *Monitoring of student progress* and *Time on task*. Table 4.7. below presents the most common characteristics of School B under this category. Appendix 2A has the more

comprehensive Content Analytic Summary Tables for the sub-parent categories under Academic emphasis parent category.

Table 4.7. *Most Common Characteristics of School B: Academic Emphasis*

Academic emphasis	SB-S N=10	SB-T N=10	SB-P N=7	SB-A N=2	SB-Tot N=29	SB-Tot %
Expectations from students						
ÖSS success	7	9	5	1	22	75,9
Expectations differ for each student	6	3	1	1	11	37,9
Instructional strategies						
Student centeredness	7	3	5	-	15	51,7
Exam oriented	5	3	2	2	12	41,4
Effectiveness depends on students	-	7	1	1	9	31,0
Outside class support by teachers	5	2	2	1	10	34,5
Focus student needs, expectations, interests	6	6	1	1	14	48,3
No or rare HW given	5	2	2	1	10	34,5
Homework not often/much	6	1	5	-	12	41,4
Monitoring of student progress						
Effective	5	2	-	1	8	27,6
Ineffective	5	-	3	2	10	34,5
Frequency	4	4	-	-	8	27,6
Time on task						
Vast majority of class time	4	5	-	-	9	31,0
Half of the time	4	3	-	1	8	27,6
Minimum time	2	-	-	1	3	10,3
Class interruption: Principal, Ass. Principal,	5	5	-	-	10	34,5
Class interruption: Messages	1	4	-	2	7	24,1
No lesson at all	3	1	-	-	4	13,8

SB=School B, S=Students, T=Teachers, P=Parents, A=Administrators, Tot=Total

Student perceptions

A great majority of School B students believed that the only school expectation from them was the ÖSS success. One student explained how he concluded in that by saying “everything is towards ÖSS; they let me do Math-Science tests in social classes.” Another student said that “entering a state university or getting a scholarship from a private university” was what their school expected of them. More than half of the students believed that the expectations of the school differ for each student. One of them said “teachers are not happy with students; they expect success only from 2 or 3 of us.” Two other students said “school has better expectations from more successful students” and “to some students they [teachers] say that they expect them to be successful at ÖSS.” School B students had various views on whether their school shared its expectations from them openly. While there were some who believed that it is the case, some others thought just the opposite. One student who said the school shared the expectations with the students said “they say [their

expectations] openly; they take us to seminars or give us documents.”

While only a minority of the students thought the instructional strategies of the school were effective, another minority thought they were not. Half of the students talked about the extra support provided to students outside the class. They referred to extra tutorials and being able to ask questions to the teachers under this. There were many students in the school who believed that there was a student-centered approach in their school. They mostly said that they could ask questions and express themselves in the lessons. There were some students, on the other hand, who stated that they could do so only in a few lessons. One of them said, “Some times we can ask our questions or make comments but not in all lessons. It would be nice if we could.”

More than half of the students believed that teachers took their needs and expectations as the focus. While one student said, “Students’ need is the focus, they do whatever we want, they don't say we have to keep the pace. They teach again and again.” Another student said, “They do whatever we want. When we say ‘let's not have lesson, we want to solve ÖSS questions’, they let us do so.” This also reflects in the exam oriented strategies that the school followed. One student said, “None of my friends study, they only do ÖSS practice tests.”

As to homework, students of School B thought they gave either none or very little homework and said that they were happy with this as none of the students wanted to have homework.

Although half of the students in School B thought that the school monitors the student progress effectively, the other half thought this was not the case. Students who found it effective had different reasons. While some thought their progress must be monitored effectively because they themselves were successful students, some others said, “We do ÖSS questions in most lessons. They [these questions] tell if students learned.” On the other hand, one student among those who did not think that their progress was monitored effectively stated that the school gave ÖSS practice tests in lise 3, which are not much effective in giving feedback about their progress but were necessary for ÖSS success.

Almost all the students talked about the strategies adopted in the school to monitor student progress in the school and the most common strategy they talked about was ÖSS practice tests and multiple choice formal exams.

Students of School B had a variety of views about the time on task during lessons. While some thought they were on task most of the time, some others thought it was only half of the time. There were also a few students who said that they were on task only for a minimum time period in the lesson or had no lessons at all. As to the class interruptions, half of the students talked about the principal coming to their classes. While some students thought the interruptions were not rare, some others said it happened sometimes. The most common reason for his visits was expressed as the noise coming from the classes. One student said, “The principal comes when the class makes too much noise, he gets angry.” This was what another student said about his visits: “Usually the principal comes, takes something, like the class register, and leaves.” There were a few students who expressed that the class was negatively affected when some one came.

Teacher perceptions

Almost all the teachers in School B expressed ÖSS success as the school’s expectation from its students. One teacher stated that their expectation from the students was being placed in a university and that “the syllabus is ÖSS focused in Lise 2 and 3.” In addition to this, two teachers showed learning a foreign language and learning the syllabus objectives as the school’s expectations from the students. There were a few teachers who believed that there were no real expectations in this school. One teacher expressed his views about this by saying “the first target is to get the minimum score [in ÖSS], than being able to be placed in a good university, this is students' target, it's not good. Learning, having the knowledge is not the aim.” Another one said that school did not have any expectations from Lise 3 students. He said, “We didn't have lessons with them this year, they didn't come to school much as they were preparing for ÖSS.” Lastly, one teacher complained about students and said, “There are many problematic students in this school therefore there is no success.” There were a few teachers who consented that the expectations were not

the same for each student and they were shared with the students. One teacher said, “Students’ interests are not the same, that's why the target is not the same for all.”

As to how they shared their expectations with their students, one teacher explained how they shared their expectations with the students by saying “we tell them the expectations, explain how they can reach them, they are more aware, we do the previous 10 years ÖSS questions when we cover the topics.” Another teacher said, “We always tell them that they need to learn, they will need it, it will be asked in ÖSS.”

Some of School B teachers found the instructional strategies effective and some others ineffective. A great majority of all teachers thought that effectiveness depends on the students and the class characteristics. One teacher said, “I don't have the luxury of losing time dealing with weaker, slower students. These students shouldn't be in this school. But this is private sector, it needs financial support. These students come. Some are at lise 3 but don't have the knowledge level of 5th grade. This is not acceptable. Since this is a private school they passed in the past. It is the previous administration’s mistakes. I heard that they gave the exam questions to students, so each passed.” Many teachers believed they did not focus on MONE syllabus but on students’ needs and expectations. However, what each teacher meant by this was not the same. Some were talking about ÖSS topics, some general knowledge and some others behavior. There were only a few teachers in the school who believed that they employed student-centered approaches in their lessons. One of them defined their approach as “classical strategies; question answer, conversations. We work actively; it is not only from teacher to students.” There was one English teacher, on the other hand, who expressed herself as follows: “It is important that students ask questions. Reading passages are taught in the form of question and answer. However students are not good at that. Not many students ask questions in each class. Students' interest is very important. They don't care much. They care only the very important things, like the grammar rules.”

There were some teachers who consented that they gave either very little or no homework. Many teachers said that the school had no policy or expectations about

homework. One teacher said, “Homework is not expected generally in private schools.” The only teacher who referred to administration said, “Administration asks us to check the homework we give. They are right. We shouldn't look uninterested to the parents. This is private sector. We have to satisfy the parents.”

Only a minority of the teachers interviewed consented that they found the way the school monitors student progress effectively. While one referred to the exams saying so, another teacher said, “I find the strategies effective, I ask questions about the topic and call students to the whiteboard. Classes are small. All come to the board. They are lucky.”

Some teachers talked about the frequency of student assessment. A teacher of English said that they assessed their students after each topic, and as English is an oral focused lesson, they gave 2-3 written, 4-5 oral grades a semester. A Geography teacher said that he gave at least 4-5 written tests a semester and used results of the best three out of these tests.

While half of the teachers said the students were on task during the majority of class time, there were some teachers who said they were on task half of the class time. A few teachers mentioned that the time spent on task depended on the class. Talking about the class interruptions, half of the teachers stated that the principal came to the classes and around half of them mentioned the messages and announcements sent. While around half of them said that the interruptions happened sometimes, one teacher said not frequently, and another said unbelievably often. A few of the teachers said that the class interruptions affected the concentration during lessons. One teacher said, “Sometimes students come to say something to their friends, the principal comes a lot, another teacher comes, I don't like it.”

Parent perceptions

Half of the parents of School B expressed ÖSS success as the school's expectation from its students. There was one parent of Lise 2 student who came to the school mid year in Lise 1. She said that the school had no expectations from students when they came but this year the expectation was to enter a university. There were also a couple

of parents who believed that the school could not have expectations from students since students were not enthusiastic. One of such parents said that “all schools would expect success but the students here are not very successful, academically weak students.” Another one said, “All teachers want success but the students coming here have some problems. Student profile is mixed, some come just for the sake of coming.”

As to school’s having the same expectations from each student and sharing their expectations openly, individual parents had varying opinions. There was only one parent who thought that the school expressed its expectations openly. One parent stated that the school had the same expectation from each student and that they were interested in each student one by one. She said that “there was no need for dershanes.”

School B parents did not have much to say about the instructional strategies employed in the school. There were only few parents who expressed their views about the effectiveness of the strategies and the reasons for this. The only areas about which some could comment on were student-centeredness and homework. These parents believed that the lessons in the school were student-centered as their children felt comfortable and could ask questions in the lessons. However, there was one parent who said, “They [teachers] must try to make students ask questions, discuss. But students don't have the capacity. I don't know if they guide the students.” Most of the parents concluded that school gave either very little or no homework. However, they expressed that they would prefer more homework.

Some of the parents who were interviewed were not knowledgeable about how the school monitored the students’ progress and one expressed herself by saying “I have no idea, we don't suggest anything, they [the teachers and administrators] are interested in students one by one.” Another parents similarly said, “I don't know much, as I don't worry I never questioned.” On the other hand, some parents thought that the school was not effective in monitoring the students. One was not happy about the number and the frequency of the ÖSS practice tests given in the school and said “2-3 practice tests, not enough, may be we should take the dersshane tests

outside, this is all the school can do.” Another complained about the nature of the practice tests given and said “I don't think these tests assess right, they are standard, blanket tests. I don't think they are objective as they don't take the pace of the syllabus into consideration.”

While asked if they could interrupt the classes in this school, almost all School B parents believed that they would not do this and that the school would not let them do so. One parent said, “It is not right to interrupt lessons so I wouldn't go into classes but I can talk to the teacher when I want.” Another said, “ I wait for the break to see my son or the teacher.”

Administrator perceptions

While one of the administrators gave ÖSS success as an example saying that “our expectation is not finishing the high school but entering a university,” the school principal said the school did not have any expectations since “student have no aims.” He believed that “most [student] came here to get a diploma. it is not possible to have success with the current student and parent profile.” The administrator who gave ÖSS as the expectation believed that the school made this expectation clear to the students but that the school did not have the same expectation from each student as “their skills vary.”

Two administrators interviewed had different views about the instructional strategies of the school. While one believed that they were effective, the other one thought just the opposite. Similarly, while one thought effectiveness depended on the teacher, the other one thought that it depended on the students and class profile. Both believed that memorization is not discouraged in this school. One of them said, “Lise 1 is lazy. They lack basic knowledge. They can't discuss, bring perspective” and the other said, “It is not possible to have discussions, and make students express their opinion in the lessons. In order for students to do this, the teachers need to guide them. Classes are too small but students have nothing. Very good opportunities haven't been used. It can be like private lesson.”

One of the administrators thought that they could effectively monitor their students' progress because their students develop self confidence after the results of the practice tests given and as they were turned into oral and written grades, students took them seriously. However, she also said that some students who did not want to face the realities did not give importance to such tests. In that case, the administrators talked to the parents and solved the problems. On the other hand, the school principal thought the school had no techniques so far to monitor students' progress and the teacher body was not aware enough. He said, "In order to use some techniques teachers needed to have the awareness. In our first general meeting, I said that we need a research and development department. They looked at my face. There is no success without doing academic work, I told them."

The administrators thought that the students were on task either during the half or the minority of the class time. The school principal believed that it depended on the teacher. He said that "it is too sad to tell a teacher that he needs to have lesson for 35-40 minutes, he needs to have this awareness. I want them to solve the problems. This is our expectation. We'll reach there one day." As to the class interruptions, the administrators mentioned the messages sent to the classes and people going in and out during lessons. While one administrator thought this happened sometimes, the principal said it was unbelievably many. He said, "Not only teachers, even students can go into classes. Teachers don't react. It is the private school concept. Parents, students can do whatever they want. Teachers can't do anything. We have to overcome this."

4.3.2. Most common characteristics of School B: *Organization and administration*

The second area of effective school characteristics that was explored was *Organization and administration* parent category. Four sub-parent categories explored under this parent category were *Decision making, Goals and mission, Leadership and leader characteristics, and Principals' expectations from stakeholders*. Table 4.8. below presents the most common characteristics of School B under this category. Appendix 2B has the more comprehensive Content Analytic Summary Tables for the sub-parent categories under this parent category.

Table 4.8. *Common Characteristics of School B: Organization and Administration*

ORGANIZATION AND ADMINISTRATION	SB-S N=10	SB-T N=10	SB-P N=7	SB-NE N=3	SB-A N=2	SB-Tot N=32	SB=Tot %
Decision making							
Students participate in some decisions	4	2	-	-	-	6	18,8
Teachers' opinions/views are asked before decisions	-	6	-	-	1	7	21,9
Goals and mission							
Academic: High quality education	2	5	2	1	-	10	31,3
Academic: Having successful students	3	-	4	-	-	7	21,9
Academic: ÖSS success	1	2	-	1	-	4	12,5
No mission	-	1	2	1	1	5	15,6
Improving school's image in society	2	4	-	1	1	8	25,0
Leadership and leader characteristics							
Positive characteristics	6	9	6	3	2	26	81,3
Discipline and authority	6	4	2	2	-	14	43,8
Gives importance to: Responsible students / teachers/employees	1	1	1	3	-	6	18,8
Principals expectations from stakeholders							
Academic	5	8	1	-	-	14	43,8
Discipline	1	8	-	2	1	12	37,5
Non-academic	3	1	3	-	-	7	21,9
Expresses openly	6	8	2	1	-	17	53,1

SB=School B, S=Students, T=Teachers, P=Parents, NE=Non-academic Employees, A=Administrators, Tot=Total

Student perceptions

Almost half of the students believed that they took part in decision making. One student said, "If the result of the decision affects us, he [the principal] asks our opinion." There was one student who said this was not the case.

The students of School B had varying views about the goals and mission of their school. High quality education, having successful students, raising good citizens for the society were raised as the goals of the school by some students. There was one student who believed that the mission was the ÖSS success. Some individual students also gave improving school's image in the society, flexible discipline and increasing financial income as the main goals of the school. While there were a few students who thought that the goals and the mission of the school were not expressed openly, one student said it was written in the school brochure and another consented that it was told openly.

More than half of the students in School B gave positive characteristics to describe the leader characteristics of their principals. They said that he was "clever, helpful, fair, positive", that "he thinks before he acts," "gives importance to the possible

results,” “listens to students and teachers one by one,” “has principles,” and “knows student psychology very well.” The only negative comments were about him being quick tempered and sometimes getting angry easily “over things such as coming to class late, not following the dress code, noise, and fights.” Many students commented that his discipline and authority were quite evident in the school. One student said, “He thinks discipline is the root of everything.” Another student said, “He is trying to maintain discipline, he is trying to have an authority.” There were also some students who believed that their principal gave importance to respectful behavior.

Half of the students talked about the principal’s academic expectations from them. They talked about “studying lessons” and “being successful.” There were also a few students who mentioned non-academic expectations like “be respectful, be honest, be responsible” and one said, “He asks us to get along well with the young teachers but doesn't want us to be like brothers at school.” More than half of the students believed that the principal made his expectations clear to the students.

Teacher perceptions

While more than half of the teachers believed that teachers’ opinions were asked before decisions, there were also some teachers who said they directly participated in decisions. One teacher said, “He [the principal] has meetings to ask our opinion about decisions, we take them together.”

Half of the School B teachers put high quality education as the school’s mission. The general consensus was that although the school had not given importance to quality education and success in the previous years, with the new school principal the view has changed. One said, “It [the school] is in the process of creating a mission, and a high education level. I am new this year. The school is in a change process. This is shared in the meetings with the students, parents.” There were also a few teachers who talked about ÖSS success. They said they gave practice ÖSS tests to lise 3, as the goal was to increase the ÖSS results. Almost half of the teachers also believed that improving the school’s image in the society was in the school’s mission. One teacher expressed this as follows: “The target everyone accepts is to change,

changing the bad image. It is believed that education will be better when it is done properly. Parents have expectations too. The written mission is what each school accepts.” Another teacher said, “We try to change the image that it is a school where students with 9-10 failing grades [from other schools] go. We are thinking of having entrance exams for the incoming students.”

Almost all the teachers interviewed in School B talked about the positive leader characteristics of their principal. They described him as “warm, positive, happy, hardworking, responsible, intellectual, experienced, loving, humane” person who has good communications with everyone within and outside the school. They believed that his experienced in a similar position in other schools made him a good principal. One teacher summarized his opinions as follows: “He knows the MONE regulations very well having worked in private schools for years. A loving person, never hurts anyone, has many friends. He’s a sportsman, he used to play in Ankaragücü.” Another teacher said, “He has good experience in management. A good modern educator. The teacher and student dialogue in education is the priority. When he notices a mistake, he tells. He guides students for their success. He can persuade the students, parents. He knows how to get angry, a perfect person.”

There were a lot of teachers of School B who talked about the principals’ academic and disciplinary expectations from them. There were also some teachers who mentioned his academic and disciplinary expectations from students. “Helping students in the lessons,” “giving ÖSS practice tests,” and “high success rate” were among the principal’s academic expectations from the teachers as perceived by the teachers. As to the disciplinary expectations they said the principal expected the following: “on duty responsibilities,” “time keeping,” and “not leaving the class during lessons to go to the canteen.” A great majority of the teachers believed that the principal made his expectations clear to them during group and individual meetings by saying everything openly. One teacher said, “He talks to teachers during breaks one by one to tell the expectations, about discipline and education.” Another teacher said, “If people don’t know their responsibilities, he talks to them directly.”

Parent perceptions

There was only one parent in School B who talked about parents' participation in decision making and she said that they did not.

More than half of the parents gave high quality education and having successful students as the mission of the school. They said that the school aimed to be a quality educational institution with better success rate. While one parent also added raising good citizens to this by saying "common mission is educating successful, aware student who will serve the society and save the coming generations. We support this," a few parents believed that the school had no mission. One of these parents said that the school was in a change process and that they would decide on a mission soon and another one said "I don't think they have a mission. May be I don't know. It can be my fault. They wanted support in parents' association meeting but I didn't do anything."

More than half of the parents expressed positive comments describing the leader characteristics of School B principal. One said, "He is a hardworking person with goodwill; he's trying to do something. It has been obvious since he came. He has no magic wand. If he is dedicated and if he stays, he can do it. He needs parent and teacher support." There were a few parents who believed that discipline and authority summarize him as a leader. They said he was trying to correct some mistakes of the school, trying to build an authority. One parent said, "We met him this year. He had a meeting and told us that student can be successful under discipline, and asked for cooperation."

There were a few parents who talked about the non-academic expectations of the principal from them. Only one parent mentioned an academic expectation. Among the non-academic expectations mentioned were "being close to the school" and "cooperating with the school teachers and administration." One parent said the following talking about the principal's expectations from them: "He wants parents to care their children and follow them." Another parents said, "He openly tells us to come to school more, show more interest, and be in touch with the teachers and the administration."

Non-academic employee perceptions

The non-academic employees of School B believed that they participated in the decisions and their views and opinions were asked. One of them said, “He [the principal] never gives decisions on his own, he always asks. He gives importance to expertise” Another employee said, “He trusts us, he keeps in touch with us, asks our opinion. He even wants us to be creative before our opinion is asked.”

School B non-academic employees mentioned a variety of school goals and mission. They talked about high quality education, ÖSS success, whole-person development, improving the school’s image in the society and becoming a stricter school. Talking about the quality education, one of them said, “In the past problematic students who failed in other schools used to come here but not anymore. It changed and this was openly told to teachers and students.” The non-academic employees believed that school mission and goals were expressed openly and discussed. One of them said, “These aims aren't written anywhere, they are talked about in meetings.”

Non-academic employees of School B described the principal of their school with positive comments like: “He is authoritative but not strict and firm. He always explains things to students and us. He is always gentle. He asks things politely, thanks us. It is good to work with him.” Another said, “He has good relations, a good manager. He never says ‘I know everything the best’. A good leader characteristic.” The non-academic employees believed that discipline and authority are his most evident characteristics as a leader. One said, “He has discipline, he has rules. He guarantees what he does.” According to them, the principal also gave importance to “cooperation,” “coordination,” and the “job being done accurately on time.”

While talking about the principal’s expectations from them, the non-academic employees talked about discipline. They said that the principal wanted them “to work hard” and “do responsibilities accurately and on time.” While one believed that the principal made these expectations clear to them, the other said they were not expressed openly.

Administrator perceptions

The administrators thought teachers were involved in decisions directly. It was said that the principal talked to department heads even when admitting students. One administrator said, “We meet every week. We take decisions together. Sometimes students join, student representatives. We get their opinion if the decision is about them.”

The administrators of School B thought whole person development of students, raising good citizens for the society, home-school partnership were in the goals and mission of the school. The principal of the school expressed his views as follows: “I am an educator, I am a manager. My only aim is to prepare these young people for life so that they can stand on their feet, knowing how to behave, socially developed, serving to Turkey. I started the first notion of student council [in the school he worked previously]. I aim to do the same here. I also want to work more cooperatively with the parents.” Talking about if the mission was owned by people he said, “No real mission. There is something written within the light of Atatürk's principles but we have to present them differently. It shouldn't stay in the book. We need to pass it to the students and the parents.”

The administrator interviewed expressed her positive opinions about their school principal. She said, “Both teachers and students can see him very easily and talk about everything but there is a limit. He sets the line very well. As he had many years of private school experience, he knows human beings. He is observant. He knows about psychology, knows how, when and what to do.”

While talking about himself as an educational leader, the principal said, “I worked in research and development departments earlier. I went to England, the USA, France, Hungary, Russia, Arab world, China to see their education systems with some other experts. We tried to adopt their systems for Turkey. We did this in coordination with MONE administrators but MONE does only occupy the chairs and they sign papers. It is not possible to improve MONE with this mentality.”

The school principal talked about his disciplinary expectations from teachers as follows: “If everyone does what he is supposed to do, there are no problems. If there is a problem in application, they need to inform me, we can look at it again. No need to push. If everyone obeys the rules, no problems. If some follow the rules, some don't, there is a problem.”

4.3.3. Most common characteristics of School B: *School climate*

The third area of effective school characteristics that was explored was *School climate* parent category. Four sub-parent categories explored under this parent category were *School climate characteristics*, *Safe and orderly environment*, *inter-relationships*, *Student responsibilities*, and *Student rewards*.. Table 4.9. below presents the most common characteristics of School B under this category. Appendix 2C has the more comprehensive Content Analytic Summary Tables for the sub-parent categories under this parent category.

Table 4.9. *Most Common Characteristics of School B: School Climate*

School climate	SB-S N=10	SB-T N=10	SB-P N=7	SB-NE N=3	SB-A N=2	SB-Tot N=32	SB-Tot %
School characteristics							
Consideration	5	3	1	1	-	10	31,3
Intimacy	5	6	3	3	2	19	59,4
Morale	5	-	-	1	-	6	18,8
Safe and orderly environment							
Safe	4	1	4	2	-	11	34,4
Not safe	3	5	2	3	2	15	46,9
Discipline to ensure	4	1	-	2	-	5	15,6
Inter-relationships							
Positive relationships	9	9	5	3	2	28	87,5
Negative relationships	5	5	2	-	1	13	40,6
	SB-S N=10	SB-T N=10	SB-P N=7		SB-A N=2	SB-Tot N=29	SB-Tot %
Student responsibilities							
Taking part in ceremonies / play nights	2	4	2	n/a*	-	8	27,6
Chores (photocopy)	1	3	1	n/a	-	4	13,8
Not effective	-	4	-	n/a	1	5	17,2
Student rewards							
Cups/certs/ plaques / medals/books	4	2	-	n/a	1	7	24,1
Praise	3	2	3	n/a	-	8	27,6
Not effective	-	4	-	n/a	1	5	17,2
Frequency: never	3	4	4	n/a	-	11	37,9

SB=School A, S=Students, T=Teachers, P=Parents, NE=Non-academic Employee, A=Administrators, Tot=Total, n/a=not applicable (These areas were not included in non-academic employee interviews)

Student perceptions

Talking about the climate in their school, half of the students in School B talked about intimacy, half of the students talked about how they were considered in the school, and half of the students talked about student morale. As to intimacy, they said it was a small school with warm environment. They all resembled it to a “family environment.” One student said, “I’ve experienced a family atmosphere first time in this school, I went to a state school for 3 years before.” Talking about this intimate atmosphere one student said “there is love here this gives us security.” Another one said, “It is a good environment as there is individual interest in each student.”

While talking about how they were considered in this school, one student said, “I love this school. My previous school had meaningless discipline.” The students were happy that they could “get permission from the principal for going to dershane or private tuition during school time” or that “when we don’t like something, we openly talk to the principal.” However, there was one student who saw these as discipline problems and was not much happy with the laxity in the school. She said, “We can go into some teachers’ classes with tea or coffee. No discipline at all.”

Lastly, half of the School B students interviewed talked about student morale. While some were talking about high morale, some mentioned low morale. One student said that she did not like coming to school in the mornings as she believed they did not learn anything at school and for this reason she liked going to dershane more. Another student talked about low morale as there were not many opportunities for social activities in this school.

While around half of the students said that their school was safe, there were also some students who said it was not unsafe. They thought it was safe because there were no accidents in the building as it was not crowded due to low student number. However, some students said, their school was not safe due to the fact that their school building was very old and it had originally been built as an apartment building. The students made the following comments about their school building: “no security guards,” “is it strong against the earthquake I don’t know a very old building,” “not safe at all, [science] lab is half a room,” “sports hall is the living

room of an apartment,” “garden is very small,” “fire exit stairs can't be used as they're collapsing.”

There were some students who thought their school was an orderly one but these students did not put any points to support this view clearly. There was one student who said, “The school is orderly but we're together with the elementary, the noise can be disturbing.” Almost half of the students thought that disciplinary precautions ensure the safe and orderly environment in the school. One student said, “The school has changed much after the new principal. No exceptions, disciplined, the school is better now.” Another said, “Administrators warn if they see something that doesn't work.” On the other hand, there were also some students who thought there was a lack of discipline causing safety and order problems. One of them said, “When everyone is bored, we can go out and ring the bell [to go out for break].” Another one said, “A male student sworn at a girl severely. Not punished, everyone ignores.”

A great majority of the students thought that there were positive relations between students and teachers, and between students and administrators. There were many students who believed that there were good relations among teachers, too. The students said that as it was a small school, the relations between the students and the teachers were like family members. The students saw their teachers like their elder sisters, or brothers. One student said, “Teachers are similar to our age so are not seen like teachers.” Another one said, “Like friends we meet outside. We visit each other. They meet our families.” Another one also said, “We see each other outside as well. If there is a problem they invite us outside, we sit down and talk for hours.” As to the relation between students and administrators, students said they never had problems. “If there is something wrong, it is solved through discussions” one said. Another one said, “Very good relations, they love us, they do everything for us. This makes the relation better.” The relationship among teachers was perceived as a positive one by many students, as well. They said that as it was a small school with few numbers of teachers. They shared offices, became friends with each other. Almost half of the students perceived some problems in the relations among teachers. One said, “No strong bonds, only some have good relations.” Another one said that teachers had very good relations but not with some. He thought it might be because of the students

as they were closer with some teacher. Another gave another example for the problems among teachers. He said, "It [teachers' relations] could be better, but department heads want everything to be asked to them. If it's not asked, it becomes an issue. Sometimes department heads say 'Why others put their nose in my job'."

There were a few students in School B who thought that the students in their school took responsibilities in the following areas; representing the school in competitions, taking part in ceremonies, and doing school chores. There were also some students who said that "studying and doing their homework" was their responsibility. There was an instance when a student went to another school to represent their school in the 'Students Assembly' organized by the Ministry of Education. Other than that they gave responsibilities such as "reading poems at ceremonies," "taking parts in dramas," and "singing in a chorus." There were also chores like making photocopies for the teacher and friends. There a few students who believed that the responsibilities were not distributed evenly. One student said, "Some responsibilities are given to certain students." Another one said, "There are some students who are buttering the principal. They are given responsibilities."

Although there were some students who said that there were no rewards given to students in that school, especially in the high school section, there were some students who said that cups, certificates, plaques, medals, books, grades, and oral praise were given as student rewards. Participating in extra curricular activities and academic success were given by a few students as the values that were rewarded.

Teacher perceptions

More than half of the teachers talked about the intimacy in the school with positive remarks saying that they were like a family, all getting along well and, supporting each other. One teacher said, "Very close atmosphere. Everyone knows each other. This is good." Another said, "Parents know each other, family environment; students don't feel as a stranger here."

There were a couple of teachers who had positive comments about how they were considered in the school, too. One of the teachers said, "The owner of the school

doesn't interfere with teachers work. The principal doesn't push. There is no imposition, it is a democratic environment.” The arts teacher expressed her opinions with the following comments: “I am very happy here. I like here very much. I am always supported; they do whatever I want. I don't see it as a job, it is like a hobby. They ask me anything aesthetic in music, theatre, posters, and building paint they ask me, I like it.”

There were only one or two teachers who mentioned teacher engagement. One teacher said that “teachers work hard, they have meetings, they are on duty on certain days.” Another said, “It is like family here, a small school, everyone works, help each other. There are no groupings. Everyone supports each other. Finance is not the priority here; all love their job and work with goodwill.” However, another teacher had the following comment: “We don't see each other much. We come, teach and go. I've started to learn the names of some teachers in the meetings recently. There are no social activities, just superficial relations.”

Half of the teachers interviewed thought that their school was not safe. The following were the reasons they raised: “The school is in the middle of the city, students go out when they want,” “There are problems with the building, 4-5 floors, difficult to climb stairs up and down, no sports hall, ...can be a safer place,” “Building is not safe. The high school and elementary are together. High school students beat the young ones, Young ones make a lot of noise. Students are always in front of the eyes of the teachers,” “They [students] can go to the next street. There have been fights there. They smoke there.”

Almost all the teachers believed that there were good relations between teachers and administrators in the school. There were also many teachers who thought the relationship between students and teachers and the one among teachers were good, too.

Some of the teachers who thought they had good teacher-administrators relations described the relationship between the administrators and teachers in the school as “formal” or “as it is supposed to be” where the teachers “get the necessary

instructions and authority.” One said the following about the school principal: “He approaches the teachers not like a principal but like a friend. He doesn't want to hurt people but he likes discipline.”

The teachers believed that their relations with their students were very close one. One said, “Very close relationship compared to a normal school. No discipline through frightening. It's through love. No problems when students know that you're with them. They come here having arguments with families. They relax with the teacher relations. Parents either are interested in students too much or neglect them.” Another teacher described the relationship between teachers and students as follows mentioning some concerns she had: “They [students] get much love, interest. We don't want them to be unhappy. We deal with family problems. They are very lucky. They hug and kiss us, talk about their problems. No gap, they want to be like friends. They want to tell us everything, about parents' quarrels, girl-boy friend relations. May be good but not the same with all students. Some tell unaccepted things. All are like our kids. It's a private school. No big disrespect.”

The teachers mostly talked about taking parts in ceremonies and doing chores while talking about the responsibilities given to students in their school. One teacher said, “They [students] like taking responsibilities in ceremonies, reading poems, making speeches. No other responsibilities. There aren't even 'sınıf başkanı' 'kollar' in this school.” Among the school chores mentioned were “taking photocopies,” “ringing the bell,” or “traffic patrolling on the corridors.” There was only one chemistry teacher who mentioned independent study encouraged through giving research assignments to the students. On the other hand, almost half of the teachers felt that giving responsibilities to students was not handled effectively. A math teacher said, “It is only the theatre, when there are few students in the school. It is given importance but no clubs. This is a pity. There are a lot of problems. Although their level is low, there must be a math club. At least, they could deal with math there. There is a school representative but I don't know what he does.” Talking about the problems encountered another teacher said, “We try to give a responsibility to each of them. But the problem students don't want it.”

Almost half of the teachers believed that students were never rewarded in this school. However there were also those who said that there was some teacher initiation to reward the students. One Turkish literature teacher said, “Sometimes I orally reward students at the ceremonies. I also reward with grades. Sometimes I buy pens, books. Book is best for my subject.”

Parent perceptions

There were a few parents interviewed that talked about intimacy as a school climate characteristic. They thought that they felt as if the school was their home. A parent made the following comment about the school climate: “Warm, sincere. They [school authorities] try hard to help. We see it as our home, a friend's home. Teachers are warm. There are warm relations with parents.”

Almost half of the parents interviewed thought that the school was safe. They said that there was a family environment in the school and the teachers could follow students one by one. One parent said, “I have never heard anything about someone going into the building, annoying students.” There were a few parents though who thought the school was not safe. They talked about the school building. One said, “It has to be attractive for students. The building isn't appropriate; not strong enough in an earthquake and it is in the middle of the city.”

More than half of the parents interviewed believed that there were positive relations between administrators and students, and among teachers. As to the administrator-student relation, the parents believed that the administrators showed individual interest to students like elder sisters or brothers. The parents thought that the teachers in the school worked in cooperation. One parent said, “The age average is high; it is their second school for most [after retirement] therefore no problems. On parents' days they all say the same things, saying they had department decisions.” Around half of the parents also talked about a positive relation between the teachers and students. They described it as a family relation and said that students were very open with their teachers. One parent said, “Friendly, warm, open. Sometimes I am annoyed with their openness.” There was also one parent who complained about the relation and said, “Teachers see student misbehavior but ignore it.”

Aid campaigns, taking part in ceremonies, chores and independent learning opportunities were given by individual parents as samples of responsibilities given to students in School B. There were also some parents who said that they had no idea if their children were given extra responsibilities.

More than half of the parents believed that students were not rewarded in this school. One said, "I haven't seen any rewards. They may praise verbally. Last year, their play was very successful. I would expect something, nothing financial but a certificate or a plaque. May be there was one but I don't know." There were a few parents who thought that the only reward given was the praise of the teachers.

Non-academic employee perceptions

All non-academic employees in the school talked about intimacy as a school climate characteristic. One expressed her opinions with the following words: "It is not like a workplace but like family environment. We know everyone, parents, and students by name. Everyone, the principal, the cook, the support staff, everyone works for everything. The founder may go into the kitchen and cook." Another one said, "The environment is very good, a family like environment. Especially after the new principal came, it became very organized. It was disorganized before."

They thought the school was safe for some reasons but not safe for other reasons. They thought it was safe because as it was a small school "whoever sees a stranger at the door asks why they came." On the other hand, they thought the building was a problem. One of them said, "It is not safe. The physical environment is not appropriate for a school. It is an apartment building. No comfortable places for students, no labs, library, garden." Another one said, "Stairs are narrow; when we run we are afraid that something might happen." They said that the school tried to avoid such problems by ensuring discipline through teachers on duty on each floor and in the garden.

All the non-academic employees interviewed talked about the positive relations among all staff in the school. One member of staff described the relations in the school as follows: "Very warm. There is naturally formality, a distance. Everyone is

understanding. We work cooperatively.” In general, they said the relations were very good since everyone worked alone in his area being a small school. Therefore they felt free and comfortable so there were no competition and conflict.

Administrator perceptions

School B administrators talked about intimacy as a school climate characteristic, as well. One of the administrators said, “We are like a harmonized family. Each family has conflicts but we solve them among us. A peaceful family. We want to solve problems when they are small. Parents support in all relations.” However, the school principal expressed his views about the intimacy in the school with the following words: “Teachers say they have a family environment; good one to one relations. I believe that a school can't be like a family atmosphere because it is a workplace.”

The administrators thought the school was not safe and orderly. One of the administrators said, “Physical environment is not appropriate. This is our biggest problem. We do our best for safety.” The school principal said, “It [school] is definitely not safe. The first thing I said to the founder was that the physical environment is not appropriate for education, it needs to be changed immediately.” The principal thought the school was not orderly either especially due to ill planned teacher contracts. He gave an example: “A teacher didn't teach for 90 hours this semester. You can't do anything legally. He has a different type of contract. I am helpless. The teacher knows this and does whatever he wants.”

Both administrators interviewed believed that there was a good relation between the teachers-students. One of them described the relation as follows “Based on love like parent-child relation. Students don't get love [in their families]. They want to be spoiled. They get the love they couldn't get from their parents from us. They kiss us. Respect comes once we have the love relation.” However, the school principal thought there were some teachers who had positive relations with students but he had some concerns about the relations of some teachers with their students. He said, “Some [teachers] do work very professionally, some don't. There needs to be a distance between teachers and students. They should never push away the students coming towards them but they can't have this discipline. They can be friendly but

there needs to be a limit.” Talking about the relations among students, both administrators thought since “80-90% have the same mentality” they had good relations. They said students supported each other, solved each others’ problems together.

The administrators of the school believed that there were no effective ways of giving extra responsibilities to students in this school. The principal of the school said, “There is no system for this. Since all students have come from different schools at different times, they have come with different thoughts. They can't be given responsibilities. Only 3-4 of them get. We had difficult time to give them theatre responsibility but they did OK. The clubs are on the paper; sports, chess. We chose teachers, students, but it didn't work. They should have started at earlier grades. Teachers need to give the responsibilities, the principal can't.”

The administrators said that they rewarded the students. One of them said, “We give rewards. After each test we choose the student of the month. Those who have no truancy, no dress code problem are presented as honor students. There are plaques, reward ceremonies. The class may be taken to the cinema, library, or lunch. The school principal said, “There were none before but this year we rewarded students. Those students who had no truancy were honored at ceremonies, letters were written to the parents. The clean classes were rewarded.”

4.3.4. Most common characteristics of School B: *Home-school relationships*

The fourth area of effective school characteristics that was explored was *Home-school relationships* parent category. Table 4.10. below presents the most common characteristics of School B under this category. Appendix 2D has the more comprehensive Content Analytic Summary Tables for this parent category.

Table 4.10. *Most Common Characteristics of School B: Home-School Relationships*

HOME-SCHOOL RELATIONS	SB-T N=10	SB-P N=7	SB-A N=2	SB-Tot N=19	SB-Tot %
Positive /open communication	5	1	2	8	42,1
Weak relations	2	3	2	7	36,8
Parents are not influential in decisions	6	1	1	8	42,1
Parents are influential in decisions	1	4	1	6	31,6
Don't know about Parents Association (PA)	4	4	-	8	42,1
Discontentment with home school relations	7	3	1	11	57,9

SB=School B, T=Teachers, P=Parents, A=Administrators, T=Total

Teacher perceptions

Half of the teachers in School B thought that there were open and positive communication between the school and the parents. One teacher said, “Teachers, administration, and parents work together. Success will come from here.” There were some teachers, however, who, believed that the relations were weak. One of them said, “Parents are not much interested in high school. They know the capacity of their children and don't bother us much. If the kids are not successful, it is because of them, they know that.” Another one said, “No social activities with parents.”

Most of the teachers said that the parents were not influential in school decisions. They said that academic decisions were taken by the administrators and teachers. One of them said, “Parents try to change some decisions but can't do it due to management's attitude. They don't tolerate.”

Around half of the teachers were not knowledgeable about parents association endeavors. While the majority of the teachers expressed discontentment related to school parent relations, there were a few who expressed contentment. The reason for discontentment was mostly about parents not being interested in their children's learning. One teacher said, “Although some parents have high education level, they're so busy that they are not interested enough. Students' age level is difficult. They are affected by anything. Their success is affected. The parents give money but not love, of course not everyone.” Another teacher said, “Fathers go to matches, playing cards but don't come to school. They come only for registration and on the graduation day.”

Parent perceptions

Around half of the parents interviewed talked about weak relations between the school and the parents. They said that there was no written communication channel. They believed that although the school's door was always open to them, majority of the parents, knowing that their children were unsuccessful, avoided contacting the school. One parent said, "Parents don't get in touch with the school except for the parents day. They don't care their children." Another parent said, "If success is targeted, they have to cooperate with families, the number is small but students are different in each class."

Majority of the parents believed that parents were influential in decisions. One said, "They ask our opinions in the meetings. They are open to suggestions but I don't come to the school." Another said, "Parents take part in decisions, but participation is low in the meetings."

More than half of the parents said that they had no idea about who the parents association members were and what they did. Only those parents who had some roles in the parents association had some ideas about what they did. One of such parents said, "I am parents association inspector but I didn't inspect anything yet. I think I'll do by the end of the semester. We organize school trips, museum visits kind of things looking for reduced prices."

There were some parents who expressed discontentment about home-school relations saying that it was the fault of uninterested parents. As to the fulfillment of parents' expectations by the school, almost all of them said that it was fulfilled. One of them said, "They fulfill my expectations. Class size is 5 students. Can they show individual interest in more crowded classes?" Another one said, "They fulfill the expectations. It depends on what you expect. It is the criteria; they are good compared to its size and structure."

Administrator perceptions

The administrators talked about both open communication channels between the school and the parents and the weak relations. One of the administrators said that there were no problems with the parents but parents were not interested and that they

did not know their children. The school principal being new to the school said, “It is impossible to operate a school without ensuring parent participation. We didn’t have parent participation in parents association meetings. If I had known the parents, I would have chosen the appropriate parents. This is what I’ll do next year.” However, he was also happy that there were some accomplishments. “We contacted the parents formally. Teachers used to say that parents had never come to school but when called in written, formally. They did. We worked together with the counselor. We referred problematic students to experts. We are also in touch with the experts for such students. If there had been such work done earlier, it wouldn’t be the same today.”

4.3.5. Most common characteristics of School B: *Teaching staff*

The fifth area of effective school characteristics that was explored was *Teaching staff* parent category. Table 4.11. below presents the most common characteristics of School B under this category. Appendix 2E has the more comprehensive Content Analytic Summary Tables for this parent category.

Table 4.11. *Most Common Characteristics of School B: Teaching Staff*

Teaching staff	SB-S	SB-T	SB-P	SB-A	SB-Tot	SB=Tot
	N=10	N=10	N=7	N=2	N=29	%
Cooperation btw depts.	3	4	3	-	10	34,5
Cooperation within depts.	6	1	1	-	8	27,6
No cooperation among Ts	1	4	1	2	8	27,6
Don’t know if teachers engage in development activities	4	-	6	-	10	34,5
Teachers don’t engage in development activities	2	3	1	2	8	27,6
Positive teacher qualities	3	1	2	2	8	27,6
Teachers are good models for students	7	4	5	-	16	55,2
Some teachers not good models for students	3	6	2	2	13	44,8

SB=School B, S=Students, T=Teachers, P=Parents, A=Administrators, Tot=Total

Student perceptions

Most of the students said there was cooperation among teachers within departments. Some said there was cooperation between departments as well. They said that the teachers planned, wrote tests together, and met after school sometimes to discuss students. There was one student who said, “Science and math departments always coordinate.” There were also individual students who said either they did not know if their teachers worked jointly or who believed that they did not work cooperatively.

Almost half of the students said they did not know if their teachers were engaged in any developmental activity. There were some students who said their teachers were not involved in such activities. As a reason for this they said that almost all of the teachers were “retired teachers” and were “already developed.” Only one student said that their Math teacher was a new teacher in his first year and that he was improving by working hard.

Majority of the students said that their teachers were good models for them. They said this was due to their close relations with the students. One student said, “They [teachers] definitely set examples for students. They are with us when we have problems, about school, about outside.” Another student said, “Only the history and arts teachers set good examples. The history teacher is a person who reads, he is intellectually strong.” Another student said, “Just one percent yells at us. When it's the case I don't approve.” Those a few students who believed that some teacher behavior did not set good models for students said, “When they have problems, they are not understanding towards us.”

Teacher perceptions

While almost half of the teachers said that there was cooperation among teachers between and within departments, almost half of the teachers also said that there was no cooperation. Those who thought that there was cooperation said that there was a “general meeting once a semester; we take joint decisions. If needed, we have more meetings as it is a private school.” The others talked about sharing ideas with other teachers for collaboration. Teachers also gave some reasons for the lack of cooperation among teachers. One said, “There is a big teacher turnover as it is a private school. We are the oldest, two of us the oldest, we work very hard, do extra work but not everyone is the same. The success doesn't come with only the manager. It is a matter of team work but turnover makes it impossible.” Another teacher said, “There is limited staff; only one section of each grade level. There is no coordination. There are some teachers I haven't met. We have classes on different days at different times.”

There were a few teachers who said that the teachers of the school were engaged in developmental activities. On the other hand, there were also a couple of teachers who thought that there was nothing done for teacher development. For the developmental activity engagement the teachers said, “We share knowledge in meetings, plan lesson together.” One English teacher said, “We share some publications within the department. We go to the seminars. Nobody goes to any courses. There is a computer course in the school, but there is not much done for in-service-training like other schools do.” As to the school supporting the developmental activities, another teacher said, “Some teachers could go to computer courses but not many. There are no seminars. We are not informed about what is available in other schools. I wanted to go to a workshop in another school but there was no time, I couldn't. I had a project that I wanted to present but I wasn't supported.”

More than half of the teachers believed that the teachers of the school did not set good role models for the students. There were about half of the teachers who thought they were good models, though. One teacher said, “All teacher behavior is positive. I have never seen any aggressive behavior. All work for the students. Except one or two, all are experienced teachers anyway. You may know but can't teach, everything improves by experience. Teachers grow making mistakes at the whiteboard.” Those teachers who believed that the teachers did not set good samples gave the following as reasons. One teacher with three years of experience said, “Teachers in this school don't improve themselves. They have been the same teachers for 15-20-30 year. Students are not like the students in the past. May be it is an advantage that I'm not an experienced teacher, I don't have set student expectations. My expectations are new, too.” Another teacher said, “They [teachers] don't set good examples, mostly because of the physical setting. We are so close to the students, we don't have privacy. They see us smoking. We don't have privacy to make jokes. Students hear us.” Another teacher said, “Teachers don't read, only three of us do read. We have to follow new things in our subject matter like a doctor following new drugs.” Carrying cigarette packets obviously and having too close relations with students were also expressed as negative behavior, which avoid being good role models for students.

Parent perceptions

Parents of the school had different views about the teacher collaboration in the school. Some said there was collaboration, some said there was not, and some said they did not know. While some said, “They work together, plan together, work with the counselor to see how they can attract the attention of students,” some said, “They work rather independently.”

Most of the parents stated that they did not know if teachers were engaged in any developmental activity. Only one parent said that they did not. She said, “I don't think the teachers are interested in development. It doesn't look as if they are.”

Half of the parents said that the teachers set good models for their children because “they were experienced teachers” and “they set family environment” in the school. One parent said, “All good models, as far as I know they don't have any negative sides. The Geography teacher is experienced, History teacher is authoritative, Math teacher is young and dynamic.” However, some parents raised their concerns, believing that the teachers did not have relevant qualities. One said, “The syllabus is set, hours are set, they [teachers] come and teach. The school needs willing, active, knowledgeable teachers, especially in this school. These students are eliminated from other schools.” Another parent said, “Teachers aren't qualified to provide support to weaker, slower students. That's why they have problems with students in class. Expected success level can't be reached with these teachers. The counseling service doesn't work well either.”

Administrator perceptions

The administrators believed that there was no cooperation among teachers in the school. One of the administrators said, “Most [teachers] cooperate, but not all. Generally it doesn't work all right.” The school principal said, “They [teachers] think they cooperate but definitely not.”

The administrators also believed that the teachers in the school were not interested in developmental activities. One administrator said, “The school guides the new teachers. They have many excuses. People see it as chore. If you want, you can do

certain things.” The school principal said the following about teachers’ approach to development and their teaching qualities, “Most teachers came here to spend time and then to go and give private tuition. This is to have an address. Most are retired; they can’t work for the state. Not all private schools hire them. These are the teachers. If there is 50 years of age difference, how can you ensure the dialogue between the teachers and students?” As to the school support in teacher development, they talked about the attitude of the teachers again. One said, “It is a problem in Turkey. Teachers develop with their own efforts. They usually think there is neither time nor money.” The school principal said, “We need experienced teachers. But we have computer course provided to teachers. Six teachers have been attending, no improvement. How can they follow the developments in the world?”

Administrators believed that the teachers did not set good models for students. One of them said that some teachers were unnecessarily too close with their students, and that “even if you love students very much, there needs to be rules.” The school principal thought the teachers were “definitely not good models for students” with their behavior and teacher qualities and said, “They are all different. There is no consistency within and between them. There are many inappropriate behaviors.”

The administrators limited the positive teacher qualities to only a couple of teachers in the school. Talking about the teacher qualities, the school principal said, “It is not possible to have discussions, and make students express their opinion in the lessons. In order for students to do this, the teachers need to guide them. Classes are too small but students have nothing. There are very good opportunities but they haven’t been used. It can be like individual private tuition.” He continued saying, “I trust the young generation, they are not many but we can train them. This is my target.”

4.3.6. Most common characteristics of School B: *Physical and financial resources*

The sixth area of effective school characteristics that was explored was *Physical and financial resources* parent category. Table 4.12. below presents the most common characteristics of School B under this category. Appendix 2F has the more comprehensive Content Analytic Summary Tables for this parent category.

Table 4.12. *Most Common Characteristics of School B: Physical and Financial Resources*

Physical and financial resources	SB-S	SB-T	SB-P	SB-NE	SB-A	SB-Tot	SB-Tot
	N=10	N=10	N=7	N=3	N=2	N=32	%
Good physical resources	8	-	-	-	-	8	25,0
Physical resources not enough	8	8	4	2	1	23	71,9

SB=School B, S=Students, T=Teachers, P=Parents, NE=Non-academic employees, A=Administrators, Tot=Total

Student perceptions

There were many students who said that their school was physically enough referring to the size of the building. They said that although their school was a small one, it was enough as the population was small as well. However, all of these students also talked about the physical resource problems. They said that the building was not appropriate for a school since it had originally been built as an apartment building. Other concerns were related to the following: “there is no real sports hall,” “classes are very small,” “the playing areas are very small,” and “science lab is insufficient.” One student said, “The national days are celebrated in the sports hall, it's a small room anyway. It is the living room of an apartment. There is even no bust of Atatürk there.”

Teacher perceptions

Almost all the teachers interviewed expressed their concerns regarding the physical resource problems of the school. They expressed the following concerns: “Building is not appropriate and safe,” “no audio visual teaching aids,” “insufficient computer lab” and “building is not heated properly in winter.” Talking about what was missing one teacher said, “We need tutorial rooms, labs, equipped computer labs, language labs, meeting rooms, sports hall, auditoriums, play ground, garden, all of them are either lacking or too small and insufficient.” Another teacher said, “There are many things missing, 70 students 120 people we are in this small building. It is not healthy if there is an epidemic, if there is an emergency. There are balconies, students push each other. The building is old, not strong enough. Nobody wants this to continue. We have never had fire drills. There are no fire exit stairs or fire extinguishing pipe systems.”

Parent perceptions

Almost half of the parents talked about the insufficient physical resources in the school. They said that the building was not appropriate to be a school, that there was not a sports hall, and that the garden was very small. One parent said, “The physical context is not appropriate for a school. It wasn't built as a school. There needs to be long corridors. Students need to exert energy. There is no garden, no sports facilities. It is not sufficient at all as a private school.” Another parent said, “The school is physically too bad. It makes students unhappy. Very old blackboards, un-ironed table clothes. There is no enthusiasm. After her previous private school, my daughter had a disappointment here.”

Non-academic employee perceptions

The non-academic employees of the school agreed that the physical setting was not appropriate for being a school. They said that the following were the physical resource problems of the school: “no basketball and volleyball courts, or a sports hall,” “garden not enough; limited place to play,” “small lunch hall,” “no labs,” and “no library.” One of the employees said, “We're trying to do something within the limits of what we have, but we are improving each day. It will be much better. The principal is determined.” After talking about what was missing in the school, another employee said, “We hire places to compensate, like sports halls, theatre halls.”

Administrator perceptions

The administrators said that both the physical and financial resources of the school were not enough, and talked about their plans. They said that “classes, corridors, sports hall are either missing or not sufficient. We're moving. We'll have them all next year.” One of them said, “I would like to have a Math class which is equipped, where students can come and try.”

Talking about the financial resources of the school, the school principal said that since the previous principal had no budgeting or accounting systems, the income had not been used effectively. He said, “They never used banking system. Parents paid the school tuition fee in person.” He continued saying that “The founders of the school had no financial problems” but “students always paid differently. There is no

system for student fee as well. No professionalism.” Therefore, there were some financial problems. He said, “Teachers are not paid on time. There is no scale. Who get for what is not well known.” However, he talked about his plans saying “teacher salaries aren't competitive now but it will be very different in a years’ time. If a regular private school teacher gets “one,” we will give “three.” Then the productivity will increase.”

4.4. The Similarities and Differences between the Perceptions of Different Stakeholders within School B

The findings related to different School B stakeholders’ perceptions of their school’s salient characteristics were discussed above in 4.2. Below the similarities and differences between the perceptions of different stakeholders of School B will be presented under each parent category.

4.4.1. Comparison of perceptions within School B: *Academic emphasis*

Table 4.7 presented earlier illustrated the most common School B characteristics under *Academic emphasis* parent category as perceived by its stakeholders. While the majority of students, teachers and half of the parents thought that ÖSS success was the only school expectation from the students, there were some teachers and parents who believed that this was not possible as the majority of the students were either problematic or academically weak students who came to this school quite recently. A senior administrator of the school also believed that the school had no real expectations from students because of similar reasons. Those big numbers of teachers and students who believed that ÖSS was the expectation also stated that this was only true for some students.

There were people from each participating group who believed that there was an exam oriented approach in the school. Teachers thought that effectiveness of strategies depended on the student profile. There were some students and parents who considered the lessons in the school student-centered as students felt comfortable enough to ask questions and express themselves. However, these

students believed that this was true only for a few teachers' lessons. On the other hand, only a small minority of the teachers believed that their lessons were student-centered. There were no administrations who agreed with this.

Students believed that they could get extra support from teachers outside the class. Both teachers and students stated that the focus of classes was the students' needs, expectations and interests, mostly referring to ÖSS. As to the school's approach to homework, the teachers thought that students and parents would not expect them to give homework as it was a private school. Although the students expressed that they were happy with having almost no homework, the parents would have appreciated more homework, which would make their children study regularly at home.

There were some participants from each group except for the parents who found the way the school monitors student progress effective. All of these people referred to the ÖSS practice tests given to the students in certain intervals. The parents of the school either had no idea about the topic or thought that the number of the ÖSS practice tests was not enough to monitor their children's progress. No participant from any group talked about how the school responded to follow-up the assessment. There were some students and teachers who thought that students were assessed frequently through mostly ÖSS practice tests and multiple choice formal exams.

Around half of the students and teachers, and none of the administrators thought that most of the class time was spent on task. While class interruption by the principal was mentioned by half of the students and teachers, the administrators gave messages as the main class interruption factor. Class interruption by the messages and announcements coming to the classes were mentioned by some teachers as well. There were members of each group who believed that class interruptions affected the concentration in class.

4.4.2. Comparison of perceptions within School B: *Organization and administration*

Table 4.8 presented earlier illustrated the most common School B characteristics under *Organization and administration* parent category as perceived by its

stakeholders. Students, teachers, non-academic employees and administrators shared similar views as to the decision making procedures in the school, believing that the principal never took decisions on his own but involved everyone in the decisions. On the other hand, the parents of the school did not have much to say about their involvement in the school decisions.

There was no match between student, teacher and parent beliefs about what the school's goals and missions were, and what the administrators aimed at. Non-academic employees had a closer understanding to administrators, compared to the other groups. Although the administrators believed in whole person development of students as the major goal, this was not expressed by the other parties in the school.

All participant groups without exception had much to say to positively describe the leader characteristics of the school principal. There was no negative characteristic of him that was pronounced by any of the groups. There were also participants from the student, teacher, parent, and non-academic employee groups who believed that discipline and authority were his most evident leader characteristics. The principal saw himself as an educational leader who was trying to improve the standards of teaching not only in his school but in the Turkish education system as a whole. Almost all the participants interviewed stated that as the principal was new, in spite of his many positive leadership characteristics, he had had limited impact on the school culture overall.

The principal's academic and disciplinary expectations of students and teachers were expressed by many teachers and students. Some parents also expressed non-academic expectations of the principal of themselves.

4.4.3. Comparison of perceptions within School B: *School climate*

Table 4.9 presented earlier illustrated the most common School B characteristics under *School climate* parent category as perceived by its stakeholders. Intimacy was the school climate characteristic which was mostly articulated by some people from all participant groups. However, the principal's perception of intimacy was totally

different from the other participants'. Although all the stakeholders except for the principal were happy with the intimate relationships in the school, which resemble a family environment, the principal thought it was not appropriate for work place. Consideration was also expressed as a school climate characteristic by many people, most of whom were students. There were only students and one non-academic employee who talked about morale.

Participants from teacher, student, non-academic staff and administrator groups agreed that the school was not safe physically especially due to the building not being appropriate to be a school and being in the middle of the city center. However, there were some students, teachers, parents and non-academic staff who said that the school was safe because it was a small school, it was protected against strangers coming from outside, they could easily be detected. There were no specific examples that the participants could use to support their view that the school was an orderly one.

Majority of students, teachers, and the administrators in School B believed that there were good relations between students and teachers, between teachers and administrators, and among teachers. As to the student-administrators relationship, although the majority of the students and parents, and all the administrators thought that there were positive relations, less than half of the teachers thought this was the case.

There were participants from each group who said there were some responsibilities given to students especially through taking part in ceremonies or play nights, or through making them to do some school chores. Some of the teachers and administrators believed that it was quite difficult to assign responsibilities to most of the students. There were some parents who had no idea about what type of responsibilities students take in this school.

There were some people from each group interviewed, except the administrators, who thought that there were no reward systems in this school. However, there were also some participants from each group, except the administrators, who said that the

students were rewarded especially through verbal praise. Individual teachers and students also gave other examples of rewards like cups, certificates, plaques, medals, books and grades. The administrators on the other hand believed that starting from that academic year they rewarded students systematically.

4.4.4. Comparison of perceptions within School B: *Home-school relationships*

Table 4.10 presented earlier illustrated the most common School B characteristics under *Home-school relationships* parent category as perceived by its stakeholders. Although the teachers and the administrators believed that there were good open communication channels between the school and the parents, the parents believed that this was not the case as the parents did not show the necessary interest. Although the majority of the parents believed that they were influential in school decisions, teachers and administrators thought that this was not the case.

4.4.5. Comparison of perceptions within School B: *Teaching staff*

Table 4.11 presented earlier illustrated the most common School B characteristics under *Teaching staff* parent category as perceived by its stakeholders. There were some teachers and students in the school who thought that there was cooperation among teachers both within and between departments. However, the administrators thought this was not the case. Most of the parents were not knowledgeable about this. Participants from each group agreed that the teachers of the school were not engaged in any kind of developmental activities. Although there were many students, teachers and parents who stated that the teachers of the school set good examples for students, the administrators did not agree. There were also many people among each group who thought that there were also some negative behavior and teacher qualities which set negative models for students.

4.4.6. Comparison of perceptions within School B: *Physical and financial resources*

Table 4.12 presented earlier illustrated the most common School B characteristics under *Physical and financial resources* parent category as perceived by its

stakeholders. The only group who said that the physical resources of the school were enough was the students, who directly referred to the size of the building. However, many people from each group including the students expressed their concerns regarding what was missing in terms of physical resources. The administrators also talked about the financial resource problems mostly referring to lack of a system to manage the finance of the school.

4.5. The Similarities and Differences between the Perceived Characteristics of School A and School B

The final aim of the study was to find out the similarities and differences between the perceived effective school characteristics of the two case schools. This will be presented below under each parent category.

4.5.1. Comparison of the perceived characteristics of School A and School B: *Academic emphasis*

Table 4.13 below presents the most common characteristics of both case schools under Academic emphasis parent category. Appendix 2A has the more comprehensive Content Analytic Summary Table for this parent category.

Table 4.13. *Most Common Characteristics as Perceived by Stakeholders in School A and School B: Academic Emphasis*

Academic emphasis	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA- A N=3	SB-A N=2	SA- Tot N=33	SA- Tot %	SB- Tot N=29	SB- Tot %
Expectations from students												
ÖSS success	7	7	9	9	2	5	2	1	20	60,6	22	75,9
Whole person development	1	-	6	-	2	-	2	-	11	33,3	-	-
Expectations differ for each student	7	6	6	3	1	1	1	1	15	45,6	11	37,9
Expectations are shared with students	3	3	7	2	3	1	3	1	16	48,5	7	24,1
Instructional strategies												
Strategies effective	4	2	3	3	5	1	2	1	14	42,4	7	24,1
No memorization	4	-	5	3	2	-	-	-	11	33,3	3	10,3
Student centeredness	9	7	7	3	9	5	3	-	28	84,8	15	51,7
Exam oriented	-	5	3	3	4	2	1	2	8	24,2	12	41,4
Effectiveness depends on students	-	-	7	7	-	1	2	1	9	27,3	9	31,0
Outside class support by teachers	9	5	5	2	3	2	1	1	18	54,5	10	34,5
Focus MONE syllabus	1	1	2	1	9	1	-	-	12	36,4	3	10,3
Focus student needs, expectations, interests	5	6	9	6	-	1	2	1	16	48,5	14	48,3
Homogeneous Eng	1	-	5	-	2	-	2	-	10	30,3	-	-
No or rare HW given	-	5	3	2	-	2	-	1	3	9,1	10	34,5
Too much homework	8	1	-	-	6	-	-	-	14	42,4	1	3,4
Homework not often/much	1	6	3	1	-	5	-	-	4	12,1	12	41,4
Monitoring of student progress												
Effective	7	5	7	2	3	-	2	1	19	57,6	8	27,6
Ineffective	1	5	5	-	4	3	1	2	11	33,3	10	34,5
Followed up	2	1	4	-	1	-	2	-	9	27,3	1	3,4
Frequency	4	4	3	4	3	-	3	-	13	39,4	8	27,6
Time on task												
Vast majority of class time	6	4	8	5	-	-	2	-	16	48,5	9	31,0
Class interruption: Principal, Ass. Principal,	2	5	-	5	-	-	-	-	2	6,1	10	34,5
Class interruption: Affects concentration	6	3	8	3	-	-	1	2	15	45,5	8	27,6
Class interruption: Messages	5	1	6	4	-	-	3	2	14	42,4	7	24,1
Class interruption: Not frequent / rare	6	2	10	1	-	-	-	-	16	48,5	3	10,3
No lesson at all	-	3	-	1	-	-	-	-	-	-	4	13,8

SA=School A, SB=School B, S=Students, T=Teachers, P=parents, A=Administrators, Tot=Total

As illustrated in Table 4.13 above, although ÖSS success was pronounced as the schools' expectations from their students in both schools, the expectations were confined to this in School B. However, in School A, whole person development of the students was another expectation which was highly recognized by different parties interviewed. Many people both in School A and School B thought that the school did not have the same expectations from all students, as 'interest areas are different' in School A, and as 'some will never be successful in ÖSS' in School B.

While talking about the instructional strategies in both schools almost half of the participants in School A expressed that they found the strategies followed in the school effective. Although there were similar thoughts in School B, the number was quite small. Most of the teachers in both schools and some administrators thought that the effectiveness of instructional strategies depended on the student body. Although many participants in School A said that the strategies did not promote memorization and learning by heart, in School B only a few teachers mentioned this. Although almost all participants in School A agree that the school has a student-centered approach to teaching and learning with some systematic techniques and approaches, only some students and parents in School B believed that some lessons in their school could be considered student-centered since the students felt comfortable to ask questions and express themselves in these lessons. Many people in School A, especially almost all the parents, and a few people in School B, thought that the focus of the instructional strategies in their school was the MONE (Ministry of Education) Syllabus. On the other hand, even more people in both School A and School B thought that the focus was on students' needs, expectations and interests.

Homogenous classes in the English language classes is another feature of School A expressed by the participants. When it comes to the place of homework in both schools, many students and parents in School A thought that there is too much homework, according to quite a high number of participants in School B there is none or almost no homework given in their school.

Many people in School A, most of whom were teachers and students, said that they found the strategies that were used in their school to monitor student progress effective. This number was not much high in School B. Half of the teachers and half of the students in School B found the strategies ineffective. This was mainly due to the reason that the number and variety of measurement tools (tests, quizzes, oral etc.) are much higher in school A. There were also some people in School A who thought that results obtained from monitoring of students' progress is followed up by some responses, however, there was only one student who thought that it was the case in School B. There were more strategies mentioned in School A to monitor student progress than the ones in School B. There were more participants in School A who

thought that the school could effectively monitor students' progress. Although there were some people in both schools who thought that the school could not effectively monitor, the reasons they gave were quite different from each other. The participants in school A referred to the need for a more professional approach in making their assessment tools more reliable by the help of a formal measurement and evaluation department. They also complained about the pressure that ÖSS put on them, which resulted in some emphasis on the university entrance exam. However, in School B, the participants thought the system was ineffective because the ÖSS practice tests were not frequent enough.

Participants from each school reported different amounts for the time that the class is on task. The most common interruption mentioned to the lesson were the principal or assistant principals going into classes or messages sent. These interruptions were reported as affecting the concentration of the students and the teachers during lessons. While there were many people in School A who thought that the students were on task during the vast majority of class time. The participants in School B had varying ideas about that. While there were many who agreed with School A participants, there were also many who thought that only during half of the class time students are on task. There were also a couple of people who believed that students were on task either during very little time or simply never.

Messages and announcements coming to the classes and the principals or assistant principals going into classes during lessons were raised in both schools under class interruption. The frequency of such instances was higher in School B. However, more people in school A raised the view that such interruptions affect the concentration negatively.

4.5.2. Comparison of the perceived characteristics of School A and School B: *Organization and administration*

Table 4.14 below presents the most common characteristics of both case schools under Organization and administration parent category. Appendix 2B has the more comprehensive Content Analytic Summary Table for this parent category.

Table 4.14. *Most Common Characteristics as Perceived by Stakeholders in School A and School B: Organization and Administration*

ORGANIZATION AND ADMINISTRATION	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA- A N=3	SB-A N=2	SA- Tot N=33	SA- Tot %	SB- Tot N=29	SB- Tot %
Decision making												
Students participate in some decisions	6	4	-	2	-	-	1	-	7	21,2	6	20,7
Teachers' opinions/views are asked before decisions	-	-	4	6	-	-	3	1	7	21,2	7	24,1
Parents don't participate in decisions	-	-	-	-	3	1	-	-	3	9,0	1	3,4
Goals and mission												
Academic: High quality education	3	2	-	5	2	2	-	-	5	15,2	9	31,0
Academic: Having successful student	-	3	-	-	-	4	-	-	-	-	7	24,1
Academic: OSS success	4	1	-	2	2	-	-	-	6	18,2	3	10,3
No mission	-	-	-	1	1	2	-	1	1	3,0	4	13,8
Whole person development	4	-	6	1	5	-	2	2	17	51,5	3	10,3
Good citizens for society	2	1	5	-	-	1	-	1	7	21,2	3	10,3
Improving school's image in society	-	2	3	4	-	-	1	1	4	12,1	7	24,1
Parents don't own the mission	-	-	4	-	1	2	-	1	5	15,2	3	10,3
Leadership and leader characteristics												
Positive characteristics	6	6	9	9	8	6	3	2	26	78,8	23	79,3
Negative characteristics	2	1	2	-	2	-	-	-	6	18,2	1	3,4
Discipline and authority	3	6	1	4	2	2	-	-	6	18,2	12	41,4
Gives importance to responsible students /teachers/employees	-	1	3	1	1	1	2	-	6	18,2	3	10,3
Principals expectations from stakeholders												
Academic	5	5	6	8	4	-	1	-	15	45,5	13	44,8
Discipline	5	1	5	8	1	-	1	1	12	36,4	11	37,9
Non-academic	1	3	4	1	2	3	1	-	8	24,2	7	24,1
Expresses openly	1	6	6	8	4	2	4	-	15	45,5	16	55,2
Doesn't express openly	4	-	-	-	3	-	-	-	7	21,2	-	-

SA=School A, SB=School B, S=Students, T=Teachers, P=Parents, A=Administrators, Tot=Total

As illustrated above in Table 4.14, according to the most commonly raised points about decision making in both case schools, students participate in some decisions, non-academic employee participate in decisions, and teachers' opinions/views are asked before decisions. However, parents do not participate in decisions. Except for School A students who believed that they participated in the decision, School A participants had varying perceptions of the decision making in the school. While some believed that they directly participated in decisions, some others thought their views were asked before decisions. There were also some people who believed that their views were never asked. On the other, hand the administrators of School A thought that everyone in the school participate in decision making.

As to School B perceptions, different groups, including the administrators had similar views concluding that there is collective decision making in the school. However, the parents of school B had almost nothing to say about the topic. The most commonly expressed main goal in School A was the whole person development of the students. There was some common understanding among the majority of the participants. However, in school B, although the administration stated whole person development of students as its major goal, this was not expressed by the other parties. Teachers, students and parents of School B, mostly talked about academic success especially in terms of entering a university as the school's main mission. However, another goal of the school which was raised by people from different groups in school B was to change the school's bad image in the eye of the public.

Majority of the participants in all groups both in School A and School B described their school principals' leader characteristics with many positive comments and adjectives. In school A, there were a few participants among students, teachers and parents who had some negative comments as well. Discipline and authority were expressed as either their leader characteristics or as the things they give importance to for both school principals. Giving importance to having responsible students, teachers and employees, and jobs finishing on time and properly were also raised for both of them.

In both case schools the teachers and students mostly expressed the academic expectations of their principals. Parents in School A talked about the principal's academic expectations from them and their children. However, in School B, the parents talked about the principal's non-academic expectations from them. Although, there were some people in School A who believed that the principal did not make her expectations clear, none of the students, teachers, or parents mentioned this in School B.

4.5.3. Comparison of the perceived characteristics of School A and School B:

School climate

Table 4.15 below presents the most common characteristics of both case schools under School climate parent category. Appendix 2C has the more comprehensive Content Analytic Summary Table for this parent category.

Table 4.15. Most Common Characteristics as Perceived by Stakeholders in School A and School B: School Climate

School climate	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA- NE N=2	SB- NE N=3	SA-A N=3	SB-A N=2	SA- Tot N=35	SA- Tot %	SB- Tot N=32	SB- Tot %
School climate characteristics														
Consideration	-	5	1	3	-	1	1	1	2	-	4	11,4	10	31,3
Intimacy	4	5	5	6	5	3	-	3	2	2	16	45,7	19	59,4
Morale	5	5	3	-	1	-	-	1	-	-	9	27,3	6	18,8
Teacher engagement	-	-	10	2	3	1	-	-	3	-	16	45,7	3	9,4
Safe and orderly environment														
Safe	9	4	9	1	7	4	2	2	2	-	29	82,9	11	34,4
Not safe	-	3	1	5	-	2	-	3	1	2	2	45,7	15	46,9
Orderly	4	3	7	-	2	-	1	1	2	-	16	45,7	4	12,5
Discipline to ensure	5	4	1	1	1	-	2	2	1	-	10	28,6	5	15,6
Inter-relationships														
Positive relations	10	9	9	9	9	5	2	3	3	2	33	94,3	28	87,5
Negative relations	3	5	3	5	4	2	-	0	3	1	13	37,1	13	40,6
Student responsibilities														
Helping projects	3	-	6	-	5	1	n/a	n/a	2	-	16	48,5	1	3,1
Representing school in competitions	4	2	2	-	2	-	n/a	n/a	-	-	8	24,2	2	6,3
Independent learning	3	-	3	1	1	1	n/a	n/a	-	-	7	21,2	2	6,3
Chores (photocopy)	-	1	-	3	-	1	n/a	n/a	-	-	-	-	4	13,8
Taking part in ceremonies	-	2	-	4	1	2	n/a	n/a	-	-	1	2,9	8	27,6
Effectively given	-	-	2	-	2	-	n/a	n/a	1	-	3	8,6	-	-
Not effective	-	-	3	4	3	-	n/a	n/a	-	1	6	18,2	5	15,6

Table 4.15. *Most Common Characteristics as Perceived by Stakeholders in School A and School B: School Climate Cont'*

School climate	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA- NE N=2	SB- NE N=3	SA-A N=3	SB-A N=2	SA- Tot N=35	SA- Tot %	SB- Tot N=32	SB- Tot %
Student rewards														
Cups/certs/ plaques / medals/books	6	4	4	2	2	-	n/a	n/a	3	1	15	45,5	7	24,1
Grades	3	3	5	2	2	-	n/a	n/a	2	-	12	36,4	5	15,6
Praise	-	3	5	2	3	3	n/a	n/a	-	-	8	24,2	8	27,6
Trips	1	-	4	1	-	-	n/a	n/a	1	1	6	18,2	2	6,3
Promoted value: academic success	2	1	2	-	-	-	n/a	n/a	1	1	5	15,2	2	6,3
Promoted value: extra- curricular	1	2	1	-	1	-	n/a	n/a	1	-	4	12,1	2	6,3
Promoted value: creative thinking	2	-	1	1	1	-	n/a	n/a	-	-	4	12,1	1	3,1
Promoted value: good behavior	1	-	1	1	-	-	n/a	n/a	-	-	2	6,0	1	3,1
Promoted value: representing the school	1	-	-	-	-	-	n/a	n/a	1	-	2	6,0	-	-
Frequency: Never	-	3	-	4	1	4	n/a	n/a	-	-	1	2,9	11	37,9

SA=School A, SB=School B, S=Students, T=Teachers, P=Parents, NE=Non-academic employees, A=Administrators,
Tot=Total, n/a=non-applicable (these areas were not included in the non-academic employee interviews)

As Table 4.15. above shows the most evident *school climate* characteristics of these two case schools as perceived by their stakeholders. These were about how they believe the school considers them, the intimacy of the relationships in the school, the morale of the stakeholders, and teacher engagement.

Intimacy was the most commonly expressed school climate characteristic in both case schools. Similarly, in both schools the principals' understanding of intimacy was nearly the same; however, their understanding did not match that of the other participants in their respective schools. Teacher engagement was the second most commonly expressed school climate characteristic in School A, but it was mentioned by only very few people in School B. Consideration and morale were also mentioned by some people in both schools; Consideration being more in School B, and morale more in School A in a positive sense. The other school climate characteristics mentioned by other individuals were thrust, job security, student disengagement and hindrance in School A, and non-academic employee in School B.

While talking about if their schools had safe and orderly environment, the participants in each case school talked about the reasons for the unsafe and unordered environment, and the factors playing a role in ensuring safety and order. Although great majority of the participants in School A believed that there was a physically safe environment in their school, the participants in School B thought that their school was not safe. The main reasons for a safe environment raised by School A participants were “being on campus,” “having security guards at the entrance,” “and having fire drills, easy building evacuation,” “having a strong building with fire exits.” On the other hand School B participants thought their school was not safe as the school building was not appropriate to be a school and it was in the middle of the city center. There were also many participants in School A who thought that their school was orderly due to many factors. However, there were no specific examples that School B participants gave to support the view that the school was an orderly one.

While talking about the inter-relationships between different parties in the schools (administrators-students, teachers-students, teachers-administrators, non-academic staff-administration, among teachers, among students, among non-academic staff), the participants from both case schools gave many examples of positive relationships. There were also some examples of negative relations between certain groups as perceived by some. Positive interpersonal relationships were evident in both schools as perceived by the stakeholders. Positive relations between students and teachers were most commonly articulated good relationship in both schools. This was followed by positive relations between students and administrators, between teachers and administrators, and among teachers. As to the relations among students, in both schools, most of the teachers believed that there were good relations among them but only some of the other participants believed so.

School A and School B were believed to give different kind of responsibilities to their students. Among the most common responsibilities were participating in helping projects (School A), representing the school in competitions (School A), taking on responsibility for own learning (independent learning) (School A), taking part in ceremonies (School B), and doing some chores in the school (School B).

School A and School B participants talked about totally different type of responsibilities assigned to the students. While School A participants gave participating in helping projects, representing the school in competitions, taking on responsibility for own learning as the main areas of extra student responsibility, School B participants gave taking part in ceremonies and doing some chores in the school as examples. Although School A was believed to give importance to assigning extra responsibilities by organizing opportunities, School B had no real systems in place, mainly due to the belief that the student profile was not ready to take on responsibilities.

Overall, student rewards were mentioned by many participants in School A and by some participants in School B. The most frequently mentioned kind of rewards were cups, certificates, plaques, medals, books, grades, oral praise and trips. The promoted values that were rewarded were participating in extra curricular activities, creative thinking, good behavior, and representing the school outside. Although there was only one participant, a parent, in School A, who believed that students were never rewarded in their school, there were many participants who thought similarly from different participating groups in School B. The participants from both schools gave similar types of rewards and rewarded attributes as examples.

4.5.4. Comparison of the perceived characteristics of School A and School B: *Home-school relationships*

Table 4.16 below presents the most common characteristics of both case schools under Home-school relationships parent category. Appendix 2D has the more comprehensive Content Analytic Summary Table for this parent category.

Table 4.16. *Most Common Characteristics as Perceived by Stakeholders in School A and School B: Home-School Relationships*

HOME-SCHOOL RELATIONS	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA- Tot N=23	SA- Tot %	SB- Tot N=19	SB- Tot %
Positive /open communication	7	5	7	1	3	2	17	74,0	8	42,1
Weak relations	1	2	5	3	-	2	6	26,0	7	36,8
Parents are not influential in decisions	4	6	4	1	1	1	9	39,1	8	42,1
Parents are influential in decisions	2	1	1	4	3	1	6	26,0	6	31,6
Parents don't own/trust the school	2	1	2	-	1	-	5	21,7	1	5,3
Parents own/trust the school	1	3	5	1	2	-	8	34,8	4	21,0
Don't know about Parents Association (PA) work	4	4	3	4	1	-	8	34,8	8	42,1
Contentment with home school relations	7	3	3	-	-	1	10	43,5	4	21,0
Discontentment with home school relations	4	7	2	3	2	1	8	34,8	11	57,9

SA=School A, SB=School B, T=Teachers, P=Parents, A=Administrators, Tot=Total

As Table 4.16 above, the interviewed participants in both schools talked about both positive, and open communication channels between the school and the parents, and weak relations. While some said parents were influential in school decisions, some said they were not. Some participants said parents owned the school and trusted it, however, while some thought just the opposite. Some participants were content with the home-school relations, some were not. There were also some participants who were not knowledgeable about what parent associations did.

4.5.5. Comparison of the perceived characteristics of School A and School B:

Teaching staff

Table 4.17 below presents the most common characteristics of both case schools under Academic emphasis parent category. Appendix 2E has the more comprehensive Content Analytic Summary Table for this parent category.

Table 4.17. *Most Common Characteristics as Perceived by Stakeholders in School A and School B: Teaching Staff*

Teaching staff	SA-S	SB-S	SA-T	SB-T	SA-P	SB-P	SA-A	SB-A	SA-	SA-	SB-	SB-
	N=10	N=10	N=10	N=10	N=10	N=7	N=3	N=2	Tot N=33	Tot %	Tot N=29	Tot %
Cooperation btw depts.	7	3	8	4	2	3	3	-	20	60,6	10	34,5
Cooperation within depts.	5	6	4	1	3	1	1	-	13	39,4	8	27,6
No cooperation among Ts	-	1	-	4	-	1	-	2	-	-	8	27,6
Don't know if teachers engage in development activities	-	4	-	-	3	6	-	-	3	9,0	10	34,5
Teachers engage in development activities	7	-	10	2	5	-	3	-	25	75,8	4	13,8
Teachers don't engage in development activities	-	2	-	3	-	1	-	2	-	-	8	27,6
School support development activities	-	-	6	-	-	-	2	1	8	24,2	1	3,5
Positive teacher qualities	6	3	2	1	3	2	-	2	11	33,3	8	27,6
Teachers are good models for students	10	7	7	4	7	5	2	-	26	78,8	16	55,2
Some teachers not good models for students	4	3	4	6	5	2	1	2	14	42,4	13	44,8

SA=School A, SB=School B, T=Teachers, P=Parents, A=Administrators, Tot=Total

As Table 4.17 above illustrates, talking about the teachers in their schools, the participants in each case school talked about the cooperation both between and within the departments. They also raised views about teacher involvement in teacher development activities, their school's approach to such activities, positive teacher qualities, and teachers' being good models for students. Majority of the students, teachers in both schools believed that there was cooperation among teachers both between and within departments in their schools. However, although the administrators of the first school agreed with this, School B administrators did not. Parents of School A had more to say about this compared to School B parents. Although the great majority of each group in School A stated that the teachers in the school were actively involved in teacher development activities, this was just the opposite in School B, where many participant from each group said that the teachers were not interested in development. Similarly, while School A was said to support such activities, this was not the case in School B. Most of the people from each case

school believed that, despite some exceptional cases, all teachers were good models for the students. However, only the majority of students and parents in School B thought so. Most of the teachers and all administrators believed that there were only a few teachers who set good models and the rest did not.

4.5.6. Comparison of the perceived characteristics of School A and School B:

Physical and financial resources

Table 4.18 below presents the most common characteristics of both case schools under Physical and financial resources parent category. Appendix 2F has the more comprehensive Content Analytic Summary Table for this parent category.

Table 4.18. *Most Common Characteristics as Perceived by Stakeholders in School A and School B: Physical and Financial Resources*

Physical and Financial Resources	SA-S	SB-S	SA-T	SB-T	SA-P	SB-P	SA-NE	SB-NE	SA-A	SB-A	SA-Tot	SA-%	SB-Tot	SB-%
	N=10	N=10	N=10	N=10	N=10	N=7	N=2	N=3	N=3	N=2	N=35	%	N=32	%
Good physical resources	7	8	3	-	2	-	1	-	2	-	15	42,9	8	25,0
Physical resources not enough	1	8	4	8	2	4	-	2	2	1	9	27,3	23	71,9
Good financial resources	-	-	1	-	-	-	-	-	-	-	1	2,9	-	-
Financial resources not enough	-	-	1	-	-	-	-	-	-	1	1	2,9	1	3,1

SA=School A, SB=School B, S=Students, T=Teachers, P=Parents, NE=Non-academic employees, A=Administrators, Tot=Total

As Table 4.18 illustrates, the participants from each case school talked mostly about the physical resources of their school saying either that they had good resources or that the physical resources were not enough. Financial resources were not talked about much in either school. There were many participants among the students, teachers, parents and the administrators of School A who were content with the physical resources. However, it was only the student group in School B who thought their school was enough only in terms of its size. The school library, the hygiene of

the environment, and the accessibility of computers and internet were the most appreciated physical resources in School A, there was no such characteristics expressed in School B. While the teachers wanted a more technologically oriented school, and parents requested sports facilities and more green area in School A, the participants in School B yearn for a more appropriate school building with its fundamental facilities for a school. As to the finance of the school, while School A principal talked about a settled down system for controlling the income and the expenses of the school, School B principal said that these were missing in theirs.

4.5.7. Summary of the variation between School A and School B

School A and School B have shown the greatest variation in the following areas:

Emphasis on the whole person development, sharing student expectations with them, the role of memorization in teaching, student centeredness, homogeneous classes, approach to homework, effective monitoring of student progress, class interruptions principal's approach to discipline and authority, teacher engagement, safe and orderly environment, student responsibilities, student rewards, home-school communication, contentment with home-school relations, cooperation between departments, teacher development, teachers as models for students and, physical and financial resources.

Table 4.19 below illustrates these mostly varied areas between School A and School B by indicating the percentage of the participants who raised these views.

Table 4.19 Variation between School A and School B*

	School A	School B
	%	%
Academic emphasis		
Whole person development	33,3	-
Expectations shared with students	48,5	24,1
No memorization	33,3	10,3
Student centeredness	84,8	51,7
Homogenous English classes	30,3	-
No or rare homework given	9,0	34,5
Too much homework	42,4	3,4
Homework not often / much	12,1	41,4
Effective monitoring of student progress	57,6	27,6
Student testing is followed up	27,3	3,4
Class interruption: Principal, Ass. Principal	6,0	34,5
Class interruption: Rare	48,5	10,3
Organization and administration		
Whole person development as school goal	51,5	10,3
Discipline and authority	18,2	41,4
School climate		
Teacher engagement	45,7	9,4
Safe environment	82,9	34,4
Not safe environment	5,7	46,9
Orderly environment	45,7	12,5
Helping projects	48,5	3,1
Students representing school in competitions	24,2	6,3
Independent learning	21,2	6,3
Student rewards	36,4	15,6
Cups/certs/plaques/medals/books as rewards	45,5	24,1
Student reward frequency: never	3,0	37,9
Home-school relations		
Positive/open communication	74,0	42,1
Contentment with home school relations	43,5	21,0
Discontentment with home school relations	34,8	57,9
Teaching Staff		
Cooperation between departments	60,6	34,5
No cooperation among teachers	-	27,6
Teachers engage in development activities	75,8	13,8
Teachers don't engage in development activities	-	27,6
School support development activities	24,2	3,5
Teachers are good models for students	78,8	55,2
Physical and financial resources		
Good physical resources	42,9	25,0
Physical resources not enough	27,3	71,9

*Only the areas where there are around or more than 20% of the participant variation between School A and School B have been included in this table

CHAPTER 5

CONCLUSIONS and IMPLICATIONS

In this chapter, first, the stakeholders' perceptions of the similarities and differences between the salient effective school characteristics of School A and School B in the six parent categories explored in the conceptual framework (Figure 2.2.) will be revisited in its general form. These are academic emphasis, organization and administration, school climate, home-school relationships, teaching staff, and physical and financial resources. Next, the conclusions with regard to each parent category will be presented, comparing the case schools, referring to the relevant literature, and suggesting modifications to the conceptual framework (Figure 2.2). Then, the modified framework will be presented. Afterwards, implications for practice with regard to effective school characteristics of the case schools in the study will be utilized. Finally, implications for further research will be discussed.

5.1. Major Similarities and Differences between the Salient Effective School Characteristics of School A and School B as Perceived by the Stakeholders

The comparison of two case schools' salient effective school characteristics explored under the six parent categories in the conceptual framework (Figure 2.2.), namely, academic emphasis, organization and administration, school climate, home-school relationships, teaching staff, and physical and financial resources, revealed that the only similarities between the two case schools were under the organization and administration parent category. On the other hand, from the stakeholders' perceptions, despite some minor similarities, School A and School B had major differences in the parent categories of academic emphasis, school climate, home school relations, teaching staff, and physical and financial resources. Table 5.1. presents the most general conclusion that was drawn from this comparative case study. The aim of the study was to explore the school effectiveness characteristics of

two high schools, one with high levels of placement ratio in ÖSS (School A) and one with low levels of ÖSS placement ratio for their graduates (School B), and to observe what similar and different effective school characteristics these schools possess as perceived by their immediate stakeholders (students, teachers, parents, school administrative staff and managers).

Table 5.1. *Most general conclusion of the study: Similarities and differences between the effective school characteristics of School A and School B*

Explored parent categories	Similar in School A and School B	Different in School A and School B
Academic Emphasis		√
Organization and Administration	√	
School Climate		√
Home-School Relations		√
Teaching Staff		√
Physical and Financial Resources		√
Student Entry Characteristics		√

5.2. Conclusions: Academic Emphasis

The study revealed that despite some similarities between School A and School B in the area of *academic emphasis*, there were major differences in many aspects. School A has many features that were not present in School B in all sub-parent categories under Academic Emphasis parent category, namely, *expectations from students, instructional strategies, frequent monitoring of student progress and time on task..* Figure 5.1. below presents these features.

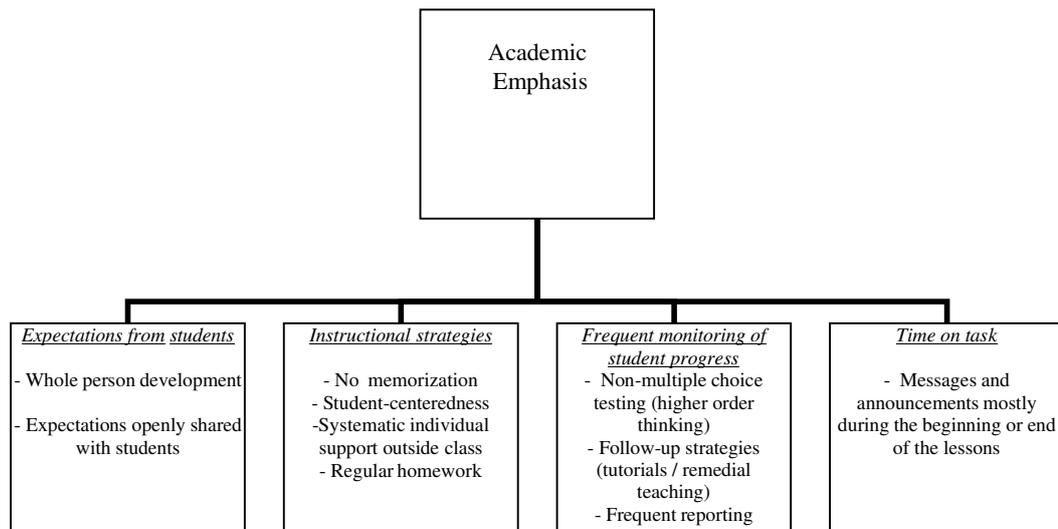


Figure 5.1. *Academic Emphasis: Effective school characteristics specific to School A*

5.2.1. Academic Emphasis: Characteristics specific to School A

It is evident that School A puts some emphasis on academic issues. Both the type of expectations that the school makes clear to the students and the instructional strategies employed in the school to teach students and monitor their progress reflect a kind of approach discussed in effective school literature. Levine and Lezotte (as cited in Reynolds & Cuttance, 1992) present personal development of students among possible correlates of effective schools (p. 30). As Muijs and Reynolds (2001) discuss “one of the most important factors in classroom climate and in school and teacher effectiveness generally are the teachers’ expectations of her or his students” (p. 63). Referring to the teacher and school expectations from students, these authors say that “these expectations are then internalized by the students and the peer group, who start to behave in the way expected of them by the teacher” (p. 64). Lockheed and Levine (1993, p.6) also set clear goals and high expectations among process characteristics of effective schools. Supporting these views, the students of School A, who are aware of their teachers’ expectations from them believed that their whole person development was very important in addition to their academic success. It can be concluded that school’s emphasis on *whole person development* of their students

and making this *clear to the students* contribute to students academic success as they improve their self confidence and self esteem.

There were three significant instructional strategies in School A. The first one was giving almost *no emphasis on memorization* but rather discouraging it both in teaching and assessing the students. Instead, the school employed various strategies which would tap students' *higher order thinking skills*, like analysis, synthesis or evaluation. The other significant strategy employed in School B was creating a *student-centered approach* to teaching and learning in the school. The third significant instructional strategy employed in School A was related to homework. The school commits itself to provide regular homework. Both the frequency and the nature of homework assigned in the school support the school's overall approach to teaching and learning in the school. The teachers in the school make an effort to encourage higher order thinking via the homework set and students are in the center of the decision and process stages of the assignments.

Another instructional strategy adapted by School A was providing systematic individual support to students beyond classroom, through timetabled and structured tutorials and additional lessons.

As to monitoring of students progress, School A employs some follow-up strategies which are also supported in the relevant literature (Levine, 1993; Lunenburg & Ornstein, 1996; Mortimore and MacBeath, 2003; Ouston, 2003; Willms and Sommers, 2001). The school has some strategies related to *frequent monitoring of students' progress*. Among these strategies are having frequent *non-multiple choice quizzes and formal exams* which *test students' higher order thinking*, a follow-up system which ensures *statistical item analysis and other post hoc tests* that are carried out after each test, and a *frequent reporting system* through which both the students and parents are given feedback as to the students' progress.

Lastly, there is an effort in School A to increase the time on task in class. In order to ensure that, School A tries to send any *messages, announcements or visitors to a class during the beginning or towards the end of the lessons*.

Emphasis given to higher-order thinking skills both in teaching and assessing instructional outcomes and to student-centeredness, providing additional support to individual students, having a system for assigning regular homework, monitoring students' progress through frequent and appropriate systems and providing feedback to the students and parents, and creating ways to increase the amount of on-task time in class are all discussed in relevant school effectiveness literature as effective school characteristics (Creemers, 1997; Gray and Wilcox, 1998; Gray et al., 1999; Hargreaves & Hopkins, 2005; Muijs & Reynolds, 2001; Reynolds, 1993; Reynolds & Cuttance, 1992; Scheerens, 1992). Therefore, the researcher concludes that these School A characteristics, which were missing in School B could be added to the initial framework under *academic emphasis* parent category.

5.2.2. Academic emphasis: Characteristics common to School A and School B

There were some characteristics which were found to be common to both School A and School B under *academic emphasis*. Table 5.2. lists these common characteristics.

Table 5.2. *Academic Emphasis: School characteristics common to School A and School B*

<i>Similarities between School A and School B (Academic Emphasis)</i>	
Expectations from students	- Success in the University Entrance Exam - Expectations differ for each student
Instructional strategies	- Exam orientedness - Outside class support by teachers - Focus on Ministry of Education syllabus - Focus on students' needs, expectations and interests

Both schools put *success in the university entrance exam* as number one expectation from their students. The researcher believes that, as discussed in Chapter 1, the competitive nature of the university entrance in the country puts a lot of stress on the private high schools, like the case schools in this study. Therefore, each school ended

up putting success in the university entrance exam as their major expectation from their students. In relation to this, *exam orientedness* was found to be another common characteristic of the case schools. Although the intensity of exam orientedness was very different in each school, School B having a totally exam oriented instructional approach, each school felt the need that they have to do some exam preparation for the university entrance exam.

Another common characteristic of the case schools was that their *expectations differed for each student*. The effective school literature suggests that schools should have the same expectations from each student, believing that each student can learn and achieve the instructional objectives. However, the researcher believes that the case schools in the study found this very difficult due to the fact that the teachers in the schools believe that some students in their classes lack the necessary background or the study habits required for reaching the schools' expectations. It could be argued that this presumption of the teachers and the administrators in both schools, and of even the parents in School B, made these schools lack this effective school characteristic.

There were also some other instructional strategies employed in both schools. Both case schools provide *outside class support by teachers*. However, while School A has a more structured approach here through timetabled one-on-one tutorials after school or during lunch time, the kind of support provided in School B does not go beyond "You can find the teacher and ask your questions during break time" approach.

Both School A and B focus their lessons on both the Ministry of Education syllabus and their students' needs, expectations and interests. The researcher believes that this is not a surprising finding as the schools in the country, even if they are private schools like the ones in this study, have to *follow the Ministry of Education syllabus* as a national requirement. In addition to this, as the case schools in the study are private educational institutions whose survival depend on the number of students that they could attract, as discussed in Chapter 1, they have to *consider their students needs, expectations and interests* in some form or another.

The researcher believes that the school characteristics which were found to be common to both case schools in the study could be due to the pressure on the private schools in Turkey and could be observed in any school of similar nature in the country. Therefore, the researcher thinks that these characteristics may not be considered to have an impact on a school’s effectiveness. Hence, the researcher decides not to include them in the modified framework.

5.3. Conclusions: School Climate

The results of the study revealed that despite some similarities between School A and School B in the area of *school climate*, there were major differences in many aspects. School A has many features that were not present in School B in all sub-parent categories under School Climate parent category. Figure 5.2. below presents these features.

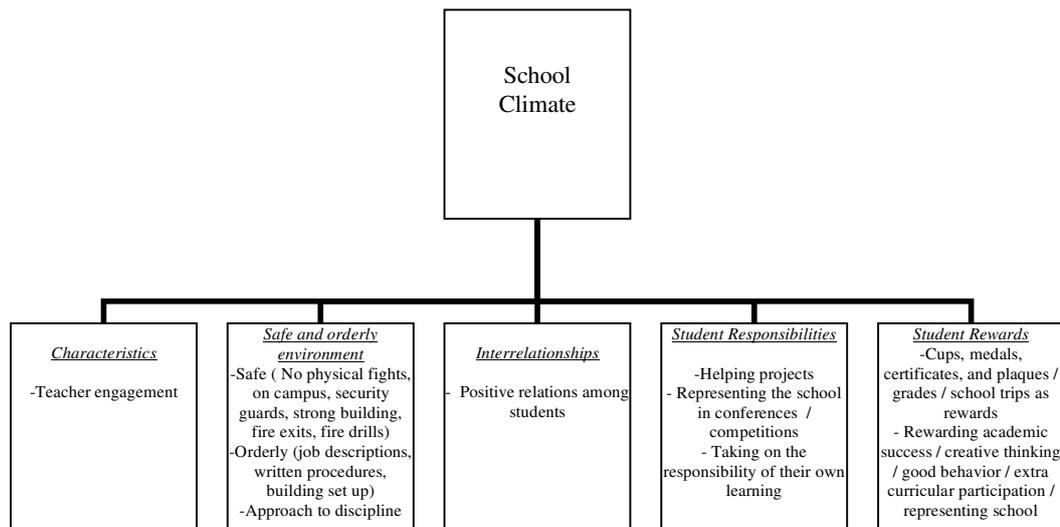


Figure 5.2. *School Climate: Effective school characteristics specific to School A*

5.3.1. School climate: Characteristics specific to School A

One school climate characteristic which is evident in School A is *teacher engagement*. As described by Lunenburg and Ornstein (1996, p. 75) teacher engagement refers to teachers in the school working well together. In other words,

they do not pull in different directions with respect to the school tasks and work in harmony. The researcher believes that the close and harmonized teacher work both within and between the departments in the school is encouraged by the school administration through providing opportunities for teachers to cooperate and coordinate for task completion. It can be concluded that the presence of clear job descriptions, rules and regulations for the school processes, and the organized and neat physical set-up of the building (i.e. teachers sharing department offices with the teachers of the same subject matter, each having their own desks, cupboards etc.) ease the teachers' working together in a harmonized manner towards both academic and extra-curricular objectives of the school.

School A has a *safe and orderly environment*. The characteristics which make this school a safe one are as follows: There are almost *no physical fights* among the students, the school building is in a protected environment (*on a campus*), there are *security guards* both at the campus gate and school building entrance, the school *building* is a *strong* one against earthquakes, the building has structured *fire exits*, and there are unannounced *fire drills* time to time. On the other hand, the school is also has an orderly environment because of the following reasons. There are *clear job descriptions* for both teaching and non-academic staff detailing the expectations from them. There are written *procedures for the school processes* in the school from how to make a grievance to how to order stationery.

The school's *approach to* both student and staff *discipline* ensures the safe and orderly environment in the school. As everything is planned, operationalized and well communicated as a result of the orderly environment in the school, there is almost no chaos or surprises for the members of the school, which is highly appreciated by its stakeholders.

Another school climate characteristic under interrelationships which is specific to School A is that there are *good relations among students* in the school. Most students having been together for years, since pre-school in most cases, and the outside the class curricular (i.e. "integration project") and extra-curricular activities

(i.e. Friday clubs) which would encourage close student relations seems to have contributed to creating this positive relation among students of School A.

School A has many opportunities for students to take on some responsibilities. The type of responsibilities offered to students reflects the importance that the school gives to the whole person development of their students. The students of the school participate in *helping projects* with good will by not only donating materials and collecting money, but also by actually spending their weekend with some students from disadvantaged areas and teaching them certain skills like English or ballet. The school also puts some effort to encourage students to go beyond the boundaries of the school and *represent their school* outside (both within and outside Ankara) at certain conferences or competitions. Lastly, another kind of student responsibility which seems to contribute to students' whole person development is that the school makes the students *responsible for their own learning*. The emphasis on research work with minimal teacher support like "integration project" is an example of that kind of student responsibility, which is highly appreciated by the students and the teachers of the school.

Another school climate characteristic of School A is that it *rewards* certain student attributes. The most salient attributes rewarded in the school are *academic success*, *creative thinking*, *good behavior*, *participating in extra-curricular activities*, and *representing the school* outside. These attributes are rewarded by providing students with rewards like *cups*, *medals*, *certificates* or *plaques*. There are also times when students are given especially *oral grades* as recognition or groups can be taken to *school trips*. The researcher believes that the rewarded and promoted values discussed above have a wide range from academic, to social and from extra-curricular to individual attributes, which also reflects the school's inclination to help students' whole person development.

Various school climate characteristics of School A presented above are also discussed among the effective school characteristics in the literature (Hargreaves & Hopkins, 2005; Harris, Jamieson & Russ, 1997; Levine, 1993; Lockheed & Levine, 1993; Lunenburg & Ornstein, 1996; McMahon, 2005; Mortimore & MacBeath,

2003; Townsend, 1997; Ouston, 2003; Reynolds, 1993) Therefore, the researcher concludes that these School A characteristics, which are missing in School B could be added to the initial framework under *school climate*.

5.3.2. School climate: Characteristics common to School A and School B

There were some characteristics which were found to be common to both School A and School B under *school climate*. Table 5.3. lists these common characteristics.

Table 5.3. *School Climate: School characteristics common to School A and School B*

Similarities between School A and School B (School Climate)	
Characteristics	- Intimacy
Safe and orderly environment	- Small school population
Interrelationships	- Positive relations between students and teachers - Positive relations between students and administrators - Positive relations between teachers and administrators - Positive relations among teachers
Student rewards	- Praise

School A and School B share some common *school climate* characteristics. These similarities between two case schools can be attributed to the fact that both schools are quite small ones, as far as their student and teacher populations are concerned. The *intimacy* in the relationships in the school was evident in all relations, especially the relations among teachers. There are only a small group of teachers working in the departments and also in the school. This must have resulted in close and intimate relations. Both school participants including the students, teachers, non-academic employees, parents and some administrators describe the atmosphere in their school like a “*family environment*.” However, the school principals of each school do not

accept this metaphor believing that this is not a healthy atmosphere for a work place and may have harmful results if it threatens the professionalism. This view is also discussed in literature (Bolman and Deal, 1991; Lunenburg and Ornstein, 1996). Therefore, the researcher decides not to include intimacy as a possible school effectiveness characteristics in the modified framework.

Also, that both schools have a *small population* helped both schools to create a safe and orderly environment to some extent. It is easier in such small schools as everyone can easily notice any stranger in the building or teachers know students' relations among each other and with the people from outside. However, as safe and orderly environment is not confined to this and necessitated a more comprehensive approach as discussed in 5.3.1, the researcher decides not to incorporate small population as a factor ensuring a safe and orderly environment in the modified framework.

Another common characteristic shared by each school was the widespread use of praise as a student reward. However, as discussed in the literature (Hargreaves, 1997, p. 240), this is more a result of *welfarist* school culture, which “places high emphasis on informal, friendly teacher-student relations... In this *welfarist* school culture the students are happy at the time but in later life look back on their experiences with resentment at the teachers' failure to drive them hard enough.” Therefore, the researcher decides not to include this characteristic in the modified framework.

Furthermore, the *positive relations between students and teachers, between students and administrators, between teachers and administrators, and among teachers* might also have been affected by the small size of the schools. The small size of the schools seemed to enable them to increase the contact time for students and teachers, student and administrators, teachers and administrators, and among teachers. Many of the stakeholders in both schools mentioned the positive results of being a member of a small size school and expressed how delighted they were in such a school. The importance of positive school climate for school effectiveness is inseparable part of effective school correlates in the literature(Lunenburg & Ornstein, 1996; Reynolds & Packer, 1992).The researcher concludes that the positive interrelationships present in

the case schools studied contribute to the positive school climate in the schools. Since the findings of the study showed that the small size of the school contributed to the positive relations among the immediate stakeholders, the researcher decides that *small size of a school* is a factor contributing the *positive interrelations in the school*, therefore includes these in the modified framework.

5.4. Conclusions: Teaching Staff

The results of the study revealed that despite some similarities between School A and School B in the area of *teaching staff*, there were major differences in many aspects. School A has many features that are not present in School B under *teaching staff* parent category. Figure 5.3. below presents these features.

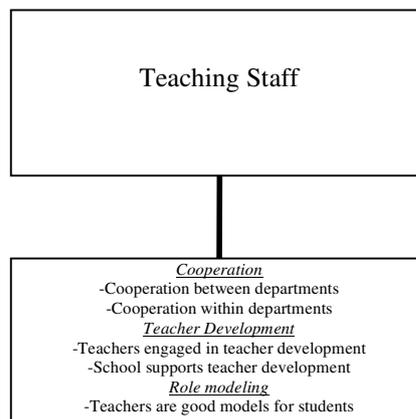


Figure 5.3. *Teaching Staff: Effective school characteristics specific to School A*

5.4.1. Teaching staff: Characteristics specific to School A

As also discussed above in 5.3.1., under *teacher engagement*, the teachers in School A do ***cooperate and coordinate both within and between departments***. There are various factors which might have contributed to this. Firstly, teachers in the school have the motivation to do so believing that this is what is expected of them for the students' success and learning. Secondly, as discussed above, presence of some processes in the school like, "integration project," "Friday clubs," "test statistics work," "sports tournaments," "play/music nights," and "math and science fairs"

require cooperation and coordination of the teachers within and between departments.

The second characteristic observed in School A under *teaching staff* is that high ratio of teachers in the school are actively ***involved in teacher training and development activities***. One obvious reason for this is that the ***school supports development activities*** by various means. Firstly, the school provides in-house-training courses or seminars for the teachers. Among such courses are computer, foreign language, measurement and evaluation, and teaching techniques courses. The support provided to the school by the university which it is a part of, should not be denied. Some of these courses and seminars are taught by university academics. Secondly, the school allocates budget to send the interested teachers to national and international conferences as attendees and presenters. Thirdly, the school provides the teachers with a library which has a rich collection of books and other resources (The school library has 15,600 books, 317 video cassettes, 244 CD roms, general and specific topic encyclopedias, subject specific dictionaries, atlases, guides, catalogues, yearbooks, almanacs. The school library has membership of 26 Turkish, 11 English, 3 German and 1 French journal). This wide collection and internet accessibility ease any kind of teacher research. The fourth kind of support that the school provides to teachers for their development is that the teaching timetables of those teachers who continue their part-time post graduate studies in other institution are prepared in such a way that they could attend their classes at certain times of the week. Although the number of such teachers is quite high in the school (seven out of 26 teachers), which creates some timetabling problems for the administration, they support the teachers who are committed to development.

Another characteristic of School A under *teaching staff* category is that the ***teachers set good models for the students***. The characteristics of the teachers in the school which are believed to set good examples can be summarized with the adjectives below used by the participants.

- *Fair*
- *Positive*
- *Solution oriented*
- *Close to students*

- *Respectful*
- *Self-disciplined*
- *Hard-working*
- *Trustworthy*
- *Knowledgeable*
- *Intellectual*

It is reported clearly that teachers *working in harmony with their colleagues* and *having work ethics* also set good examples for students.

Teaching staff characteristics specific to School A presented above, namely, effective and efficient teacher cooperation within and between departments, high teacher involvement in teacher training and development, and teachers setting good models for their students are all discussed in the relevant literature as the effective school characteristics (Hargreaves & Hopkins, 2005; Harris & Bennette, 2005; James & Connolly, 2000; Lockheed & Levine, 1993; Luyten, 1994; Reynolds, 1993; Scheerens, 1992; Stoll, 1996). Therefore, the researcher concludes that these School A characteristics, which are missing in School B could be added to the initial framework under school climate.

5.4.2. Teaching staff: Characteristics common to School A and School B

There was only one characteristic which was found to be common to both School A and School B under teaching staff. Table 5.4. below presents this common characteristic.

Table 5.4. *Teaching Staff: School Characteristics common to School A and School B*

Similarities between School A and School B (Teaching Staff)	
Characteristics	- Teachers are like friends/ brothers-sisters with students

School A and School B share one common teaching staff characteristic. The teachers could be *like friends or brothers-sisters with students*. This similarity between two case schools can be attributed to the fact that both schools are quite small ones, as far

as their student and teacher populations are concerned. The participants believed that being very close to students physically and having only a small number of students in each class result in very close teacher-student relations. However, the case both in School A and in School B shows that the relationships sometimes can be too intimate that it is more like a friends relation rather than a teacher-student one. Although the students and parents are mostly happy with this, some teachers and all administrators felt that it was not appropriate.

The researcher agrees with those teachers and administrators, since an exaggerated “*family culture*” in a school could have some harmful effects as also discussed in the literature (Bolman and Deal, 1991; Lunenburg and Ornstein, 1996). Therefore, the researcher decides not to add this common characteristic to the initial framework.

5.5. Conclusions: Home-School Relations

The results of the study revealed that despite some similarities between School A and School B in the area of *home-school relations*, there was major difference. School A has a feature that was not present in School B under this parent category. Figure 5.4. below presents this feature.

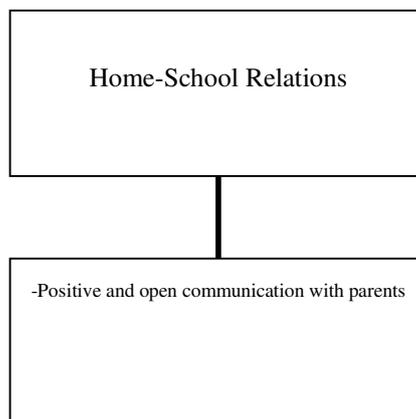


Figure 5.4. *Home-School Relations: Effective school characteristics specific to School A*

5.5.1. Home-school relations: Characteristics specific to School A

The results of the study revealed that School A has *positive and open communication with parents*. School has an effort to keep the communication channel open through sending e-mails to parents, telephoning them, and through the frequent mid-semester report cards, and the newsletters sent to parents. The parents are also informed about the results of continuous assessment tests. The statistics of each class and grade level are calculated and posted up on the bullet-in boards in the school for every one's reference, including the parents'. These are also shared with representative parents in the Parents Association meetings. The open communication channel between the school and the parents has mainly one direction though; from school to parents. The other direction; from parents to school is difficult to generalize as it depended on the parent characteristics. It differs from parent to parent, that is, while some parents are really interested in their children's education and have close contact with the school, some others do not.

Home-school relations characteristic specific to School A presented above, namely, positive and open communication with parents is discussed in the relevant literature as an effective school characteristic (Hargreaves & Hopkins, 2005; James & Connolly, 2000; Lockheed and Levine, 1993; Ouston, 2003). Therefore, the researcher concludes that this School A characteristics, which is missing in School B could be added to the initial framework under *home-school relations*. However, as the communication-channel in the school has mainly one direction; from school to the parents, an amendment will be made to the characteristic and it will be added as "*school effort to have positive and open communication with parents.*"

5.5.2. Home-school relations: characteristics common to School A and School B

There were only two characteristics which were found to be common to both School A and School B under *home-school relations*. Table 5.5. below presents these common characteristics.

Table 5.5. *Home-School Relations: School characteristics common to School A and School B*

Similarities between School A and School B (Home-School Relations)	
<i>Characteristics</i>	<ul style="list-style-type: none"> - <i>Parents not influential in academic decisions</i> - <i>Teachers and parents are not knowledgeable about Parents Association activities</i>

The first common characteristic of School A and School B is that, *parents are not influential in academic decisions* in both schools. The authorities of both schools give their parents a minimum share in academic decisions by listening to the parents and taking their opinions. However, they give all the ultimate decisions. Both schools have similar approach in this. The researcher believes that the Ministry of Education rules and regulations do not give any legitimate permission to the parents in the country to take any academic decisions about their children’s education. Therefore, the researcher concludes that this could not be a factor having an impact on a schools’ effectiveness, so could not be added to the initial framework.

The second common characteristic is that the *teachers and the parents of both schools are not knowledgeable about the activities of Parents Associations* in their schools. Although both schools had Parents Associations, the parents who are not actively participating in the Associations, had no idea about what kind of responsibilities the members of the association have and what activities they are involved in. There are no systematic information systems in the school to inform all parents about the responsibilities and the activities of Parents Associations.

The researcher believes that these schools have Parents Associations because they legally have to but they do not want to make it an active body in the school that could be influential in academic and non-academic decisions of the school as discussed above. Therefore, the researcher concludes that the similarity between the case schools in their approach to publicizing the Parents Association work is due to the requirements and expectations coming beyond-school context that they exist in. Turkey’s unique centralized educational culture which partly follows the Napoleonic

tradition, as discussed in Silman (2005), limits active parental involvement in the school decision making and day-to-day running. For this very reason, although active parent roles are regarded among the important effective school characteristics relying on the results of studies carried out in the Anglo-Saxon countries like the U.S. and Britain, where Anglo-Saxon traditions are adopted, the researcher decides not to add this characteristic to the initial framework, believing that it may not work in the Turkish context.

5.6. Conclusions: Physical and Financial Resources

The results of the study revealed that there are no similarities but some differences between School A and School B in the *physical and financial resources* parent category. School A has many features that are not present in School B in both sub-parent categories under Physical and Financial Resources parent category. Figure 5.5. below presents these features.

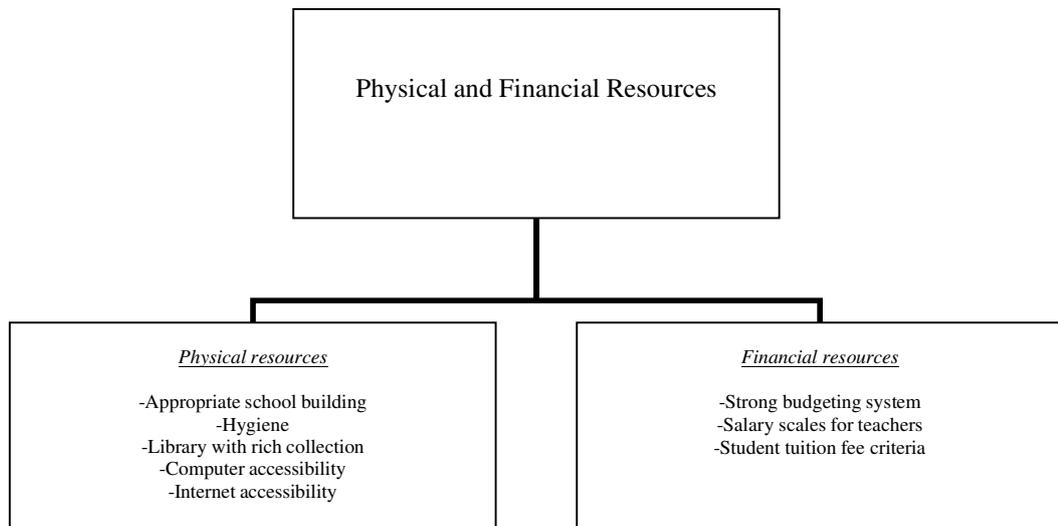


Figure 5.5. *Physical and Financial Resources: Effective school characteristics specific to School A*

5.6.1. Physical and financial resources: Characteristics specific to School A

School A has some characteristics under *physical resources* which were missing in School B. Firstly, School A has a ***school building*** where it is appropriate for the school to continue its educational activities. It has classrooms, department offices, arts and handcrafts workshop, music room, chemistry and physics laboratories, computer laboratory, library, first-aid room, music room, conference hall, canteen, lunch hall, school garden with a green area and basketball fields. Secondly, School A gives importance to ***hygiene*** and it is evident in the neatness and cleanliness of the classes, restrooms, lunch hall and overall environment. As a third characteristic, the school has a large ***library*** with a rich collection of books mainly in Turkish and English and computers which have an access to some national and international research data bases. The fourth and fifth physical resources characteristics that School A has are the ***computer and internet accessibility*** for students and teachers. While the students can make use of the computers in the computer laboratory and in the library for this purpose, the teachers can also make use of the computers in their department offices. The school management pays utmost attention to provide its stakeholders with appropriate physical environment and budgets the renovation of the building and provision of resources to meet the demands of the students, teachers and parents.

School A has the *financial resources* characteristics which are missing in School B. Firstly, School A has a settled ***budgeting system*** to manage its financial resources. The only financial income of the school is from student tuition fees. This income does not provide a rich reserve for the expenses to keep the school up and running. However, that the school has a well-planned budgeting system, and that teachers and non-academic employees participate in the budgeting of their own needs, let the school meet the demands in all three main areas in their budget: teacher salaries, educational expenses, and other expenses like maintenance. Having previously asked the school staff to budget their needs, the principal of the school and the school accountant plan the needs for the budget, and the final say lies with the General Manager.

The other School A characteristics that are missing in School B, under financial resources, is in the area of *criteria for teacher salaries and student tuition fees*. School A has salary scales for teachers and there are systems which decide who gets what for what. The years of experience and qualifications of the teachers affect the salary that they get. School A also has similar criteria for tuition fees clarifying issues like the scholarship amounts and reduction for the sibling fees. Presence of these criteria ensures planned and fair budgeting and successful management of the financial resources.

The relevant literature, which mainly depends on the studies conducted in the West say that physical and financial resources in themselves do not guarantee that the schools become effective, however, they help the school convince the staff, parents, students, and the society to believe in the school. (Macbeath & Mortimore, 2001; Gray, 1998). The limited relevant Turkish literature, on the other hand, has some studies which mention physical and financial resources as influential in achieving school effectiveness (Balçı , 2002; Baş-Collins, 2002; Karadoğan, 2000). The researcher concludes that this difference between the international and national literature could be due to the difference in the school financing in different national settings. Therefore, the researcher decides to add these School A characteristics to the initial framework.

5.7. Conclusions: Organization and Administration

The results of the study revealed that the only parent category which School A and School B has more similarities than differences in all sub-parent categories is the *organization and administration* parent category. Despite some minor differences, there are many similarities. Table 5.6. presents these features which School A and School B shares.

Table 5.6. Organization and Administration: School Characteristics common to School A and School B

Similarities between School A and School B (Organization and Administration)	
Leader Characteristics	<ul style="list-style-type: none"> - Disciplined - Authoritative - Approachable - Gentle
Goals and Mission	<ul style="list-style-type: none"> - ÖSS success - Good citizens for society - Improving school's image
Decision making	<ul style="list-style-type: none"> - Students participate in some decisions - Teachers' opinions are asked before decisions - Non-academic employee participate in decisions in their area of work
Principal's Expectations from students/teachers/parents	<ul style="list-style-type: none"> - Academic expectations - Discipline expectations - Non-academic expectations - Expectations expressed openly

5.7.1. Organization and administration: Characteristics common to School A and School B

The most distinct characteristics of the principals of School A and School B are very similar. The following adjectives summarize the leader characteristics of each principal: “disciplined, authoritative, approachable, gentle.”

There are also some common goals that the principals of each school enforce. ÖSS success, raising good citizens for society and improving the school's image in the society are the goals that each principal sets for their school.

In terms of the principals' approach to decision making in their schools, two principals also have similarities. In both schools students participate in some decisions which directly are related to them or the results of which would directly

affect them, teachers' opinions are asked before decisions, and non-academic employee participate in decisions in their work areas.

Lastly, the principals of both schools have similar expectations from the students, teachers and parents in their schools. Each has academic, non-academic, and discipline expectations from the immediate stakeholders of their schools. Both principals have the following academic expectations from students, teachers and parents: ÖSS success from students and teachers, and being more in touch with the school from parents. As to the discipline expectations, they expect students to have respectful behavior and teachers to fulfill their responsibilities accurately on time, and avoid student discipline problems. The non-academic expectations of each principal are similar as well. They expect students to be honest and modern individuals, and parents to be in touch with the school for student's personal problems as well. In addition to this, both principals express these expectations openly to these people during group or individual meetings.

These organization and administration school characteristics common to both case schools are also discussed in relevant literature as possible effective school characteristics. The researcher, having also taken the positive views of the participants from both schools in this study on the organization and administration characteristics of their schools presented above, have come to the conclusion that these school organization and administration characteristics which were evident in both case schools could also be added to the Initial Framework as possible effective school characteristics.

However, the researcher feels the need to make it explicit that School B leader characteristics represented and discussed above are confined to the characteristics of the current principal of the school who has been appointed to the post from another school 6 months before the data collection period. The main reason for his appointment to the post by the Founder of the school was the weak leadership of the previous principal of the school. However, the researcher does not feel that she has enough data to comment on the leader characteristics of the previous principal. Although, there are some data discussed above in this Chapter and also in Chapter 4

which refers to the previous principal of School B, the researcher believes that it is not solid enough to draw conclusions as to the impact of the current School B organization and administration characteristics enforced by the current school principal on the other effective school characteristics of School B in other areas explored.

5.7.2. Organization and administration: Characteristics specific to School A

There are a few organization and administration characteristics which are specific to the school principal of School A. Figure 5.6. below represents these characteristics which are missing in school B.

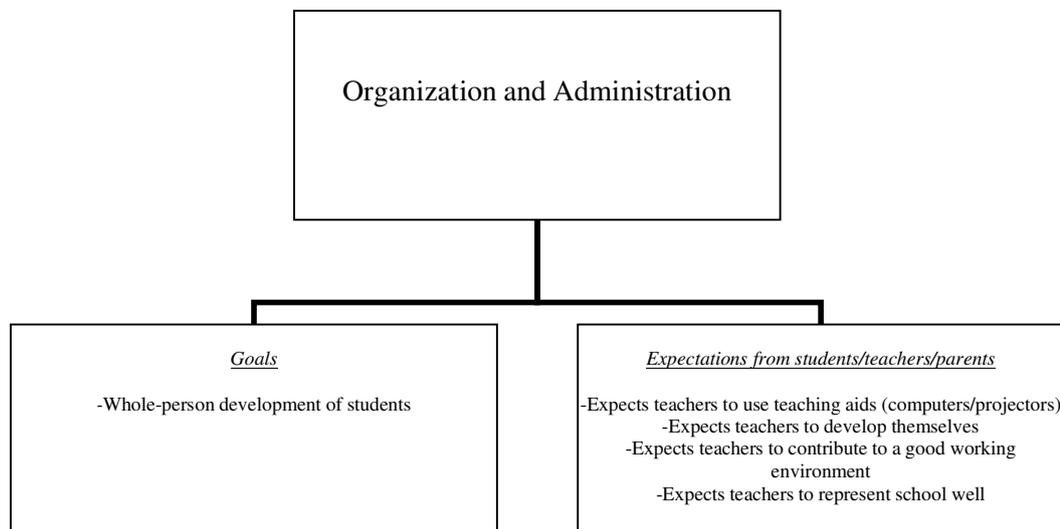


Figure 5.6. *Organization and Administration: Effective school characteristics specific to School A*

As one would expect the goals that School A principal sets for the school matches with one of the expectations of school from their students: ***whole person development of the students***. The efforts of the school to this end have been discussed in depth in sections 4.1 and 5.2.

The principal of School A has both ***academic and non-academic expectations*** from the teachers working in the school. She expects them to ***use teaching aids like***

computers and projectors to be able to teach more effectively. Also, she expects them to *develop themselves as teachers* through individual efforts and through the teacher training and development opportunities provided by the school. This has already been discussed in section 4.5 and 5.4. Another school principal expectation from teachers is that teachers need to *contribute to a warm and peaceful working environment in the school*. She expects them to ensure that everything done in the school should go in harmony without tensions and without anybody got hurt. The last but not the least, the principal also expects teachers to *represent the school well outside*, especially when they go to conferences or organize tournaments, in order to contribute the school's goal of improving its image in the eyes of the members of the society.

School A principal's leader characteristics; not setting only academic goals, like success in national high stake exams, but also setting a goal for the school to develop students as whole persons; expecting teachers to develop themselves, contribute to a positive work environment; and represent the school well are discussed in the relevant literature under strong academic leadership (Hargreaves & Hopkins, 2005; Lockheed and Levine, 1993; Lunenburg and Ornstein, 1996; Ouston, 2003; Reynolds, 1993; Wyatt, 1996) as possible leadership characteristics contributing to school effectiveness. Therefore, the researcher decides to include them in the modified framework under *organization and administration* parent category.

5.8. Effective School Characteristics

As discussed above the conclusions drawn in this study list some school characteristics under the parent and sub-parent categories explored in this study. The researcher proposes that these emerged school characteristics (Table 5.7.) might be considered to be effective school characteristics and processes owned by a private high school in Turkey which has high university placement ratio for its graduates (80 to 100% of the graduates placed in faculties).

Table 5.7. *Effective School Characteristics and Processes of a private high school in Turkey which has high university placement ratio for its graduates*

SCHOOL CHARACTERISTICS / PROCESSES	Sub-parent category	Parent category
<ul style="list-style-type: none"> Teacher engagement 	<i>Characteristics</i>	<i>SCHOOL CLIMATE</i>
<ul style="list-style-type: none"> Positive relations among immediate stakeholders Small school size contributing to positive relations 	<i>Interrelationships</i>	
<ul style="list-style-type: none"> Helping projects Representing the school in conferences / competitions Taking on the responsibility of their own learning 	<i>Student responsibilities</i>	
<ul style="list-style-type: none"> Cups, medals, certificates, and plaques / grades / school trips as rewards Rewarding academic success / creative thinking / good behavior / extra curricular participation / representing school 	<i>Student rewards</i>	
<ul style="list-style-type: none"> Safe environment (No physical fights, on campus, security guards, strong building, fire exits, fire drills) Orderly environment (job descriptions, written procedures, building set up) Approach to discipline to ensure a safe and orderly environment 	<i>Safe and Orderly environment)</i>	
<ul style="list-style-type: none"> Disciplined Authoritative Approachable Gentle 	<i>Leader characteristics</i>	<i>ORGANIZATION AND ADMINISTRATION</i>
<ul style="list-style-type: none"> Whole-person development of students ÖSS success Good citizens for society Improving school's image 	<i>Goals and Mission</i>	
<ul style="list-style-type: none"> Students participate in some decisions Teachers' opinions are asked before decisions Non-academic employee participate in decisions in their area of work 	<i>Decision making</i>	
<ul style="list-style-type: none"> Expects teachers to use teaching aids (computers/projectors) Expects teachers to develop themselves Expects teachers to contribute to a good working environment Expects teachers to represent school well 	<i>Principal's expectations from teachers</i>	
<ul style="list-style-type: none"> Academic expectations Discipline expectations Non-academic expectations Expectations expressed openly 	<i>Principal's expectations from stakeholders</i>	
<ul style="list-style-type: none"> Whole person development Expectations openly shared with students 	<i>Expectations from students</i>	<i>ACADEMIC EMPHASIS</i>
<ul style="list-style-type: none"> Messages and announcements mostly during the beginning or end of the lessons 	<i>Time on task in class</i>	
<ul style="list-style-type: none"> Non-multiple choice testing (higher order thinking) Follow-up strategies (tutorials / remedial teaching) Frequent reporting 	<i>Monitoring of student progress</i>	
<ul style="list-style-type: none"> No memorization (Academic emphasis: instructional strategies) Student-centeredness Systematic individual support outside class Regular homework 	<i>Instructional strategies</i>	
<ul style="list-style-type: none"> School effort to have positive and open communication with parents 	<i>Characteristics</i>	
<ul style="list-style-type: none"> Cooperation between departments Cooperation within departments 	<i>Collaboration</i>	<i>TEACHING STAFF</i>
<ul style="list-style-type: none"> Teachers engaged in teacher development School supports teacher development 	<i>Teacher development</i>	
<ul style="list-style-type: none"> Teachers are good models for students 	<i>Role modeling</i>	

Table 5.7. *Effective School Characteristics and Processes of a private high school in Turkey which has high university placement ratio for its graduates cont'*

SCHOOL CHARACTERISTICS / PROCESSES	Sub-parent category	Parent category
<ul style="list-style-type: none"> • Appropriate school building • Hygiene • Library with rich collection • Computer accessibility • Internet accessibility 	<i>Physical resources</i>	<i>PHYSICAL AND FINANCIAL RESOURCES</i>
<ul style="list-style-type: none"> • Strong budgeting system • Salary scales for teachers • Student tuition fee criteria 	<i>Financial resources</i>	

5.9. Modified Framework

The school characteristics and processes which the researcher proposes as effective school characteristics have been added to the conceptual framework (Figure 2.2) as suggested above under the conclusions drawn for each parent category. Figure 5.7 below presents the modified framework which is a more comprehensive version of the conceptual framework that the researcher conceptualized this study with. The modified framework illustrates some school characteristics and processes which the researcher suggests contribute to the school's effectiveness under each parent and sub-parent category. These school characteristics and processes emerged in this research study and added to the modified framework are indicated with two asterixes (**) in the modified framework (Figure 5.7).

As presented in the modified framework, the researcher proposes that all six parent categories explored in this study, namely, *Academic emphasis, Organization and administration, School climate, Home-school relations, Teaching staff, and Physical and financial resources* can be considered as the areas which may account for within school factors contributing to the effectiveness of schools. Relying on the conclusions drawn in this study, the modified framework also covers all the sub-parent categories and specific school characteristics and processes contributing to each sub-parent category. To exemplify, under the *Academic emphasis* parent, and *Expectations from students* sub-parent category, the emerged themes of school expecting its students to develop as *whole-persons* (develop not only cognitively but also socially, aesthetically, emotionally, intellectually, spiritually, physically and carrier wise) and *openly sharing this expectation with the students* are the school characteristics under this sub-parent category.

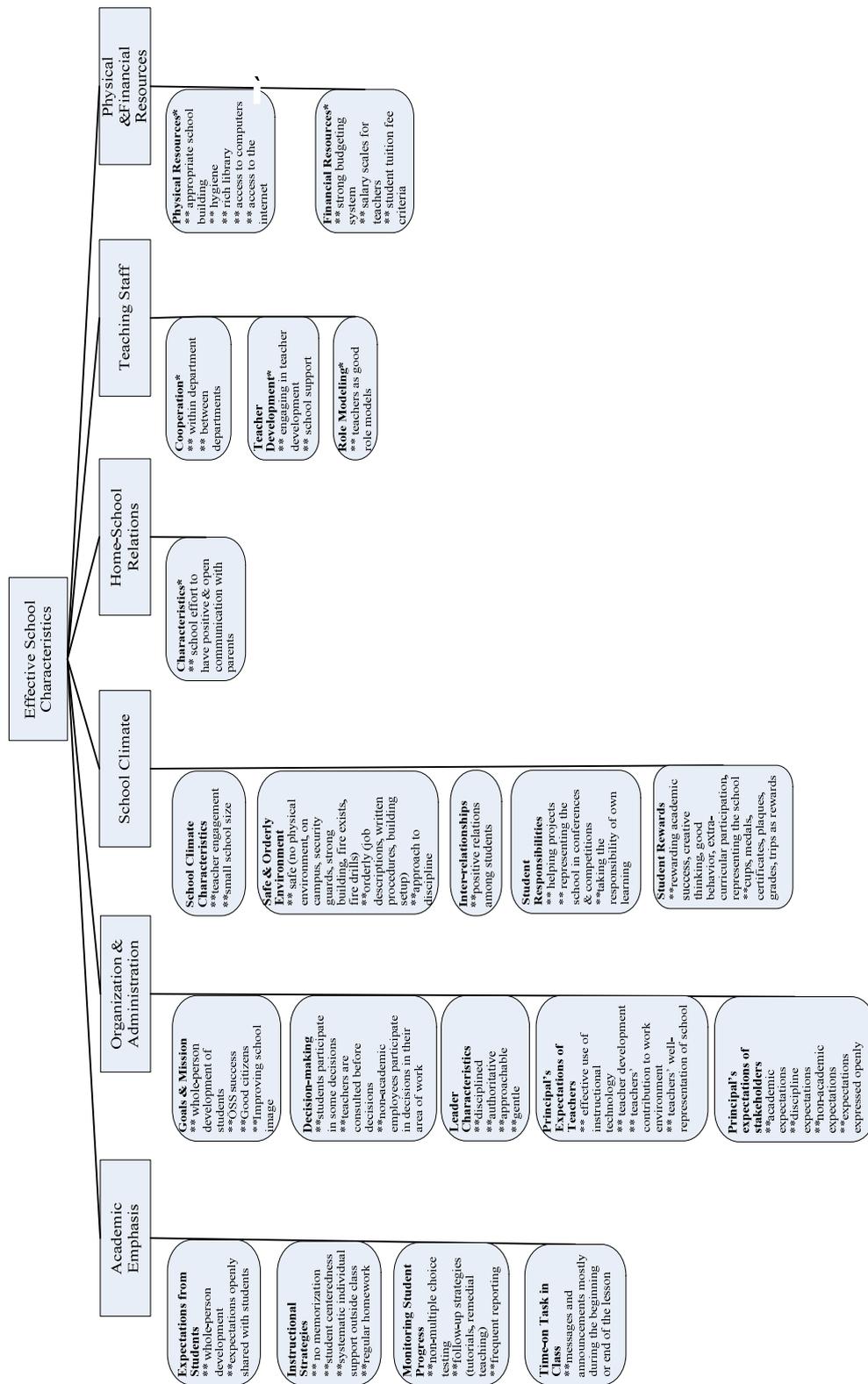


Figure 5.7. Modified Framework

5.10. Implications for practice

Emerged school effectiveness characteristics and processes in this study enabled the researcher to mention what characteristics and processes in each case school should be retained and what characteristics and processes should be reconsidered under each sub-parent school effectiveness categories explored in this study. As the conclusions of the study were drawn taking into consideration the perceptions of five different stakeholder groups of the schools, they could enable the schools to see the perspectives of their immediate stakeholders and have an attempt to work in those areas that either create dissatisfaction or misunderstandings on the part of certain groups of stakeholders.

Below the researcher will only reiterate those effective school characteristics and processes emerged in this study as missing or desired in each case school as perceived by their stakeholders.

5.10.1. School A: What to retain? What to reconsider?

As discussed above, School A has many characteristics and processes which the researcher proposes as attributes contributing to school's effectiveness (Table 5.7.). All of these were incorporated in the modified framework presented earlier and indicated with two asterix (**). The researcher believes that the school should retain these characteristics in all sub-parent categories.

As to the characteristics and processes that School A should reconsider, the researcher thinks that it is best to discuss them one by one under the parent categories in the modified framework.

School Climate: The intimacy in the school, defined by the majority of the participants as “a family environment,” where they see each other as family members like “sisters,” “brothers” or “aunts.” However, the researcher agrees with the school principal who believes that “a family environment” where the relationships depend on *feelings* only, like many family environments in Turkey, rather than *logic*,

professionalism, and *rules*, it is not healthy for a work place. The positive characteristics of the educational leader could only be utilized in an environment where the school climate has the balance of “close relations” and “professionalism.” Therefore, in order to make this distinction clear to all staff in the school and raise their awareness, the administration could incorporate some in house training workshops which focus on “healthy working environment” relationships. An outsider professional support to provide these workshops could be sought.

Organization and Administration: Although there are some parents of the school who are close with the school and the principal and therefore know and own the school mission and goals, both the parents’ and the school’s perception revealed that another important group of parents of the school who do not. They do not have a direct and important role in the decision making process in the school. As discussed earlier, Ministry of Education rules and regulations do not provide parents with a legitimate role in that other than the role in the Parents Associations.

However, in order to make parents understand and appreciate the school’s mission, goals and decisions, the school should incorporate parents more in the decision making process. The school should also make use of every single opportunity to reiterate its mission and goals, and how the other decisions reflect the school’s overall mission. Although individual parents are sometimes informed about such school decisions, they are mostly reactive in nature. Rather than waiting for the parent to come to school to complain about a school’s / teacher’s academic or disciplinary decisions about their children, the school should be somewhat proactive and raise the awareness of parents systematically before some crises emerge. Some of the possible means and forums that could be used for this purpose could be more frequent individual face-to-face parent meetings with the teachers, administrators, and school counselors, and the schools’ parent newsletter.

Academic emphasis: Although the school clearly expresses its expectations from their students openly, it is hard to say that they are high enough. As discussed in the relevant literature high expectations from students result in better student attainment. The school expects their students to be placed in a 4-year department in a university.

Looking at the results of the last three year's university entrance exam results, the school has reached this. However, this expectation from the students could easily be higher. As also be expressed by a student and some teachers, and parents of the school, looking at the academic emphasis in the school, one could make this expectation more challenging for the students: "Being placed in a four year faculty of a *reputable* university, which is more *competitive* to enter and whose graduates have high *employability* in the job market." Unlike the current case in the school, such an expectation should be the same for all students irrespective of their previous school attainment, and current study skills and academic success. In addition to this, the school should create further support mechanisms for those students who have relatively weaker

Another school characteristic that School A should reconsider under *academic emphasis* is related to the fact that the school needs a measurement and evaluation unit. The school puts emphasis on frequent monitoring of students' progress through various formal and informal means. The role of the classroom tests which aim at testing students' higher order thinking skills is quite evident. The school also commits itself to statistically analyze the exam results and take further action. Despite the fact that the school has had provided the teachers with some workshops on issues in measurement and evaluation and on how to carry out statistical exam analysis, the teaching staff does not feel confident enough to do this professionally. Opening a measurement and evaluation unit and recruiting people who have been trained to carry out these duties and who could guide the teachers in their decisions would make the school stronger in the area and make the teachers feel more confident about the decisions taken.

The last *academic emphasis* school characteristic that School A should reconsider is about the time on task in the lessons. It is evident in this study that School A has no rules to encourage the time on task behavior in the lessons. The class interruptions as a result of students, teachers or administrative staff visiting classes for messages or announcements result in the loss of student and teacher concentration during lessons.

Home-School Relations: As discussed above under *organization and administration*, a considerable number of parents in the school do not trust and own the school. The main reason for this seems to be the school's approach to incorporating parents' views in the running and the decision making of the school. Despite the constraints posed on the school by the Ministry of Education to this effect, by making parents association work more public, by creating a more active parents association, creating opportunities for parents to more actively involve in the running of the school, the school management could increase the open communication channels from parents. This might have a positive impact on the awareness raising of the parents and being more informed about the rationale of the school decisions, they would trust and own the school more.

Teaching Staff: The only issue that the school should reconsider about the *teaching staff* is that some teachers of the school could be too close with students. They become more like a friend with them. Therefore, the teacher-student relationship in the school can sometimes be too intimate. As stated by some teachers, parents and administrators of the school, this intimacy might have a negative impact on the disciplining of students, which would negatively affect the learning-teaching environment in the school. Although the good will of the teachers and the small population of the school and low student-teacher ratio might have been the reason for this, it is also evident that this is not true for all teachers. Therefore, rather than an extensive action to be taken about the issue, the school management should have a closer supervision of the individual teacher-student relations and give the necessary feedback and awareness raising to individual teachers during one-on-one meetings with them. However, it is worth mentioning that the fine line in the teacher-student relation should be set so carefully that the close and intimate relationship, which results in making teachers' approachable, should not be lost.

Physical and financial resources: Although the careful management of the financial resources seems to result in the provision of the necessary physical resources for the school, the advancements in technology require more advanced technology to be incorporated into the teaching of schools. It was also evident that especially the maths and science teachers of the school would like to have computer assisted

learning environments. Rather than taking students to the current computer labs at certain intervals as they currently do, the teachers would like to conduct all of their lessons in such an environment. As this desire of the teachers nicely match with the requirements of the era, the school should invest in both the realization of such centers in the school and the essential training of the teachers to this end.

Another physical resource that the school should invest in is the sports facilities of its own. Currently, the school has no indoors sports facilities of its own. They either utilize the facilities of the primary section or the university's. Especially the parents believe that this results in school not being able to invest in extra curricular sport activities and promote students' participating in school's sports teams. Therefore, the school should invest in creating its own indoors sports facilities to create more opportunities for the students and teachers to have some extra curricular activities and create more settled down school sports teams.

The last physical resource that some students, teachers and parents thought necessary is a wider green area. One part of the concrete school yard is currently a green area with some trees and wooden picnic tables. However, considering the age group in the school, the whole school yard (apart from the concrete basketball fields) could be greened to create a cozier environment for the students and teachers of the school.

5.10.2. School B: What to retain? What to reconsider?

Unlike School A, School B does not have many characteristics and processes which the researcher proposes as attributes contributing to school's effectiveness. Only those leader characteristics of School B, which were shared with School A could be suggested as the characteristics to be retained in the school. The leader characteristics, discipline, authority, approachability, and collegiality of the school principal should be retained. In addition to this, the principal's approach to decision making, that is incorporating students, teachers, and non academic employees into the decisions taken in the school to a certain extent should also be another process that needs to be retained. That the principal has both academic and disciplinary expectations from students, teachers and parents and that he makes these

expectations clear to them through openly expressing them to the relevant parties in each appropriate forum are also leader characteristics and administration processes that should be retained in the school.

On the other hand, there are many other characteristics and processes that School B should reconsider. These will be presented one by one under each parent category below.

School Climate: The general school climate seems to be lacking teacher engagement. The current teacher body in the school, which will be discussed further more in detail below, under *teaching staff*, do not have the enthusiasm, morale and the encouragement to have high teacher engagement. It seems that the reasons for this might lie in other school characteristics like the organization and administration, financial and physical resources, and academic emphasis. It is suggested that some improvement in the teacher and student recruitment of the school, in the management of the financial resources, and the academic emphasis in the school would result in enhanced teacher engagement as desired. The improvements suggested in the other areas will be discussed below in relevant sections.

Safe and orderly environment: School B needs to reconsider some issues related to its environment being a safe and an orderly one. The conclusions drawn in this study revealed that an appropriate school building with its vital sections, rooms and facilities is a prerequisite for an effective school to create a physically safe environment for its pupils and staff. School B which lacks such a building should immediately move into a school building which could provide the basic needs of a school, like a school yard, well equipped science labs, a library so on so forth. The building should also give the impression to all its stakeholders that it is strong and well structured enough in case of an earthquake or a fire. There should be fire exits of the building and the school should exercise unannounced fire drills time to time. To create a safe environment through minimizing the physical fights among students, the school should also enforce strict discipline rules which are monitored by all teachers and administrators of the school at all times. When needed serious disciplinary actions should be taken following the rules and regulations.

To create an orderly environment, apart from the discipline rules and regulations discussed above the school should have clear job descriptions for all staff, procedures manuals to detail how things are done in this school, and move into a more structured building where the school processes are carried out with minimum constraints, like too cramped classes, no school yard for some facilities.

Climate: School B gives almost no opportunities to its students to take extra responsibilities appropriate to their age level. In order to create a school climate where students take on some responsibilities both for their own learning and also for the running of the school, the school should create opportunities. In order to make students responsible for their own learning, the school could organize project type assignments, the end product of which could be presented in a school wide or across schools fairs. The school could also seek opportunities to send some students to inter-schools competitions or fairs to represent their schools. The school could also create an active school clubs and extra curricular activities system, where each student is expected to take some additional responsibility within his/her interest area. This would generate a group of students who see schooling more than getting prepared for the university entrance exam. Another type of responsibility that the school could give to their students is about the decision making process in the school. As planned by the new school principal, the school should encourage a student council system, which would be composed of student elected representatives having a say in the decision making board of the school.

Another school climate characteristic that the school should reconsider is about student rewards. Currently although the school management consent that they provide rewards to their students by providing certificates to their students time to time, students, teachers and parents of the school think that this happens very rarely, or never in some cases. Therefore, the school should decide on the values that it would like to promote, how they would be rewarded and how the students should be informed. Providing rewards to students' academic success, taking on extra responsibilities, extra curricular participation, and representing the school outside could be some of the values that the school could promote through rewarding.

Organization and Administration: As the school principal had been appointed to the post from another school only a short time before this research study was conducted in the school, the goals and mission he enforced is still not clear.

The principal could encourage a strategic planning phase, through which school's mission and goals are clarified. The school mission and goals should not put "success in the university entrance exam," as the only goal of the school, as it currently is. The school's goal and mission should incorporate the learners' cognitive, social, psychological, and personal development as well.

Once the school's mission and goals are decided, the school should make it clear to all stakeholders through various means. Some of such means might be group and individual meetings, and handbooks for teachers, students and parents produced to serve for this purpose as well.

Academic emphasis: There are many issues that School B should reconsider in the area of *academic emphasis*. First of all, irrespective of students' previous academic success and current study habits, the school should have high expectations from each student in the school. The school should also have a less exam oriented approach to teaching with more emphasis on higher order thinking skills, both in teaching and testing. There needs to be a structured school approach to regular homework, which is guided by a school homework policy. Furthermore, the school should frequently and professionally monitor the progress of its students through formal and informal assessment which evaluates students' attainment of curricular objectives, not the ability of answering multiple choice questions quickly to practice for the university entrance exam. Moreover, the data gathered from this monitoring should be used to respond to individual and group of students' weaknesses through providing one-to-one or small group tutorials outside class times and remedial teaching. In order to make this professionally the school should have a measurement and evaluation unit, which is run by a qualified and competent professional. This person could also guide the teachers in these endeavors.

Another issue that School B should reconsider in the area of *monitoring of students progress* is creating a system where the parents of the school could be frequently reported of their children's progress. Apart from the semester report cards, which are enforced by the ministry of education rules, the school could create its own system to inform the parents more frequently.

In order to increase the time on task behavior in class, the school should also take some actions. Reconsideration of academic emphasis discussed above would have an impact on the on task behavior in class. However, in addition to this the school should also have some rules for not letting anyone to disrupt classes during lessons. Therefore, there should be no messages or announcements sent to classes during lessons. Additionally, nobody, including the principal, administrators, teachers and students should go into classes during lessons for the reasons that they currently have. As the main current reason for the school principal to go into classes during class time is disciplining, the suggested discipline procedures discussed above under *an orderly environment* would also have a positive impact on the time on task behavior in class.

Home-School Relations: The current parent body of the school has rather a passive profile. Most of the parents keep the relation with the school at minimum mostly because they do not want to hear from the school about their children's irresponsible behavior or academic failures. Majority of the students are the ones who came to this school because they had been unsuccessful in their previous schools. Students have been brought to this school in order not to lose a year. Knowing this the parents' expectations are usually confined to expect the school to pass their children. Most of the parents do not expect their children to enter a university, and plan to send their children to a dersbane full time for one year after they finish the high school in order to make them to continue their tertiary education. Therefore, due to their low expectations from their children, the parents are not willing to be in close contact with the school, and they leave the whole responsibility to the school.

However, the school should encourage two-way open positive communication channels between the school and the parents. Parents could be invited to the school

more often and informed about their children's school work and their progress. The parents should also be invited to participate in the decisions of the school more. Creating an active parents association and informing other parents about the parents association work could be other actions that the school could take.

Teaching Staff: If the school changes its academic emphasis, this will have a direct impact on the expectations from the teachers. Once the school clarifies its mission and goals, it should also clarify the expectations from the teachers. There should be teacher recruitment criteria which reflect all these expectations. The expectations of the school of the teachers should go beyond "help your students to enter a university," which would result in doing university entrance exam test practice all the time in class. Rather, having school's goals and mission incorporating the learners' cognitive, social, psychological, and personal development would put more responsibility on teachers' shoulders and would increase their engagement in the school. This should also be taken into consideration during the recruitment stage as the teachers' aspires should match with the schools from the beginning. As it will be discussed more in detail below under financial resources, the school should also compensate the teacher effort in a competitive manner in the market to increase teacher motivation.

The school should also have structures and processes in the school which would encourage teacher cooperation and coordination within and between departments. To illustrate, running extra curricular activities, organizing fairs, play nights, sports activities so on so forth would necessitate close teacher coordination. As will be discussed below most of these would need school be equipped with the needed laboratory or sports fields facilities.

Another issue that the school should reconsider under teaching staff is about the opportunities provided to the teachers to develop themselves professionally. Changes in the *academic emphasis* of the school would require structured teacher training and development. One way of providing this could be through in-service training activities, or encouraging and supporting teachers to participate in national and international workshops, seminars or conferences in their subject areas. Also, the

teachers should be encouraged to do post graduate studies in order to further specialize in their areas. The school should help them by giving time off or timetabling them in such a way that they could attend classes for their studies.

The school should also reconsider how they could encourage all teachers in the school be good models for their teachers. The clarification of the expectations from teachers academically and socially would raise the teachers' awareness in the issue.

Physical and financial resources: The first issue that School B should reconsider under *physical resources* is the availability of a suitable school building. As mentioned above under *safe environment*, the school should be moved to an appropriate school building with its vital sections, rooms and facilities, so that the building could provide the basic needs of a school, like a school yard, well equipped science labs, a library and so on. The building should also give the impression to all its stakeholders that it is strong and well structured enough in case of an earthquake or a fire. The new school building should be equipped with computer and internet facilities for its students and teachers.

As to the financial resources, although the school seems to have the necessary financial resources, that it lacks a solid system to manage the resources, it suffers. A professional budgeting system would ease the management of the financial resources. As discussed above under *teaching staff*, the school should also have salary scales for teacher salaries and criteria for student tuition fees. This structured approach to the management of the financial resources could help the school to provide more competitive salary to the teachers on a regular basis to tap on the motivation of the teachers in the school.

5.10.3. Some analytical generalizations

As it was discussed above in Chapter 3, being a study in the qualitative paradigm, this study did not aim to have statistical generalization of the results it yielded. Nevertheless, like any other case study conducted in the qualitative paradigm, the results of this study could lend itself to analytical generalizations (Yıldırım &

Şimşek, 2005, p. 258). Therefore, the researcher does not generalize the results of the study to a population but to a *theory*. Thus, the results of this study lend itself to the development of the Modified Conceptual Framework (Figure 5.7) on some School Effectiveness characteristics.

The analytical generalizations that could be drawn from this study can be summarized as follows.

1) The major in-school factors that play important roles in making a school an 'effective' one are mostly embedded in its approach to teaching and learning, that is its academic emphasis, in its organizational and administrative characteristics and processes, and in its overall school climate.

2) Open and positive home-school relations, cooperative teaching staff who are actively involved in teacher development, and who set good models for their students, and appropriate physical and well managed financial resources are also among the other factors which could be considered to play a role in making a school an 'effective' one.

3) The characteristics and processes which shape schools' effectiveness in its academic emphasis are;

- Having clear expectations of its students and sharing these expectations openly with them;
- Having an approach to instruction where student centeredness is emphasized;
- Providing systematic individual support to students in and outside the class according to their needs and weaknesses;
- Giving regular and meaningful homework and checking it;
- Emphasizing meaningful learning instead of rote learning or memorization;
- Close monitoring of student progress through higher order testing;
- Providing frequent feedback to students and parents on student progress;
- Responding to the results of the tests via remedial teaching or tutorials;
- Maximizing the time-on-task in class through various strategies.

4) The effective school's organizational and administrative characteristics and processes are in its

- goals and mission,
- decision making processes,
- leader characteristics, principal expectations of teachers,
- and principal's expectations of stakeholders.

5) The goals and mission of an effective school merge academic goals like student success in state examinations with non-academic and social goals like focusing on whole-person development and educating good citizens. Such schools also have a desire to improve the image of the school in the society.

6) In an effective school, students participate in some decisions, teachers are consulted before decisions and non-academic staff participates in decisions in their areas of work.

7) An effective school leader is disciplined, authoritative, approachable and gentle.

8) The principal of an effective school expects the teachers to use instructional technology effectively, to engage in teacher development, to contribute to a positive work environment, and to represent the school well outside.

9) The principal of an effective school has academic, discipline, and non-academic expectations from students, teachers, parents, and non-academic employees, and expresses these expectations openly.

10) An effective school has an overall school climate with a safe and orderly environment, positive relations. In such schools students are given additional responsibilities and are rewarded for their academic success, creative thinking, good behavior so on so forth.

11) Although Ministry of Education does not give legitimate responsibilities to the parents in Turkey as to having a strong say in their children's education via directly

participating in the academic decisions taken in the schools, effective schools have an effort to have positive and open communication channels with parents to involve them in or to inform them about the academic decisions taken in the school.

12) The teaching staff of an effective school cooperates effectively within and between departments in academic and extra-curricular areas, actively participates in developmental activities, and tries to be good role models for their students.

13) Having an appropriate physical environment with a suitable hygienic school building, a rich library, and access to computers and internet facilities contribute to the effectiveness of a school.

14) Having a strong budgeting system, salary scales for teachers which reward certain teacher assets, and a criterion for student tuition fees also contribute to the effectiveness of a school.

The analytical generalizations presented above could help some schools in their school evaluation and improvement efforts. However, while doing so, as suggested by Yıldırım & Şimşek (2005, p 90), it should be kept in mind that the generalizations drawn in studies of this type are rather limited due to the changing nature of social events and the impossibility of creating the same environment in another setting at other times. Therefore, the limitations of this study should be kept in mind. The generalizations of this study could best guide the schools of similar characteristics of the ones explored in this study, i.e. private high schools in the Turkish context. The researcher believes that the detailed information given about these case schools studied in this research in Chapter 3, and the detailed descriptions of school characteristics and process provided by the participants and presented in Chapter 4 will give the readers a clearer picture of the contexts used in this study, so that, they could see the resemblance to their own contexts to be able to better assess the applicability of the analytical generalizations to their own contexts.

5.11. Implications for further research

In this research study, firstly, the researcher illustrated the areas of school effectiveness characteristics through a conceptual framework (Appendix 1), which is based on the review of related literature. The framework focused on six areas, *academic emphasis, organization and administration, school climate, home-school relations, teaching staff, and physical and financial resources*, with the sub-areas in the conceptual framework (Figure 2.2). The researcher used this framework to conceptualize the study and as a guide to base the semi-structured interview schedules that she wrote to collect data on the stakeholders' perceptions of two case schools.

To start with, both case schools the researcher collected data from in this research are private institutions. Therefore, it would be interesting to collect the perceptions of stakeholders in state schools in Turkey. Similarly, both case schools in the study are small schools with small student-teacher ratio. So, it would also be interesting to conduct a similar research in larger school environments.

Secondly, as a result of this study the researcher proposed some school characteristics and process which could be contributing to the effectiveness of a high school in Turkey, as perceived by school stakeholders (Figure 5.7). Whether these are the characteristics and processes that would be perceived as contributing to effectiveness by the stakeholders of other schools possessing similar characteristics to the case schools in this study would be interesting to find out. Therefore, the researcher recommends the replication of this study in similar school contexts.

Also, it would be interesting to conduct qualitative case studies in other schools with high levels of university placement ratios to find out if they possess similar characteristics to School A in this study.

In addition, it would be interesting to conduct further quantitative studies with bigger scopes surveying Turkish schools in one or a few of the school characteristics and processes that the researcher of this study proposes as possible effective school

characteristics. This would not only test but also give generalizability to the proposed effective school characteristics in this study.

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APPENDICES

APPENDIX A FIRST LEVEL CODING CATEGORIES

Parent Category	Sub-parent Category	Code	
Academic Emphasis	Expectations from Students	AE	EfS
Academic Emphasis	Monitoring of Student Progress	AE	MoSP
Academic Emphasis	Time on Task	AE	ToT
Academic Emphasis	Instructional Strategies	AE	IS
School Climate	Characteristics	SC	CH
School Climate	Safe and Orderly Environment	SC	SaOE
School Climate	Rewards	SC	R
School Climate	Student Responsibilities	SC	SR
School Climate	Interpersonal Relationships	SC	IR
Teaching Staff	Collaboration	TS	COL
Teaching Staff	Models	TS	MOD
Teaching Staff	Development	TS	DEV
Leadership	Characteristics	L	CH
Leadership	Expectation of Students	L	EXoSS
Leadership	Expectation of Teachers	L	EXoTs
Leadership	Expectation of Parents	L	EXoPs
Leadership	Expectation of Staff	L	EXoS
Leadership	Goals and Mission	L	GaM
Physical and Financial Resources	Physical Resources	PaFR	PR
Physical and Financial Resources	Financial Resources	PaFR	FR
School-Parent Relations	Characteristics	SPR	CH
School-Parent Relations	Parent Associations	SPR	PA
School-Parent Relations	Parental Responsibilities	SPR	PR
School-Parent Relations	Parent Expectations	SPR	PE

APPENDIX B
SECOND LEVEL CODING CATEGORIES

Academic Emphasis (AE) – Expectations from Students (EfS)

AE	EfS	OSS	ÖSS success
AE	EfS	ind dev	Individual (whole person development)
AE	EfS	foreignlan	Good foreign language
AE	EfS	syllabus	Learning the syllabus objectives
AE	EfS	academic	Academic skills development
AE	EfS	highgrades	High grades
AE	EfS	Highmark(-)	High marks not pushed
AE	EfS	arts	Development in arts
AE	EfS	goodciti	Good citizens
AE	EfS	no	No expectations
AE	EfS	Ss not willing	Students are not willing / enthusiastic
AE	EfS	Clarity(-)	Expectations not clearly expressed
AE	EfS	Clarity(+)	Expectations clearly expressed
AE	EfS	Discr(-)	Same expectations from all students
AE	EfS	Discr (+)	Not same expectations from all students

Academic Emphasis (AE) –Monitoring of Student Progress (MoSP)

AE	MoSP	effectiveness	Effectiveness of monitoring of students progress
AE	MoSP	followup	Following up exams with remedial strategies
AE	MoSP	frequency	Frequency of monitoring
AE	MoSP	type	Type of strategies used to monitor student progress
AE	MoSP	scvsders	School versus Dershane

Academic Emphasis (AE) – Time on Task (ToT)

AE	ToT	factor-les	Lesson as an affecting factor
AE	ToT	factor-cla	Class as an affecting factor
AE	ToT	factor-Ts	Teacher as an affecting factor
AE	ToT	amount	Class time spent on task
AE	ToT	cls-dis	Class interruption
AE	ToT	cls-dis-fre	Class interruption frequency

Academic Emphasis (AE) – Instructional Strategies (IS)

AE	IS	effectiveness	Effectiveness of strategies used
AE	IS	exam oriented	Exam oriented approach to instruction
AE	IS	ext-sup	Outside class extra support to students
AE	IS	factor-Ts	Teacher as an affecting factor
AE	IS	focus-mone	Focus on MONE syllabus
AE	IS	focus-st	Focus on student wish, need, expectations
AE	IS	focus-stmone	Focus on student and MONE syllabus

AE	IS	hete-grp	Heterogeneous student grouping
AE	IS	homo-grp	Homogeneous student grouping
AE	IS	hw	Homework
AE	IS	hwasc	School approach to homework
AE	IS	hwaim	Aim of homework
AE	IS	hwamount	Amount of homework
AE	IS	hwcheck	Homework assigned is checked
AE	IS	hwfb	Feedback is provided to homework
AE	IS	hwgraded	Homework is graded
AE	IS	hwtype	Type of homework assigned
AE	IS	nomemo	Memorization is discouraged
AE	IS	planning	Yearly, unit and daily planning
AE	IS	sc-vs-ders	School versus dersshane
AE	IS	stcent	Student centered approaches
AE	IS	T-help	Teachers provide help
AE	IS	weaksupp	Additional support to weak students

School Climate (SC) – Characteristics (CH)

SC	CH	consideration	School consideration of stakeholders
SC	CH	discipline	Place of discipline in the school
SC	CH	Tengagement	Teacher engagement
SC	CH	Sengagement	Student engagement
SC	CH	Tdisengagement	Teacher disengagement
SC	CH	Sdisengagement	Student disengagement
SC	CH	intimacy	Intimacy of the atmosphere
SC	CH	jobsecurity	Job security/insecurity in the school
SC	CH	Smorale	Student morale
SC	CH	Tmorale	Teacher morale
SC	CH	thrust	all want to achieve the best for the school

School Climate (SC) – Safe and Orderly Environment (SaOE)

SC	SaOE	safety	Safety in the environment
SC	SaOE	order	Order in the environment
SC	SaOE	discipline	Discipline to ensure order and safety

School Climate (SC) – Rewards (R)

SC	R	frequency	Frequency of student rewarding
SC	R	prom-value	What is rewarded
SC	R	type	Type of reward given to students
SC	R	schoolsup	School support student rewards

School Climate (SC) – Student Responsibilities (SR)

SC	SR	effectiveness	Effectiveness of the responsibilities given
SC	SR	type	Type of responsibilities given to students
SC	SR	discr	Not extra responsibilities for all students
SC	SR	noresp	No responsibilities are given
SC	SR	noidea	Don't know if responsibilities are given

School Climate (SC) – Interpersonal Relationships (IR)

SC	IR	AS	Between administrators and students
SC	IR	Ss	Among students
SC	IR	ST	Between students and teachers
SC	IR	TA	Between teachers and administrators
SC	IR	Ts	Among teachers

Teaching Staff (TS)- Collaboration (COL)

TS	COL	btwdept	Collaboration between departments
TS	COL	withindept	Collaboration within departments
TS	COL	nocol	No collaboration
TS	COL	noidea	Don't know if there is collaboration

Teaching Staff (TS) – Models (MOD)

TS	MOD	behavior	Model teacher behavior
TS	MOD	notall	Not all teachers are good models

Teaching Staff (TS) – Development (DEV)

TS	DEV	number	No. of teachers involved in development
TS	DEV	schoolsup	School support of teacher development
TS	DEV	Tqualities	Teacher qualities
TS	DEV	type	Type of teacher development activities
TS	DEV	nodev	There is no teacher development
TS	DEV	noidea	Don't know if there is development

Leadership (L) – Characteristics (CH)

L	CH	decmak	Leaders' approach to decision making
L	CH	discipline	Leaders' approach to discipline
L	CH	imp	Things the leader gives importance to
L	CH	neg-ch	Leaders' negative characteristics
L	CH	pos-ch	Leaders' positive characteristics

Leadership (L) – Expectation of Students/ Teachers/ Parents and Staff EXoSS (EXoTs / EXoPs / EXoS)

L	EXoSS	academic	Academic expectations
L	EXoSS	clarity	Sharing expectations with stakeholders
L	EXoSS	discipline	Disciplinary expectations
L	EXoSS	non-academic	Non-academic expectations

Leadership (L) – Goals and Mission (GaM)

L	GaM	academic	Academic goals
L	GaM	clarity	Sharing GaM with stakeholders
L	GaM	counseling	Providing counseling service to students
L	GaM	finance	Improving financial income
L	GaM	individual	Individual /whole person dev. of students
L	GaM	non-academic	Other non-academic goals
L	GaM	ownership	Stakeholders' ownership of the mission
L	GaM	selfimage	Improving the school's image in society

L GaM society Service to society

Physical and Financial Resources (PaFR) -Physical Resources (PR)

PaFR PR service Quality of non-academic services

Physical and Financial Resources (PaFR) -Financial Resources (FR)

School-Parent Relations (SPR)- Characteristics (CH)

SPR CH communication Communication
SPR CH decmak Role of parents in school decisions
SPR CH pubicview Public view of the school
SPR CH trus-own Parents' trust and ownership

School-Parent Relations (SPR)-Parent Associations(PA)

SPR PA finance Role of PA in school finance
SPR PA knowledge What people know about PA
SPR PA responsibilities Responsibilities of the PA
SPR PA suggestions Suggestions to improve PA

School-Parent Relations (SPR) -Parental Responsibilities(PR)

SPR PR content Contentment with PR
SPR PR discontent Discontentment with PR
SPR PR variety PR varies for parents

School-Parent Relations (SPR) - Parent Expectations (PE)

SPR PE content Parent expectations are met
SPR PE discontent Parent expectations are not met

APPENDIX C

CONTENT ANALYTIC SUMMARY TABLE: ACADEMIC EMPHASIS

Expectations from Students	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA-Tot N=33	SB-Tot N=29
OSS success	7	7	9	9	2	5	2	1	20	22
Individual development	1	-	6	-	2	-	2	-	11	-
Good foreign language	1	-	2	1	-	-	1	-	4	1
Learning the syllabus objectives	-	-	-	1	-	-	-	-	-	1
Academic skills	-	-	-	-	1	-	-	-	1	-
High grades	1	-	-	-	-	-	-	-	1	-
Developing in arts	1	-	-	-	-	-	-	-	1	-
Good citizens	1	-	-	-	-	-	-	-	1	-
No expectations	-	-	-	3	1	-	-	1	1	4
Students not willing / enthusiastic	-	-	-	-	1	3	-	1	1	4
Expectation same for all students	1	-	2	-	2	1	1	-	6	1
Expectations differ for each student	7	6	6	3	1	1	1	1	15	11
Expectations are shared with students	3	3	7	2	3	1	3	1	16	7
Expectations not shared but can be felt	3	1	-	-	-	-	-	-	3	1
Expectations not expressed openly	2	3	-	-	6	-	-	-	8	3

Instructional Strategies	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA- A N=3	SB-A N=2	SA- Tot N=33	SB- Tot N=29
Strategies effective	4	2	3	3	5	1	2	1	14	7
Strategies ineffective	-	2	1	3	2	2	1	-	4	7
Effectiveness depends on teacher style	1	-	-	2	4	-	-	1	5	3
Effectiveness depends on class	-	-	1	2	-	-	-	1	1	3
Effectiveness depends on students	-	-	7	7	-	1	2	1	9	9
Outside class support by teachers	9	5	5	2	3	2	1	1	18	10
Planning	-	-	-	4	-	-	1	2	1	6
Focus is MONE syllabus	1	1	2	1	9	1	-	-	12	3
Focus is student needs, expectations, interests	5	6	9	6	-	1	2	1	16	14
Focus is on both MONE syllabus and students	5	2	6	-	1	3	2	1	14	6
Heterogeneous classes	1	-	-	2	-	1	-	-	1	3
Homogeneous classes in English	1	-	5	-	2	-	2	-	10	-
Memorization	-	-	-	1	-	-	-	2	-	3
No memorization	4	-	5	3	2	-	-	-	11	3
Exam oriented	-	5	3	3	4	2	1	2	8	12
Aim of HW is revision, consolidation	7	5	3	3	2	1	1	-	13	9
Aim of HW is to make students study	-	2	-	-	-	-	-	-	-	2
Aim of HW is to see how sts do on their own	-	-	1	-	-	-	-	-	1	-
Aim of HW is revision and preparation for next class	2	-	3	2	-	-	2	-	7	2
Aim of HW is to give responsibility to students	1	-	-	-	-	-	-	-	1	-
Don't know the aim of integration HW	1	-	-	-	-	-	-	-	1	-
Integration HW is to integrate subject matters	1	-	-	-	-	-	-	-	1	-

Instructional Strategies	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA-Tot N=33	SB-Tot N=29
School has no HW policy	-	-	-	6	-	-	-	-	-	5
No or almost no HW given	-	5	3	2	-	2	-	1	3	10
Too much homework	8	1	-	-	6	-	-	-	14	1
Regular homework	-	-	3	2	2	-	2	1	7	3
Homework not often/much	1	6	3	1	-	5	-	-	4	12
Homework is checked	10	5	3	6	3	-	3	1	19	12
Feedback is provided to HW	3	1	-	2	2	-	-	-	5	3
HW is graded	3	-	5	1	2	-	3	1	13	2
HW variety	10	8	8	8	8	5	3	-	29	21
School expectation about hw	-	-	5	1	-	-	1	-	6	1
No school expectation about hw	-	-	-	5	-	-	-	-	-	5
No memorization	4	-	5	3	2	-	-	-	11	3
Exam orientedness	-	5	3	3	4	2	1	2	8	12
School versus Dersane	1	-	-	1	-	1	-	-	1	2
Student centeredness	9	7	7	3	9	5	3	-	28	15
Teacher centeredness	-	2	-	-	-	1	-	2	-	5
Teacher disposition	4	3	3	2	1	1	-	-	8	6
Support to weaker students	1	1	5	5	6	4	1	1	13	11

Monitoring of students' progress	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA-Tot N=33	SB-Tot N=29
Effective	7	5	7	2	3	-	2	1	13	8
No idea	-	-	-	-	-	2	-	-	-	2
Ineffective	1	5	5	-	4	3	1	2	10	10
Followed up	2	1	4	-	1	-	2	-	9	1
Frequency	4	4	3	4	3	-	3	-	13	8
Techniques used	9	10	10	10	8	5	2	1	29	26
School versus dersane	-	1	-	-	-	-	-	-	-	1

Time on task	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA-Tot N=33	SB-Tot N=29
Vast majority of class time	6	4	8	5	-	-	2	-	16	9
Half of the time	1	4	1	3	-	-	1	1	3	8
Minimum time	-	2	-	-	-	-	-	1	-	3
Class interruption: Principal, Ass. Principal,	2	5	-	5	-	-	-	-	2	10
Class interruption: Affects concentration	6	3	8	3	-	-	1	2	15	8
Class interruption: Sometimes good	3	-	1	-	-	-	-	-	4	-
Class interruption: Messages	5	1	6	4	-	-	3	2	14	7
Class interruption: parents	1	-	1	-	3	-	1	-	6	-
Parents given not permission to disturb the class	-	-	-	-	5	4	-	-	5	4
Wouldn't disturb the class as a parent	-	-	-	-	3	1	-	-	3	1
Messages/person coming don't affect lesson	3	1	4	1	-	-	-	-	7	2
Class interruption: Never	-	-	-	1	-	-	-	-	-	1
Class interruption: Not frequent / rare	6	2	10	1	-	-	-	-	16	3
Class interruption: sometimes	4	3	2	4	-	-	-	1	6	7
Class interruption: unbelievably many	-	-	-	1	-	-	-	1	-	2
Time on task amount depends on class	2	-	3	2	-	-	-	-	5	2
Time on task amount depends on lesson	3	-	1	-	-	-	2	-	5	-
Time on task amount depends on teacher	5	1	-	-	-	-	-	1	5	2
No lesson at all	-	3	-	1	-	-	-	-	-	4

APPENDIX D

CONTENT ANALYTIC SUMMARY TABLE: ORGANIZATION AND ADMINISTRATION

Decision Making	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-NE N=2	SB-NE N=3	SA-A N=3	SB-A N=2	SA-Tot N=35	SB-Tot N=32
Students participate in some decisions	6	4	-	2	-	-	-	-	1	-	7	6
Students don't participate in decision making	1	1	-	-	-	-	-	-	-	-	1	1
Teachers participate in decisions	-	-	1	3	-	-	-	-	2	1	3	4
Teachers don't participate in decision making	-	-	4	-	-	-	-	-	-	-	4	-
Teachers' opinions/views are asked before decisions	-	-	4	6	-	-	-	-	3	1	7	7
Teachers' opinions/views are never / rarely asked	-	-	2	-	-	-	-	-	-	-	2	-
Parents don't participate in decisions	-	-	-	-	3	1	-	1	-	-	3	2
Non-academic employee participate in decision	-	-	-	-	-	-	1	2	-	-	1	2
Non-academic employee's opinions/views are asked before decisions	-	-	-	-	-	-	1	1	-	-	1	1

Goals and Mission	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA- NE N=2	SB- NE N=3	SA-A N=3	SB-A N=2	SA- Tot N=35	SB- Tot N=32
Academic: High quality education	3	2	-	5	2	2	-	1	-	-	5	10
Academic: Having successful students	-	3	-	-	-	4	-	-	-	-	-	7
Academic: OSS success	4	1	2	2	2	-	1	1	-	-	7	4
Academic: Make ss pass the year	-	1	-	-	-	-	-	-	-	-	-	1
Home-school partnership	-	-	-	-	1	-	-	-	-	1	1	1
No mission	-	-	-	1	1	2	-	1	-	1	1	5
Whole person development	4	-	6	1	5	-	2	2	2	2	19	5
Good citizens for society	2	1	5	-	-	1	1	-	-	1	8	3
Not expressed openly	4	3	-	2	3	-	1	-	-	-	8	5
Parents don't know the mission	-	-	2	-	-	1	-	-	-	-	2	1
Written on web/brochure	-	1	1	-	-	-	1	-	-	1	2	2
Expressed openly/discussed	-	1	1	-	1	-	-	2	1	-	3	3
Improving school's image in society	-	2	3	4	-	-	-	1	1	1	4	8
Strict discipline	-	-	-	-	-	-	-	1	2	-	2	1
Flexible discipline	-	1	-	-	-	-	-	-	-	-	-	1
Financial income	-	1	-	-	-	-	-	-	-	-	-	1
Teachers don't own the mission	-	-	1	1	-	-	-	-	-	-	1	1
Parents don't own the mission	-	-	4	-	1	2	-	-	-	1	5	3
Mission owned by all	-	-	1	1	1	1	-	-	-	-	2	2

Leader characteristics	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-NE N=2	SB-NE N=3	SA-A N=3	SB-A N=2	SA-Tot N=35	SB-Tot N=32
Positive characteristics	6	6	9	9	8	6	1	3	3	2	27	26
Negative characteristics	2	1	2	-	2	-	-	-	-	-	6	1
Discipline and authority	3	6	1	4	2	2	1	2	-	-	7	14
Gives importance to: dress code	2	-	-	1	1	-	-	-	-	-	3	1
Gives importance to: discipline	2	-	-	1	1	-	1	-	1	-	5	1
Gives importance to : respectful behavior	2	4	-	1	-	-	-	-	-	-	2	5
Gives importance to: human values	-	1	-	-	1	-	-	-	-	-	1	1
Gives importance to: Good education	-	1	2	1	1	1	-	-	-	-	3	3
Gives importance to: Responsible students / teachers/employees	-	1	3	1	1	1	1	3	2	-	7	6
Doesn't give importance to: Student attendance	-	-	-	1	1	-	-	-	-	-	1	1

Expectations of the principal from stakeholders	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-NE N=2	SB-NE N=3	SA-A N=3	SB-A N=2	SA-Tot N=35	SB-Tot N=32
Academic (Sts)	5	5	2	1	2	-	-	-	-	-	16	14
Academic (Ts)	-	-	4	7	-	-	-	-	1	-		
Academic (Ps)	-	-	-	-	2	1	-	-	-	-		
Discipline (Sts)	5	1	1	2	1	-	-	-	1	-	16	12
Discipline (Ts)	-	-	4	6	-	-	-	-	-	1		
Discipline (NEs)							1	2	-	-		
Non-academic (Sts)	1	3	2	-	-	-	-	-	-	-	8	7
Non-academic (Ts)	-	-	2	1	-	-	-	-	1	-		
Non-academic (Ps)	-	-	-	-	2	3	-	-	-	-		
Expresses openly (Sts)	1	6	1	-	-	-	-	-	2	-	15	17
Expresses openly (Ts)	-	-	5	8	-	-	-	-	2	-		
Expresses openly (Ps)	-	-	-	-	4	2	-	-	-	-		
Expressed openly t (NEs)	-	-	-	-	-	-	2	1	-	-		
Doesn't express openly	4	-	-	-	3	-	-	1	-	-	7	1
Not expressed but can feel	1	-	1	-	-	-	-	-	-	-	2	-

APPENDIX E

CONTENT ANALYTIC SUMMARY TABLE: SCHOOL CLIMATE

Characteristics	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA- NE N=2	SB- NE N=3	SA-A N=3	SB-A N=2	SA- Tot N=35	SB- Tot N=32
Consideration	-	5	1	3	-	1	1	1	2	-	4	10
Hindrance	-	-	1	-	-	-	-	-	-	-	1	-
Intimacy	4	5	5	6	5	3	-	3	2	2	16	19
Job security	-	-	3	-	-	-	-	-	-	-	3	-
Morale	5	5	3	-	1	-	-	1	-	-	9	6
Teacher engagement	-	-	10	2	3	1	-	-	3	-	16	3
Student disengagement	1	-	-	-	2	-	-	-	-	-	3	-
Employee engagement	-	-	-	-	-	-	1	3	-	-	1	3
Thrust	-	-	1	-	-	-	2	-	-	-	3	-
Principal aloofness	-	-	-	-	1	-	-	-	-	-	1	-

Safe and Orderly Environment	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-NE N=2	SB-NE N=3	SA-A N=3	SB-A N=2	SA-Tot N=35	SB-Tot N=32
Discipline to ensure	5	4	1	1	1	-	2	2	1	-	10	5
Lack of discipline	-	2	-	-	-	1	-	-	-	-	-	3
Orderly	4	3	7	-	2	-	1	1	2	-	16	4
Not orderly	-	1	-	-	-	-	-	-	-	1	-	2
Safe	9	4	9	1	7	4	2	2	2	-	29	11
Not safe	-	3	1	5	-	2	-	3	1	2	2	15

Inter-relationships	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA- NE N=2	SB- NE N=3	SA-A N=3	SB-A N=2	SA- Tot N=35	SB- Tot N=32
Administrators- Students: Positive relations	5	8	8	4	4	4	-	-	3	1	20	17
Administrators- Students: Negative relations	4	2	2	2	2	1	-	-	-	1	8	6
Administrators- Students: No idea	-	-	-	-	-	1	-	-	-	-	-	1
Teachers-Students: Positive relations	10	8	9	7	8	3	-	-	3	2	30	20
Teachers-Students: Negative relations	1	3	4	2	-	1	-	-	2	1	7	7
Teachers- Administrators: Positive relations	4	7	9	9	5	-	-	-	2	2	20	18
Teachers- Administrators: Negative relations	1	2	2	-	2	-	-	-	3	-	8	2
Teachers- Administrators: No idea	3	1	-	-	5	3	-	-	-	-	8	4
Among Students: Positive relations	2	4	8	1	4	1	-	-	1	2	15	8
Among Students: Negative relations	2	2	6	1	2	1	-	-	1	-	11	4
Among Teachers: Good relations	7	9	9	7	3	4	1	-	2	1	22	21
Among Teachers: Negative relations	-	3	3	4	3	1	-	-	3	-	8	9
Among Teachers: No idea	1	1	-	-	4	1	-	-	-	-	5	2
Administrators- Staff: Good relations	-	-	-	-	-	-	1	-	-	-	1	-
Among Staff: Good relations	-	-	-	-	-	-	1	3	-	-	1	3

Student Responsibilities	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA-Tot N=33	SB-Tot N=29
Helping projects	3	-	6	-	5	1	2	-	16	1
Representing school in competitions	4	2	2	-	2	-	-	-	8	2
Independent learning	3	-	3	1	1	1	-	-	7	2
Taking part in ceremonies / play nights	-	2	-	4	1	2	-	-	1	8
Chores (photocopy)	-	1	-	3	-	1	-	-	-	4
On duty	-	-	-	-	-	1	1	-	1	1
Going out to 'hali saha'/trips	-	1	-	-	-	1	-	1	-	3
Not fair distribution	-	2	1	-	-	-	-	-	1	2
Effectively given	-	-	2	-	2	-	1	-	3	-
Not effective	-	-	3	4	3	-	-	1	6	5
None	-	1	-	1	1	1	-	-	1	3
No idea	-	-	-	-	-	3	-	-	-	3

Student Rewards	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA-Tot N=33	SB-Tot N=29
Cups/certs/ plaques / medals/books	6	4	4	2	2	-	3	1	15	7
Grades	3	3	5	2	2	-	2	-	12	5
Praise	-	3	5	2	3	3	-	-	8	8
Trips	1	-	4	1	-	-	1	1	6	2
Exhibition of work of arts	-	-	-	-	-	-	1	-	1	-
Increased scholarship	-	-	-	-	-	-	1	-	1	-
Promoted value: academic success	2	1	2	-	-	-	1	1	5	2
Promoted value: class attendance / participation	1	1	-	-	-	-	-	1	1	2
Promoted value: extra-curricular	1	2	1	-	1	-	1	-	4	2
Promoted value: creative thinking	2	-	1	1	1	-	-	-	4	1
Promoted value: good behavior	1	-	1	1	-	-	-	-	2	1
Promoted value: representing the school	1	-	-	-	-	-	1	-	2	-
Frequency: rare	1	-	1	-	1	-	-	-	3	-
Frequency: never	-	3	-	4	1	4	-	-	1	11
Frequency: a lot	-	-	-	-	1	-	-	-	1	-
Individual teacher / dept initiated	1	-	-	-	-	1	1	-	2	1
School support T initiation	-	-	3	1	-	-	1	-	4	1
School not support T initiation	-	-	4	-	-	-	-	-	4	-

APPENDIX F

CONTENT ANALYTIC SUMMARY TABLE: HOME-SCHOOL RELATIONS

Home-school relationship characteristics	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA-Tot N=23	SB-Tot N=19
Positive /open communication	7	5	7	1	3	2	17	8
Weak relations	1	2	5	3	-	2	6	7
Parents are not influential in decisions	4	6	4	1	1	1	9	8
Parents are influential in decisions	2	1	1	4	3	1	6	6
Parents don't own/trust the school	2	1	2	-	1	-	5	1
Parents own/trust the school	1	3	5	1	2	-	8	4
Public view	1	-	-	-	-	-	1	-
No financial support from parents/public	2	1	-	2	2	-	4	3
Financial support from parents	-	-	-	-	1	-	1	-
Don't know about Parents Association (PA) work	4	4	3	4	1	-	8	8
Parent Association work: aid campaigns etc.	6	-	4	2	2	1	12	3
Suggestions for PA	1	-	-	-	-	-	1	-
Contentment with home school relations	7	3	3	-	-	1	10	4
Discontentment with home school relations	4	7	2	3	2	1	8	11
Changes from parent to parent	4	2	1	-	3	-	8	2
Parent expectations fulfilled	-	-	7	6	-	-	7	6
Parent expectations not fulfilled	-	-	2	4	-	-	2	4

APPENDIX G

CONTENT ANALYTIC SUMMARY TABLE: TEACHING STAFF

Teaching staff characteristics	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-A N=3	SB-A N=2	SA-Tot N=33	SB-Tot N=29
Cooperation btw depts.	7	3	8	4	2	3	3	-	20	10
No cooperation btw depts.	-	-	1	-	-	-	-	-	1	-
Cooperation within depts.	5	6	4	1	3	1	1	-	13	8
No cooperation among Ts	-	1	-	4	-	1	-	2	-	8
Don't know about cooperation among Ts	-	1	-	-	2	2	-	-	2	3
Don't know if teachers engage in development activities	-	4	-	-	3	6	-	-	3	10
Teachers engage in development activities	7	-	10	2	5	-	3	-	25	4
Teachers don't engage in development activities	-	2	-	3	-	1	-	2	-	8
School support development activities	-	-	6	-	-	-	2	1	8	1
School not support development activities	-	-	1	1	-	-	-	1	1	2
Positive teacher qualities	6	3	2	1	3	2	-	2	11	8
Negative teacher qualities	-	1	-	1	2	2	-	1	2	5
Teachers are good models for students	10	7	7	4	7	5	2	-	26	16
Some teachers not good models for students	4	3	4	6	5	2	1	2	14	13

APPENDIX H

CONTENT ANALYTIC SUMMARY TABLE: PHYSICAL AND FINANCIAL RESOURCES

Physical and financial resources characteristics	SA-S N=10	SB-S N=10	SA-T N=10	SB-T N=10	SA-P N=10	SB-P N=7	SA-NE N=2	SB-NE N=3	SA-A N=3	SB-A N=2	SA-Tot N=35	SB-Tot N=32
Good physical resources	7	8	3	-	2	-	1	-	2	-	15	8
Physical resources not enough	1	8	4	8	2	4	-	2	2	1	9	23
No happy with services	2	-	-	-	-	-	-	-	-	-	2	-
Happy with services	-	-	-	-	-	-	-	-	1	-	1	-
Good financial resources	-	-	1	-	-	-	-	-	-	-	1	-
Financial resources not enough	-	-	1	-	-	-	-	-	-	1	1	1
Finance well monitored	-	-	-	-	-	-	-	-	1	-	1	-
Finance not well monitored	-	-	-	-	-	-	-	-	-	1	-	1

APPENDIX I

SCHOOL A AND SCHOOL B ÖSS STATISTICS

School A and School B ÖSS Statistics in the last three years (2002, 2003, 2004)

	2002					2003					2004				
*	<i>Quan Av.</i>	<i>Qual Av.</i>	<i>Over. Av.</i>	<i>Pla. ratio</i>	<i>Pla. %.</i>	<i>Quan Av.</i>	<i>Qual Av.</i>	<i>Over. Av.</i>	<i>Pla. ratio</i>	<i>Pla. Per.</i>	<i>Quan Av.</i>	<i>Qual Av.</i>	<i>Over. Av.</i>	<i>Pla. ratio</i>	<i>Pla. Per.</i>
** <i>Sch. A</i>	124,9	130,7	127,7	30/35	85,7%	206,2	229,5	229,6	23/23	100%	195,8	218,3	216,2	42/52	80,7%
<i>Sch. B</i>	106,8	109,2	109,1	4/22	18,2%	143,0	171,1	160,6	6/27	22%	149,3	178,2	165,5	5/29	17,2%

*Quan. Av: Scores Average in the Quantitative section of the test.

Qual. Av: Scores Average in the Qualitative section of the test.

Over. Av: Overall Averages of the scores.

Pla. Ratio: Placement ratio (to the 4 year degree programs)

Pla. %: Placement percentage.

** Sch. A= School A

Sch. B= School B

(ÖSYM, 2002; OSYM, 2003, OSYM, 2004)

APPENDIX J
DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

STUDENTS	Gender		Grade level			Track			Years in this school			
	M	F	9th	10th	11th	Turkish Math	Math Science	Turkish Social	1-2	3-4	5-6	7+
School A 10 students	3	7	3	5	2	2	5	-	4	3	-	3
School B 10 students	6	4	1	5	4	3	4	2	7	2	-	1

TEACHERS	Gender		Age					Branch*					
	M	F	≤24	25-35	36-45	46-55	56≤	S.Sci	Turk. Lit	Math	Scie	Arts PE	For. lang
School A 10 teachers	2	8	-	8	1	1	-	3	2	3	-	1	1
School B 10 teachers	4	6	-	2	3	5	-	2	2	1	2	1	2

TEACHERS	Years of teaching experience				Years of experience in this school				
	1-3	4-9	10-15	16-20	21+	1-2	3-4	5-6	7+
School A 10 teachers	1	5	3	-	1	2	4	2	2
School B 10 teachers	3	-	-	-	7	9	1	-	-

*S.Sci= Social Sciences / Turk. Lit=Turkish literature / Math=Mathematics / PE= Physical education / For. Lang= Foreign languages

PARENTS	Gender		Age					Child's grade		
	M	F	≤30	31-35	36-45	46-55	56≤	9th	10th	11 th
School A 10 parents	2	8	-	-	4	5	1	4	4	2
School B 7 parents	3	4			3	4		2	2	3

PARENTS	Child's track			Child's years in this school			
	Turkish Math	Math Science	Turkish Social	1-2	3-4	5-6	7+
School A 10 parents	4	1	1	-	1	-	9
School B 7 parents	4	1		4	3		

NON-ACADEMIC STAFF	Gender		Age					Area of work				
	M	F	≤24	25-35	36-45	46-55	56≤	Lib.	Comp. Off.	Sec.	Fin. Off.	Std. Cou.
School A 2 members	-	2	-	2	-	-	-	1	-	-	-	1
School B 3 members	-	3	-	2	-	1	-	-	1	1	-	1

Lib.= Library / Comp. Off= Computer office / Sec.=Secretary / Fin. Off.= Finance office / Std. Cou.= Student Counseling

NON-ACADEMIC STAFF	Years of experience					Years of experience in this school			
	1-3	4-9	10-15	16-20	21+	1-2	3-4	5-6	7+
School A 2 members	-	1	1	-	-	-	1	1	-
School B 3 members	1	1	-	-	1	1	1	1	-

ADMINIS-TRATORS	Gender		Age					Branch*					
	M	F	≤24	25-35	36-45	46-55	56≤	S. Sci.	Tur k Lit	Mat h	Sci	Arts PE	For. lang
School A 3 admin	-	3	-	1	2	-	-	--	1	1	-	-	-1
School B 2Admin	1	1	-	-	-	2	-	-	-	1	-	1	-

*S. Sci= Social Sciences / Turk. Lit=Turkish literature / Math=Mathematics / PE= Physical education / For. Lang= Foreign languages

ADMINIS-TRATORS	Years of teaching experience					Years of experience as an administrator				
	1-3	4-9	10-15	16-20	21+	1-3	4-9	10-15	16-20	21+
School A 3 admin	-	1	2	-	-	-	3	-	-	-
School B 2Admin	-	-	-	-	2	-	-	1	-	1

ADMINIS-TRATORS	Years of experience in this school					Years of experience in this school as an administrator				
	1-3	4-9	10-15	16-20	21+	1-3	4-9	10-15	16-20	21+
School A 3Admin	-	3	-	-	-	-	3	-	-	-
School B 2 Admin	1	1	-	-	-	2	-	-	-	-

APPENDIX K

TEACHER INTERVIEW SCHEDULE

Öğretmen Görüşme Soruları (in Turkish)

Kişisel Bilgiler

I. Cinsiyet 1. () Erkek 2.() Kadın

II. Yaş

1. () 24 ve altında
2. () 25-35
3. () 36-45
4. () 46-55
5. () 56 ve üstü

III. Branş

1. () Sosyal bilgiler (tarih,coğrafya, felsefe grubu vb)
2. () Türkçe-Edebiyat
3. () Matematik
4. () Fen Bilimleri (kimya, fizik, biyoloji vb)
5. () Güzel Sanatlar (resim, müzik, sanat tarihi vb) + Beden Eğitimi
6. () Yabancı Dil
7. () Başka _____

IV. Toplam öğretmenlik hizmet süresi

1. () 1-3 yıl
2. () 4-9 yıl
3. () 10-15 yıl
4. () 16-20 yıl
5. () 21 yıl ve üstü

V. Bu okuldaki hizmet süresi

1. () 1-2 yıl
2. () 3-4 yıl
3. () 5-6 yıl
4. () 7 yıl ve üstü

Akademik Ortam

1. Bu okulda öğrencilerden beklenen belli bir başarı hedefiniz var mı? Varsa nedir? Hangi öğrencilerden? Bu hedefler her öğrenci için geçerli midir? Sizin bu konudaki görüşleriniz nelerdir? Bu hedefler öğrenciler ile nasıl paylaşılır?
2. Bu okulda öğrencilerin akademik gelişimlerini ölçmek ve değerlendirmek için ne gibi yöntemler kullanıyorsunuz? **OR** hangi yöntemleri etkili buluyorsunuz?

3. Derslerinizde zamanınızı nasıl ayarlıyorsunuz? Genelde neye ne kadar zaman ayırırsınız? (ör: derse hazırlık / disiplini sağlama / konunun öğretimi) Herhangi bir yüzde verebilir misiniz? Okulun bu konuda herhangi bir beklentisi var mı?
4. Okulun veya sizin daha yavaş öğrenen öğrenciler için kullandığı belli başlı stratejileri var mı? Anlatılabilir misiniz? Örnek verebilir misiniz?
5. Okulunuzda ders sırasında sınıfa gelen mesajlar / veliler / öğretmen veya yöneticiler olur mu? Ne sıklıkta olur? Sizin bu konudaki düşünceleriniz nelerdir?
6. Derslerinizde öğrencilerinizin öğrenilen konu ile ilgili muhakeme yapıp sorular sormasına zaman ayırabiliyor musunuz? Evet ise nasıl? Hayır ise sebepleri nelerdir?
7. Yıllık / Aylık / Haftalık ve günlük ders planlarınızı hazırlarken hangi beklenti ve ihtiyaçlardan hareket edersiniz? **OR** Ders planlarınızı hazırlarken en çok neyi göz önünde bulundurursunuz? (MEB müfredatı / Öğrenci beklenti ve ihtiyaçları / Okul beklentileri / Veli beklentileri) Neden?
8. Ev ödevleri ile ilgili inanç ve tutumlarınız nelerdir? Ev ödevlerinin amaçları / verilmiş sebepleri / Ne tür olmalı? / Ne işe yaralı? **OR** Ev ödevi ve okul dışı çalışmalar verir misiniz? Vermenizdeki amaçlar nelerdir? Ne tür çalışmalar verirsiniz? Okulun bu konuda belli beklentileri var mıdır?

Okul İklimi

1. Okulunuzdaki genel havayı ve çalışma ortamını nasıl tanımlarsınız? (Takım ruhu var diyebilir miyiz? Örnek verebilir misiniz?)
2. Okuldaki ortamın güvenli ve düzenli olduğunu düşünüyor musunuz? Neden? Evet ise bu nasıl sağlanıyor? (disipline karşı tutum?)
3. Okulunuzda ,öğrencilerin olumlu davranışları / başarıları / yaratıcı düşünceleri ödüllendirilir mi? Evet is, nasıl? Örnekler verebilir misiniz?
4. Okulunuzda öğrencilere sorumluluk almak için fırsat verilir mi? Evet ise, örnek verebilir misiniz?
5. Okulunuzdaki insan ilişkilerini nasıl tanımlarsınız?

Öğretmen ve öğrenciler arasındaki ilişki
Öğrenciler ve yöneticiler
Öğretmenlerin birbirleri arasındaki ilişki
Öğretmenler ve yöneticiler arasındaki ilişki

Okul-Veli İlişkileri

1. Veliler ve okul arasında nasıl bir ilişki vardır? **OR** Veliler ve okul arasındaki ilişkiyi nasıl tanımlarsınız? (Okuldaki karar verme sürecine katılımları / etkileri konusunda ne söyleyebilirsiniz?)
2. Okulunuz okul dışı çevrelerden ve/veya velilerden maddi ve manevi destek görmekte midir? (Okul aile birliğinin bu konudaki rolü nedir?) Evet ise örnek verebilir misiniz?
3. Velilerden beklentilerinizin tam olarak yerine getirildiğini düşünüyor musunuz? Neden? (Akademik konularda /sosyal konularda / öğrenci disiplini konusunda)

Öğretmenler

1. Bu okuldaki öğretmenler eğitim ve öğretim ile ilgili konularda birlikte nasıl çalışırlar? (Sorumluluk duygusu ile hareket ettiklerini düşünüyor musunuz? Örnekler verebilir misiniz?)
2. Bu okuldaki öğretmenlerin öğrenciler için her zaman ideal davranış modeli oluşturduklarını düşünüyor musunuz? Örnekler verebilir misiniz?
3. Bu okuldaki öğretmenlerin mesleki gelişme ile ilgili düşünceleri ve tutumları konusunda ne söyleyebilirsiniz? Bu konuda neler yaparlar? Örnekler verebilir misiniz?

Yönetim

1. Sizce bu okulun müdürünün bir müdür olarak en belirgin özellikleri nelerdir? Nelere önem verir? Okulla ilgili kararları nasıl alır? (Öğretmen ve öğrencilerin karar verme sürecinde katkıları olur mu? Nasıl?)
2. Okul müdürünün öğretmen ve öğrencilerden beklentileri nelerdir? Bunları kendilerine nasıl iletir? Siz bu beklentileri nasıl değerlendiriyorsunuz?
3. Okulun, yönetim, öğretmenler öğrenciler ve veliler tarafından bilinen ve benimsenen misyonu, ana hedefleri ve amaçları var mıdır? Varsa, bunlar öğretmen arkadaşlarla, öğrencilerle ve velilerle nasıl paylaşılır?

Teacher Interview Schedule (in English)

Background

I. Gender 1. () Male 2.() Female

II. Age

1. () 24 and below
2. () 25-35
3. () 36-45
4. () 46-55
5. () 56 and above

III. Department

1. () Social Sciences (History, Geography, Philosophy etc.)
2. () Turkish-Literature
3. () Mathematics
4. () Science (Chemistry, Physics, Biology etc.)
5. () Arts (Fine Art, Music, History of Art etc.) + Physical Education
6. () Foreign Languages
7. () Others _____

IV. Total years of teaching experience

1. () 1-3 years
2. () 4-9 years
3. () 10-15 years
4. () 16-20 years
5. () 21 years or more

V. Years of experience in this school

1. () 1-2 years
2. () 3-4 years
3. () 5-6 years
4. () 7 years or more

Academic Emphasis

1. Does this school have certain level of expectations from the students? If yes, what are they? Are these expectations the same from each student? How does the school communicate these expectations to the students? What are your personal views about these expectations?
2. What methods / strategies does the school (or do you) use to assess students' achievement?
3. How do you use your time in class? How much time do you spare for what? (e.g. getting prepared for the activities/lesson, disciplining students, time on task...) Can you give any percentages? Does the school have any expectations about this?
4. Does the school (or Do you) have any strategies to deal with slower learners? Tell me about them. Can you give examples?
5. Are your classes interrupted by messengers, parents, other teachers or administrators? If yes, how often? What are your views about this?
6. Can you spare any time in your classes for your students to inquire and ask questions about the new subject / objective? If yes, how? If not, reasons?

7. What do you consider the most when you prepare your yearly, monthly, weekly and daily plans? (MONE curriculum, Student needs and expectations, School expectations, Parent expectations) Why?
8. Do you assign homework? What are the reasons for that? What kind of homework do you assign? Does the school have any expectations about this?

School Climate

1. How would you describe the overall climate and the working environment in your school? (Do you think there is team spirit? Can you give examples?)
2. Do you think that the school environment is safe and orderly? Why? If yes, how is this established? (approach to discipline?)
3. Are the students' good behavior, achievements and creative thinking rewarded by the school? If yes, how? Can you give examples?
4. Do the students in this school have opportunities to take on responsibilities? If yes, can you give examples?
5. How would you describe the interpersonal relationships in this school?
Between the teachers and the students?
Among the teachers
Between the teachers and the administrators

Home-School Partnership

1. Can you describe the relationship between the school and the parents? (Do they participate in the decision making process in the school?)
2. Does your school get financial and non-financial support from the community and the parents? (The role of the parents associations) If yes, can you give examples?
3. Do you think that the parents completely fulfill the school's expectations of them? Why? (Academic issues / Student discipline issues)

Teaching Staff

1. How do the teachers in this school work together in educational issues? (Their sense of responsibility? Examples?)
2. Do you think that the teachers in this school always create a role model for the students? Can you give examples?
3. What can you say about the teachers' attitude towards professional development in this school?

Leadership

1. What are the outstanding characteristics of the school principal as a leader? What does he give importance to? How does he give the school related decisions? (The role of the teachers and students in the decision making process?)
2. What are the school principal's expectations from the teachers and the students? How does he communicate these to them? What are your views about these?
3. Does the school have a mission, goals and objectives, which are known and owned by the administration, teachers, students and parents? If yes, how are these communicated to them?

APPENDIX L

STUDENT INTERVIEW SCHEDULE

Öğrenci Görüşme Soruları (in Turkish)

Kişisel Bilgiler

I. Cinsiyet 1. () Erkek 2.() Kız

II. Sınıf

1. () 9. sınıf
2. () 10. sınıf
3. () 11. sınıf
4. () Diğer _____

III. Branş

1. () Dil
2. () Türkçe-Matematik
3. () Matematik-Fen
4. () Türkçe-Sosyal

IV. Bu okuldaki öğrenim süresi

1. () 1-2 yıl
2. () 3-4 yıl
3. () 5-6 yıl
4. () 7 yıl ve üstü

Akademik Ortam

1. Okulun sizden beklediği belli bir başarı hedefi var mı? Varsa nedir? Hangi öğrencilerden? Bu hedefler her öğrenci için geçerli midir? Sen bu konuda ne düşünüyorsun? Bu hedefler siz öğrencilerle nasıl paylaşılıyor?
2. Sizlerin akademik gelişimini ölçmek ve değerlendirmek için ne gibi yöntemler kullanılıyor? Siz hangi yöntemleri etkili buluyorsunuz?
3. Derslerde zaman nasıl ayarlanıyor? Neye ne kadar zaman harcanıyor? (ör: derse hazırlık / disiplini sağlama / konunun öğretimi) Herhangi bir yüzde verebilir misin?
4. Derslerde öğrenilen konu ile ilgili muhakeme yapıp sorular sorma şansın veya zamanın olabiliyor mu? Bu konuda ne düşünüyorsun?
5. Sana göre okulun veya bazı öğretmenlerinizin daha yavaş öğrenen öğrenciler için kullandığı belli yöntemler var mı? Anlatabilir misin? Örnek verebilir misin?
6. Siz ders yaparken sınıfa gelen mesajlar / veliler / öğretmen veya yöneticiler olur mu? Ne sıklıkta olur? Sen bu konuda neler düşünüyorsun?
7. Sana göre yapılan derslerde, siz öğrencilerin beklenti ve ihtiyaçları göz önünde bulunduruluyor mu? Nasıl? Örnek verebilir misin?

8. Ev ödevleri ile ilgili ne düşünürsün? Size ev ödevi ve okul dışı çalışmalar verilir mi? Bunlar ne amaçla verilir? Ne tür çalışmalar verilir? Düzenli kontrol edilir mi?

Okul İklimi

1. Sence bu okul nasıl bir okul?
2. Okuldaki ortamın güvenli ve düzenli olduğunu düşünüyor musun? Neden? Evet ise bu nasıl sağlanıyor? (disipline karşı tutum?)
3. Okulunuzda olumlu davranışlar / başarı / yaratıcı düşünce ödüllendiriliyor mu? Nasıl? Örnek verebilir misin?
4. Okulunuzda öğrencilere verilmiş olan belli sorumluluklar var mı? Örnek verebilir misin?
5. Okulunuzdaki belli başlı ilişkiler ile ilgili neler söyleyebilirsin? Örneğin:

Öğretmen ve öğrenciler arasındaki ilişki
Yönetim ve öğrenciler arasındaki ilişki
Öğretmenlerin birbirleri arasındaki ilişki
Öğretmenler ve yöneticiler arasındaki ilişki

Öğretmenler

1. Bu okuldaki öğretmenler eğitim ve öğretim ile ilgili konularda birlikte çalışıyorlar mı, biliyor musun? Evet ise nasıl?
2. Sence bu okuldaki öğretmenler siz öğrenciler için her zaman ideal davranış modeli oluşturuyorlar mı? Örnekler verebilir misin?
3. Bu okuldaki öğretmenlerin mesleki gelişme ile ilgili düşünceleri ve tutumları konusunda ne söyleyebilirsin? Bu konuda neler yaparlar? Örnekler verebilir misin? Bu konuda senin fikirlerin nelerdir?

Yönetim

1. Sence okulunuzun müdürünün bir müdür olarak en belirgin özellikleri neler? Nelere önem verir? Okulla ilgili kararları nasıl alır? (Öğrencilerin karar verme sürecinde katkıları olur mu? Nasıl?)
2. Sizin okulun müdürü, siz öğrencilerden neler bekler? Bunları size nasıl iletir?
3. Bu okulun senin bildiğin bir misyonu var mı? Bu okulun varoluş sebebi nedir? Ana hedefleri nelerdir? Bu siz öğrenciler ile paylaşılır mı? Nasıl?

Student Interview Schedule (in English)

Background

I. Gender 1. () Male 2. () Female

II. Grade level

1. () 9th grade
2. () 10th grade
3. () 11th grade
4. () Others _____

III. Area

1. () Foreign Language
2. () Turkish-Math
3. () Math-Science
4. () Turkish-Social Sciences

IV. How long has been studying in this school?

1. () 1-2 years
2. () 3-4 years
3. () 5-6 years
4. () 7 years or more

Academic Emphasis

1. Does this school have certain level of expectations from the students? If yes, what are they? Are these expectations the same from each student? How does the school communicate these expectations to you?
2. What methods / strategies does the school use to assess your achievement? Which methods do you find effective?
3. How is the time spent in class? How much time is spared for what? (e.g. getting prepared for the activities/lesson, disciplining students, time on task...) Can you give any percentages?
4. Do you have the time or the opportunity in the lessons to inquire and ask questions about the new subject / objective? What are your views about this?
5. Does the school (or Do some teachers) have any strategies to deal with slower learners? Tell me about them. Can you give examples?
6. Are the classes in your school interrupted by messengers, parents, other teachers or administrators? If yes, how often? What are your views about this?
7. Do you think that your needs and expectations are taken into consideration in the lessons? How? Can you give examples?
8. What do you think about homework? Are you assigned homework? What is the purpose of assigning homework? What kind of homework are you assigned? Are they regularly checked?

School Climate

1. How would you describe this school?
2. Do you think that the school environment is safe and orderly? Why? If yes, how is this established? (approach to discipline?)

3. Are the students' good behavior, achievements and creative thinking rewarded by the school? If yes, how? Can you give examples?
4. Do the students in this school have opportunities to take on responsibilities? If yes, can you give examples?
5. How would you describe the interpersonal relationships in this school?
 - Between the students and the teachers
 - Between the students and the administration
 - Among the teachers
 - Between the teachers and the administrators

Teaching Staff

1. Do you know if the teachers in this school work together in educational issues? If yes, how do they do so?
2. Do you think that the teachers in this school always create a role model for you? Can you give examples?
3. What can you say about the teachers' attitude towards professional development in this school? What do they do about this? Can you give examples? What are your views about this?

Leadership

1. What are the outstanding characteristics of the school principal as a leader? What does he give importance to? How does he give the school related decisions? (The role of the students in the decision making process?)
2. What are the school principal's expectations from the students? How does he communicate these to you?
3. Does this school have a mission that you are aware of? What is the reason for this school to exist? What are its main goals? Are these communicated to the students? How?

APPENDIX M
PARENT INTERVIEW SCHEDULE

Veli Görüşme Soruları (in Turkish)

Kişisel Bilgiler

I. Cinsiyet 1. () Erkek 2.() Kadın

II. Yaş

1. () 30 ve altında
2. () 31-35
3. () 36-45
4. () 46-55
5. () 56 ve üstü

III. Öğrencinin sınıfı

1. () 9. sınıf
2. () 10. sınıf
3. () 11. sınıf
4. () Diğer _____

IV. Öğrencinin branşı

1. () Dil
2. () Türkçe-Matematik
3. () Fen-Matematik
4. () Türkçe-Sosyal
4. () Diğer _____

V. Öğrencinin bu okuldaki öğrenim süresi

1. () 1-2 yıl
2. () 3-4 yıl
3. () 5-6 yıl
4. () 7 yıl ve üstü

Genel

1. Çocuğunuzu bu okula göndermenizdeki en büyük sebep nedir? Anlatabilir misiniz?

Akademik Ortam

1. Bu okulda öğrencilerden beklenen belli bir başarı hedefi var mı? Varsa nedir? Hangi öğrencilerden? OR Okulun başarı hedefleri nelerdir? Bu hedefler her öğrenci için geçerli midir? Sizin bu konudaki görüşleriniz nelerdir? Bu hedefler sizler ile nasıl paylaşılır?
2. Bildiğiniz kadarıyla bu okulda öğrencilerin akademik gelişimlerini ölçmek ve değerlendirmek için ne gibi yöntemler kullanıyorlar? OR hangi yöntemleri etkili buluyorsunuz?
3. Okulda daha yavaş öğrenen öğrenciler için kullanılan belli stratejiler var mı? Anlatabilir misiniz? Örnek verebilir misiniz?

4. Ders sırasında çocuğunuzun sınıfına gidebilir misiniz? Çocuğunuzla veya öğretmeni ile görüşebilir misiniz? Sizin bu konudaki düşünceleriniz nelerdir?
5. Derslerde çocuğunuzun öğrenilen konu ile ilgili muhakeme yapıp sorular sormasına zaman ayrılabilirliğini düşünüyor musunuz? Evet ise nasıl? Hayır ise sizce sebepleri nelerdir?
6. Okuldaki dersler planlanırken en çok neyin göz önünde bulundurulduğunu düşünüyorsunuz? (MEB müfredatı / Öğrenci beklenti ve ihtiyaçları / Okul beklentileri / Veli beklentileri) Neden? Bu konudaki düşünce ve beklentileriniz nelerdir?
7. Bu okulda ev ödevi ve okul dışı çalışmalar verilir mi? Verilmesindeki amaçlar nelerdir? Ne tür çalışmalar verilir? Sizin beklentileriniz doğrultusunda mıdır? Neden?

Okul İklimi

1. Bir veli olarak okuldaki genel havayı ve öğrenme ortamını nasıl tanımlarsınız? (Takım ruhu var diyebilir miyiz? Örnek verebilir misiniz?)
2. Okuldaki ortamın güvenli ve düzenli olduğunu düşünüyor musunuz? Neden? Evet ise bu nasıl sağlanıyor? (disipline karşı tutum?)
3. Okulda öğrencilerin olumlu davranışları / başarıları / yaratıcı düşünceleri ödüllendirilir mi? Nasıl? Örnek verebilir misiniz?
4. Okulda öğrencilere verilmiş olan belli sorumluluklar var mıdır? Örnek verebilir misiniz?
5. Gözlemlediğiniz kadarıyla okuldaki ilişkileri nasıl tanımlarsınız?

Öğretmen ve öğrenciler arasındaki ilişki
Yöneticiler ve öğrenciler arasındaki ilişki
Öğretmenlerin birbirleri arasındaki ilişki
Öğretmenler ve yöneticiler arasındaki ilişki

Okul-Veli İlişkileri

1. Veliler ve okul arasında nasıl bir ilişki vardır? OR Veliler ve okul arasındaki ilişkiyi nasıl tanımlarsınız? (Velilerin okuldaki karar verme sürecine katılımları / etkileri konusunda ne söyleyebilirsiniz?)
2. Okul, okul dışı çevrelerden ve/veya velilerden maddi ve manevi destek görmekte midir? (Okul aile birliği ve Okul koruma derneğinin buradaki rolü nedir?) Evet ise örnek verebilir misiniz?
3. Okulun velilerin beklentilerini tam olarak yerine getirildiğini düşünüyor musunuz? Neden? (Akademik konularda / Sosyal konularda / öğrenci disiplini konusunda)

Öğretmenler

1. Bildiğiniz kadarıyla bu okuldaki öğretmenler eğitim ve öğretim ile ilgili konularda birlikte çalışırlar mı? Neler yaparlar? (Sorumluluk duygusu ile hareket ettiklerini düşünüyor musunuz? Örnekler verebilir misiniz?)
2. Bu okuldaki öğretmenlerin her zaman öğrenciler için ideal davranış modeli oluşturduklarını düşünüyor musunuz? Örnekler verebilir misiniz?

3. Bu okuldaki öğretmenlerin mesleki gelişme ile ilgili düşünceleri ve tutumları konusunda ne söyleyebilirsiniz? Bu konuda neler yaparlar? Örnekler verebilir misiniz?

Yönetim

1. Okul müdürünün bir müdür olarak en belirgin özellikleri nelerdir? Nelere önem verir? Okulla ilgili kararları nasıl alır? (Başka kişilerin karar verme sürecinde katkıları olur mu? Nasıl?)
2. Okul müdürünün öğrenci ve velilerden beklentileri nelerdir? Bunları kendilerine nasıl iletir? Siz bu beklentileri nasıl değerlendiriyorsunuz?
3. Okulun, yönetim, öğretmenler öğrenciler ve veliler tarafından bilinen ve benimsenen misyonu, ana hedefleri ve amaçları var mıdır? Varsa, bunlar öğretmenler, öğrenciler ve velilerle nasıl paylaşılır?

Parent Interview Schedule (in English)

Background

I. Gender 1. () Male 2.() Female

II. Age

1. () 30 or below
2. () 31-35
3. () 36-45
4. () 46-55
5. () 56 or above

III. Child's grade level

1. () 9th grade
2. () 10th grade
3. () 11th grade
4. () Other _____

IV. Child's Area

1. () Foreign Language
2. () Turkish-Maths
3. () Maths-Science
4. () Turkish-Social Sciences
4. () Others _____

IV. How long has s/he been studying in this school?

1. () 1-2 years
2. () 3-4 years
3. () 5-6 years
4. () 7 years or more

General

1. What is the main reason for you to send your child to this school? Can you tell me about that?

Academic Emphasis

1. Does this school have certain level of expectations from the students? If yes, what are they? Are these expectations the same from each student? How does the school communicate these expectations to the students? What are your personal views about these expectations? How are these expectations communicated to you?
2. What methods / strategies does the school (or do teachers) use to assess students' achievement?
3. Does the school (or Do teachers) have any strategies to deal with slower learners? Tell me about them. Can you give examples?
4. Can you go to your child's class during a lesson? Can you see your child or his/her teacher during a lesson? What are your views about this?
5. Do you think that your child has the opportunity to inquire and ask questions about the new subject / objective during class time? If yes, how? If not, reasons?
6. What do you think is considered the most when the lessons are prepared? (MONE curriculum, Student needs and expectations, School expectations, Parent expectations) Why? What are your thoughts and expectations in this subject?

7. Do teachers assign homework? What are the reasons for that? What kind of homework is assigned? Do they fulfill your expectations? Why?

School Climate

1. How would you describe the overall climate and the learning environment in this school as a parent? (Do you think there is team spirit? Can you give examples?)
2. Do you think that the school environment is safe and orderly? Why? If yes, how is this established? (approach to discipline?)
3. Are the students' good behavior, achievements and creative thinking rewarded by the school? If yes, how? Can you give examples?
4. Do the students in this school have opportunities to take on responsibilities? If yes, can you give examples?
5. How would you describe the interpersonal relationships in this school?
Between the teachers and the students
Between the administration and the students
Among the teachers
Between the teachers and the administrators

Home-School Partnership

1. Can you describe the relationship between the school and the parents? (Do they participate in the decision making process in the school?)
2. Does the school get financial and non-financial support from the community and the parents? (The role of the parents associations) If yes, can you give examples?
3. Do you think that the school completely fulfills the parents' expectations of them? Why? (Academic issues / Social issues / Student discipline issues)

Teaching Staff

1. As far as you know, how do the teachers in this school work together in educational issues? (Their sense of responsibility? Examples?)
2. Do you think that the teachers in this school always create an ideal role model for the students? Can you give examples?
3. What can you say about the teachers' attitude towards professional development in this school? Do you know what they do in this respect? Can you give examples?

Leadership

1. What are the outstanding characteristics of the school principal as a leader? What does he give importance to? How does he give the school related decisions? (The role of others in the decision making process?)
2. What are the school principal's expectations from the students and parents? How does he communicate these to them? What are your views about these?
3. Does the school have a mission, goals and objectives, which are known and owned by the administration, teachers, students and parents? If yes, how are these communicated to them?

APPENDIX N
ADMINISTRATOR INTERVIEW SCHEDULE

Yönetici Görüşme Soruları (in Turkish)

Kişisel Bilgiler

I. Cinsiyet 1. () Erkek 2.() Kadın

II. Yaş

1. () 24 ve altında
2. () 25-35
3. () 36-45
4. () 46-55
5. () 56 ve üstü

III. Branş

1. () Sosyal bilgiler (tarih, coğrafya, felsefe grubu vb)
2. () Türkçe-Edebiyat
3. () Matematik
4. () Fen Bilimleri (kimya, fizik, biyoloji vb)
5. () Güzel Sanatlar (resim, müzik, sanat tarihi vb) + Beden Eğitimi
6. () Yabancı Dil
7. () Başka. _____

IV. Toplam hizmet süresi....

Öğretmen olarak

1. () 1-3 yıl
2. () 4-9 yıl
3. () 10-15 yıl
4. () 16-20 yıl
5. () 21 yıl ve üstü

Yönetici olarak

- 1.() 1-3 yıl
- 2.() 4-9 yıl
3. () 10-15 yıl
4. () 16-20 yıl
5. () 21 yıl ve üstü

Bu okulda toplam

1. () 1-3 yıl
2. () 4-9 yıl
3. () 10-15 yıl
4. () 16-20 yıl
5. () 21 yıl ve üstü

Bu okulda yönetici olarak

- 1.() 1-3 yıl
- 2.() 4-9 yıl
3. () 10-15 yıl
4. () 16-20 yıl
5. () 21 yıl ve üstü

Academik Ortam

1. Bu okulda öğrencilerden beklenen belli bir başarı hedefiniz var mı? Varsa nedir? Hangi öğrencilerden? **OR** Okulun başarı hedefleri nelerdir? Bu hedefler her öğrenci için geçerli midir? Sizin bu konudaki görüşleriniz nelerdir? Bu hedefler öğrenciler ile nasıl paylaşılır?
2. Okulda öğrencilerin akademik gelişimlerini ölçmek ve değerlendirmek için ne gibi yöntemler kullanıyorsunuz? **OR** hangi yöntemleri etkili buluyorsunuz?
3. Bu okulda derslerde zaman nasıl ayarlanır? Neye ne kadar zaman ayrılır? (ör: derse hazırlık / disiplini sağlama / konunun öğretimi) Herhangi bir yüzde verebilir misiniz? Okulun bu konuda herhangi bir beklentisi var mıdır?

4. Okulun daha yavaş öğrenen öğrenciler için kullandığı belli stratejileri var mı? Anlatabilir misiniz? Örnek verebilir misiniz?
5. Okulunuzda ders sırasında sınıfa gelen mesajlar / veliler / öğretmen veya yöneticiler olur mu? Ne sıklıkta olur? Okulun bu konudaki tutumu nedir?
6. Okulunuzdaki derslerde öğrencilerin öğrenilen konu ile ilgili muhakeme yapıp sorular sormasına zaman ayrılabilir mi? Evet ise nasıl? Hayır ise sebepleri nelerdir?
7. Öğretmenlerin Yıllık / Aylık / Haftalık ve günlük ders planlarını hazırlarken hangi beklenti ve ihtiyaçlardan hareket etmesi beklenmektedir? **OR** Öğretmenlerin ders planlarını hazırlarken en çok neyi göz önünde bulundurmaları beklenmektedir? (MEB müfredatı / Öğrenci beklenti ve ihtiyaçları / Okul beklentileri / Veli beklentileri) Neden?
8. Okulunuzun ev ödevlerine yaklaşımı nedir? Okulunuzda ev ödevi ve okul dışı çalışmalar verilir mi? Verilmesindeki amaçlar nelerdir? Ne tür çalışmalar verilir?

Okul İklimi

1. Okulunuzdaki genel havayı ve çalışma ortamını nasıl tanımlarsınız? (Takım ruhu var diyebilir miyiz? Örnek verebilir misiniz?)
2. Okuldaki ortamın güvenli ve düzenli olduğunu düşünüyor musunuz? Neden? Evet ise bu nasıl sağlanıyor? (disipline karşı tutum?)
3. Okulunuzda olumlu davranışlar / başarı / yaratıcı düşünce ödüllendirilir mi? Nasıl? Örnek verebilir misiniz?
4. Okulunuzda öğrencilere verilmiş olan belli sorumluluklar var mıdır? Örnek verebilir misiniz?
5. Okulunuzdaki belli başlı ilişkileri nasıl tanımlarsınız?

Öğretmen ve öğrenciler arasındaki ilişki
Öğrenciler ve yöneticiler arasındaki ilişki
Öğretmenlerin birbirleri arasındaki ilişki
Öğretmenler ve yöneticiler arasındaki ilişki

Okul-Veli İlişkileri

1. Veliler ve okul arasında nasıl bir ilişki vardır? OR Veliler ve okul arasındaki ilişkiyi nasıl tanımlarsınız? (Okuldaki karar verme sürecine katılımları / etkileri konusunda ne söyleyebilirsiniz?)
2. Okulunuz okul dışı çevrelerden ve/veya velilerden maddi ve manevi destek görüyor mu? (Okul aile birliğinin bu konudaki rolü nedir?) Evet ise örnek verebilir misiniz?
3. Okulun velilerden beklentilerinin veliler tarafından tam olarak yerine getirildiğini düşünüyor musunuz? Neden? (Akademik konularda / sosyal konularda / öğrenci disiplini konusunda)

Öğretmenler

1. Bu okuldaki öğretmenler eğitim ve öğretim ile ilgili konularda birlikte nasıl çalışırlar? (Sorumluluk duygusu ile hareket ettiklerini düşünüyor musunuz? Örnekler verebilir misiniz?)
2. Bu okuldaki öğretmenlerin öğrenciler için her zaman ideal davranış modeli oluşturduklarını düşünüyor musunuz? Örnekler verebilir misiniz?

3. Bu okuldaki öğretmenlerin mesleki gelişme ile ilgili düşünceleri ve tutumları konusunda ne söyleyebilirsiniz? Bu konuda neler yaparlar? Örnekler verebilir misiniz?

Yönetim

1. Okul müdürü / Siz bir müdür olarak en çok nelere önem verir(siniz)? Okulla ilgili kararları nasıl alır(sınız)? (Öğretmen, öğrenci, veli ve okul çalışanlarının karar verme sürecinde katkıları olur mu? Nasıl?)
2. Bir yönetici olarak sizin öğretmen ve öğrencilerden beklentileriniz nelerdir? Bunları kendilerine nasıl iletirsiniz?
3. Okulun, yönetim, öğretmenler öğrenciler ve veliler tarafından bilinen ve benimsenen misyonu, ana hedefleri ve amaçları var mıdır? Varsa, bunlar öğretmenler, öğrenciler ve velilerle nasıl paylaşılır?

Administrator Interview Schedule (in English)

Background

I. Gender 1. () Male 2.() Female

II. Age

1. () 24 and below
2. () 25-35
3. () 36-45
4. () 46-55
5. () 56 and above

III. Area of specialization

1. () Social Sciences (History, Geography, Philosophy etc.)
2. () Turkish-Literature
3. () Mathematics
4. () Science (Chemistry, Physics, Biology etc.)
5. () Arts (Fine Arst, Music, History of Art etc.) + Physical Education
6. () Foreign Languages
7. () Others _____

IV. Total years of experience....

as a teacher

1. () 1-3 years
2. () 4-9 years
3. () 10-15 years
4. () 16-20 years
5. () 21 years or more

as an administrator

1. () 1-3 years
2. () 4-9 years
3. () 10-15 years
4. () 16-20 years
5. () 21 years or more

in this school

1. () 1-3 years
2. () 4-9 years
3. () 10-15 years
4. () 16-20 years
5. () 21 years or more

as an administrator in this school

1. () 1-3 years
2. () 4-9 years
3. () 10-15 years
4. () 16-20 years
5. () 21 years or more

Academic Emphasis

1. Does this school have certain level of expectations from the students? If yes, what are they? Are these expectations the same from each student? How does the school communicate these expectations to the students?
2. What methods / strategies does the school use to assess students' achievement?
3. In this school, how is time used in class? How much time is spared for what? (e.g. getting prepared for the activities/lesson, disciplining students, time on task...) Can you give any percentages? Does the school have any expectations about this?
4. Does the school have any strategies to deal with slower learners? Tell me about them. Can you give examples?
5. Are the classes in this school interrupted by messengers, parents, other teachers or administrators? If yes, how often? What is school's expectations about this?

6. Can teachers spare any time in their classes for their students to inquire and ask questions about the new subject / objective? If yes, how? If not, reasons?
7. What do teachers consider the most when they prepare their yearly, monthly, weekly and daily plans? (MONE curriculum, Student needs and expectations, School expectations, Parent expectations) Why?
8. What is the school's approach to homework? Do you assign homework in this school? What are the reasons for that? What kind of homework do you assign?

School Climate

1. How would you describe the overall climate and the working environment in this school? (Do you think there is team spirit? Can you give examples?)
2. Do you think that the school environment is safe and orderly? Why? If yes, how is this established? (approach to discipline?)
3. Are the students' good behavior, achievements and creative thinking rewarded by the school? If yes, how? Can you give examples?
4. Do the students in this school have opportunities to take on responsibilities? If yes, can you give examples?
5. How would you describe the interpersonal relationships in this school?
 - Between the teachers and the students
 - Between the students and the administrators
 - Among the teachers
 - Between the teachers and the administrators

Home-School Partnership

1. Can you describe the relationship between the school and the parents? (Do they participate in the decision making process in the school?)
2. Does your school get financial and non-financial support from the community and the parents? (The role of the parents associations) If yes, can you give examples?
3. Do you think that the parents completely fulfill the school's expectations of them? Why? (Academic issues / Student discipline issues)

Teaching Staff

1. How do the teachers in this school work together in educational issues? (Their sense of responsibility? Examples?)
2. Do you think that the teachers in this school always create a role model for the students? Can you give examples?
3. What can you say about the teachers' attitude towards professional development in this school? What do they do about this? Can you give examples?

Leadership

1. What do/does you/the school principal give importance to? How do/does you/(s)he give the school related decisions? (The role of the teachers, students, parents and school staff in the decision making process?)
2. What are your expectations from the teachers and the students as an administrator? How do you communicate these to them?

3. Does the school have a mission, goals and objectives, which are known and owned by the administration, teachers, students and parents? If yes, how are these communicated to them?

APPENDIX O

NON-ACADEMIC EMPLOYEE INTERVIEW SCHEDULE

Okul Çalışanı Görüşme Soruları (in Turkish)

Kişisel Bilgiler

I. Cinsiyet 1. () Erkek 2.() Kadın

II. Yaş

1. () 24 veya altında
2. () 25-35
3. () 36-45
4. () 46-55
5. () 56 veya üstü

III. Görev Alanı

1. () Kütüphane
2. () Bilgisayar
3. () Sekreter
4. () Ofis (Mali işler / Öğrenci işleri)
5. () Psikolojik danışmanlık ve rehberlik
6. () Diğer _____

IV. Toplam iş deneyim süresi

1. () 1-3 yıl
2. () 4-9 yıl
3. () 10-15 yıl
4. () 16-20 yıl
5. () 21 yıl ve üstü

V. Bu okuldaki hizmet süresi

1. () 1-2 yıl
2. () 3-4 yıl
3. () 5-6 yıl
4. () 7 yıl ve üstü

Okul İklimi

1. Okulunuzdaki genel havayı ve çalışma ortamını nasıl tanımlarsınız? (Takım ruhu var diyebilir miyiz? Örnek verebilir misiniz?)
2. Okuldaki ortamın güvenli ve düzenli olduğunu düşünüyor musunuz? Neden? Evet ise bu nasıl sağlanıyor? (disipline karşı tutum?)
3. Okulunuzda çalışanlar arasındaki ilişkileri nasıl tanımlarsınız? Bu ilişkiler hakkında neler söyleyebilirsiniz?

Yönetim

1. Okul müdürünün bir müdür olarak en belirgin özellikleri nelerdir? Nelere önem verir? Okulla ilgili kararları nasıl alır? (Sizler karar verme sürecine katılıyor musunuz? Nasıl?)
2. Okul müdürünün sizden beklentileri nelerdir? Bunları sizlere nasıl iletir?
3. Bu okulun var oluş sebebi nedir? Ana hedefleri nelerdir? Bunlar çalışanlar, öğrenciler ve veliler tarafından bilinir ve benimsenir mi? Bunlar, kişilerle nasıl paylaşılır?

Non-academic staff Interview Schedule (in English)

Background

I. Gender 1. () Male 2.() Female

II. Age

1. () 24 or below
2. () 25-35
3. () 36-45
4. () 46-55
5. () 56 or above

III. Work area

1. () Library
2. () IT
3. () Secretary
4. () Office clerk (treasurer, registrar)
5. () Student Counseling
6. () Others _____

IV. Total years of work experience

1. () 1-3 years
2. () 4-9 years
3. () 10-15 years
4. () 16-20 years
5. () 21 years or more

V. Years of experience in this school

1. () 1-2 years
2. () 3-4 years
3. () 5-6 years
4. () 7 years or more

School Climate

1. How would you describe the overall climate and the working environment in your school? (Do you think there is team spirit? Can you give examples?)
2. Do you think that the school environment is safe and orderly? Why? If yes, how is this established? (approach to discipline?)
3. How would you describe the interpersonal relationships among staff in this school?

Leadership

1. What are the outstanding characteristics of the school principal as a leader? What does he give importance to? How does he give the school related decisions? (Do you participate in the decision making process?)
2. What are the school principal's expectations from you (staff)? How does he communicate these to you?
3. What is the reason for this school to exist? What are its main goals? Are these known and owned by the administration, teachers, students and parents? If yes, how are these communicated to them?

APPENDIX P

INTERVIEW SCHEDULE

Preliminary Information to the Participants

Merhaba, benim adım Tijen Akşit. Orta Doğu Teknik Üniversitesi'nde Eğitim Bilimleri Bölümünde, Eğitim Yönetimi üzerine Doktora yapıyorum.

Sizinle bu görüşmeyi 'etkili okul' kavramı üzerine hazırladığım doktora tezim için veri toplamak amacıyla yapıyorum. İlk önce bu görüşmeye katılmayı kabul ettiğiniz için teşekkür ederim. Bu görüşmedeki bütün bilgileri sadece tezimdeki araştırma için kullanacağım, tezimde okul ve kişi adlarını kesinlikle kullanmayacağım ve bu bilgileri hiçbir şekilde başka amaçlarla üçüncü şahıslarla paylaşmayacağım. Görüşmemiz yaklaşık 45 dakika ile 1 saat arası sürecektir. Bu süreyi bana ayırabileceksiniz değil mi? Görüşme esnasında detaylı notlar tutacağım ama sizin için bir sakıncası yoksa görüşmeyi aynı zamanda teybe kaydetmek istiyorum. Görüşmemiz bittiği zaman size aldığım notları da göstermek istiyorum.

Herhangi bir sorunuz var mı? Başlayabilir miyiz?

TURKISH SUMMARY

GİRİŞ

Bu karşılaştırmalı önceden yapılandırılmış durum çalışmanın amacı biri ÖSS’de yüksek (Okul A) biri düşük (Okul B) öğrenci yerleştirme oranına sahip iki özel lisenin, etkili okul özelliklerini birincil kurumsal paydaşları (öğrenciler, öğretmenler, veliler, okul çalışanları ve yöneticiler) tarafından algılandığı biçimi ile araştırmaktır.

Etkili okul kavramı araştırmaları 1960lı yıllarda Coleman’ın (1966) okulların öğrenci başarısı üzerinde çok küçük bir etkisi olduğu görüşünü öne sürmesi ile başlamıştır. 1980’lerde devinim kazanan etkili okul araştırmaları çeşitli sorulara cevap bulmaya çalışmıştır. Okulun öğrenciler üzerindeki etkisinin büyüklüğü, okulların uzun süreler boyunca etkili oluşlarını sürdürüp sürdüremedikleri, okulların öğrencilerin değişik alanlardaki gelişimlerine aynı oranda etkili olup olmadıkları, okulların bütün öğrenciler üzerinde aynı etkiyi sağlayıp sağlayamadıkları ve etkili okul özelliklerinin neler olduğu (Reynolds, 1992) bu sorular arasındadır.

Her ne kadar ilk yürütülen çalışmalar okulun öğrenci gelişiminde çok küçük bir etkisi olduğunu söylese de, daha sonraki yıllarda özellikle ABD ve Birleşik Krallık’ta yapılan çalışmalar öğrenci ailesinin etkisini kabul etmekle birlikte, okulun da önemli bir etkisi olabileceği üzerine önemli bulgulara ulaşmıştır. Bir okulu ne gibi özelliklerin etkili kıldığı sorusu, etkili okul kavramı araştırmalarında önemli bir yer edinmiştir. Yapılan çalışmalar okul etkisini ölçmek için farklı ölçütler ve çeşitli veri analiz yöntemleri kullandıkları için farklı sonuçlar elde etmişlerdir. Yine de Levine ve Lezotte (1993) aşağıdakileri etkili okul özellikleri olarak özetler. 1. Üretken okul kültürü ve iklimi, 2) Öğrencilerin temel öğrenme becerilerini kavramasına odaklanma, 3) Öğrencilerin gelişiminin takibi, 4) Öğretmenlerin hizmet içi eğitim gelişimlerinin sağlanması, 5) Göze çarpan liderlik, 6) Veli katkısı, 7) Etkili eğitsel düzenlemeler ve uygulamalar, 8) Öğrencilerden yüksek beklentiler. Diğer yandan, Louis, Toole ve Hargreaves (1999) bu alanda ne kadar çalışma yürütülmüş ise o

kadar farklı listenin oluşmuş olduğunu iddia etmektedirler.

Etkili okul arařtırmalarının en büyük eleřtirisini, sonuçların ABD, Kanada, İngiltere, İskoçya, ve Hollanda gibi batı ülkelerinde yapılmıř olan çalıřmalara dayandıđı için dünyanın farklı bölgelerinde yapılacak olan çalıřmaların farklı bulgular çıkaracađı yönündedir. Özellikle son yıllarda Tayland ve bazı Afrika ve Güney Amerika ülkelerinde yapılan arařtırmalar, bölgesel ve ülkesel farklılıkların sonuçlarda farklılık yaratabileceđi dođrultusundadır. Etkili okul arařtırmaları ile ilgili bir başka eleřtiri ise řu anda alanyazını oluřturan çalıřmaların büyük bir çođunluđunun öđrencilerin bazı ulusal standart sınavlarda aldıđı sonuçların, bazı okul özellikleri ile istatistiksel korelasyonu sonucu elde edilmiř olmalarıdır. Her ne kadar son yıllarda teknolojik ilerlemeler sonucu daha ileri düzeyde ve daha güvenilir istatistikî çalıřmalar yapıyor olsa da, sonuçtan daha çok süreci inceleyen durum çalıřmalarına ve nitel yöntemlere ihtiyaç duyulduđu ileri sürölmektedir.

Türkiye’de etkili okul kavramı üzerine yapılmıř arařtırmalar oldukça sınırlıdır. Balcı (2002) ve řiřman (2002) çalıřmaları Türkiye’deki ilköđretim okullarının etkinliklerini arařtırmıřtır. Karip (1996) ve Karip ve Köksal (1996) çalıřmaları da okul geliřtirmede regrasyon bazlı arařtırma ve etkili eđitim sistemleri geliřtirme konuları üzerinedir. Bař-Collins (2002) çalıřması ise etkili bir okul paydařlarının kendi okullarının yarattıđı farklılık üzerine algıları ile ilgilidir. Bu alanda Türkiye’de yürütölmüş iki doktora tez çalıřması da bulunmaktadır. Karadođan’ın (2000) çalıřması gelecekte etkili okullar yaratmak konusunda eđitimcilerin ve diđer ilgili grupların düşüncelerini arařtırırken, Beřtepe’nin (2002) çalıřması devlet ve tařımalı ilköđretim okullarındaki yönetici, öđretmen ve 8. sınıf öđrencilerin okullarının etkinlik algılarını incelemiřtir.

Arařtırma soruları

Bu arařtırma ařađıdaki sorulara cevap verebilmek için yürütölmüşür.

- 1) Okul A’nın kurumsal paydařları okullarının ařađıdaki alanlardaki belirgin özelliklerini nasıl algılıyorlar?

- Akademik önem
 - Örgüt ve yönetim
 - Okul iklimi
 - Okul-aile ilişkileri
 - Öğretmenler
 - Fiziksel ve maddi kaynaklar
2. Okul A'nın kurumsal paydaşlarının (öğrenci, öğretmen, veli, okul çalışanı ve yönetici) yukarıdaki alanlardaki algıları arasındaki benzerlikler ve farklılıklar nelerdir?
3. Okul B'nin kurumsal paydaşları okullarının aşağıdaki alanlardaki belirgin özelliklerini nasıl algılıyorlar?
- Akademik önem
 - Örgüt ve yönetim
 - Okul iklimi
 - Okul-aile ilişkileri
 - Öğretmenler
 - Fiziksel ve maddi kaynaklar
4. Okul B'nin kurumsal paydaşlarının (öğrenci, öğretmen, veli, okul çalışanı ve yönetici) yukarıdaki alanlardaki algıları arasındaki benzerlikler ve farklılıklar nelerdir?
5. İki okulun algılanan özellikleri arasındaki benzerlikler ve farklılıklar nelerdir?

Yöntem

Araştırmada karşılaştırmalı önceden yapılandırılmış durum çalışması deseni kullanılmıştır. Araştırmacı, araştırmanın kavramsal yapısını oturtmak ve mülakat sorularını yönlendirmek amacı ile etkili okul alanyazın taraması sonucu oluşturduğu bir araştırma kavramsal çerçevesi oluşturmuştur. Bu çerçeveye göre etkili okul kavramındaki altı alan araştırılmıştır. Bu alanlar, akademik önem, örgüt ve yönetim, okul iklimi, okul-aile ilişkileri, öğretmenler ve fiziksel ve maddi kaynaklardır. Araştırma çerçevesi kullanılarak, öğrenciler, öğretmenler, veliler, okul çalışanları ve yöneticiler için özel olarak yarı-yapılandırılmış görüşme soruları hazırlanmıştır.

Örneklem

Çalışmanın örneklemini Ankara ilinde yer alan Okul A'dan 10 öğrenci, 10 öğretmen, 10 veli, 2 okul çalışanı ve 3 yönetici ile Okul B'den 10 öğrenci, 10 öğretmen, 7 veli, 3 okul çalışanı ve 2 yönetici olmak üzere toplam 67 katılımcı oluşturmuştur.

Verilerin Toplanması

İlgili 67 kişi ile kendi okullarında yarı-yapılandırılmış görüşme yöntemi ile veriler 2004-2005 Akademik yılının Bahar Yarıyılı'nda dört ay boyunca toplanmıştır.

Verilerin Çözümlemesi

Görüşme sonucu elde edilen görüşme notları, önce Yıldırım ve Şimşek (2005, s.246-9) tarafından önerildiği gibi Microsoft Excel Spreadsheet programına geçirilmiş ve araştırma çerçevesindeki alanlara göre gruplandırıldığından kolay ulaşılır hale getirilmiştir. Daha sonra veriler içerik analizine tabii tutulmuştur. Araştırmanın geçerlilik ve güvenilirliği için birden fazla gruptan bilgi toplanmış, görüşme soruları pilot çalışmasına tabii tutulmuş ve tarafsızlığı sağlamak amacı ile düşünceler, bulgular ve analizler alandan bir meslektaşla tartışılmıştır.

Bulgu ve Sonuçlar

Araştırma sonuçlarına göre çalışılan iki okulun kurumsal paydaşlarının algılarına göre araştırmada incelenen altı etkili okul alanında oldukça bariz farklılıklara sahip olduğu görülmüştür. Okullar arasındaki tek önemli benzerlik, örgüt ve yönetim alanı altında liderlik ve lider özellikleri konusunda olmuştur. Bu benzerlikler ve ÖSS'de yüksek öğrenci yerleştirme oranına sahip özel lisenin (Okul A) etkili okul özellikleri, araştırmayı yönlendiren araştırma çerçevesine, olası etkili okul özellikleri olarak eklenmiştir. Aşağıdaki tablo bu özellikleri göstermektedir.

Tablo 1

ETKİLİ OKUL ÖZELLİKLERİ	ALT ALAN	ALAN
<ul style="list-style-type: none"> • Öğretmen etkinliği 	Özellikler	Okul İklimi
<ul style="list-style-type: none"> • Kurumsal paydaşlar arası olumlu ilişkiler • Küçük okul yapısının olumlu ilişkilere olumlu etkisi 	İnsan ilişkileri	
<ul style="list-style-type: none"> • Yardım çalışmaları • Konferans ve yarışmalarda okulu temsil etme • Kendi öğrenme sorumluluğunu üstlenme 	Öğrenci sorumlulukları	
<ul style="list-style-type: none"> • Kupa, madalya, sertifika, plaka, not, okul gezileri • Akademik başarı / yaratıcı düşünce / olumlu davranış / eğitsel çalışmalara katılım / okulu temsil etmenin ödüllendirilmesi 	Öğrenci ödülleri	
<ul style="list-style-type: none"> • Güvenli ortam (fiziksel kavganın olmayışı, yerleşkede bulunması, güvenlik görevlileri, sağlam okul binası, yangın çıkışları, yangın tatbikatları) • Düzenli ortam (görev tanımları, yazılı kurallar, bina düzeni) • Etkili disiplin yaklaşımı 	Güvenli ve düzenli ortam	
<ul style="list-style-type: none"> • Disiplinli • Otoriter • Ulaşılabilir • Kibar 	Lider özellikleri	Örgüt ve Yönetim
<ul style="list-style-type: none"> • Öğrencilerin bütünsel gelişimi(whole-person development) • ÖSS başarısı • Topluma iyi bireyler yetiştirme • Okulun imajını iyileştirme 	Misyon Ve hedefler	
<ul style="list-style-type: none"> • Öğrencilerin bazı kararlara katılımı • Karardan önce öğretmenlerin fikirlerinin sorulması • Okul çalışanlarının kendi çalışma alanları ile ilgili kararlara katılımı 	Karar verme	
<ul style="list-style-type: none"> • Öğretmenlerin teknolojik/görsel araç kullanımı (bilgisayar, projektör) • Öğretmenlerin kendilerini sürekli geliştirmesi • Öğretmenlerin olumlu çalışma ortamına katkıları • Öğretmenlerin okullarını olumlu temsil etmeleri 	Okul müdürünün öğretmen beklentileri	
<ul style="list-style-type: none"> • Akademik beklentiler • Disiplin beklentileri • Akademik olmayan beklentiler • Beklentilerin açıkça ifade edilmesi 	Okul müdürünün kurumsal paydaşlardan beklentileri	

Tablo 1 devam

<ul style="list-style-type: none"> • Bütünsel gelişim (whole-person development) • Beklentilerin açıkça öğrenciler ile paylaşılması 	<i>Öğrenci beklentileri</i>	<i>Akademik Önem</i>
<ul style="list-style-type: none"> • Mesaj veya duyuruların derslerin ilk başı veya sonunda sınıflara gitmesine hassasiyet gösterme 	<i>Sınıfta eğitsel zaman</i>	
<ul style="list-style-type: none"> • Çoktan seçmeli olmayan sınavlar (yüksek bilişsel beceriler-higher order thinking) • Sınavların sonuçlarına göre önlem alma (bireysel yardım / etüt çalışmaları) • Sık verilen karneler 	<i>Öğrenci gelişiminin takibi</i>	
<ul style="list-style-type: none"> • Ezberciliğin desteklenmemesi • Öğrenci merkezli eğitim • Sistematik ders dışı bireysel öğrenci desteği • Düzenli ödev 	<i>Eğitsel stratejiler</i>	
<ul style="list-style-type: none"> • Okulun velilerle olumlu ve açık iletişim kurma çabası 	<i>Özellikler</i>	<i>Okul-Aile İlişkileri</i>
<ul style="list-style-type: none"> • Zümreler arası işbirliği • Zümre içi işbirliği 	<i>İşbirliği</i>	<i>Öğretmenler</i>
<ul style="list-style-type: none"> • Öğretmenlerin öğretmen gelişimi çalışmalarına katılımı • Okulun öğretmen gelişimini desteklemesi 	<i>Öğretmen gelişimi</i>	
<ul style="list-style-type: none"> • Öğretmenlerin öğrenciler için iyi birer rol model olmaları 	<i>Rol model olma</i>	
<ul style="list-style-type: none"> • Uygun okul binası • Hijyen • Zengin kaynaklara sahip okul kütüphanesi • Bilgisayar erişimi • İnternet erişimi 	<i>Fiziksel kaynaklar</i>	<i>Fiziksel ve Maddi Kaynaklar</i>
<ul style="list-style-type: none"> • Güçlü bütçe sistemleri • Öğretmenler için maaş skalaları • Öğrenci ücretleri ölçütleri 	<i>Maddi kaynaklar</i>	

Çalışmanın Önemi ve Öneriler

Öncelikle, bu çalışma genel anlamda etkili okul alanında kuramsal bir çerçeve oluşturmuştur ve bu konuda fazla bir çalışma bulunmayan Türkiye’deki etkili okul özellikleri konusuna ışık tutmuştur. Ayrıca Türkiye’de maddi açıdan karşılayabilen veliler tarafından tercih edilen özel okulların, etkili okul özelliklerinin okulların kurumsal paydaşları tarafından nasıl algılandığı araştırılmıştır. Bu çalışmada toplanan veriler okulların her gün ki işleyişlerinde birebir bulunan birincil kurumsal paydaşların perspektifini yansıttığından dolayı da önemlidir. Son olarak, bu çalışmadan elde edilen veriler Türkiye’deki okul geliştirme çabaları için yararlı bilgi sunabilir.

Araştırma sonucunda varılan olası etkili okul özellikleri (Tablo 1) bu çalışmada çalışılan ve benzer liselerin okul geliştirme çabalarına ışık tutabilir. Diğer yandan bu çalışmada araştırılan etkili okul alanları ve varılan sonuçlar benzer veya devlet okullarında yürütülecek benzer çalışmalarla da araştırılabilir. Özellikle bu kavramların geniş okul kitlelerinde anket yolu ile araştırılması ve nicel yöntemlerle çözümlenmesi araştırma bulgularını genelleme açısından yararlı olabilir.

VITA

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EDUCATION

Degree	Institution	Year of Graduation
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BS	METU, English Language Teaching	1989
High School	TED Ankara Koleji	1985

WORK EXPERIENCE

Year	Place	Enrollment
2002- Present	Bilkent University, School of English Lang.	HTU Coordinator
1998-2002	Bilkent University, School of English Lang.	HTU-Head of Teaching Unit
1997-1998	Başkent University, Departmental Eng.	Coordinator
1996-1997	Kolej Ayşeabla, Foreign Lang. Studies	Director
1989-1996	Bilkent University, School of English Lang.	Instructor

CERTIFICATIONS

ISO 9001, Internal Auditor Certificate (1996) Turkish Standards Institute (TSE)
COTE (1991) Certificate for Overseas Teachers of English. Cambridge University

LANGUAGES

Advanced English

PUBLICATIONS

Articles in international Social Sciences Citation Index journals

1. Vanci-Osam, U. & Akşit, T. (2000). Do intentions and perceptions always meet?: A case study regarding the use of a teacher appraisal scheme in an English language teaching environment. *Teaching and teacher education*, 16(2), 255-267.

Papers in international conference proceedings

1. Akşit, T. (In print). Community language learning: What an old friend has to say? In 39th *IATEFL Annual Conference Selections*, Cardiff, UK.

2. Akşit, T. (2003). A touch of CLL to promote speaking in monolingual classes. In *Proceedings of 8th International Bilkent University School of English Language Conference*, Ankara, 90-96.

3. Akşit, T. (2000). Intentions vs. Perceptions in a Teacher Appraisal Scheme. In *Proceedings of 5th METU International ELT Convention*, Ankara, 301-313.

HOBBIES

Tennis, Reading, Handcrafting