

VIBRANT SCHOOLS IN TURKEY: THE PERSPECTIVE OF SCHOOL
PRINCIPALS TOWARDS VIBRANT SCHOOL CLIMATE

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

VIBRANT SCHOOLS IN TURKEY: THE PERSPECTIVE OF SCHOOL PRINCIPALS TOWARDS VIBRANT SCHOOL CLIMATE

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The purpose of the study was to highlight the fundamental pillars of a student-friendly school atmosphere and to suggest premises for vibrant school climate proposed by Clement, Tschannen-Moran, Hockaday, Feldstein (2017) in the Turkish schools.

The design of the study was generic qualitative study. Based on the purpose of this study, semi-structured interviews were conducted as the main data collection instrument. The data were collected 20 primary public-school principals in Ankara, Turkey. The content analysis technique was used to analyze the data.

Based on the results of the study, although the appealing school characteristics in Turkey refer to the vibrant school climate, the findings revealed that Turkish public schools are not ready to embrace all the dimensions of vibrant school climate currently.

Keywords: Vibrant School Climate, Playful Learning, Student Voice

ÖZ

TÜRKİYE’DE HAREKETLİ OKUL İKLİMİ: OKUL MÜDÜRLERİNİN HAREKETLİ OKUL İKLİMİNE YAKLAŞIMI

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Çalışmanın amacı, öğrenci dostu bir okul atmosferinin temel direklerini vurgulamak ve Türk eğitim sisteminde Clement, Tschannen-Moran, Hockaday, Feldstein (2017) tarafından önerilen hareketli okul iklimi için öncüller önermektir.

Araştırma, genel nitel bir çalışma olarak tasarlanmıştır. Bu çalışmanın amacı doğrultusunda, ana veri toplama aracı olarak yarı yapılandırılmış görüşmeler yapılmıştır. Veriler Ankara’da 20 devlet ilköğretim okulu müdüründen toplanmıştır. Verilerin çözümlenmesinde içerik analizi tekniği kullanılmıştır.

Araştırmanın sonuçlarına göre, Türkiye’deki öğrencileri çeken okul özellikleri hareketli okul iklimine atıfta bulunsa da bulgular, Türk devlet okullarının şu anda hareketli okul ikliminin tüm boyutlarını benimsemeye hazır olmadığını ortaya koydu.

Anahtar Kelimeler: Hareketli Okul İklimi, Eğlenerek Öğrenme, Öğrenci Sesleri

To my family and my dreams

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LIST OF ABBREVIATIONS

CASE: Comprehensive Assessment of School Environment

LGS: High School Entrance Examination

MONE: Ministry of National Education

NASSP: The National Association of Secondary School Principals

OHI: Organizational Health Inventory

SES: Socio-Economic Status

TEOG: Basic Education to High School Education

PLE: Playful Learning Environment

CHAPTER 1

INTRODUCTION

In this section the background information of the study is presented. Subsequently, the purpose of the study is introduced. Next, the significance of the study is detailed. Lastly, the terms used in the study are defined.

1.1. Background of the Study

Do students want to go to school? If not, do any administrators of the school try to make schools appealing for students? These questions have been increasingly getting more and more attention from educators and families. Parents and educators have been searching for ways to turn the schools into places where children flourish and are willing to participate in their natural instinct to interact with others, discover, and develop. The attention on the learning environments that encourage a sense of wonder and excitement, playfulness, joy, activity, imagination, and creative learning for all children has led researchers to these questions.

There are various reasons why the students feel detached from schools. Prevalent climates of the schools push back the students from the school.

Firstly, socioeconomic status of families is powerful to indicate whether schools are appealing for students or not (Bryk & Thum, 1989). Parents who have low income and have low educational background are insufficient to enhance school climates promoting student engagement because they are not able to contribute to the school economically and morally. Akbaba and Erdoğan (2014) found parents effective in the formation of school climate. If parents have negative attitudes towards the school environment and teachers, students feel about the school accordingly with their parents. Additionally, parents who look after their children and work with the school

have been found to be helpful in guaranteeing their children's achievement, enthusiasm, and consistent participation (Burns, 1993), which means parents who are not volunteer to collaborate with school administration and teachers; and ignore their children development are one of the reasons that students feel disengaged from schools.

Secondly, the behavior of school administration and teachers plays an important role in deciding whether students are detached from schools or not. According to Aldridge and Ala'i (2013), in order to build a pleasant school climate, teachers are supposed to have strong and effective interactions with their students; teachers are expected to engage in their students so that the students can feel the encouragement and appreciation of their teachers. In addition, the effectiveness and the role of school principals in creation of highly qualified schools are emphasized by Darling-Hammond, LaPointe, Meyerson, Orr and Carol (2007). However, poor communication among teachers and school principals and with parents, excessive disciplinary applications and negative attitudes of school administration and teachers, such as they do not care about their students; they are not sensitive to students' needs so that they are not able to fulfil what students need, contribute to the repelling school environment (Akyuzum, Yavas, Tan & Uçar, 2015). In addition, by enriching the lessons with various activities and making them more fun, the students will be sufficiently motivated to the lessons and as a result, the detachment problem will be reduced significantly (Yıldırım & Dönmez, 2008). That is, teachers with or without administrative duties who do not pay attention to the diversity in activities which seems fun for students are another reason that students feel disengaged from the schools.

Thirdly, the Turkish educational system comprised a technique based on memorization that directly communicated the educational process to pupils, as well as an understanding that was removed from the reality of the contemporary age. Turkish educational interventions do not support the human skills and necessities of the twenty-first century in terms of content or qualities. What kind of routines and skills the students acquired as well as their level of social interaction do not matter in educational programs, in the education process (Özyılmaz, 2013). Seeing that their

abilities are not given enough attention and they are not able to enhance their skills and qualities in accordance with the modern world necessities, students find schools repelling and their motivation to go to school lose.

The fourth reason why students feel detached from schools is the physical conditions of the schools. Nodding (2003) stated that students' thinking of their school as their second home in practice and research is important in their commitment to school. Schools without equipped gardens, classrooms, laboratories, and workshop places contribute to the negative feelings of students towards their schools because the school environment means more than just learning for students. The schools are places in which students socialize and make friends. That's why, schools which are not designed for students to feel at home and to move freely and schools which do not facilitate the learning process with their physical capacity result in students disengaging from the school.

The last but not least reason why students feel detached from schools, the focus on the examination process whether it is a school exam or high-stake standardized exam. When examining Turkey's examination procedures in transition to a high school education system, Şad and Şahiner (2016) stated there have been four changes in the exams from the beginning of 2000. Then another change was applied and TEOG (Basic Education to High School Education) became LGS (High School Entrance Examination) in 2018. With this change, the right of choice was given to students; they can either take the exam or choose a school based on their addresses. However, this change could not assure that students are free of stress because the high qualified high schools are still accepting students based on their exam score, which results in more significance attached to the LGS. In order to understand why examination plays a crucial role in creating such environments in which students feel detached from school, it is needed to elaborate the negative consequences of exams on schools and students.

To begin with, the growing number of high stakes exams used to place student in secondary schools separates elementary schools from the key educational and training goals, and education in the classroom is ignored. To put it another way, primary education is understood to concentrate solely on exam preparation while ignoring the function of schools which is to help students establish their lives and the essence of

children. In addition, a fearful emphasis on high-stakes assessments has resulted in a narrowed curriculum and uninspiring teaching (Ravitch, 2013) and resulted in schools becoming anxiety-inducing environments for both children and educators. Because present standardized tests are unable to measure and qualify student attributes such as enthusiasm, enjoyment of learning, distinctive competence, or dexterousness as well as the qualifications such as creativity, ability to adapt, self-direction, interpersonal and cross-cultural skills, leadership, and commitment which are beyond the reach of multiple-choice tests. Collaboration, communication, critical thinking, and creativity that are often referred to as the Four Cs of 21st century learning is becoming increasingly popular in schools. The 21st-century curriculum needs to include these four competencies that can help students confront the problems of the globalization period in current century (Trilling & Fadel, 2009). Most schools are considering it difficult to break away from a stifled accountability system and shift their emphasis to the promotion of human flourishing (Partnership for 21st Century Skills, 2015). Furthermore, regardless of a student's social status, the expectation to do well on exams and secure a spot in a good school or program puts a lot of stress on parents and students respectively. Parents have turned to out-of-school private institutions as a result of this situation (Gür, Çelik & Coşkun, 2013) because parents believe that if their children are in the upper percentile, they will do well in transition to university, without considering their interests, abilities, cognitive capacity, or choices, which is influenced by a variety of social, psychological, and economic factors (TEDMEM, 2017). Therefore, parents usually respond by making sacrifices and forcing themselves financially for extra training and test preparation as well as schools care how many test book students finished and how many test questions student solve but not the students' true talents, interests, and competencies. Due to the burdens incurred for exam preparations, students put more tension on themselves and felt additional responsibility for their parents as their grades improved (Kumandas & Kutlu, 2014).

The followings are the summary of the negative consequences of the core transition exams: (Özel Eğitim-Öğretim Derneği [ÖZDEBİR], 2019);

- Less emphasis placed on school and growing preference for private lessons
- The school's curriculum becomes dysfunctional;

- Test anxiety and stresses affect students and parents;
- Exams take priority over students' skills and interests.

The disrupting impact of educational practices on students is a problem that can be seen in various countries. The tension would be correlated with the "instrument" if the evaluation and selection processes are kept to be accomplished through the secondary or higher education transition. The inability to find a functional and long-term solution may be due to an emphasis on exams and academic achievement, as well as a failure to provide students with certain basic skills that are critical in an environment where demands are continuously changing.

According to Apple and Beane (2007), parents and educators are becoming increasingly dissatisfied with the fact that educational institutions and education programs are completely unrelated to the essence of the students, the reason of which is the fact that while academic achievement is valued highly, the students' personalities are largely forgotten. However, this situation can be changed because Apple and Beane (2007) stated the existing restrictive educational practices focusing on students score in exams have many various alternatives, which can reduce student and teacher dissatisfaction and lead to rich and meaningful learning experiences for students. Advocates of student-centered understanding believe that by reducing pressure on the student, he or she will be able to unearth his or her potential, which will eventually lead to success. To put it differently, success is a product of building a welcoming atmosphere for students. In addition, Duman (1991) emphasized the importance of contemporary circumstances in education and focused on the necessity of schools which helps students adopt changes and be resilient in changing situations because education is the primary means of human survival and advanced information development. Thinking of society's ever-changing needs, creating student-oriented schools will lead them to shape their educational needs based on their instincts, which results in happy and successful educational and social lives of students.

As a result, existing exam-driven and achievement-driven educational practices must be radically altered. There is a strong need to reduce the negative impact of standardized testing; a pressing need to rethink the whole educational process in order to make it more humanitarian for the children at first; and a need to transform schools

into environments that promote teamwork, cooperation, critical thinking, innovation, problem solving, and durability. That's why educators, policy makers and parents need to invest both conceptually and financially in schools which accommodate the child-nature of the students.

1.1.1. Theoretical Background of the Study

School climate, according to Tableman and Herron (2004), is the feeling that pervades the school building and influences behavior, community, appearance, and student-faculty relationships. Hoy (1990) described school climate as a reasonably consistent school standard that has an impact on students' actions and the way they perceive, experience, and behave. Open versus closed climates, as well as healthy vs. sick climates, are two aspects of the school environment. Halphin and Croft suggested open and closed climates in 1963 in which only teacher-teacher and teacher-principal relationships were examined but the point of view of the students was not taken into consideration (as cited in Lunenburg & Ornstein, 2012). Organizational Health Inventory (OHI), created by Hoy and Tarter (1997), aimed to characterize healthy and sick climates which measures the wellbeing of pupils, teachers, principals, and community members in schools. Good partnerships among students, teachers, and administrators describe schools with a healthy school environment (Hoy, Hannum, & Tschannen-Moran, 1998). Moreover, there is relationship between openness and healthiness of climate. It was found that the level of openness increases the level of healthiness increases accordingly (Hoy & Sabo, 1998).

Earlier studies showed SES dominates the association between school properties and student achievement, according to Coleman, Campbell, Hobson, Mcpartland, Mood, and Weinfeld (1966), and other school characteristics are ineffectual when SES is controlled. Regardless of SES, educational leaders and policymakers maintained their goal of identifying school variables that influence student progress based on positive school climate perspectives. Among the variables, there were academic emphasis, defined as the degree to which the atmosphere was orderly and serious with a fruitful focus on academic goals and celebrations of students' academic prowess; the measures for the qualifications in adult relationships at schools; teachers' efficacy beliefs; and trust levels in schools (Tschannen-Moran & Hoy, 1998).

Although there are numerous perspectives on school atmosphere, they have been criticized for being overly focused on student performance and neglecting the nature of children; because a comprehensive assessment of the school environment should be able to define specific positive features and behaviors allowing schools to use the information in a formative way to enhance practice. It was suggested that a better climate measure, from the perspective of positive psychology, recognizes aspirational traits, or attributes that parents, pupils, teachers, and administrators want to see in their schools (Clement, Tschannen-Moran, Hockaday & Feldstein, 2017), therefore Clement et al (2017) offered Vibrant School Climate which has roots in the positive psychology, positive deviance and design thinking.

Positive psychology implies that individuals may be motivated to use their unique talents in encounters with their surroundings (Clonan, Chafouleas, McDougal & Riley-Tillman, 2004). Individuals are often unaware of their own personal properties, so guidance and encouragement to improve these positive characteristics should be provided on a regular basis (Clement et al, 2017). Integrating positive psychology into schools and redefining people's attitude allows them to look for strengths, assets, and attributes that contribute to the schools' ability to be creative and innovative. Pluskota (2014) stated that it is possible to improve students' desire to learn in a way that enables individual growth and change by generating positive or adaptive cycles of feeling, intellectual acts, and behavior by focusing on positive school attributes rather than the 'end result' - passing test scores-. A strengths-based approach in the school emphasizes these attributes while also boosting students' psychological needs, such as maturity, relatedness, and autonomy, resulting in academic performance (Macaskill & Denovan, 2013). Schools should also encourage certain aspects of a person's personality that are strengths, such as flexibility, motivation, and a desire to contribute (Clonan, Chafouleas, McDougal & Riley-Tillman, 2004) because parents, societies, and schools are the institutions and organizations ideally placed to promote such positive personality characteristics in individuals (Critchley & Gibbs, 2012) and students spend most of their time in some schooling practice. Moreover, schools are one of the few organizations with the human and financial resources, as well as direct contact with students, to effect progress (Norman, 2013).

Positive deviance refers to actions that deviate from the norm in ways that exemplify our highest expectations of human characteristics such as goodness, talent, or commitment which are, either in the intention or outcome, usually honored (Jones, 1998). In other words, the theory of positive deviance emphasizes community outliers who have found strategies that allow them to think of stronger solutions to issues than their peers, despite the fact that everyone has access to the same opportunities and difficulties (Singhal, 2013). Positive deviants challenge the status quo, changing usual issues and questions to create a positive environment (Bozarth, 2013). So, we can say, they are people who are enthusiastic about what they do and look for opportunities to crack the norm in order to make unique and outstanding contributions to society. Furthermore, positive deviants look at the tools that are actually available and try to find out how they can be used as a benefit. According to Singhal (2013), educators who take a positive deviance approach to solving problems or viewing issues are more likely to help students excel.

Design thinking aims to validate the ability to be inventive and creative. Wells (2013) stated that the current curriculum promotes the notion that education is all about doing whatever it takes to pass the next exam, rather than inspiring students to solve problems creatively. This dogmatic belief that there is only one way to approach a problem ignores the positive outcomes associated with critical thought, meticulous attention to detail, learning reflection, emotional integration, value-based decision-making, and flexible functioning (Clement et al, 2017). In other words, despite the fact that imagination, innovation, and critical thinking are at the core of some of our most cherished educational 21st systems, we struggle to teach students to think critically like designers. Students create hands-on projects that enable them to make sense of content awareness, and instructors that use design thinking approaches promote interest and imagination in their students (Carroll, Goldman, Britos, Koh, Royalty & Hornstein, 2010). Barron (2006) indicated that design thinking fosters a culture of inquisitiveness, invention, and divergent reasoning. When they come together to solve problems and develop solutions, it improves students' metacognitive and social skills and promotes innovative problem solving.

Based on bodies of knowledge about three approaches, positive psychology- positive deviance-design thinking, and updating existing school climate measures, Vibrant School Climate perspective was built as a fresh reconceptualized school climate measure to reflect the highest expectations for students and schools. Criticizing existing school climate models which are highly academic achievement oriented and ignore the nature of students, Clement et al. (2017) suggested that the school environment should encourage children to learn through curiosity, imagination, playfulness, and independence, which serves as an aspirational indicator of the existence of desired school features. The vibrant school climate has three dimensions.

The first component of a vibrant school, according to Clement et al. (2017), is enlivened minds, which describes the educational settings where students are motivated to follow individual passions in school; opportunities for kids to investigate subjects and issues that fascinate them are provided; as well as students are taught to question the status quo. Clement et al. (2017) asserted the idea that if student have enlivened minds, they could cultivate their powerful imaginations and they will be able to generate fresh ideas so that they will find the chance to enhance their nature of thinking differently, impulsivity and adventure seeking.

Second component is emboldened voices. Clement et al (2017) states that a school environment must provide students with sufficient opportunities to engage in decisions that impact their lives. Therefore, this component is linked to inclusive and democratic school practices. This dimension resonates with Apple and Beane's (2007) democratic school culture. If a school let their participants be emboldened voices, the participants of the school will know that they are part of the school and they are needed, which cultivates their confidence. McMahon and Zyngier (2009) asserted that providing students with the ability to talk about their school experiences and express their opinions will help them learn more effectively.

The third component of a vibrant school climate, according to Clement et al (2017) is playful learning. Within such environment, students find enjoyable ways to participate in learning in educational settings that have a playful spirit (Clement et al., 2017). Furthermore, the child should exercise and expend physical energy on tasks that are important to them. It is recommended that teacher candidates begin with a physical

activity, particularly with juvenile students, regardless of the topic taught, because it makes students to have the impression that they will have amusement in the class and that, due to their age, they will want to play and be physically active. Nørgard, Toft-Nielson and Whitton (2017) stated that within playful learning environments, there is diverse group of people for student to interact with, which requires them to be open novel alternative experiences because these environments are full of creativity and astonishment.

In Turkey, there are various different school climate measures. Turhan and Akgül (2017) conduct research based on one of the school climate scales developed by Çalık and Kurt in 2010 to investigate the relationship between the perceived school atmosphere and students' compliance humanitarian values. They found that if school climate are perceived positively, students will adhere to the humanitarian values. (Turhan & Akgül, 2017). Support from teachers, a focus on success, and a safe learning atmosphere with positive peer relationships were found as the components of school climate affecting the commitment to humanistic values in their study. We can conclude that from Tuhan and Akgül's (2017) study, the responsibilities of effective schools are not limited to promote students' success academically, but they are expected to promote students' acceptable behaviors toward humanitarian concepts.

In brief, while the effective schools are found to support suitable behavior patterns towards humanitarian values as well as academic performance, public schools in Turkey are still mostly lacking in atmosphere promoting students' child nature and are still success oriented. That's why, seeking the ways to bring children's nature into the light becomes all significant. Based on the literature and bodies of knowledge provided above, the most pressing questions "how and in what ways do we have 'enlivened minds', 'emboldened voices', and a 'playful learning' atmosphere," and "to what extent we can create vibrancy in Turkish school contexts" are paid attention within this study.

1.2. Purpose of the Study

Within the given discussion, this study elaborates on an alternate view on school climate perspective that stresses students' nature rather than exam results. The study

aims at exploring the evidence for vibrant school climate in Turkish school context which was introduced by Clement, Tschannen-Moran, Hockaday, Feldstein (2017). But an extensive exploration and discussion of vibrant school climate is required before applying the concept to other cultural contexts, because it is not certain whether the concept is complete on its own and applicable to other school contexts. As a result, the present study's goal is to highlight fundamental aspects of a student-friendly atmosphere in school and to suggest premises for such a climate in the Turkish educational system. Based on this goal, the research questions given below will shape the research.

1. What are the fundamental aspects of a student-friendly atmosphere in Turkish primary schools?
 - a. What are the appealing school characteristics?
 - b. How are these appealing characteristics of schools applied?
2. What are the key features of vibrant school climate in Turkish school contexts?
 - a. In which ways can students' interests and their questioning skills be discovered and cultivated?
 - b. In what ways can students' voices be encouraged and emboldened?
 - c. How do Turkish schools create playful learning environment?

1.3. Significance of the Study

Although most studies on school climate focus on student achievement, vibrant school climate appears to be influenced considerably more by a humanistic approach. It is clear that the policies related to Turkish public schools do not support the requirement of Vibrant schools. Furthermore, the Turkish public school system requires a system-wide perspective for implementing a vibrant school. Therefore, this study is significant for the following reasons.

To begin with, Vibrant schools are thought to give children the chance to enjoy their schools and want to be a member of their schools, which will also help them achieve academically. Parents' faith in teachers and school leaders is expected to grow as the demand of pupils to attend school grows, because families realize their children are happy in their surroundings. Schools and teachers could set higher educational

standards with this credibility because they know their motivation will not be suppressed or ignored. When it comes to the situation in Turkish educational system, many aspects of which need to be evaluated for the aim of creating student-oriented and student-friendly environments in schools. There is a necessity for collective changes in policy, school-level methods, individual-level mentality changes, particularly among parents, if it is wanted to meet what students needs; what they are curios about and what are their capabilities by freeing schools from their oppressive attitudes. In order to realize these changes, creating vibrant school climate in Turkish schools can be starting point.

Secondly, the studies on school climate in Turkey is mostly related to demographic variables, leadership, student bullying, student success and organizational commitment (Sezgin & Sönmez, 2018). Present study has the potential to start communicating a discussion about a new reconceptualized school climate perspective in Turkey which places emphasis on the essence of children such as being curious, having the right to speak and play.

Thirdly, the conducted researches about school climate in Turkey are based on quantitative methodology (Sezgin & Sönmez, 2018). However, in qualitative research, the entire phenomenon under investigation is viewed as a complex structure that is more than the sum of its parts, resulting in a comprehensive picture of an event, circumstance, operation, material, or reality (Fraenkel & Wallen, 2000). In addition, Merriam and Tisdell (2015) stated that researchers conducting qualitative study are able to understand the participants perspective gained through their experiences and the keystones of their lives in relation with the topic studied. The vibrant school climate scale was proposed in 2017 based on U.S.A school context. Thinking of cultural differences, it is required to study this scale in another cultural setting with qualitative methodology so that the researcher can develop complete understanding of comprehensions and perspectives towards vibrant school climate. Therefore, this study can be seen as a little spark of mobilization in school climate studies through new discussions for such a school environment in Turkey.

Finally, studying the concept in other countries and seeing possible similarities and differences is helpful to vibrant school framework development and revision in case of the scale being incomplete because of its newness.

1.4. Definition of the Terms

School climate is defined as a reasonably consistent school standard that has an impact on students' actions and the way they perceive, experience, and behave (Hoy, 1990).

Vibrant school climate is defined as a reconceptualized climate encouraging children to learn through interest, creativity, playfulness, and autonomy (Clement et al., 2017).

Enlivened mind is one of the constructs of vibrant school climate perspective referring to the places where curiosity, critique, and creativity flourish (Clement et al., 2017).

Emboldened voice is another measure of vibrant schools pointing to the places in which individuals' voices are not ignored or suppressed (Clement et al., 2017).

Playful learning is the last element of vibrant schools which refers to the places in which learning games and gamification are used to bring a sense of fun (Clement et al., 2017).

CHAPTER 2

LITERATURE REVIEW

Literature review section composes of both conceptual and theoretical literature on the components of the vibrant school climate. This section starts with brief background information on organizational and school climate. Secondly the studies on school climate both in the world and Turkey in the literature are presented. Then, the section provides the detailed information and discussions about vibrant school climate which is the basis and the frame of the present study. The chapter ends with a summary of the literature.

2.1. Introduction

Lunenburg and Ornstein (2012) defined organizational climate as “the total environmental quality of an organization” (p. 67). Accordingly, school climate was defined as the total environment including school departments, school building and the school districts (Lunenburg & Ornstein, 2012). The difference of school climate from school culture is that school culture was rooted in sociology and anthropology while school climate was based on psychology although both of the concepts are related to school effectiveness (Lunenburg & Ornstein, 2012). According to Hoy (1990), school climate is a reasonably consistent school standard influencing the participants’ behavior and the ways they think, act and feel. School climate contains leadership motivation and job satisfaction as well as students’ academic success. There are many approaches to conceptualize school climate. Within this study, four of them will be discussed.

Firstly, open school climate was postulated by Halpin and Croft with the opposite of it, closed climate, in 1963. The instrument named Organizational Climate Description

Questionnaire was constructed by Halphin and Croft (as cited in Lunenburg & Ornstein, 2012). In closed climate schools, group members cannot satisfy their social needs and task achievements. Such organizations are not moving as stated in Lunenburg (2012). On the other hand, open climates were found high in humaneness and authenticity which is the main characteristic of open climate. Open climate was connected with positive student social-emotional outcomes. That's, the level of openness increases, the senses of alienation, powerlessness and normlessness decrease (Hoy, 1972a; Rafalides & Hoy, 1971). Although the openness and authenticity have been used to study school climate, the perspective has some limitations (Anderson, 1982; Miskel and Ogawa, 1988; Hoy, Tarter and Kottkamp, 1991). These limitations are the questions about validity of the original Halphin and Croft instrumentation for open and closed climate (Hayes, 1973; Silver, 1983), its usability in urban and secondary schools, (Carver & Sergiovanni, 1969) and the modernity of the instrument (Hayes, 1973; Hoy, Tarter, & Kottkamp, 1991). In addition, the openness and authenticity were found insufficient to explain school achievement when socio-economic situation was taken into consideration because, SES neutralized all the other variables which was thought to be effective on academic achievement (Hoy, Tarter, & Kottkamp, 1991). Thinking that the insufficiency these frameworks were resulted from the fact that the they were only correlated the behaviors of authorities in schools not the behaviors of teachers, Hoy and Tarter (1997) focused on different and broader organizational climate perspective including faculty orientation toward students.

Secondly, healthy and sick school climates were conceptualized by Hoy and Tarter (1997) because positive and health relation calls the growth and development as well as interpersonal relationships. They developed Organizational Health Inventory (OHI) which focuses on the level of health in relationships among school participants. Lunenburg and Ornstein (2012) stated that the health framework defines and measures the critical school variables affecting student achievement at three levels which are technical, managerial and institutional depending on theoretical assumptions of Matthew Miles (1969) and Parsons, Bales and Shils (1953). Technical level in health framework consists of an effective teaching and learning process and refers to the teacher level in a healthy school climate. Managerial level includes internal activities of the organization and refers to the administrative level of healthy school climate.

Lastly, the institutional level refers to the connection between the organization and its environment and it is the same for a healthy school climate. In order to create healthy school, the requirements at three levels should be satisfied harmonically.

As the third approach, in addition to school climate, the CASE (Comprehensive Assessment of School Environments) is a reliable tool for assessing whether either teachers, parents or students are satisfied (Lunenburg, 2011). The studies of National Association of Secondary School Principals (NASSP) showed the ambiguity of climate interpretations; the fact that climate studies exclude other participants but focus only the perspective of teachers; the confusions in climate and gratification measures and the inadequate usage of good measure by most practitioners (Lunenburg & Ornstein, 2012). Therefore, more comprehensive model, a measure in CASE serving school development, were recognized by the NASSP. CASE implies that schools can change and become effective, but it should be known first, effectiveness does not happen suddenly by contrast, it requires the organization to be aware their potential at first (Lunenburg & Ornstein, 2012).

The last conceptualization of school climate for this study, pupil control ideology compromises thoughts and values which provides guidance educators with the ways how they conduct themselves and how they approach their educational and classroom management techniques, which briefly refers to the behaviors toward students (Willard, 1972 as cited in Lunenburg & Orsntein, 2012) Willower, Eidell and Hoy (1973) conceptualized student control in a continuum from custodialism to humanism. The custodial approach is modeled after the strict traditional school. This type of school provides a highly controlled environment that is primarily focused on maintaining order (Lunenburg & Ornstein, 2012). Students are stereotypically classified based on their looks, behavior, and social position of their parents (Hoy, 2001). Custodial control ideologies require a great deal of control to keep their laws in place. Willower, Eidel and Hoy (1973) defined custodial schools in which, because of their wild and irresponsible behavior, attire, and appearance, students are perceived as people who need to be handled by punishment based on constraints. Honey and Moeller (1990) stated teachers in this type of school would like to be the ultimate source of knowledge and to keep the supreme power to control everything. On the

other hand, students' education and behaviors are evaluated psychologically and sociologically rather than morally under the humanistic control paradigm. (Hoy, 1969). It was found that humanistic schools provide their students with a stronger sense of self-actualization than students in custodial schools (Dibert & Hoy, 1977).

According to Lunenburg (1991), teachers with a humanistic control orientation place a premium on the psychological and sociological foundations of learning and behavior, as well as a welcoming and trusting attitude toward pupils and faith in their ability to be self-disciplined and accountable. Additionally, Hoy (2001) emphasized the individualism in humanistic schools, which end with the satisfaction of what students are in need of. Therefore, it is normal that teachers with a humanistic approach prefer a democratic classroom environment, which includes status and rule flexibility, healthy communication between students and teachers (Lunenburg & Schmidt, 1989).

So far, the four school climate constructs were discussed. The study aims to focus on a reconceptualized school climate perspective, that is why it will be helpful to examine existing school climate studies mostly based on these constructs which include different variables.

2.2. School Climate Studies

A large large-scale study conducted by Coleman, Campbell, Hobson, Mcpartland, Mood, and Weinfeld (1966) presented that SES dominates the relationship between school properties and student achievement, and other school influences were ineffective when SES was monitored. Another large-scale study conducted by Jenks, Smith, Acland and Bane (1972) supported that SES overshadowed the relationship between school assets and achievement. After controlling for social factors, the role of school factors disappeared. With the Coleman et al (1966) study, people's perceptions of schools and their effect on students shifted dramatically. Despite SES, educational leaders and policymakers maintained their goal of identifying school characteristics that influence student achievement. Education researchers began attempting to disprove Coleman et al (1966) and demonstrate that schools do have an effect on student achievement (Hoy, 2012) and made research to find various school parameters that could have an effect on student performance have been investigated. Considering

the effect of SES on students' achievement, Hoy (2012) stated that scholars made lots of studies to find out the variables of open and healthy schools effective in determining students' academic performance. The aim of the researchers turned to find other characteristics of schools which overshadows the effect of SES (Hoy, 2012) because, while organizational climate openness has been a valuable viewpoint for understanding the culture of the school, it has not been as helpful in communicating student performance in schools (Hoy, Tarter and Kottkamp, 1991). That's why understanding climate and its impact on students, teachers and administrators has been an old issue in the field of educational administration (Halpin & Croft, 1963; Hoy, Hoffman, Sabo and Bliss, 1996; Hoy, Tarter & Kottkamp, 1991) because it has been a long journey. The studies trying to dispute SES effect on students' performance will be given.

Edmonds (1979) has been the first researcher in finding other school features effective for students' achievement and in disproving Coleman's (1966) argument that schools had no effect on student academic performance. Edmonds (1979) compiled a list of qualities that successful schools exhibit using a series of case studies, some of which are related with leadership skills of the school principals, the standards set for students' academic performance and their primary abilities, the level of orderly atmosphere and the assessments applied by teachers. After seeing that there are school features affecting students' achievement, researchers shifted their focus on the trust in principals, colleagues and organization. "Faculty trust" was described as the mutual acceptance that another person or group's word and commitment could be trusted because they behave for the goodness of the organization (Hoy & Kupersmith, 1984, 1985). After controlling SES, none of the variations of faculty trust including authenticity of principals, authenticity-trust relationships were effective on students' achievement (as cited in Hoy, 2012).

The openness, authenticity and trust in school climate studies were conducted by excluding the opinions and behaviors of students but focusing only the authorities in the schools (Hoy, Tarter & Kottkamp, 1991), therefore, researchers decided to use a more inclusive school climate perspective because the open school climate variations exclude students. Miles (1969) was the first to use the health metaphor to investigate

the characteristics of schools. A healthy organization, according to Miles (1969), is one that "not only succeeds in its environment, but also manages to cope adequately over time and continually strengthens and enhances its coping skills.". Miles' formulation of organizational health has yet to be operationalized with a collection of reliable and relevant measures. Following the failure to operationalize Miles' dimensions of organizational health, the attention of researchers turned into the Parsonian Perspective on organizational health (Parson, 1967) which includes three different levels as institutional, managerial, and technical level. Through exploratory projects, Hoy, Tarter and Kottkamp (1991) came up with eight organizational health dimensions defined by the three levels which are creating institutional integrity, establishing a system to solve problems, being thoughtful in terms of assistance and support for teachers, encouragement to help and protect teacher, providing material resources, team spirit in faculty, morale and academic emphasis. However, the studies showed that although there is a strong and important relationship between schools being healthy and collective trust, neither of them were effective in determining student academic performance except from one, academic emphasis (Hoy, Tarter & Kottkamp, 1991; Hoy, Tarter & Bliss, 1990). Now, the studies examining other school climate variables affecting students' academic achievement despite SES will be given.

Hoy et al (1991) discovered one dimension of healthy school climate is effective on student achievement, which was academic emphasis. According to Hoy et al (1991) academic emphasis is related to the level of commitment of the school academic success; quality and quantity of outstanding and attainable; the intensity of teaching and learning environment; the level of teachers' faith for students' accomplishments; (as cited in Hoy, 2012). The role of academic focus in promoting school achievement was also verified by Lee and Bryk (1989). The studies with elementary school level show the students achievement is related to academic emphasis as well (Alig-Mielcarek & Hoy, 2005). It is seen as a significant school property that consistently nurtured academic performance independent of school level or socioeconomic status.

Additionally, Tschannen Moran and Hoy (1998) conducted a study on collective trust, and they defined the concept as the situation in which none of the group members are willing to cover and hide themselves and their voices because of the belief that

someone will definitely respond but this study did not include the student and parent dimension. So, in another study, Goddard, Tschannen Moran and Hoy (2001) found the effectiveness of collective trust in communicating students' success with the addition of student and parent dimension as well. The study conducted by Goddard, Salloum and Berebitsky (2009) in elementary schools of Michigan, was supportive to previous studies and found that students' performance in Math's and reading was positively and significantly affected by faculty trust. With another comparative study, Tschannen-Moran (2004) demonstrated the association between collective trust of teachers in students and parents and students' performance in their courses. Durable benefits gained in the learning process thanks to collective trust were presented by Bryk and Schneider work (2002). Without considering student socioeconomic status, collective trust in students and parents become the second variable in school climate affecting students' achievement.

Defined as the teachers' reasoning that the entire community from top to bottom can plan and carry out necessary initiatives to improve student performance, collective efficacy plays an important role in school climate. The study with hierarchical linear modelling shows the significant relationship between collective efficacy and student achievement (Goddard, LoGerfo & Hoy, 2004). With the help of structural equation modelling, Hoy and Tarter (2004) test the relationship between two variables and have evidence that collective efficacy has a strong effect on student academic performance regardless of SES. Another study conducted by Cybulski, Hoy and Sweetland (2005) gave the same result referring that the students' outcomes are related to collective efficacy.

Bryk and Schneider (2002) listed the school conditions promoting student achievement as a constructive attitude toward innovation which is a teacher's heartening attitude and fully accepted responsibility; parent engagement and collaboration; dedication to the school community; work activities done collaboratively and strong academic goals and principles. Moreover, academic emphasis, collective trust and collective efficacy were found to be significantly correlational, and they were represented by an underlying property which is called academic optimism (Hoy & Tarter, 2006a). The elements listed by Bryk and Schneider

(2002) were defined under each dimension of academic optimism. The academic emphasis in academic optimism comprises collaborative works and academic goals and principles; the collective trust includes parent engagement and collaboration and lastly the collective efficacy in academic optimism involves encouraging behaviors of teachers. The correlation among academic emphasis, collective trust and collective efficacy and finally forming academic optimism, and the effect of academic optimism on students' achievement was supported by the following studies.

The correlation among the elements of academic optimism and its effect in reading performance of early primary school students were tested by Bevel and Mitchell (2012). According to the result of the study it was proven that academic optimism has a positive and significant effect on reading achievement. In addition, the study backed up the link between academic emphasis, collective trust and efficacy, and finally establishing academic optimism. In another study conducted by Boonen, Pinxten, Van Damme, and Onghena (2014), the aim was to explore the transactional relationship among the elements of academic optimism and its relationship with student accomplishment in a study done in Belgium with the participants in 117 schools. The results of the study proved once more that academic emphasis is the latent construct for academic emphasis, collective efficacy, and faculty trust, as well as, all of them are effective to anticipate the student academic performance in reading and Maths.

In addition to academic emphasis, collective trust and collective efficacy namely academic optimism, there are different school climate variables affecting students' academic performances.

To begin with, teacher-student relationship, a stable relationship with the teacher can be a valuable resource for young pupils who want to actively explore their surroundings and deal more efficiently with new educational and interpersonal demands (Pianta & Steinberg, 1992). Buyse, Verschueren, Verachtert and Van Damme (2009) conducted a longitudinal study with 3582 nationally representative students. The effects of classroom-level teacher-child relationship quality on children's psychosocial and educational adaptation in very first year was investigated in this longitudinal study. The outcomes revealed that as the amount of disagreement between the teacher and the student in first grade increases, students get worse scores in math

throughout the three years of their primary education (Buyse et al., 2009). In addition, the longitudinal study that was conducted by Hughes, Luo, Kwok, and Loyd (2008) assessed the quality of the teacher–student connection, effortful involvement, and students’ performance in reading and mathematics. According to the result of the study, the success level in reading and math was increased based on the effect of teacher-student relationship, which was mediated by effortful engagement. As for another study, Košir and Tement (2014) conducted a longitudinal study as two waves with 816 students. The study revealed that if, at the beginning of the semester, the students have could feel their teachers’ assistance, they will be more successful at the end of the academic year, namely, a supportive and caring attitude from instructors was found to be key element of climate

As a second variable, school safety was found important to determine students’ academic success. The study conducted by Lucio, Hunt and Bornovalova (2012) with 14.796 students. After controlling for socioeconomic status, other background variables, and other risk factors for school failure, school safety was found to be uniquely connected to GPA. Glew, Fan, Katon, Rivara, and Kernic (2005) conducted a cross-sectional study with 3530 students to determine the frequency of bullying in primary school and its relationship between attendance, educational success, disciplinary actions, and self-reported unhappiness, safety, and belonging. according to the result of the study, the onlookers have more achievement than the victims and bully-victims. Glew, Fan, Katon and Rivara (2008) conducted another cross-sectional study with 5391 students from 7th, 9th and 11th grade to see if there was a link between tyranny and school problems. Higher grades were linked to a lower risk of bullying.

In addition, Patton, Woolley and Hong (2012) cross sectional study with 612 students to see the effect of safety in neighbourhoods on academic achievement. Being fearful was directly associated with feeling safe in the area, and grades were indirectly associated with feeling safe in the neighborhood.

Another school climate variable which is effective on academic success of students could be student engagement and connectedness according to the literature. Benner, Graham and Mistry (2008) conducted a longitudinal study including two waves one of which was at the beginning and the other one was at the spring with 1120 students.

They looked at the relationship among parents and school features including the level of children connection with their parents, the level of belonging students feel toward school, the level of student engagement in school and the educational achievement. According to the results of the study, it was found that as the student's engagement for school increases, their scores in exams get better accordingly. Additionally, Bryan, Moore-Thomas, Gaenzle, Kim, Lin Na (2012) looked at the impact of school bonding on academic performance of 12th grade students (as judged by math test scores). The study showed that school bonding was found to be a strong predictor of academic accomplishment; pupils who disliked school had much lower academic success scores than those who enjoyed it a lot. Faulkner, Adlaf, Irving, Allison and Dwyer (2009) conducted cross sectional with 2243 students. The major goal of this study was to replicate prior research in a sample of adolescents in Ontario, Canada, to find criteria that differentiate teenagers who do not feel connected to their schools. The studies found that if a student feel disconnected and disengaged from the school, his/her exam result gets lower.

Apart from being effective in determining children's success in the courses, the school climate was found to be related with school participation, the growth of social skills, students' self-esteem and psychological and emotional well-being. The related literature is presented as follows:

In terms of school participation and students' well-being, Lombardi, Traficante, Bettoni, Offredi, Giorgetti, Vernice (2021) carried out a study to investigate the factors that influence students' school involvement and help their overall well-being. Their participants are 10th grade 153 students. The key finding was that the school environment has been reported as a significant factor to consider in improving student interest in school activities, but it is only beneficial when it has the ability to change students' well-being experiences. The results suggested that, regardless of cognitive ability or personality characteristics, improving school environment means supporting well-being experiences and, indirectly, school involvement. In addition, a longitudinal study with 1114 10th and 11th grade high school students conducted by Wong, Dosanjh, Jackson, R nger and Dudovits (2021) to see if there is a connection between various aspects of the school environment and adolescent social-emotional health

shows that adolescents' social-emotional health is closely correlated with school climate, especially an authoritative school setting. Maintaining a positive school environment enhancing social-emotional health and school participation is mostly based on the perceptions of students toward their relationship with the teachers. Fatou and Kubiszewski (2018) conducted a major study with 955 students in high school to see if there were any links between student participation and how they viewed the school climate. The study's key finding was that student motivation was linked to how students felt about their school's climate. The student involvement was determined by the perceptions of students over their relationship with the teachers.

In terms of life satisfaction, Walberg (1979) stated that a positive social environment in the classroom significantly establishes students' learning satisfaction and individual development. A positive classroom environment will inspire students to do better in school and, as a result, their performance and learning outcomes will significantly increase. Walberg also asserted that it's also been proposed that the school's atmosphere and learning environment satisfying life satisfaction of student are significantly effective on students' academic performance (Walberg, 1979). Teachers, staff, and learners feel safe, comfortable, and free to conduct activities in accordance with their respective duties in a conducive climate and atmosphere. This is what allows teachers, staff, and students to increase their academic and professional success (Pidarta, 2015). In addition, Aldridge, McChesney, Afari (2020) looked at the connections between teenage life satisfaction, resilience, bullying encounters, and school environment with the data of 6120 Australian adolescents. The study revealed that school climate factor determines the level of student resilience and decreases the bullying victimization. Factors of the school climate clarified 41% of the variation in adolescent resilience therefore, life satisfaction level of the students who perceived school climate positively were found higher. These findings highlighted the role of school climate in enhancing adolescents' life satisfaction.

As for self-esteem and personal growth, Smith, Mann and Kristjansson (2020) conducted a research including 2405 student enrolled in public middle and high schools to see whether students who attend school in a positive environment are more likely to have their fundamental psychological needs met and to establish positive

identities. Significant correlations between school environment and adolescent development with identity formation were found in both the middle and high school models. The current research showed that psychological needs fulfillment, school environment, and positive identity development are all related. Smith et al, (2020) find the main result as that positive school climate has a significant effect on positive identity development through meeting students' basic needs in terms of psychology. In addition, Coelho, Bear and Brás (2020) conducted research with 404 students. The impact of students' understanding of school climate on the direction of their self-concept and self-esteem during the middle school transition was investigated in this short longitudinal study. The results of the study emphasized the role of the school environment in the growth of self-concept and self-esteem during the shift to middle school.

When it comes to the school climate studies in Turkey, Sezgin and Sönmez (2019) made a descriptive content analysis including 354 organizational culture and organizational climate studies in Turkey between the years 2000-2016. They said the number of researchers who are interested in these research topics is growing. Some conclusions of the researcher are:

- When the studies included in the study are classified according to the educational levels they are applied, the organizational climate and culture studies are carried out at similar levels. According to this, most of the studies were carried out in primary and secondary education and at least in pre-school education.
- When the studies included in the study are examined; organizational climate and themes such as demographic variables, leadership, student bullying, student success and organizational commitment are generally studied together.
- When the methodological distribution of organizational culture and climate studies is examined; Both fields of study were studied largely based on quantitative research philosophy; However, it has been concluded that there are very few studies using qualitative and mixed research methods (Sezgin & Sönmez, 2018).

Based on the study of Sezgin and Sönmez (2018), it can be said that many of the school climate studies are shaped around the scale development, validity and reliability of the

scales when they are adapted into Turkish context, relationship between leadership styles and school climate or teacher perceptions of school climate. Some of the studies in Turkey are presented as follows:

In terms of scale development, the study of Çalık and Kurt (2010) can be given as an example. Teachers, pupils, school principals, and parents all have an impact on and are influenced by the school climate. The school climate was studied in Turkey within the context of school administrations' or teachers' relationships, and this research often consulted the views of school leaders or teachers. Students, who are the group most affected by the school climate, are excluded from the scope of research. That is why, Çalık and Kurt (2010) made a study in the aim of creating a student-centered school climate scale. A total of 482 students in primary schools were tested using the scale. The scale's structural and measurement validity were assessed using exploratory and confirmatory factor tests. As a result of the exploratory factor analysis, it was seen that the scale consists of three factors. In student-centered schools, teacher behaviors were found to be supportive; the participants of the schools were oriented by success and students feel safe and the positive relationships with their friends (Çalık & Kurt, 2010).

According to the studies which will be given, there is strong relationship between the behaviors of teachers and school leaders and positive school climate. The characteristics that explain primary school pupils' judgments of school environment were explored in a study by Özdemir, Sezgin, irin, Karip, and Erkan (2010). Based on the results of the study, teachers' and administrators' supportive attitudes, the perceived quality of learning services, and a deep sense of belonging to the school were all linked to positive school environment perceptions. Perceived school violence, on the other hand, was negatively linked to the school climate. In addition, Akbaba and Erdoğan (2014), in their study titled “Formation of a school climate according to the views of school administrators and teachers”, aimed to determine how the school climate is formed and what it affects from the perspectives of teachers and school administrators. The study revealed that the attitudes and practices of school administrators were effective in the formation of the school climate, teachers constantly desired a healthy and democratic school climate, and they made an effort to achieve such a climate. Akbaba and Erdoğan (2014) concluded that a positive school climate is positively

related to staff motivation and student achievement. Furthermore, parents, students, other employees and the environment was found to contribute to the formation of the school climate.

As for the relationship between school climate and leadership skills, in their study, Ayık and Diş (2015) examined the relationship between organizational climate and transformational leadership behaviors of school administrators from the perspectives of teachers working in elementary education institutions. As a result of the study, a moderately significant relationship was found between the transformational leadership characteristics of primary school administrators and the organizational climate. It was observed that the dimensions of idealized influence, inspiration and individualized interest of transformational leadership positively and significantly predicted the supportive principal behaviors dimension of the organizational climate. Furthermore, Ayık and Şayir (2014) conducted a study with teachers to reveal whether there is correlation between teaching leadership and organizational climate. As a result of the research with 249 teachers in public primary school located in Erzurum, it was determined that the dimensions of organizational climate are positively associated with all dimensions of instructional leadership. In another study, Öztürk and Zembat (2015) examined whether there is a relationship between school climate and creative leadership. Preschool teachers and preschool administrators who was working in İstanbul were the participants of the study using the relational screening model. The study showed the strong correlation between creative leadership and school climate. In addition to transformational, instructional and creative leadership styles, Senturk and Sagnak (2012) conducted with the goal to look into the connection between school principals' leadership behaviors and school climate. 723 primary school teachers from in Nigde participated in the study. The study found that there is a strong negative association between principal leadership behaviors and the organizational environment dimensions of disengagement, hindrance, and aloofness. Leadership behaviors were found to have a significant positive relationship with the affection, esprit, production focus, thrust, and concern dimensions.

There are, additionally, school climate studies which examined the physical conditions of the school and its relationship school climate as well. In his study titled “The

relationship between perceptions of school climate and school size and status”, Çağlayan (2013) aimed to determine the organizational climate of primary schools based on teacher and student perceptions and to evaluate the current climate in terms of school type and size. It consists of 426 teachers and 600 second-level students studying at these schools. The study showed that the organizational climate perceptions of both teachers and students in their schools were quite positive and these perceptions differ significantly according to the size and status of the school. The climate of small-scale schools was perceived more positively by both teachers and students compared to large-scale schools (Çağlayan, 2013). On the one side, the study revealed that while the perceptions of teachers working in private primary schools were more positive compared to teachers working in public schools, the opposite situation was found for students, and it was determined that students studying in public schools had a more positive climate perception than their peers in private schools. In addition to school size, Çağlayan (2014), in his study titled "School buildings and organizational climate", tried to understand the relationship between the physical situation of the school and the perceived school climate from the viewpoints of teachers as well as tried to discover whether demographic differences of teachers are effective in their school climate perceptions. According to the results of the study, teachers found schools partially sufficient in terms of their school building. In addition, physical conditions of the schools were found as significant in predicting teachers' perception of climate in school.

In terms of the academic achievement, Bektaş and Nalçacı (2013) applied the “School Climate Scale” to 598 8th grade students in 11 primary schools in Erzurum in order to see whether school climate has an effect on primary school student's academic achievement. The study determined that student's academic performance are not predicted by teachers' supportive behaviors, success-oriented and safe learning environment perceptions based on the perceptions of students. However, Karadağ, Isci, Oztekin and Anar (2016) found a moderate effect of perceived school climate on children's success based on the meta-analysis of 62 out of 153 studies in the literature. Additionally, Karadağ et al (2016) found that school climate mediates the correlation between leadership behaviors and student's academic performance, which means it has an indirect effect on student's success. In addition, Bahçetepe (2013), looked at

whether perceived school climate is related to the student's academic success in eight grades with the help "School Climate Scale" developed by Çalık and Kurt (2010). The results of the study pointed to a positive effect of teachers' supportive behaviors felt by students and success-oriented environment on academic success of student, but no significant relationship was found in the dimensions of a safe learning environment and positive peer communication. As well as it was found that the school climate perceived by students in small schools with their academic achievement is more positive than students in large schools.

On the other hand, Turhan and Akgül (2017) found that effective schools encourage students not only in their academic success but also in their appropriate behavior toward humanitarian principles. The correlation between students' interpretations of the school climate and their commitment to humanitarian values is explored in their study including 1094 students in 21 secondary schools in Elazığ province of Turkey. They used Çalık and Kurt's School Climate Scale (2010) and Dilmaç' Humanitarian Values Scale (2007) in the data collection process. According to the study's results, female students adhere to humane principles at a higher rate than male students. Furthermore, it was discovered that school programs geared toward values education have a huge impact on humanitarian values commitment. Teachers' encouragement, achievement orientation, and a healthy learning atmosphere with positive peer relationships, all essential elements of a positive school climate, were found to have a positive impact on the students' commitment to humanitarian values (Turhan & Akgül, 2017). Students' commitment to humanitarian principles and their propensity to behave in accordance with these values increases in an environment where teachers value students and students feel protected. Seeing that appropriate behavior toward humanitarian principles could be achieved by the mediation of a positive school climate gave the idea that a vibrant school climate can play an important role in enhancing students' adherence to humanitarian values as well in Turkey.

2.3. Vibrant School Climate

While there are many viewpoints on the school climate, they have been criticized for being too focused on student results and ignoring the essence of children. According to Clement et al. (2017), in a school environment, students should be encouraged to

pursue their interest through their imagination; playfulness should pervade in all the school atmosphere; autonomy of the student should be respected. From this point of view, the authors stated that some of these expectations must be included in the school environment in order to encourage strength-based debates about how schools might transition toward both mental and affective engagement (Clement et al., 2017). Therefore, Vibrant School Climate can be regarded as fresh reconceptualized school climate perspective through the ideas of all school participants. Clement et al (2017) stated that vibrant school climate is the proof of ideal school characteristics, and these attributes were categorized as “enlivened minds”, “emboldened voices” and playful “learning”. (Clement, et al., 2017). It was hoped that by combining these characteristics, schools will be created in which children want to be a part of them with personal eagerness.

2.3.1. Enlivened Minds

The first component of a vibrant school, according to Clement et al. (2017), is enlivened minds, which points to educational settings where;

- Students are motivated to explore their personal interests in school.
- Students are provided with resources for them to explore subjects that they are interested in and curious about.
- Curiosity is promoted.
- Criticizing the status quo is instilled in students.
- Students are encouraged to think critically about why things are the way they are.
- There is no shortage of creativeness.
- Students discuss contentious topics freely.

In short, we should think of vibrant schools as places where creativity, curiosity and critique flourish.

In terms of creativity, the literature says school climate including teacher support, peer interaction and support and opportunities for student’s autonomy, proactive

personality features and achievement motivation have a significant impact on students' creativity.

One of the most strongly associated individual factors to creativity is success drive (Ghasemi, Rastegar, Jahromi, & Marvdashti, 2011). Miron-Spektor and Beenen (2015) stated that the desire to succeed has a beneficial effect on solving problems and creativity and children with this inclination often show more cognitive ability when completing creative activities. Moreover, Houghton (2011) said that if people have a powerful proactive personality, they love questioning the status quo; they are also more anticipatory, better able to show positive work inspiration, and more creative and enthusiastic all of which refers to the dimension of enlivened minds dimension in vibrant school climate. The factors stated above (proactive personality and success drive) were linked to having powerful imaginations and the ability to generate new ideas, which are known to promote divergent thought, impulse and adventure- seeking Gao, Chen, Zhou and Jiang (2020). Gao et al (2020) used a path model to find relationships between school climate and creativity characteristics of primary school children by means of proactive personality and success motivation. In the study, the participants were 603 Chinese primary school students. The data was used to see whether there is correlation between school climates and relationships with instructors and classmates. The findings of this study revealed that the school environment mediated by proactive personality and achievement motivation had a strong and important influence on students' trait creativity (Gao et al., 2020). According to the findings, schools should enhance an open, accepting climate that fosters creativity, while also emphasizing the importance of positive teacher-student and peer connections in this respect.

According to the literature, school climate consisting of teacher encouragement and support, peer support and facilities and opportunities for students' autonomy affect creativity significantly. According to Agnoli, Runco, Kirsch and Corazza (2018), teachers should alter their teaching environments to help students reach their full creative potential and students who are inspired to learn more about their surroundings have been found to participate in more creative and engaging activities. In their teaching practices, supportive teachers embrace and appreciate children's varying

viewpoints and inspire them to discover their surroundings and come up with creative solutions, which strengthens their independent way of thinking (Goertzel, Goertzel, Goertzel, & Hansen, 2004). So that, students will be exposed to more demanding teaching experiences, and they will be encouraged to participate in them. As for peer support, interpersonal relationships have a significant impact on students' feelings, and when peers are supportive, they serve as an important support net for students as they grow older (Brooks, Farquharson, Burnell & Charlesworth, 2014). The authors also stated that students have more trust, pride, and self-esteem, as well as a greater sense of interaction with their peers, when they believe they have peer support. Walsh, Chappell and Craft (2017) stated that such a school climate in which children are motivated to interact with other students aids in the development of their creativity. In terms of opportunities for student's autonomy, Sheldon (1995) found that when elementary school children are introduced to environments that provide more autonomous encouragement and stimulate greater autonomous motivation, independent individuals process knowledge at a profound level when confronted with activities that they are involved in, and they also have more stamina and perform harder. Students should be able to participate in self-organization in an innovative educational atmosphere (Mellander & Florida, 2006).

Moreover, curiosity is associated with the enjoyment, leisure, and desire to learn about novel, unpredictable, complicated, and indefinite behavior. While children's curiosity is regarded as a natural trait present at birth, experiences with and reactions from others are likely to have an impact on curiosity, both in the moment and scope and over time (Jirout, Vitiello & Zumbunn, 2018). Additionally, curiosity is recognized as an effective learning motivator and for the learning environment (Leslie, 2014). The study conducted by Engel and Hackmann (2002) shows curiosity enhances intellectual growth as a result of the survey in which teachers chose curiosity as one of the main qualities to encourage their students. Moreover, Alberti and Witryol (1994) studied third- and fifth graders to see which stimuli they preferred: familiar or new. They discovered that the students who preferred fresh and unknown stimuli the most were those who had already excelled on an achievement test. Fifth-graders' ability to spot linguistic absurdities were checked by Maw and Maw (1972). In recognizing the absurdities, students who were ranked as extremely curious outperformed their low-

curiosity equivalents. According to the researchers, this is because extremely curious children collect more knowledge as they read, resulting in better comprehension. It can be said that people who are interested in something learn more and develop their knowledge, according to studies. A variety of social and physical environment factors affect a child's level of interest, according to studies (Berlynes, 1960; Mittman & Terrell, 1964).

Henderson, Charlesworth and Gamradt (1982) studied children to understand how they behave when they are with their friends and when they are with their families. Children who attended with their parents examined the exhibits more extensively, observed and touched items more often, and posed more questions than children who attended with their peers. Adults clearly influence a child's curiosity, whether directly through modeling and motivation or indirectly through the activities and materials they provide. In addition, Post and Walma van der Molen (2018) propose that teachers should take a more holistic approach to teaching by providing opportunities for students to demonstrate and relate their conceptual and knowledge based curiosities to the educational curriculum in class and parents should be involved in order to encourage and promote the transition between school and home as a result of the findings of their study indicating many children are interested in a variety of scientific topics at home, many of which appear to be related to science content learned in school.

Jirout et al. (2018) provided some strategies in order to promote curiosity in children:

- Creating such a classroom climate in which children feel comfortable and empowered to be curious, and inquiry and questioning are appreciated is one strategy for encouraging curiosity; This is achieved by accepting ambiguity and differences in one's own experience as opportunities to develop rather than stressing being "true" or "all-knowing."
- Supporting the information-seeking strategies that children use to function on their interest is another way to encourage curiosity.
- Giving students chances to discover and focusing on the discovery process rather than the result is another strategy. Children will not

discover if they are not given chances, and they will not ask questions if they do not feel welcomed to do so.

- Another strategy is modelling curiosity for children and showing students that adults have things that they do not know but would like to find out and that adults enjoy information-gathering practices such as asking questions and doing research.
- Asking questions are innate for children, but adults have the power to encourage deeper investigation by providing clear cues and then aiding children in formulating their own questions.

On the other hand, the implementation of tests and structured curriculums changed the way teachers viewed teaching in their classrooms, according to a longitudinal study conducted by Osborn, McNess, and Broadfoot (2000) in England. Teachers said they couldn't emphasize the "affective and artistic" parts of the program. Furthermore, they felt unable to give children any choice or influence over the content they studied due to the stresses put on them as teachers. Therefore, they are unable to meet the necessities of curiosity in a school environment.

In terms of critique under enlivened minds, Ennis (2013) defined critical thinking as a form of reflective thinking that helps in determining whether or not facts and evidence are true. Critical thinking entails the ability to formulate, interpret, reflect, and test ideas from a range of opinions (Ennis 2013). In addition, Özden (2018) emphasized people who learned to think critically in school can distinguish between ordinary situations, inferences, and assertions, as well as evaluate arguments and consequences. As a result, logical thought is often referred to as the most responsible way of thinking. Steps of analytical and systematic thought are needed to develop critical thinking skills. Critical thinking necessitates constant study and examination of similarities and disparities, as well as causal relationships that is why educational practices in critical in creation of critical thinking (Akbiyık & Seferoğlu). Scaffolded training, reciprocal teaching, cooperative learning, peer tutoring, and cognitive apprenticeships, as well as simplistic and conventional teaching methods were proposed by Ashman and Conway (1997) as educational practices for critical thinking skill. Thanks to these practices and methods, children might begin to notice the existence of topics which are worth to

discuss and intriguing new settings to investigate. As a result, attention-getting and imaginative techniques should be used to keep children's interest and curiosity piqued, especially throughout activities for children (Kuhn & Dean, 2004).

According to Trilling and Fadel (2009), the 21st-century curriculum includes four competencies (critical thinking, creative thinking, collaboration, and communication skills) that can help students face the challenges of the globalization period in the twenty-first century. It is important to provide students with 21st-century skills training. Critical thinking and collaborative learning are critical 21st-century qualities that should be promoted and ingrained in students from the beginning. Group learning, also known as collaborative learning, has been shown in previous research to be an important method for encouraging and improving critical thinking skills (Lee, Parsons, Kwon, Kim, Petrova, Jeong & Ryu, 2016). Students are subjected to a multitude of thoughts and suggestions during the peer discussion period. This helps them to reconsider and reevaluate their responses, as well as to question their peers' responses. Students not only learn the way they work and learn together in this process, but they also gain critical thinking skills as a group.

2.3.2. Emboldened Voices

The second component of a vibrant school, according to Tschannen-Moran et al. (2017), is emboldened voices, which points to educational settings where students can say:

- I have a say in how decisions that concern me are made.
- With the people at this school, I feel at ease sharing my thoughts.
- In this school, I have a strong sense of confidence.
- My opinion is valued at our school.
- I have a strong sense of belonging here.
- I'm certain there is someone at this school who can assist me.
- Here, I have the opportunity to pursue self-directed learning.

In short, we can think of vibrant schools as places in which individuals' voices are not ignored or suppressed.

Lansdown stated that, in certain facets of the school system, the education system has a lot of room for listening to learners' voices (2001). There are some studies showing that the changes are made in Australia, the UK and USA in terms of school reforms encouraging students' voices and participation in school (Levin, 2000; Fielding, 2001; Mitra, 2004). Surprisingly, the students' findings and suggestions towards changes in schools matched those made by professional associations and committees working for better schools because students, who have spent several years in school, have a profound experience and insight on the educational system that adults lack (Levin, 2000). As well as, listening to student's voice and responding them have the power of changing in teachers' roles, namely, when student voices matter, teacher participate the learning process as the mediator, and they are supposed to encourage student with their support but not the supreme source of knowledge and authority (Fielding, 2001).

Moreover, the study conducted by Defur and Korinek (2010) showed that the students would like to be heard and responded respectively. The authors collected data from rural and suburban students. The results discovered that kids of all ages and abilities desired opportunities to speak about their schools and learning and they were grateful to have their opinions heard. In addition, Defur and Korinek stated that children and teens either with or without differences provide educators with valuable insights into how to increase student involvement, culture, and achievement in their classrooms.

Additionally, Mitra (2004) stated that instead of "constantly supervising, guiding, and directing" students, schools can promote students' engagement in school life by strengthening students by providing them significant autonomy over their learning, involving them in decision-making mechanisms, and giving them responsibility. McCormack, O'Flaherty, and Liddy (2019) gathered questionnaires from 697 students in 18 different public schools. Their research investigated second-year students' attitudes toward their involvement in school life. Students' passive role in the classroom and school life, as well as the limited influence they wield within schools, were illustrated by subsequent focus groups. The study of McCormack et al (2019) showed the teacher–student interaction was identified as a key variation of all schools and was proposed as a possible main basis for enhancing student involvement in school life in Ireland's publicly managed schools. Additionally, genuine participation in

school democracy can benefit both instructors and students, resulting in more positive interactions and educational outcomes (McCormack et al., 2019). Based on the studies, it can be concluded that listening the students voices and turning to their questions with answers has direct role in defining student engagement as well as its indirect role in teacher-student relationship. The other advantages will be provided:

Firstly, providing students with the ability to talk about their school experiences and express their opinions will help them learn more effectively (McMahon & Zyngier, 2009.) Teachers and administrators who facilitate student engagement create an environment that promotes learning and improves the qualifications and abilities of students. (DeRoiste, Kelly, Molcho, Gavin & NicGabhainn, 2012). Students that are more proactive in school life have higher academic performance, more school involvement, and stronger student–teacher relationships.

In addition, engaging students in conversation improved their sense of self-worth, effectiveness, and school membership, according to Mitra (2004). Students' involvement in the creation and application of school rules may have a positive effect on their behavior, as this results in higher levels of engagement, better behavior, and motivation. As a result of their attendance, they feel they are a part of the school. Rosite, Kelly, Molcho, Gavin & Gabhain (2012) conducted a study to see whether school involvement in Ireland is related to academic success, school enjoyment, and positive health attitudes. More than 63% of students said they were allowed to share their opinions in class, 58 percent said they were included in setting up school activities, and 22% said they were involved in establishing school rules. The result of the study showed that elderly students were less likely to participate in any activity. Engagement in the school and student voice were linked to liking school and higher perceived academic success, as well as better self-rated wellbeing, higher life satisfaction, and greater recorded happiness.

2.3.3. Playful Learning

The third component of a vibrant school, according to Clement et al. (2017), is emboldened voices, which points to educational settings where students;

- Approach learning with a joyful attitude.

- Believe that movement and physical activity are required for active learning.
- Are having so much fun.
- Respect their failures and learn from those mistakes.
- Enjoy learning about different cultures.
- Find learning enjoyable
- Are encouraged to take charge of our own education.

In short, we can think of vibrant schools as places in which learning games and gamification are used to bring a sense of fun.

With the correct and comprehensive manner for students, learning methods can be shaped in all aspects. Playful learning is one method that has recently been introduced and implemented. Playful learning is a form of learning that involves playing games. Play is considered central to early childhood education and is the basis for best practices that promote young children's learning and growth (Walsh, McGuinness & Sproule, 2017). Students' creativity and ability to learn will be enhanced by playful activities which are relevant to abstraction-level discovery, linking, imaginative reflection, creativity, and thought (Rogers, Scaife, Gabrielli, Smith, Harris, 2002). Playful learning methods in adolescents and adults have the potential to enhance students' and tutors' higher education practices by increasing "fun" and enjoyment and increasing imagination (Whitton and Langan, 2018).

Whitton and Moseley (2019) stated that playful learning is a method of learning that recognizes that playfulness, a state of mind characterized by openness to play behaviors, can be advantageous. It can employ a variety of techniques and strategies, including structured games, to allow the playfulness and reap the benefits of play in learning (Whitton & Moseley, 2019). In addition, Nørgard, Toft-Nielson and Whitton (2017) explained how implicitly playful mechanisms within a teaching approach aid in the creation of a magical circle in which children are free to play. Nørgard et al (2017) provided some suggestions as providing student with possibilities to play; inspiring them to be armed with democratic ideals and openness; giving them

appreciation; providing student with the knowledge that playfulness is intrinsic but extrinsic; the mistakes and failure are the natural part of learning. In their model, these systems aid in the creation of an atmosphere favorable to active and physical participation in learning activities. Applying this suggestion to school environment will make easier interactions with diversity of people, will make students more ready for novel experiences because they are encouraged to be creative and full of astonishments.

The playful learning environment (PLE), an imaginative playground with technical resources, was used to expand the learning experiences beyond the classroom within the study of Kangas (2010) with 68 children aged 7 to 12. The PLE combined curriculum-based learning with game co-creation, play, and electronic games. The findings show that the children found learning in groups through co-creation and the transformation of reality into fiction as a rewarding way of learning, performed group work, and they put their creativity to work for a shared purpose. As the result of this study, it was shown that children had the chance to learn actively by building their game content or with the help of ready games. Kangas (2010) supported the idea that playful learning promotes creativity, innovation, cooperation.

In addition, Wainwright, Goodway, Whitehead, Williams, and Kirk (2020) examined two schools that were chosen for the study by "reputational case sampling" based on government school inspectors and advisors' appreciation of high-quality Foundation Phase provision. This paper presents findings from a broad three-phase complementarity mixed-methods study in Wales that aimed to better understand the Foundation Phase's formulation and application. This study backs up previous research that shows play is closely linked to students' enthusiasm and interest in learning. According to data gathered from observations, field notes, and video, when tasks were perceived as play, students were more interested in them and had higher levels of well-being. Wainwright et al (2020) claim that greater interest participation in learning will lead to more in-depth learning. It seems that students' views of a task as either play or work have a significant impact on their motivation to complete it.

According to the research of Howard and McInnes (2010), students make their decisions about the essence of a task whether it is playful or not based on a variety of

environmental and emotional cues. When preparing learning activities and environments for their students, it is important that teachers have a thorough understanding of these signals. Students would view an activity as play or humorous in nature if teachers can formulate playful methods in their practice. As a result, students will be more involved in the task. On the other hand, as the second result of the study conducted by Kangas (2010), teachers thought their job was important and difficult, particularly given the amount of tutoring and lesson planning they had to do in this regard. Practitioners also report receiving insufficient play instruction, resulting in a restricted understanding of play in early childhood practice as well as the broader discourse and implementation of play (Howard, 2010). Furthermore, head teachers describe the challenges they have in finding teachers who have been qualified to use play-based pedagogies (Robert-Holmes 2012). Adopting new methods necessitates a change in pedagogical thinking as well as teacher involvement. Therefore, teachers need to be encouraged to implement modern teaching approaches as well as use cutting-edge technology in their classrooms. Drent and Meelissen (2008) stated student-centered pedagogical practices, optimistic attitudes toward technology, and teachers' professional entrepreneurship are all important factors in teachers' use of innovative learning environments. In addition, providing in-depth play instruction to educators working with kids, both initially and on a continuing basis, aids in the development of positive attitudes about play and its role in the curriculum, as well as the desire and understanding to incorporate it in school and classroom environments (Jung and Bora 2015).

2.4. Summary of Literature Review

Based on the reviews of literature stated above, it can be inferred that school climate studies mostly focus on the students' outcomes whether they are academic success or another particular type of learning outcomes in the school such as growth of social skills, students' self-esteem and well-being which eventually leads students to become academically successful. There is almost no school climate study putting the nature of the children in the center. This research addressed this gap by using carefully selected features of students based on the Vibrant School Climate scale proposed by Clement et al (2017).

In their nature, students are creative, curious and keen to ask questions meaning critical, all of which constitutes of the first dimension of Vibrant School Climate, enlivened minds. As it is stated above in the literature, the studies about students' creativity, curiosity and critique mostly focus on the relationship between positive school climate and these variables; the ways promoting these characteristics of students; and their effect on the students' academic performance. There is no school climate model emphasizing students' creativity, curiosity and questioning skills. Within this study, enlivened minds were taken as a dimension of a school climate perspective.

Secondly, students would like to be heard and listened to in the school environment and feel there is always someone responding to them. The literature about student voices indicates that there are almost no school climate studies focusing on students' voices. The studies related to students' voices are mostly around empowering students in terms of participation, how to promote students' voices and facilitate this opportunity for students, the advantages of the school environment with students' voices in terms of their academic success and their personal growth. The present study includes students' voices as another dimension of vibrant school climate perspective.

Lastly, playfulness is in the nature of any children. The literature, as shown above, focuses on the ways to create a playful environment, its relation with learning and growth, the advantages of proposing a playful learning environment; however, school climate studies ignore playfulness in the students' nature. That's why playfulness is included in this study as a part of a vibrant school climate perspective.

In a nutshell, the school climate studies mostly focus on either student achievement in the literature or their personal growth. Ignoring the nature of children in the school climate studies creates a gap which needs to be met. Vibrant school climate perspective centralizes the child nature of students and there is a limited study on this perspective. This study provides the perspectives of school principals towards the newly emerging school climate perspective.

CHAPTER 3

METHOD

In the method section, overall research design of the study, data sources and sampling, data collection instrument, data collection procedure, analysis of data validity and reliability and limitations of the study will be presented respectively in detail.

3.1. Design of the Research

The primary goal of this study is to examine and explain how school leaders interpret elements and components of a vibrant school environment. It was decided to analyze and explain the perspectives of school principals toward vibrant school climate qualitatively. The reasons why this methodology was chosen will be explained in the light of existing literature. Qualitative methodology is suitable for this research since it is used to explain circumstances from the viewpoint of participants, resulting in a thorough explanation of the phenomenon (Patton, 2015). In qualitative research, the entire phenomenon under investigation is viewed as a complex structure that is more than the sum of its parts, resulting in a comprehensive picture of an event, circumstance, operation, material, or reality (Fraenkel & Wallen, 2000). Rather than proving causal linkages, making predictions, or characterizing the distribution of any feature within a population, qualitative research focuses on assessing the significance of a phenomenon for people involved (Merriam & Tisdell, 2015). Qualitative researchers, according to Denzin and Lincoln (2000), concentrate on attributes of people, systems, and definitions that are not experimentally measured or determined in terms of amount, number, power, or intensity. Furthermore, Merriam and Tisdell (2015) stated that researchers conducting qualitative study are able to understand the participants perspective gained through their experiences and the keystones of their lives in relation with the topic studied. These inquiries are about comprehending their

perceptions and would necessitate a qualitative approach. To put it another way, qualitative research's ultimate goals are to archive an understanding of how people make sense of their lives, to describe how people interpret what they encounter, and to define the process (rather than the outcome or product) of meaning making. The most significant benefit of qualitative research is that it allows researchers to obtain a comprehensive understanding of the phenomenon they are investigating (Lindlof, 1995), that is, the benefit of using a qualitative method is the level of information provided by the data to the researcher. Based on the literature given above, the aim of this study can be fulfilled by qualitative methodology because the topic studied for this thesis needs to be uncovered with all aspects of it. Studying vibrant school climate qualitatively will be helpful to understand in which ways Turkish schools have vibrancy and how school principals interpret vibrant school climate in accordance with their experiences then finally have a holistic picture of vibrant school climate in Turkish school contexts.

As qualitative study has advanced, Holloway and Todres (2003) stated that researchers have faced a persistent tension between the need for both methodological flexibility and framework. Phenomenology, ethnography, and grounded theory are three main methodologies that have been explored and are also regarded as fundamental in the development of qualitative research (Patton, 2015). Merriam and Tisdell (2015) stated that within these established methodologies, researchers debate how much alienation from methodological rules and guidelines is permissible; however, there is growing debate regarding study genres and studies that do not suit within these methodologies. Since these methods operate beyond accustomed parameters, their recurrence has sparked controversies about what forms rigor in qualitative research and how rigor may be applied other than specified methodology parameters. On the other hand, generic methods provide researchers with resources that are useful in and of themselves, as well as revival and strengthening arguments about procedure, rigor, and methodological hegemony (Kahlke & Hon, 2014). Researchers may experiment and make progress by veering away from methodological guidelines, revisiting current methodologies, and creating techniques that may or may not represent new methods using generic methods. (Kahlke & Hon, 2014).

Therefore, this study was designed as a generic qualitative study, in which the researcher is pertinent to determining the significance of a phenomenon for the participants (Merriam & Tisdell, 2015). This interpretation, which is not likely in a quantitative design, is not discovered but constructed because information is pre-existing and waiting to be discovered in quantitative research designs. According to Merriam (2002), the aim of generic qualitative studies, as with all qualitative research, is to learn how people interpret, develop, or make sense of their surroundings and experiences. Generic studies, she notes, are epistemologically social constructivist, theoretically interpretive studies that concentrate on "(1) how people interpret their experiences, (2) how they construct their environments, and (3) what significance they assign to their experiences" (Merriam, 2009, p. 23). The researcher is interested in school principals' perspectives on a vibrant school environment, as well as how they view their experiences in vibrancy, based on how they create their school world and the meanings they assign to these experiences. This analysis is referred to as a generic qualitative research design because it encompasses many of the features of qualitative research and lacks any additional dimensions.

Keeping in mind that the main goal of this study is to reveal and interpret the school principals' understanding and interpretation of vibrant school environment, generic qualitative design was considered as a suitable design to understand and analyze the school principals' perspective toward vibrant school climate in order to gain deeper understanding over vibrancy in Turkish school.

3.2. Participant

Qualitative research, which defends the claim that the depth and originality of information is important rather than generalizations, focuses on deep and specific data obtained from smaller study groups instead of large samples (Baltacı, 2019). It was stated as one the most significant parts in the research process are to select a sample of individuals who will participate in the study. According to Chein (1981), using nonprobabilistic or purposeful sampling is the most appropriate way in qualitative research. Purposeful sampling means that the researcher wants to learn, understand, and acquire expertise, so he or she must select a sample from which the most information can be extracted (Patton, 2015). Patton (2015) also says while it could be

called as bias in statistical sampling, using purposeful sampling is a strength in qualitative research because of intended focus. Considering that, the main focus of qualitative research is to have a deep understanding of the people's thoughts or experiences, the purposeful sampling gives rich information about the questions under the study.

While qualitative research uses a variety of sampling methods, it is usually attempted to find examples that will allow the researched topic to be clarified as clearly as possible and contribute the most to the solution of the research issue (Baltacı, 2018). Among them, snowball, chain, or network sampling is probably the most preferred form of purposeful sampling. This approach entails identifying a small number of key participants who easily fulfill the study's eligibility requirements. You ask each of these early main participants to refer you to other participants while you interview them (Patton, 2015). In other words, using this sampling procedure, a primary data source appoints other potential data sources who will be qualified to participate in the study studies. The snowball sampling method relies mostly on referrals that a researcher can obtain a sample. In this study, that is why, the researcher of this study chose the participants of the study with making use of snowball sampling method. The researcher firstly called the school principals whom she knew they could share with their experiences on the topic openly and made an appointment with them. Then, at the end of each meeting, the researcher asked about other school principals who would be volunteer for the study and share their depth and original experiences in terms of the topic and whether they could refer her to some other school principals. Using snowball sampling, the researcher found participants quicker and eliminated the participants' hesitation because she has the reference of the previous participant.

Table 3.2.
Characteristics of The Participants in The Interview

Gender	School	Major	Years of Experience
Female	Turhan Dökmeci İlkokulu	Technology and Design Teacher	4
Female	Bahçelievler Nebahat Keskin İlkokulu	Primary School Teacher	7
Female	Cebesoy İlkokulu	Primary School Teacher	5
Female	Afet İnan İlkokulu	Social Studies Teacher	8
Female	Münevver Öztürk Ortaokulu	Mathematics Teacher	12
Female	Mesa Kuru İlkokulu	Turkish Language Teacher	6
Female	Namık Kemal İlkokulu	Art Teacher	15
Male	Konutkent Sabiha - Reşit Turgut İlkokulu	Primary School Teacher	20
Male	Mecidiye Şehit Kavas Atanur Aytaç Ortaokulu	Turkish Language Teacher	17
Male	Yeni Turan İlkokul	Primary School Teacher	11
Male	Mehmet Memişoğulları	Primary School Teacher	4
Male	Şili İlkokulu	Primary School Teacher	9
Male	Ahmet Bahadır İlhan Ortaokulu	Science Teacher	13
Male	Mustafa Kemal İlkokulu	Primary School Teacher	10
Male	Kılıçlı Paşa İlkokulu	Primary School Teacher	6
Male	Türk-İş Blokları İlkokulu	Primary School Teacher	25
Male	Arjantin İlkokulu	Science Teacher	13
Male	Gülen Muharrem Pakoğlu Ortaokulu	Primary School Teacher	5
Male	Şehit Ahmet Kabukçu İlkokulu	Primary School Teacher	9
Male	Fatih Sultan Mehmet İlkokulu	Beden Eğitimi Öğretmeni	7

Table 1 shows the participants' gender, the schools where they work during the study, their major in teaching and their years of experience. Considering the purpose, the researcher went to 20 primary schools and interviewed 20 school principals as well as the researcher had the chance to see the natural settings of the participants. As Table 1 shows, seven participants were female while the rest thirteen participants were male. In terms of their teaching major, they mostly had their major in primary school teaching then science, Turkish language, Math's, social science, art, technology and

design, physical education teaching consecutively. As for their experience, two of the participants had twenty years and more experience in school administration; seven of them had ten and more experience; nine of them had five and more years of experience; and the last two of them has four years of experience in school administration.

Since qualitative research is primarily based on observations and interviews, large numbers of surveys are not required; after a certain point, both observations and interviews will begin to repeat themselves (Morse, 2016; Shenton, 2004). Therefore, the researcher stopped interviewing when she decided the data was repeating themselves. Having limited time and resources, the researcher tried to represent the universe as much as possible without generalizing concerns. Regardless of their age, their years of experience, their gender, the samples were constituted of primary school principals since the researcher cared about the relevance of the participants rather than their demographic characteristics.

3.3. Data Collection Instrument

There are some data collection techniques in qualitative research such as observation, interviews, documents, and audiovisual materials. For the present study, the data were collected through interviews. Interviews, according to Creswell (2013), are an essential aspect of data collection. Participants can provide background information through interviews, additionally, Creswell (2014), stated these interviews provide the researcher with control over the set of questioning. There are a number of purposes in using interviews. For the qualitative researcher of this study interviews are used to obtain the interviewed person's specific knowledge or interpretation and learn about what school principals have in their mind about vibrant school climate that she could not see and know (Stake, 2010).

There are various kinds of interviews which are highly structured or standardized interviews, semi-structured interviews and unstructured or informal interviews (Merriam & Tisdell, 2015). For the purpose of this study, semi-structured interviews were utilized. The researcher of this study created a questions pool at first. She paid attention to the questions to be open ended, straightforward and precise and she avoided to form too broad questions as suggested by Patton (1990). In addition, the

questions in the pool consisted of different kinds of questions such as introducing, follow-up, probing, specifying, direct, indirect, structuring, and interpreting as stated by Kvale (1996). Then, she asked for advice from experts who were the advisor of the researcher and a research assistant at METU. In accordance with the feedback of experts, some of the questions were eliminated and some of them were reorganized. After formulation of the interview questions, pilot study was conducted with three participants. Based on pilot studies, the researcher decided to take out some questions to which participants gave similar answers; to be clearer about the sections in order to make the interviewee comprehend fully and to keep them on the point while the conversation gets off the point. The first draft (Appendix A) and the final draft (Appendix B) can be seen at the end. After all required changes were done on the questions, the researcher started to conduct her study.

3.4. Data Collection Procedure

The consent of the Middle East Technical University Human Subjects Ethics Committee was obtained before heading out into the field to collect data. Appendix C contains the authorization text. After that, the appropriate Provincial Directorate of National Education granted permission to conduct research in Ankara schools, as shown in Appendix D.

The researcher initially identified several school principals and then contacted these principals with phone calls. In total, 20 interviews with 20 school principals who work in Ankara were held between April 2019 and January 2020. Visiting the participants at their schools, the researcher gave the form “Human Subject Consent to Participate”. The consent form includes contact information of the researcher and the supervisor of the study; the aim of the study, data analysis process and the parts ensuring that participants have the right to withdraw; that confidentiality of the respondent will be protected and finally the signature part as suggested by Cresswell (2013) which can be seen in Appendix E. Then the researcher requested whether she could record the interview. except for 2 participants, all the others gave their permission for recording. The real quotes spoken by interviews are the raw data of interviews. Nothing can take the place of these facts. Patton (2015) makes a point that the aim of the interviews is to capture the viewpoint of and interviewee as fully and objectively as possible. As a

result, some method for recording and documenting the verbatim responses of those being interviewed is needed. For the data provided by participants who did not give their permission for recording, the notes were written down and immediately after the interview, they were typed into the computer.

Merriam and Tisdell (2015) stated that the order of questions in an interview is a source of concern for new researchers. There are no guidelines as to what should be done first and what should be done later. The researcher's concern is influenced by the study's aims, the amount of time available for the interview, the person being interviewed, and the sensitivity of some of the issues (Merriam & Tisdell, 2015). According to Dexter (1970), in any interview case, three variables decide the essence of the interaction: “(1) the interviewer's personality and abilities, (2) the interviewee's attitudes and orientation, and (3) the definition of the situation”. The type of information gained from an interview is often determined by these factors. Therefore, the researcher put her utmost effort to gain experience to enhance interviewing ability, she attended the course “Qualitative Research Methods” at the institution she has been working at and she asked for guidance from experienced qualitative researchers. In addition, according to Merriam and Tisdell (2015), biases, predispositions, behaviors, and physical attributes influence both the relationship and the data elicited from both parties. Taking a nonjudgmental, compassionate, and respectful attitude toward the respondent is suggested as the first step in the process by them (Merriam & Tisdell, 2015). That is why, the researcher of this study avoided judgmental behaviors while interviewing and she took a kind manner toward each of the participants. Furthermore, the researcher made some practices during the time of master classes. Keeping the suggestions and the possible factors which could affect the process in mind, she organized the interview by stating the intent, explaining the process, summarizing what she learned from the interview, and asking the interviewee if he or she had any questions. The researcher paid close attention to what was said and was open to new points participants made; however, she directed the interviews. During the interviews, relying on the flexibility of semi-structured interviews the researcher posed additional questions and probes in order to get deeper answers and help the interviewees elaborate on their answers. In addition, she asked them to elaborate or clarify the statements when required based on the notes she took.

The majority of the interviewees seemed to be eager to provide as much information as possible. Many of them emphasized the importance of such a study in the area, as well as how much they appreciated the interviews and how freely they shared their own insights and experiences. At the end of the interview, she thanked the participants and ensured that full typing would be sent for confirmation as well as the findings of the study upon their request.

3.5. Data Analysis

Flick (2014) defines data analysis as "the sorting and interpretation of linguistic or visual information in order to make statements about spoken and unspoken aspects and processes of meaning-making in the material and what it reflects." The process of making sense of data is known as data analysis. Making sense of data entails condensing, minimizing, and analyzing the things people stated as well as things that the researcher has seen and understood, which is the process of meaning (Merriam & Tisdell, 2015). According to Merriam and Tisdell (2015), data analysis is a time-consuming process that requires switching between concrete data and intangible principles, inductive and deductive reasoning, and explanation and comprehensions.

Patton (2015) states that making sense of vast volumes of data is the difficulty of qualitative research. This entails reducing the amount of raw data, separating trifles from meaning, defining important trends, and developing a system for declaring the essence of the data and adds qualitative data analysis necessitates imagination, academic discipline, scientific rigor, and a great deal of effort. The qualitative data analysis process begins with the researcher searching and organizing the interview transcripts or materials obtained in order to get a complete image of the data gathered. The role then shifts to sorting them, breaking them down into manageable chunks, synthesizing them, looking for trends, and identifying the most relevant ideas, concepts, and themes (Bogdan & Biklen, 1998).

The content analysis technique was used to analyze interview data gathered for this study. The attentive, detailed, and systematic study and interpretation of data with the goal of identifying trends, themes, prejudices, and meanings relevant to the research's nature is known as content analysis. The aim of content analysis is to find principles

and relationships that can clarify the participants' views as well as the data gathered from file and document review (Baltacı, 2019). Content analysis necessitates a thorough examination of the data gathered as well as reference to the definitions, categories, and themes that clarify it. The collected data is the subject of content analysis; codes are derived from events and information that appear regularly in the data collection or that the participant emphasizes. From codes to categories, and from categories to themes, you can navigate. In a nutshell, data (codes) that are determined to be identical and related to one another are brought together and interpreted within the context of certain definitions (categories) and themes. In content analysis, the content of the opinions of the participants is systematically decomposed (Bengtsson, 2016; Crabtree & Miller, 1999; Merriam & Grenier, 2019). The concept or roots of the event under inquiry are the subject of content analysis, which is an inductive analysis type.

In this analysis, the researcher first used an audio transcribing device to transcribe all the interview recordings. The researcher did her utmost during the transcription stage to ensure that she had correctly recorded the participants' words and comments. She then read through all the transcriptions to be analyzed and made notes on how and where it is possible to classify such terms or statements. Finally, a coding list was developed based on the researcher's notes taken while reading the transcribed texts and the interview questions. Then this coding list was transferred to the MAXQDA software. Patton states that while qualitative software programs make data storage, coding, retrieval, comparison, and linking easier, the analysis is still done by humans. Analysis programs accelerate the processes of locating coded themes, categorizing data, and comparing passages in transcripts (2015). At the stage of coding the data, the researcher examined the data she has collected and tried to divide the data set into meaningful sections and to discover which concept each section corresponds to. Each section that creates meaningful structures in itself was named by the researcher, which were a word, sentence or phrase in most cases. Then, the researcher identified the themes based on the categories that codes constituted. Once this stage was completed, sorting the data into parent and sub-parent groups made it easier for the researcher to interpret and write the findings.

3.6. Validity and Reliability

3.6.1. Theoretical background of validity and reliability in qualitative research

The reliability of the findings is an important feature in scientific study. Construct validity, internal validity, external validity, and reliability are the four tests used in social science research (Scandura & Williams, 2000; Yin, 1994). Construct validity relates to the development of appropriate operational measurements for the concepts under investigation. The measures should be appropriate for the ideas being investigated. Internal validity is the process of creating a true causal link in which one circumstance leads to another. External validity relates to the ability to generalize across time, space, and people (Scandura & Williams, 2000). Finally, establishing that the study is repeatable and can provide the same results is referred to as reliability.

One of the critiques leveled about qualitative investigations is that they fail to prove validity and reliability. However, with qualitative research, there are issues about the findings' trustworthiness, and there are measures to ensure that the findings are valid and reliable (Creswell, 1998; Miles & Huberman, 1984; Lincoln & Guba, 1985). Quantitative research is concerned with the degree to which a phenomenon exists in numbers, while qualitative research is concerned with its presence and meaning (Yıldırım & Şimşek, 1999). That is why the measurement of validity and reliability in qualitative research is different from the ones in quantitative research. Providing statistical reliability and validity is not possible with qualitative research and it is not the concern of qualitative research because the core purpose of the qualitative researcher is to have an in-depth understanding of the phenomenon studied (LeCompte & Goetz, 1982). Variety of strategies in qualitative studies could be utilized to boost the credibility of their findings. Guba and Lincoln (1982) argued that trustworthiness, rather than validity and reliability, should be prioritized in qualitative research. Guba and Lincoln (1982) classified trustworthiness criteria into four categories: credibility, dependability, confirmability, and transferability instead of internal validity, reliability, objectivity and external validity successively.

3.6.2. Validity and reliability measures on this study

The researcher used different measures to prove trustworthiness of the findings, which will be explained in detail:

Prolonged involvement relates to establishing trust with participants, learning about the environment, and checking for misconceptions resulting from the researcher's or informants' biases (Creswell, 1998). The study was not a longitudinal study however the researcher conducted each interview at the school that interviewee works. She spent at least two or three hours with the participants at the school. Being in the same environment all the time ensured the establishment of a mutually trusting and friendly relationship and getting correct and complete answers

Member checking refers to returning the narrative report to the participants to double-check the results and interpretations (Creswell, 1998). For the present study, the researcher transcribed the data she had collected at the end of each data collection and asked the participant to express his thoughts on the accuracy of them. In addition, if there were perceptions or experiences that the participants wanted to add, they had the opportunity to add them in this way.

Peer debriefing refers to a review of the research process by outside researchers who study the findings and judge their accuracy (Creswell, 1998). The researcher requested an expert who was critical of the processes from the design of the research to the collected data, their analysis and the writings of the results to give feedback on the study.

Additionally, to increase the trustworthiness of the questions, the researcher created a question pool then she asked two experts to review the questions. Making required reorganizations on the questions, the researcher conducted a pilot study with three participants. Based on the observation and the feedback of the participants and the necessary changes and eliminations were applied to the questions once more.

Furthermore, the researcher recorded all the interviews except for two participants who were not volunteers. She was able to capture every expression of the interviews thanks to the audio recordings. Furthermore, the same researcher transcribed the recordings.

This has made it easier to become familiar with all aspects of the data and to simplify the data analysis process.

In addition, the researcher of the study utilized snowball sampling which is one the purposeful sampling methods. When she asked the participants, they were willingly suggesting some other school principals who could participate in the study and share his/her experiences openly. The researcher managed to conduct this study with people with key information.

3.7. Limitations of the Study

Understanding the perspectives of the school principals in Ankara towards a vibrant school climate forms the basis of the purpose of the study, that's why, there may be some limitations.

Firstly, having another researcher study the same data to see whether similar results are obtained, was not an option for the researcher. This was due to a time limit imposed to the researcher of this study.

Secondly, as for the instrument, only semi-structured interviews were utilized. other forms of data collection instruments could be used in order to increase the dependability. However, this study was conducted by one researcher, because of the time limits, it was not feasible.

Thirdly, the data was only gathered from school principals, which excludes teachers, students and parents. In terms of dependability, suggested ways of triangulation (Denzin, 1978) could be used, however, it was not likely to gather data from all the participants of the school because of the limited time schedule. Considering that the participants attributed great importance to teachers as well as parents, another study including teachers and parents could be conducted.

CHAPTER 4

RESULT

The content analysis of the interviews suggests four general dimensions on key characteristics of Vibrant School in Turkish school context. Although these dimensions are parallel to vibrant school climate as suggested by Clement, Tschannen-Moran, Hockaday and Feldstein (2017) the ingredients of each dimension compose different themes on these qualities of vibrant school in Turkish educational context. In this section, the dimensions are presented in detail.

4.1. Appealing and Repelling Characteristics of Vibrant Schools

The findings of the study showed that appealing school characteristics come with its counterparts, meaning, the specific characteristics of the schools can be both appealing and repelling for students to love the school. In terms of appealing characteristics of schools, the study revealed that a positive school environment including good physical conditions and positive school atmosphere; various activities in accordance with students' interest; teachers; school administration; friendship and socialization among students and family are the features of appealing schools.

First of all, participants highlighted a positive school environment as a key appealing characteristic of their schools. Looking at the details of the interviews, it can be argued that such an environment is composed of two dimensions. In the first dimension, **the physical condition** of the schools such as facilities including laboratories, places for workshops, school gardens, equipment in the classes, the design of the building, as well as the secure environment and hygiene are the contributing factors to a positive school environment. More importantly, the **second dimension includes** factors referring to the school atmosphere. Among these, tolerance and leniency, favour,

Table 4:

Summary of results

Dimensions	Themes	Explanations
Appealing characteristics of schools	Positive school environment	good physical condition (laboratories, places for workshops, school gardens, equipment in the classes, the design of the building, as well as the secure environment and hygiene) tolerance and leniency, favour, affection, open communication, and area of freedom
	Activities in accordance with students' interest	entertaining activities whether outside of the school such as seersight, visiting museums, and camping activities inside of the school requiring the use of a school garden and laboratories
	Teachers	playful and engaging techniques and methods to gain the love and respect of students to communicate openly with a kind manner to give areas of freedom to guide and encourage their students
	School Administration	to care for their schools and make actions to provide facilities for the school environment including school gardens, laboratories or workshop places to have a vision for the school to be enhanced with projects to offer affection and comfort zones for students and teachers to be open to communication.
	Friendship and socialization	
	Family	to support their children in terms of their interests and their academic success to have the consciousness of education
	Providing students with different activities	workshop school clubs school courses at weekends
	Teachers	observing affection

Table continued

Enlivened minds		patience
		role modelling
		guidance and directing students
		creating a classroom environment in which students freely think and speak up
School Administration		providing students with activities leading them to question organizing seminars and workshops for both students and parents
		teamwork
		commitment
		supporting and encouraging teachers
BILSEM		collaboration with families and external stakeholders
		eliminating the prejudices
		systematic control of none.
		family education
Parents		
Peer helping		
positive school environment		open communication
		affection and tolerance
		patience
		common language
leadership understanding		students' confidence
		the sense of value
		sense of belonging
		encouraging and supporting other school participants
following up what is happening in the school		
satisfying and responding to the needs of other participants		
teachers		guidance and caring
		knowing students
parents		to give self-confidence
		to create environments for speaking-up and defending children's ideas
to create freedom		
collaboration between teachers, school administration and parents		
variety of activities		outside activities
		school activities

Table continued

Playful learning environment	teachers	classroom activities different ways of teaching and methods such as drama, simulation
		enthusiastic improving themselves knowing the students designing classrooms
	school administration	developing cooperations being supportive having a vision following up
	improving physical conditions elimination of the level of examination pressure	

affection, open communication, and area of freedom displayed by school administrators and teachers create the sense of belonging for students to the school, sense of worthiness and student-teacher and student-administration relationship based on mutual trust., all of which are fostering the positive school environment. In terms of tolerance and leniency, the quality of allowing students to do or believe what they want although as authorities you do not agree with it and having a kind manner toward students are the key for supporting positive school climate. In addition, especially primary school students need to see the affection from their teachers and school principals because of their emotional development. As for open communication, sharing information and feelings with students openly by speaking, writing, moving your body, or using other signals which could be eye contact or giving a hand is very precious for students to perceive the climate positively. These little behavioral manners will give the idea of freedom, which leads them to believe that they have the right to live in the way they want, say what they think, and make their own decisions without being controlled by anyone else. For example, one of the school administrators stated that *“When the student feels her identity valued, when love is added to that value, she wants to be like the person who shows love and comes to school with enthusiastically”* because all the factors or behaviors stated above create the sense of belonging to the school in students.

The principals elaborated on the appealing characteristics of the school by contrasting the positive characters with negative ones. Like the case of positive aspects, the negative aspects can also be categorized under physical (hard) and psychological (soft) dimensions of the school. In terms of physical conditions contributing to negativity in the school. The sayings of the participants revealed that the school does not appeal to children as a space. The physical condition of the school as building structure, lack of laboratories, school gardens being full of concrete floor and lack of facilities of playing area, and the crowded classes were stated as the factors composing a negative school environment under the physical conditions of the school, which leads students to be bored. Lack of appealing physical environment and facilities results in detachment with the schools. One of the school principals stated that *“Many children start hating school by the fifth grade because there is no garden to play in, no laboratory to experiment with.”*. For the psychological dimension of the negative school

environment, pressure for academic success, having lots of homework resulting in escaping from responsibilities, the unaffectionate environment and the devaluing behaviors presented by teachers and school administration, prohibitions and peer bullying are among the repelling characteristics of the school. To elaborate, If students feel unloved and there is pressure, if there is intense pressure for academic success, if they are burdened, if they are given too much homework, or if they fail, they don't want to come to school. Failure of the teachers and school principals to appreciate students' ideas, ignoring their wishes or abilities are also among the factors that make students not want to go to the school.

Second feature of appealing schools is **the activities in accordance with students' interests**. Appealing schools promote the students' interest. Participants of the study underlined the necessity of entertaining activities whether outside of the school such as seesight, visiting museums, and camping or inside of the school requiring the use of a school garden and laboratories in order for students to find themselves in the school. The events organized inside the school such as singing a song during the class hour, social, sportive and cultural activities and the events outside the school such as projects, tours, camps are helpful to reveal students' interest. It was said that *"The child uses the opportunities she encounters to reveal the skills, knowledge and abilities she has. And when she can discover these, the child is happy there and expresses herself."* School administrators participating in the study stated that creating such opportunities and offering facilities for their interest are important appealing characteristics of schools. On the other hand, if the students cannot find anything that draws their attention and that enhances their interest, they prefer not to come or come unwillingly. The interviewers referred to the curriculum and complained that what students learn in the classroom does not appeal to their area of interests, which results in students' questioning of the reasons why they are taught the subjects and topics in the curriculum. Not giving enough attention to art, sport and social activities because of limited time and intense curriculum is stated as an repelling factor which makes students not to love school.

Thirdly, **the teachers** who teach with playful and engaging techniques and methods, who gain the love and respect of students, who communicate openly with a kind

manner, who give areas of freedom and who guide and encourage their students are another feature of appealing schools. In terms of teaching techniques and methods, students expect from teachers to gamify and make the course fun for them. If the students find the techniques engaging, they like the teachers and so the school. Additionally, teachers who guide their students towards their interests and encourage them to follow their own way with open communication and by providing them with freedom create a great portion of appealing school characteristics. Most of the participants stated that *“The most important factor that makes the child love school is the teacher.”*. On the other hand, the teachers who have traditional way of teaching such as lecturing, giving lots of homework and pressuring students academically; who cannot keep up with technology, who have the behaviors such as not valuing students’ ideas, forbidding everything without any explanation, not satisfying with any situation, not showing affectionate; and who do not propose any freedom for students to speak up and explain themselves constitute the considerable amount of repelling school characteristics.

Another appealing school feature is **the school principals**. All the behaviors of the school principal and all the decisions they take directly affect the student. School principals who care for their schools and make actions to provide facilities for the school environment including school gardens, laboratories or workshop places; who have a vision for the school to be enhanced with projects; who offer affection and comfort zones for students and teachers; who are open to communication. One of the participants showed the importance of school principals by saying *“A school is as much as its principal.”*. However, school principals can create such an environment making students hate the school. The school principals who are always angry, who do not allow students to speak up and express themselves will keep the child away from the school. In addition, principals who do not support their teacher by giving them opportunities to come up with projects which make students happy and who do not organize any activity which bonds students, teachers, parents and the school itself are among the repelling characteristics of the school. The participants underlined this situation by saying *“School principals who only deal with bureaucratic affairs cannot move the school forward and win the sympathy of the students.”*

In another appealing characteristic of school for students, **friendship and socialization** among students are stated as an important factor. School principals stated that “*School is the only place for children to socialize because they are alone at home.*” Even if their families take them to shopping malls, theaters, etc., they have little room to be with too many children. Especially for singletons and the students whose parents work, they do not have so many chances to make friends outside of the school. As well as, because of their children's nature, it is stated that they need small things to be happy and they need spending time with their friends. That is why friends in the school and the opportunity to socialize with their peers are one factor which makes them come to school with love. However, if there is peer bullying among the students, it is stated that students do not want to spend time in such an environment, which affects their presence in the school.

The last but not the least factor leading students to love the school is **family**. Parents who support their children in terms of their interests, their academic success and who have the consciousness of education play an important role in students' coming to the school with enthusiasm. In addition, participants of the study expressed that the communication and the cooperation between parents and school principals and teachers are presented as promoting factors for appealing schools by saying “*Student-parent teacher-school management cooperation and parents' ability to communicate with their teachers and administrators are among the factors that make the child love the school. In other words, the parent administration and the teacher should be in good communication.*”. On the contrary, the parents who do not prepare their children psychologically for the idea of schooling, which results in students having shock when they come to the school at first without any preparation, can cause their children not to like school at all. Additionally, the parents who have high expectations in terms of academic success or the opposite, meaning, the parents who are not concerned with their children at all are included in the repelling factors of the schools.

4.1.1. How to Form Appealing School Characteristics

When asked how it is possible to establish such an environment that makes students want to come to school, the participants highlighted different methods such as rehabilitating the schools physically in accordance with students' interest and the

collaboration, and different responsible parties such as teachers, school leaders, families and Ministry of National Education.

To begin with different methods which are the mutual responsibility of teachers, school principals, families and the MoNE, **rehabilitating** the schools physically and creating places for students in accordance with their interests is the first step to form appealing schools. responsible parties, teachers-school principals-parents, can create environments that children will love with little facilities. For example, chess for children can be put in the corridor or table tennis can be put in certain places. Different playgrounds can be built in the garden where they can express themselves with the support of the MoNE. These are very important factors to make school become attractive. school principals believe that with these changes, the appealing school environment can be created. The differences made by teachers in the classroom is also seen as important in this sense by the school principals telling *“With simple facilities, the classroom environment can be made suitable for children. It ceases to be a boring environment.”* In addition, participants think that small schools, small class size and full-time schooling are advantageous for creating such environments for students’ interest. Another point participants made, when the school building is not appropriate for such an environment, the outside activities could be taken advantage of in order to meet the interests of students, which requires having a good relationship with municipalities.

Secondly, **the collaboration** between school principals, teachers, families and external stakeholders is another way to form appealing school characteristics. Participants focused on the relationship between parents and school personnel. Cooperation between teachers and the administration with parents is of great importance in providing environments where the child can express herself and reveal her personal talents. The stronger this collaboration is, the easier it is to create this environment. In addition, the group work and cooperative work among school personnel is another dimension of this collaboration. The sayings of the participants suggest when the measures are taken together with the administration team, teachers and vice principals in this business, a school which engages students is automatically formed. The vision and network of school administration and teachers are playing a valuable role in order

to establish collaborations with external stakeholders. Furthermore, the participants put forward the collaborations with municipalities and universities in the city. For example, one of the participants gave the example of their projects with the Music Department in Gazi University, the Ministry of Youth and Sports and some other private institutions.

When it comes to the responsible parties for creating appealing schools, **the teachers** are specified as a prominent factor by the participants. In order to form appealing school characteristics stated above, increasing the number of sufficient and effective teachers in a school and the number of subject matter teachers are the first steps for this aim. By means of effective teachers, it means the teachers' willingness and abilities to use different techniques and methods which help them to gamify the subjects because one of the participants stated *"It is the gamification of lessons that matters for children in primary school. In order to be able to be gamified, our teachers should be especially active in this regard"*. In addition, school principals made clear that teachers' abilities should be brought to the forefront in order to create such environments. For this, teachers could attend workshops to breed their personal abilities and skills. So, if their readiness is at the level to do this job, a lot of things are already getting easier. Among these personal abilities of a teacher, participants gave importance to the ability of guidance during students' emotional and psychological development because students need to be guided, especially at younger ages, by their teachers who know the students best at the school.

Another responsible party in forming is **the school administration**. Their level of understanding, commitment, vision, and willingness is of great significance in creating such a school. In order to form appealing schools for students, school leaders need to listen to each and every problem of students, teachers and parents when needed and to be solution oriented. Participants stated that school principals should concentrate, take the time and basically really love this job, and be able to do it voluntarily from time to time. Among other responsibilities of school leaders, there are motivating teachers towards creating a positive school environment, finding stakeholders to cooperate for promoting students' interest and improving the school conditions physically. Additionally, they directly have a role in creating a positive school environment such

as; to carry out these duties; to have a vision for the facilities school participants may need; to offer affection to the students; to present a comfort zone for both teachers and students to speak up; and to show a good manner to both students, teachers and the parents with their good communication skills. Moreover, one of the important roles of school leaders is to create collaboration among school principals, teachers, families and external stakeholders. Offering social activities during seminars is helpful to bond teachers and even families when they are included. In order for collaboration with external stakeholders, school leaders need to have a strong network as well as broad vision. Because these cooperation and collaborations make it easier to generate appealing school characteristics. One of the school participants made clear the significance of the school principals and summarized their roles in forming engaging schools by stating *“The school principal should be everywhere. It should be in the family, it should be in the child, it should be in the teacher.”*

The last theme participants pointed out is **the support of the Ministry of National Education**. Although expected support is mostly economic, making the election of school principals merit based, not with examination is beneficial for generating appealing school characteristics. School principals believed the necessity of changing the examination process of elections for school principals. The sayings of the participants suggest that the MoNE should be careful in choosing the school principals by paying attention to their portfolio which includes the projects they developed, the certificates and training programs promoting their leadership skills and to the years of experience as well as to the level of knowledge in legislation. Otherwise, the participants believe that by taking notice of only the result of the examination, school principals will only be civil servants, not the educational leaders.

4.2. Students’ interest and questioning skills

Enlivened minds is one dimension of Vibrant School referring to students' individual interests, creativity and critical thinking. When examining the interviews, the participants stated the students have tendency respectively physical activities, social activities and academic activities. However, additionally, they expressed that the area of interest is very much personal; hence, it is not possible to generalize this area of

interest. The perception and practices of school principals on enlivened minds are presented in this part.

4.2.1. How to Discover Student Interest

Students' interests are discovered by teachers and school administration in the school environment. They have different roles in exploring their students' interest in addition to their mutual responsibility which is to provide different kinds of activities.

To begin with this mutual responsibility, The participants stated that *providing students with different activities* creates a free space for students to express themselves and to find out their own skills. Thanks to these activities and events, students are able to reveal themselves, which initiates the discovering process. The participants believe that without proposing a base for students' undiscovered interests, it was not possible to see their abilities. These initiating activities could be embedded into classroom activities such as setting a computer time, visual art time or a free talk hour. In addition, creating an event corner in the school building or classroom will be helpful for teachers and school principals to discover students' interest. one of the participants stated that *"When a teacher looks at the classroom, she does not understand. If she regularly performs an activity or physical and social activities are organized regularly, that child's ability will come to the fore."* Furthermore, one of the participants emphasized student-centered education in providing a variety of activities and added it is almost impossible to unearth students' abilities, skills, interests and talents without adopting student-centered education understanding.

In terms of **teachers'** responsibilities for discovering students' talents and interests, the participants stated that being in close contact with the students and spending time with the students results in knowing the characteristics of the students, which enable the teachers to take measures or provide guidance to the students for discovering these interests in and out of the school. That is why teachers need to be very careful while they are *observing* students because paying attention and observation make their job easier in terms of discovering talents and interests of students. Most of the participants focused on observation and attention of teachers such as observing the child's speech, observing his family, and observing whether the child has received the gains given to

the child in the family. However, simple observation does not breed the interests of the students. one of the participants made clear the difference between just looking and deeper observation and added “*It takes a long and patient process to discover talent. The basis of this is definitely volunteering or loving this job.*”. In addition to observation, it was revealed that the teachers need to give their **affection** and they need to be **patient**. In other words, being committed to the well-being of the students is another prerequisite for discovering the students’ interests. In the school setting there are different units and persons, which the teachers may use as a source of support in their work toward discovering students’ interests. During this process, teachers can get help from counselling and guidance services in the school, families and school administration because collaboration is required at some point. For example, the classroom teacher and guidance counselor can get together and talk to the parent and so unearth the interests and skills of students. It is very important to be able to come together and to have a third or fourth friend, meaning a group. Acting in the same way with the same goals gave them a result. Lastly, the participants stated that teachers have **role modelling** responsibility in exploring students’ interest. If teachers have specific interest in different subjects, the students can take it as an example. One of the participants gave an example from himself/herself. He said that he is a wrestler, one of their teachers is a football player, another teacher has talent in music. Therefore, the participant stated it is easier to explore these abilities that they have. That is why, teachers need to pay attention to their personal development as well.

As for **school administration**, the participants focused that school administration needs to consist of committed people who are keen on teamwork and collaboration because, according to the result of the present study, the responsibilities of school principals were revealed to be shaped around encouraging and supporting the teachers, building collaboration between teacher and parents, organizing and coordinating external stakeholders for activities. These results suggest that people with administrative duties have indirect roles in discovering students’ interest. Their role is mostly to mediate the process. To begin with **commitment**, the participants stated that school principals should take the risk of spending extra time with taking the students to the exercises or training outside of the schools or arranging the organizations and activities for their students. In terms of **supporting and encouraging teachers**,

participants believe that it is their own responsibility to make teachers feel they are not alone. If a teacher needs support, she should be able to knock on the door of administration without any hesitation. As for *collaboration with families and external stakeholders*, the participants focused on the power of the networks. If school administration is successful in extending their network, it will be easier to provide engaging activities for students both inside and outside of the school. For example, one of the school participants said that their students go to the cinema every week Monday because the manager of the institution is an old student of his.

4.2.2. Acting towards student interests

Creating an environment which helps the students realize their own interests is an important characteristic of vibrant schools. However, vibrant schools typically go beyond the task of helping the students realize their own interests. These schools create an environment where the students can breed their interest. The participants of this study stated several actions and practices in their schools serving the interest of their students such as guidance and directing students to private institutions, BILSEM, offering activities and events in the school, collaborating with external stakeholders and peer helping.

To begin with **guidance and directing students to related institutions**, in the school environment, a student can have a chance to improve her skills and realize her interests in the school with the guidance of her teacher. For example, after revealing the interest of a student in music and ability in playing the instrument with three double strings (baglama), the teacher or school counselor makes her give a concert every break. therefore, students' ability could be bred. For directing students to related institutions, one of the participants gave an example of a girl in their school who is very good at football. They talked to her parents first and found a football training organization for them. In addition to private institutions, the participants stated that, if students have interest and abilities in art, music or sports, the teachers and school administration could lead students to register for a sport high school or fine arts high school.

In terms of **BILSEM**, some of the participants stated they could make use of the BILSEM examination which is applied by MONE in order to help students enhance

their skills and interests. One participant stated that they guide talented children at BILSEM upon the request of teachers. Children who pass the evaluation in BILSEM start to receive education there. As an extra, something happens under the control of MoNE. They focused on BILSEM especially for students whose parents do not have an extra budget to afford the private training or courses.

Thirdly, **offering activities and events** in the school is another way to breed students' skills. Activities can be carried out through workshops, school clubs, courses and contests. Some of the participants stated the *workshop* opportunity is newly beginning in state schools. They make use of capital workshops run by provincial national education. For *school clubs*, every week, students could have the chance to attend the school club they have chosen, which could be a sports club, art club or a club engaging with cultural activities. This practice suggests that in vibrant schools, serving students' interest is not an occasional activity but an organized activity mostly running through the hidden curriculum. As part of this understanding, the students can create their own related activities and perform their skills. As for *courses*, the schools can open courses at weekends as much as they could. One of the school principals stated that they have a music course, a model aircraft building course, and a woodwork course in their schools. These courses are very important for students to cultivate their skill and breed their interest because each and every student has the right to attend these courses. Some of the students could not attend any other courses apart from the ones in the school because of socioeconomic conditions. Thanks to these courses, every student has the equal opportunity to cultivate their skills. In addition to these opportunities, students participate in the *contests* to display their skills. For example, children can demonstrate their talents in competitions held at school or in the district. The participants stated that students are very enthusiastic out there and They participate in competitions to express themselves. The awards they won were said to reinforce their eagerness to go further for their interest and enhance it.

Another way to breed students' interest is to **collaborate with external stakeholders**. Municipalities, universities, and parent-teacher associations are the key external stakeholders which support the schools in their efforts toward breeding the interests of the students. These stakeholders provide support of different kinds for students'

interests. Establishing collaborating with key primary stakeholders of the schools is defined as the role of school administrators. Participants stated that school administration request the necessary items or facilities from municipalities. For example, one participant stated that they get support from the municipality to improve physical capacity. Upon request, people from the municipality come and draw the playgrounds in the garden. Sometimes they want the crucible; they can request a soccer goal or a soccer net. They fulfill these demands as best they can. Additionally, participants stated that taking part in projects such as the zero-waste project with the support of municipalities is helpful for students who have skills in coordinating and social activities. Moreover, the teacher-parents associations are of high importance to provide an opportunity for students. School administration and teachers could request help from the parents or parents who have specific skills would like to be volunteers to work with students. One of the participants gave the example of one of their parents who is a football coach and is volunteer to train the students for a year. In another example, the participant stated one of their parents prepared the children for the program before October 29th and trained the children professionally like a small folklore team.

Lastly, **peer helping** is another way to breed students' skills and interest. participants believe that while talented students are helping their friends, at the same time they have the opportunity to improve their skills. In addition, participants of the study believe in the power of friendship in this regard. If one of the students in the classroom has a specific interest or skill, it automatically draws the attention of other students. They emulate their friends, and they want that interest for themselves, within this process, they could explore another skill of theirs.

4.2.3. Enhancing Questioning Skills of Students

One of the dimensions of Enlivened minds in Vibrant School Climate perspective proposed by Clement et al (2007) is students' questioning skill. Questioning skills refer to being open to critiquing the way things are. The participants indicated that the teachers, school administration and parents are primarily responsible for developing the questioning skills of the students. Each of them has separate responsibilities as well as mutual ones, which will be explained in detail.

To begin with mutual responsibilities, they all are responsible for creating such *environments including affection and toleration; listening to students and being responsible for giving chances to the students to ask questions*. Both parties need to be aware of the fact that the children have the right to ask nonsense questions, they have the right to ask logical questions, to cry, to laugh, to have fun. Teachers, school administration and parents need to excuse students' repeating irrational questions and behaviors resulting from their child nature and listen to them in every case. For this mutual goal, the collaboration among school administration, teachers and parent was revealed as being of high importance to cultivate student's critical thinking and questioning skills

The specific **responsibilities of teachers** in order to help students improve their questioning skills are to create such a classroom environment in which students freely think and speak up; to provide students with activities leading them to question; to serve as an example in this regard and to organize seminars and workshops for both students and parents. In terms of *creating a classroom environment in which students freely think and speak up*, participants stated that it is up to the classroom teacher to teach such skills. Some of the teachers are very effective in this regard. They provide environments for children to express their thoughts freely. These initiatives in the classroom make students have questionings in every area of their lives. As for *providing students with activities leading them to question*, participants gave the examples of discussion sessions in the classroom and debates in the school. In terms of *being role models*, the participants stated "*If the teacher questions, the children are affected by her and they start to question. Apple never falls far from the tree*". For *organizing seminars and workshops for both students and parents*, the participants stated that the teachers are responsible to find experts in supporting questioning skills and welcome them to the classroom or school at regular intervals.

The **school administration** needs to eliminate the prejudices about the administration which was seen as the places or people for punishment and quilt. School principals have the responsibility to encourage students and ensure that school administration is always there for students and to establish connections between school and parents. One of the participants gave an example from his student life. He stated administration

meant that he would be scolded when he knocked on that door and entered. That is why, participants focused on the role of *eliminating the prejudices* about school administration. They could do it by giving candy when a student comes to see them, which makes students realize that this is not a place to be afraid of and they do not hesitate to come and go. In addition, school principals are expected to *encourage students and ensure that school administration is always there for students*. Introducing themselves in the first week and giving the impression it is your job to help students when they any problem with school participants or with their families will encourage students to be open with school principals or assistant principals. Participants stated if students feel comfortable with you, they will not hesitate to question you. The last responsibility school principals have is to establish *connections between school and parents*. The participants stated this connection is important especially for shy students because they need extra effort and attention from both school participants and parents to start questioning.

As for **parents**, the questioning skills start at younger ages thus the study revealed that families play an important role in breeding critical thinking of students. The study showed family education, seminars and workshops for parents held either in schools or public education centers are significant for parents to be conscious about the process. In terms of *family education*, it is seen as the first step for students to have questioning skills by the participants. Saying that “*School is not enough for this. The place where gaining the ability to question is given is family.*”, interviewers focused on the education level and consciousness of the parents in providing such a family life. Although some parents could not support their children because of their cultural and educational background, participants stated that the parents need to attend the workshops or seminars held in the school or in the public education centre, give free areas to students and step back when necessary to free the students.

4.2.4. Obstacles for Enlivened Minds

There are some obstacles for creating such school environments breeding students’ interest and their questioning skills.

To begin with, **teachers** have an important role more than anyone else in creating enlivened minds, when this role is not fulfilled, it becomes difficult to create enlivened minds. The participants revealed that detachment of the teachers from the lives of the students and limiting classroom tasks with formal teaching only endangers realization of enlivened minds. According to the participants of the study, the teachers, especially primary school teachers, are insufficient in physical and art education and guidance and counselling, which requires them to focus on their personal development first. In addition, the participants stated that teachers with academic success-oriented mindset do not focus on students' interest and their critical thinking process and they do not encourage their students accordingly with their curiosities. The inabilities and insufficiencies of teachers in open communication with students and parents were also uttered as another factor endangering the enlivened minds to grow in schools. Furthermore, the school principals complained about the fact that teachers are not self-sacrificing and do not allocate their times for students' interest they promoted their ideas by saying *"It is difficult to create these environments as teachers avoid making sacrifices and taking time."*

In addition, some practices in **Turkish Education System** were revealed as barriers to creating environments with enlivened minds. Excessive focus on bureaucracy and legislation are one factor to be blamed because some limitations in the process of offering outdoor activities can create these obstacles. One of the participants mentioned a rule which requires outdoor activities must be done outside of the class hours, which make it impossible to take the students to seesight or museum within the class hours. Also, the participants stated the hurry to complete the curriculum results in ignoring students' interest and making their skills fade. The last but highly important dimension of the educational system is stated as the examination process through the transitions from secondary school to high school. This exam stress brings academic pressure on the students by both teachers, parents, and school administration at the same time. As a result, they ignore the art and physical classes in which students can exhibit their skills. One of the participants said *"Giving so much importance to mathematics or science, not allocating time to classes where students show their talents, makes it impossible to discover these talents and to do something for them."*

Also, the results suggested that the schools which lack *physical facilities* such as art classrooms, places for workshops and physical activities, school garden materials and cafeteria are insufficient in breeding enlivened minds. One of the participants stated that in their school, there is no place for workshops for children to make skills; there is no place to put a ping-pong table or a chess set, even if it is a tiny physical space.

In addition, financial restrictions were stated as another obstacle. The participants made clear that state public schools are in need of financial support of MoNE because being unable to find economic support and eventually unable to provide students with facilities and materials constitute financial deficiencies in terms of cultivating students' interest and their critical thinking. One of the participants gave an example of a ballet dancing course and made clear that they do not have the budget to provide students with such opportunities because it requires all the students who would like to attend to buy new dresses or shoes. Neither school nor parents could not afford these expenses.

Another factor inhibiting growing enlivened minds in schools is *parental issues*. The socioeconomic status of the family, cultural background of them, the ignorance in where to direct their children towards their interests or having academic performance-oriented mindset were stated as another obstacle for enlivened minds. Participants said that sometimes they need parents' support economically in order to propose some facilities or get some materials however If the parents cannot be convinced of the necessity of it, they stop coming to school. As for the cultural background of the families, one of the participants gave an example of a girl in their school who would like to attend the handball team however parents of this girl did not allow her to play handball because of the sweatpants they are wearing. Another family dimension is that parents do not know where to apply or where to direct their children when they explore their children's interests, so they do not pay attention to their children's interests or skills. In another family factor, there is academic pressure. Participants stated that parents want their children to have professions that they could not have themselves and force them to be successful academically.

The study revealed that *leadership understanding* without any vision for students' abilities or opportunities for students to provide and willing contribution to this process

is another obstacle for creating a school environment breeding students' interests and questioning skills. Most of the participants complained that the school leaders cannot take any risk for new ideas or new arrangements and made a point on the minority of school administrations who can leave their comfort zone to make school an intriguing place for students. Some of the school principals confessed that they have prejudices in terms of this kind of environment that is why their anxiety and unwillingness can be an obstacle to this and stated there is a need for devoted school administration without prejudice for creating this environment appealing to students' skills and interests. Not having a vision is another dimension of school administration who can cease the enlivened minds.

The last obstacle for students' interests is *the student age*. Some participants stated it is too late to discover and improve the skills of the students when they begin school at the age of six.

4.3. Students' Voice

As for emboldened voices, the dimension is defined as honoring the student voices in the school environment by not only letting them speak up but taking their voices seriously and responding as well. In Turkish context, how emboldened voices is revealed in different practices in school setting. More importantly, the participants indicated the barrier for emboldened voices.

4.3.1. Situating Emboldened Voices in School Setting

When asked to participants how to create such a school climate in which school participants show respect to students' opinions and voices, they firstly focused on the positive school environment including factors which refer to school atmosphere. These factors are open communication, affection- tolerance-indulgence, patience, and common language which result in a sense of value, confidence, and sense of belonging. Creating a positive school environment is mutually the responsibility of school leaders and teachers. Additionally, they have separate roles in creating such a school climate emboldening students' voices as well as parents.

To begin with **positive school environment**, encouraging students to speak with their teachers or school principals, creating a comfort zone for students and paying attention to what students are saying are the ways to promote **open communication**. Participants stated that encouraging students to speak with their teachers or school principals is the first step of open communication. One of the participants stated when something happens, students enter their room, they tell their troubles, he listens to them and encourages them to share their thoughts with him. This manner gives students a sense of trust and they can express themselves openly. In addition, creating a comfortable zone for students to talk about the things which bother them or make them happy without feeling any fear is of high importance for open communication. One of the participants gave the example of their principal. She stated *“Students feel very comfortable with the principal and are not afraid at all, so sometimes such a communication style can exist. The principal communicates with all students, and we work selflessly with fellow teachers.”*. As well, paying attention to what students are saying and listening to them carefully makes it easier to set open communication. Participants emphasized this listening factor. Within open communication, it requires adults to be as intimate and honest as students, which is explained with the words because the more adults express themselves honestly and sincerely, the child behaves the same to the others and the children are very instinctive in seeing the warmth and honesty.

Second dimension of a positive school environment for enhancing students' voices is **affection and tolerance**. The participants used these terms together for emboldened voice dimension. participants stated when the children are treated with tolerance and affection, they feel valued and there is not some much left to do. One of the participant said *“Children receive bad energy, good energy and positive energy with their own perceptions just like a lightning rod because they are very natural.”* Sensing the affection and tolerance from adults, the student feel free to speak up because they know they are not going to be punished or judged.

Another dimension of a positive school environment for students to speak up is to be **patient**. School principals believe that patience including persistence and consistency is the key for resolving educational problems in the change process of students. Giving

the trust to the students they will be listened to and responded to is not easy, it requires a lot of time and effort especially for shy and timid students.

One of the other dimensions of a positive school environment was stated as a *common language* that teachers and school administration use with students. It is necessary to go down to the child's level a little more and look at the world from their window. School principals emphasized that students do not feel superiority over them when there is a common language. Having a common language gives the message they are understood, and they are not alone.

As for another factor of a positive school environment, participants stated that this positive school environment includes promoting *students' confidence*. With open communication and affection, adults could breed the confidence of students. As well, making the child with no confidence involved in any physical activity, bringing the child forward during the lesson on purpose, or applauding her by asking a question she can do were given as other techniques to provide students with self-confidence. Another way to make students gain confidence is to free them and give them responsibilities. One of the participants gave the example of a school assembly which is helpful for giving responsibilities because students put lots of energy into responding to their friends' needs when they have a duty in school assembly.

Open communication, tolerance and affection, patience, common language and confidence which constitute a positive school environment result in students' sense of value and belonging to the school. To begin with *the sense of value*, it makes students believe that teachers and school administration care about them and they are interested in them. With this value, participants stated that students can open themselves more because they believe their requests will be taken care of. In addition, a positive school climate which includes the factors stated above results in a sense *of belonging*. Participants stated that if students feel they are part of the school, they do not hesitate to share their opinion because each and every decision made will affect them.

When it comes to the personal responsibilities of school leaders, teachers and families, the leadership skills are of high importance in emboldening the voices of students. Apart from creating a positive school atmosphere, the participants emphasized that

school administration need to have a **leadership understanding** through which they encourage and support other school participants by presenting care; they follow up what is happening in the school: and they satisfy and respond to the needs of other participants. Firstly, school principals focused on the fact that if there is something they really need to deal with, they will definitely listen and resolve the problem, which shows they are ready to support the participants of the school. This support is displayed by caring and taking responsibilities. In addition, the participants added another responsibility to the school administration which is to follow- up what is happening in the school. One of the school principals gave an example about one student. When the student came with a problem, the school principal told her to talk to her teacher and school counselor. After a few days, the school principal herself asked both the teacher, school counselor and the student whether the problem was solved. The last responsibility of school administration is to satisfy the needs of school participants. For example, one of the participants stated that if a student does not have an internet connection at home or cannot find an empty computer in the computer room, he lets the student use his own computer for his homework. Participants believe that as the school administration fulfils the mentioned responsibilities, creating the climate constituting emboldened voices will be easier.

As for **teachers**, additionally to responsibilities for forming positive school atmosphere, the participants of the study revealed that through guidance and caring which is only possible with knowing students themselves and their families and serving as models, which means that respectful people get respect from other, teachers are helpful to create such an environment in which students' voices are honored. One of the participants said *"I saw this in primary school. It is the only place where self-esteem is given to the child. That's why our teachers need to show their students the attention they need."* and emphasized the necessity to form the school climate with emboldened voices because they see no place for students to gain self-esteem and self-confidence. In order to be able to guide a student, getting to know students and their families and being interested in their lives were attributed importance to honor the voices of students because the actions taken will be organized in accordance with the students' needs. The school principals emphasized that knowing the students will give them the sense of belonging and value which are key factors of a positive school

environment with emboldened voices. Moreover, some participants stated that teachers need to be role models for this environment because they stated that unless we do not show respect to students, we cannot expect them to be respectful to us.

In addition, *families* are responsible for cultivating emboldened voices in both school and home life. The participants revealed that parents need to give self-confidence to their children for speaking-up and defending their ideas and need to create this freedom in their home firstly. The participants suggested that parenting education should be a part of public education. Especially families who have a closed family culture and traditional way of parenting such as authoritarian need to attend some seminars or training.

The last thing stated by participants was *the collaboration between teachers, school administration and parents*. If each of them takes their own responsibility and work together for shy students with patience and tolerance, they can find ways to give confidence to those children.

4.3.2. Obstacles for Emboldened Voices

When participants were asked about the obstacles to creating such a climate with emboldened voices, they elaborated the issue as follows:

To begin with, *teachers* are very important in cultivating students' voices and without their effort and expertise, it is harder to embolden students' voices in a school setting. The participants of the study stated that creating vibrant schools with emboldened voices is almost impossible with teachers who do not give enough credit to their profession and teachers, who are insufficient in guidance and counseling, caring and taking time off for listening to their students' needs and opinions and for knowing students. The participants of the study think that these insufficiencies resulted from the election process of teachers, Public Personnel Selection Examination (PPSE). Examination is not a good way to select effective teachers to promote students' voices because the participants think that it cannot be guaranteed that the person who passes PPSE is a good teacher because teaching is something different which requires other skills such as communication, willingness and commitment. In addition, the sayings of the participants showed that teachers are not ready for such an environment breeding

students' voices because the dynamics of such an environment is beyond traditional school environment.

Secondly, *the people with administrative duties* in school settings were stated as a significant factor for cultivating emboldened voices; however, the participants stated that if school principals are not open to communication and they do not listen to anyone in the school because they think it is not their job. These manners of school principals add to the prejudgments of students as administration is a place of punishment and guilt.

The study revealed that obstacles can include *family issues*. The family structure is very important for students to gain self-confidence and speak up for themselves. The participants stated that if the students come from a family in an environment of trust, they can easily knock on your door and tell you their troubles, but if they come from a troubled family, they think they will face the same thing when they come here and are not listened to at all. Additionally, the participants stated that especially working parents can be very indifferent to their children's voices at home, which drags children to loneliness. Having problems in the family or not spending effective time with the parents are uttered as a problem which leads students to lose their self-esteem and self-confidence.

Lastly, *traditional education understanding* is of great magnitude of obstacles for emboldened voices. The participants ascertained that even though there are some initiations to education understanding freeing students, the classrooms are still dominated by teachers and students are obliged to comply with their superiors. In addition, within this education sytem there is no opportunity for students to speak up and get any response, which is stated as *"It grows with orders and commands and cannot rebel. We need children to rebel. One day we need children who can shout as much as they can. But we don't let them shout, we say shut up."*

4.4. Playful Learning

Playful learning is defined as a playful spirit in school which is the source of creativity and innovation by Clement et al (2017). Even though most of the participants stated that the schools in Turkey are not appropriate for a playful learning environment in

terms of their physical conditions and teacher capacity, some of them said it can be created with some effort. How it is possible to create these environments in Turkey will be explained in detail.

4.4.1. How to Create a School Climate with Playful Learning

When participants were asked how it is possible to create a school climate including playful learning, the participants firstly focused on the variety of activities then the responsibilities of teachers and school administration, physical conditions of the school and alternative assessment methods successively.

Firstly, **providing students with a variety of activities** which can be categorized as outside activities which are art events, sightseeing and visits to museums, school activities which require using the garden, sports hall, ateliers and even corridors and classroom activities were stated as part of playful learning. In terms of *outside activities*, one of the participants stated that they direct our children to social activities and trips are organized. They send children to science and art centers such as Ali Kuşçu science center, there is a village house and animal shelters in Altındağ. He/she added *“These types of activities make students curious about their subjects as well.”* Meaning, when they see the animals in animal shelters, they are becoming more curious about the animal topic in English courses. Another participant gave the book fairs for students to go as an example and added that with this way they want to set a connection between students and books. In addition to outside activities, the *school activities* which require using the garden, sports hall, ateliers and even corridors are helpful to create a playful learning environment. As an example, one of the participants gave the use of a school garden. For such activities she emphasized that school gardens can be used to grow plants, to take the class out as a group, to read books outside and to paint. In addition, other participants stated that they use the garden for the events for national holidays. One of the participants said that they created an activity for history class, and they asked to follow the roads leading them to proclamation of the Turkish Republic. One of the students became Samsun, the other became Erzurum. The participants stated that these kinds of activities are very helpful for students to remember what they learn in the classroom. Lastly, within the activities, there are *classroom activities* which are constituted by using facilities in the classroom,

including the students into the learning process, and using different techniques in teaching the subject. Creating a playful learning environment in the classroom was stated as something not requiring much effort. One of the participants gave the making student erase the board as a classroom activity example because students attribute importance to such things. For example, the student who knows the answer to any question could come to board and erase it. Another participant gave the example of one teacher in their school because the teacher was very talented in embedding the smart board in Math's class and she could create lots of different activities and visual materials with the smart board, which takes mathematics out of that stereotyped difficulty level. In addition, participants think that if students can find a connection between their life and the subjects taught, it will be much more fun to learn it, as well as students will learn with having fun if they are asked to do something on their own. One of the participants stated that *"Children should learn by doing and living, if they are not involved in the process, they will get bored with the lesson and the school."*. The participants agreed that students are not bored with the class thanks to these different kinds of activities. Lastly, the participants stated different ways of **teaching and methods** such as drama, simulation and the like are helpful to give the feeling of fun. one the participants stated that she took courses for creative writing and drama to diversify the classroom activities in Turkish Language course. The participants stated that students would like to be physically active in the classroom instead of just sitting. That is why various teaching methods create mobility in the classroom.

Secondly, providing these activities was stated as mostly the responsibility of **teachers**. However, it is not limited to proposing activities. Creating this environment requires a bit more about teachers such as being enthusiastic, improving themselves, knowing the students and designing classrooms. Participants stated that new generation teachers are very capable of creating a playful learning environment; are really equipped for a playful environment; are well educated; are very enthusiastic and very ambitious. In addition, participants think that teachers could make use of the workshops or projects provided by MoNE in order to learn about new methods and new techniques to provide students with a playful spirit. The participants think that these workshops and projects would enhance teachers' perspectives towards education. Moreover, participants focused on that teacher need to know their students to have healthy communication

and propose these environments in accordance with their needs. One of the participants stated that *“Knowing the children is most important of all. We will get to know them, then our work starts with it. In other words, teachers cannot do anything without knowing the children. Communication comes first.”*. The participants added there are critical ages for students’ development. That is why they think teachers must know that the child is in the playful period, and they should entertain and play at every opportunity in every class, it does not matter whether it is Maths class or Turkish Language class or any art class. Lastly, after having an idea about the needs of students, teachers are supposed to make the classroom design. The participants think that decorating a classroom such as creating corners for musical instruments or reading books will be joyful for students. Since the teachers know the best student, they can design the classroom in accordance with their students’ needs and interests.

The third factor affecting the forming of a playful learning environment was stated as ***school administration***. The responsibilities of the school administration can be ordered respectively as developing cooperations, being supportive, having a vision and following up. To begin with cooperations, participants stated that school principals need to collaborate with municipalities by using their personal networks, if necessary, especially for outside activities. These cooperations can be set up with people who are in good condition economically. One of the participants stated that some people would like to make donations especially for the schools in disadvantaged areas. For this cooperation, the participants emphasized the importance of the school-parents association. Sometimes, they are in need of the support of parents in providing students with activities and facilities. In addition, the participants stated one of the school principals’ role is to support and give courage to their teachers. By means of support, the school principals should encourage the teachers for new initiatives and alternative teaching methods, and they should give the trust that they will protect them against any bureaucratic procedure. In addition, school principals were supposed to be open to these environments and visionary about such climates. One of the participants stated that *“We need smart managers to have environments where they can learn by playing and having fun. We need managers with an open mind.”*. Lastly, it was stated that school administration needs to control the process of creating these environments, to know how many times teachers organize activities, and how they perform in the class.

The participants focused on the school leaders' role of supervising. By supervision, they meant receiving feedback, directing, seeing the errors there, intervening and improving them instantly.

Another way to create a playful learning environment was stated to ***improve physical conditions*** of the school. For physical condition, the participants focused on the school gardens, different designs which can be made in the classroom from the floor to the ceiling, classes which are painted as student wishes. One of the participants stated "*We can make the school a living space for students with physical changes.*". Since children spend most of their time in their schools, it is important for them to feel comfortable and have a sense of belonging. They added that in order to do these changes in schools and classrooms it is necessary to be a volunteer and to allocate time for these, which requires personal effort of teachers and school administration.

Lastly, some of the participants stated that there needs to be an ***elimination of the level of examination pressure*** in order to make students have fun in the education process. It was stated that teachers could make use of other assessment methods. One of the participants stated that he has not applied for tests at once but gradually. Some of the other assessment techniques, which the participants suggested, include observation through the academic year and formative assessments.

4.4.2. How to Increase Social Interaction

One dimension of a playful learning environment is social interaction between students. When asked how social interaction can be increased, most of the participants stated that there is no need to put excessive effort to provide this because of their children's nature. Most of the participants stated the students already spend their time in the school with their friends in every spare time they find since they are children.

The participants stated as well, in order to contribute to social interaction, the ***number of activities*** can be increased which can be games in the school and classroom, seesight and going to the theater. With the help of these activities, students have the opportunity to share common fields, which helps them to know each other closely. However, one of the participants added that activities which include competition are not suitable for social interaction because competitive environments distance children from each

other. Because of the ambition and greed to win in competitions, students can destroy their friendships as stated. Instead, the participant suggested games based on collaboration and teamwork in which students are in solidarity.

In addition to activities proposed, *blended classrooms* were proposed as another way to increase social interaction. School principals which blend classrooms in their school every year stated that each student has the chance to know each other, and this creates a mobility in the school.

4.4.3. Obstacles for Playful Learning

There are some obstacles for creating playful learning environments, which will be elaborated as follows:

Firstly, *the preparedness level of teachers* for a playful context and playful teaching and learning was indicated as an important source of hindrance for playful learning. Participants firstly stated that teachers are not ready to create this environment because the education in the faculty is not preparing teachers for such environments. In this regard, they suggested that the faculties of education in Turkey should take the responsibility for raising new generation teachers because subject-matter knowledge is not enough for creating a playful learning environment. Secondly, the participants think that teachers simply do not want to take responsibility. They stated that providing playfulness in the classroom environment can be a heavy burden on the teacher that is why they are not volunteering to create this playfulness in their school. forming playful environments requires some extra effort from teachers however teachers do not want to spend their time after their courses are over. The participants stated that “*Teachers do not want to spend one more minute in the school when they finish their classes.*”. That is why, teachers are still using traditional teaching methods because they are familiar with these methods, and they do not want to try alternative ways.

Another obstacle is the *physical conditions of the school*. These physical conditions are related with the architecture of the school and lack of materials. To begin with the architecture of the schools, the participants think that the structure and architecture of the school buildings is not appropriate for providing playful learning. The schools do not have sports halls, laboratories or places for workshops. In addition, the participants

think that the classroom design is not appropriate to contribute to a playful learning environment. The number of students in a classroom is excessive. The crowded classrooms make it difficult to apply alternative education techniques. In terms of lack of materials, the schools do not have any facilities to offer for student games. The participants stated that the inadequacy of physical conditions results from economic insufficiencies. Municipalities do not have such financial power that they could support schools in the neighborhood. In addition to the financial situation of municipalities or schools, the financial situation of families also matters. The families could not support the school economically.

One of the other factors as an obstacle is the *current education system*. In the education system, academic pressure and curriculum are seen as inhibiting dimensions. In terms of academic pressure, participants said because of high stakes exams, students and schools are not appreciated for their success in sports or arts. The system requires you as a school to be successful at these exams otherwise you are invisible according to what participants said. The participants stated that The MoNE cares how many students are registered at Anatolian High Schools or Science High School but not the number of athletes the school raised. They added that when this is the case, they cannot focus whether students are having fun or not while learning because it does not matter for national education. These exams make both teachers and students stressful in terms of finishing all the topics in the curriculum so there is no time left to think on students' having fun. In addition, participants think that the curriculum is not designed to provide students with games and fun. This curriculum needs to be gamified. Moreover, there are compulsory courses in the curriculum, which results in boredom of students both from the subject and the school. One of the participants gave his daughter as an example who hates Science courses but has to take that course. The participants mentioned about the unwillingness of his daughter on the day when they have the Science course and the sleeping she is during the course.

Another factor setting barriers to create a playful learning environment is *family*. Parents expect schools to make their children ready for the exams. Participants stated that there is a high pressure from families in terms of academic success. In addition, school administration and teachers could need families' support from time to time both

financially and psychologically, however, participants said that parents prefer to stay behind and not to take any responsibility.

The last obstacle to create playful learning is the *school administration*. The school administration was stated as obsessive with academic success. participants think that most of the school principals do not know anything about games or activities, they only think of grades of the students in their schools or the results of the students in tests. In addition, one of the participants stated that *“There is no principal in Turkey to try new things and take risks, thereby paving the way for teachers and children.”*. This saying shows that it is required to have visionary school principals for a playful learning environment. In addition, participants stated the school principals are not able to use human resources successfully because some of the teachers can be very enthusiastic for such an environment, but the teachers are not supported by the administration.

4.5. Vibrant School Climate in Turkey

As to have a general idea of vibrant school climate perspective in Turkey, the question which dimension of this climate, which are enlivened minds, emboldened voices and playful learning is mostly preferred was asked to participants. Most of them stated that there is no superiority among them because they think each dimension is necessary and indispensable. One of the participants compared these three dimensions with trivet. S/he said, *“If one of the legs is broken, you cannot put the pot on it and cook your food.”* However, some of the participants prefer the environment with emboldened voices as base because these participants think that as students express themselves, their talents emerge, and as we see their talents, we can create an entertainment environment based on children. One of the participants preferred a playful learning environment and she stated that for children everything starts with games and plays.

4.5.1. Benefits of Vibrant School Climate

When participants are asked about the benefits of vibrant school climate dimensions for students:

1. They firstly said this climate creates changes in students. these changes can be listed as follows:

- they gain the questioning skills
- they gain self confidence
- they gain a personality
- changes in behaviors and thoughts

2. This climate makes students love the school. the reasons were stated as:

- Thanks to this climate, students would like to come to school because they feel the sense of belonging.
- They start to like their teachers and the subjects taught

3. Academic success increases. The reasons behind this:

- Persistence of knowledge increase
- Students can get qualified education

4. Happy and Healthy individuals

When participants were asked about the other benefits of vibrant school climate, they listed

- This climate promotes organization culture
- This climate creates peaceful atmosphere both in school and family
- This climate results in happy society

4.5.2. Additions to Vibrant School Climate

When participants were asked whether they would like to add something to vibrant school climate, they mostly focused on family education and the need for conscious families as well as collaboration and leadership.

CHAPTER 5

DISCUSSION

The study's results are explored in depth in this chapter, with references to related literature. Following that, recommendations for practice, theory, and study are made. Finally, taking into account the limitations of the current report, some guidelines for future research were made.

5.1. Discussion of the Results

The purpose of the study was to investigate the school principals' perceptions of vibrant school climate in Turkey which enables schools to create appealing environments for students by focusing on their interest, curiosity, critique; by allowing students' voices to be heard and responded and by creating a playful learning environment.

According to the results of the study, the appealing school characteristics are mostly based on positive school climate including good physical conditions and positive school atmosphere in which an area of freedom for students is included; activities in accordance with students' interest; friendship and socialization among students' interest; support from teachers, school administration and family. The study revealed that the appealing school characteristics in Turkey refers to three dimensions of vibrant school climate which are enlivened minds, emboldened voices and playful learning. Although the naming is different in Turkey, the emboldened voice dimension includes an area of freedom for students; the enlivened minds dimension compromise activities referring to students' interests; and finally playful learning consists of friendship and socialization as stated by Clement et al (2017). It is evident that forming appealing schools for students requires the vibrant school climate to be applied in Turkish Educational contexts.

5.1.1. Enlivened Minds

The results of the study revealed that the interests of students are related mostly to physical activities as well as social and academic respectively. In order to discover and breed students' interests, teachers, people in administrative positions and parents are responsible for creating free space for students to express themselves; for observing and finding out their skills; guiding and providing opportunities for students to cultivate their interests. These results are in line with the study of Hidi and Renninger (2006) who claim that external factors in the learning environment, such as instructional circumstances, subject concentration, and social interactions with teachers can spark students' interest. In addition, according to the results of the study, providing students with activities in accordance with their interests is one of the main steps in forming appealing schools, which supports the idea of Clement et al (2017) who thinks vibrant school climate with enlivened minds promotes students' willingness to be part of the school. More importantly, in relation with the argument of Deci (1992) who claims teachers' effectiveness in cultivation interests of students is based on how much they encourage student autonomy, the study revealed that discovering and breeding interest are only possible with creating school climate enhancing and supporting students' voices which refers to the emboldened voice dimension of vibrant school climate.

5.1.2. Emboldened Voices

The study revealed that open communication, affection, tolerance-indulgence, patience, common language, value, confidence, and sense of belonging provided by teachers, school administration and parents are the ways of supporting students' voices. In addition to direct contribution to schools being favorable by students, the results of the study suggested that the school climate in which students are listened and responded to lies behind enhancing students' interest and curiosities, which eventually serves the ultimate goal of vibrant school climate. The findings of the study support that engagement in the school and student voice were linked to liking school and higher perceived academic success, as well as better self-rated wellbeing, higher life satisfaction, and greater recorded happiness (Rosite et al, 2012). However, the study revealed that Turkish public schools are not totally ready to embrace the idea of

emboldened voices as stated by Clement et al (2017). It is evident that emboldened voices are perceived as only the trust of students in speaking up and being heard but not the trust of students in getting responses to their voices. By saying responsive schools, Clement et al (2017) refers to democratic participation in the decision-making process in matters of curriculum, instruction, programming, and policy because students have valuable observations and comments that might help schools become more effective (Cushman, 2006)

It is necessary to make note that schools keep being repelling environments and the utmost aim of vibrant school climate cannot be reached in Turkey without responsiveness to students' voice because schools can improve student involvement in school life by empowering students by giving them considerable autonomy over their education, engaging them in decision-making processes, and giving them authority rather than "constantly observing, guiding, and controlling" them (Mitra 2004).

5.1.3. Playful Learning

Although the study revealed that Turkish schools is not suitable for providing students with playful learning both physically and psychologically, the results of the study showed it is possible at some level. Providing students with a variety of activities which can be categorized as outside activities which are art events, sightseeing and visits to museums, school activities which require using the garden, sports hall, ateliers and even corridors and classroom activities were revealed as part of playful learning. Within these activities, students could find a connection between their lives and subjects taught, which consequently leads them to have fun with what they are learning. The results of the study do not fully support the idea of playful learning as stated by Clement et al (2017) because playfulness is mostly related to the activities provided to students in Turkey. Respecting the failure and learning from them with the responsibility of their own learning process (Clement et al., 2017) are not revealed as part of this dimension in Turkey. However, the findings which revealed that providing students with different kinds of activities and making school more playful results in more social interaction among students are in line with the idea of playful learning in vibrant school climate.

In order to create a playful learning environment, it needs to cultivate and breed students' interests because a playful learning environment necessitates activities in accordance with students' interests. In order to understand and be able to notice students' interests, it was required to give them a chance to speak up for themselves. Vice versa, thanks to the school environment including emboldened voices, students' interest comes to the light and a setting for enlivened minds can be formed, which is a requirement for the playful learning spirit. The study indicates a reciprocal relationship among these dimensions. Without any of them, it is impossible to set the other. In addition to supporting and necessitating each other, the three dimensions of vibrant school climate in Turkey have common requirements and responsible people in order for vibrancy to be set.

To begin with physical conditions for appealing schools with a vibrant climate, the study showed that schools which include laboratories, green school gardens with a playground, places for workshops, equipped classrooms and schools which are secure and clean are the factors for students to be enthusiastic about coming to their schools. Uline and Tschannen- Moran (2008) found out cleanliness and neatness of the schools are not related with the perceptions of school participants whether the spaces are comfortable or pleasing in appearance. However, the results of the present study showed that being clean and neat of the schools is an effective factor enhancing physical conditions of the school environment in a better way. The physical environment can be regarded as a second teacher with its potential to influence the quality of relationships between individuals and different social, cognitive and emotional learning (Şahin, 2020). It reflects the ideas, values, behaviors and cultures of the people in the school campuses and buildings (Sanoff, Pasalar, & Hashas, 2001). The physical and emotional / behavioral environment of the school affects the health, working skills, feelings of students and teachers, and their quality of life. In addition, providing students with physically innovative, equipped, clean and neat school environments with playgrounds, workshops and laboratories helps students perceive schools as their second home especially when thinking of the fact that they spend most of their time at school. Nodding (2003) stated that students' thinking of their school as their second home in practice and research is important in their commitment to school. Moreover, there have been studies reviewing relationships between school building

perceptions and academic achievement of the students. Academic performance has been linked to specific building features related to human comfort which are building age, temperature controls, indoor air quality, light, aural control, design of the building (Schneider, 2002). Although the results of this study do not provide direct relation between physical conditions of the school and academic performances of the students, it can be argued that providing laboratories, equipped classrooms and workshop places help them develop themselves academically.

The results of the study revealed that forming appealing schools and situating enlivened minds, emboldened voices and playful learning into the school setting is mostly the responsibility of teachers. Aldridge and Ala'i (2013) showed teacher support and the quality of student–teacher relationships and students' perceptions that their teacher values and supports them is important in creating positive school climate, which was revealed as the first characteristics of appealing schools in this study. It is understandable to put this much significance on teachers in creating appealing schools for students because McMahon and Zyngier (2009) stated that all the students in their study give examples of teacher attitudes and approaches that increase their involvement in and sense of connectedness to schools. The present study ascertained that teachers' attitudes, and their teaching approaches are key factors for discovering students' interest and breeding their abilities: for supporting the students' voices to be heard and responded to and for promoting the spirit of playfulness in the school. The reason why teachers are of high importance for this process could be in line with the idea of Goertzel et al (2004) teaching practices of supportive teachers which embrace and appreciate children's varying viewpoints and inspire them to discover their surroundings and come up with creative solutions, which strengthens their thinking independence. When we think of students spending most of their time with teachers, it is normal to expect teachers to know their students and their needs better than anyone in the school so they can enhance the school environment in accordance with students' nature to attract them to the school.

In addition, school leaders were revealed as the second responsible party in promoting appealing school characteristics and vibrant school climate. The study showed that their responsibilities are limited to being visionary and committed; establishing

collaborations with external stakeholders of the school and teacher-parent association to find resources; and encouraging and supporting teachers. This means school principals' role in forming appealing schools with a vibrant school climate is to indirectly mediate the process. These results of the study are in line with the findings of Leithwood and Jantzi (2006) which showed that leaders' indirect effect in school effective is to set goal and articulate vision; the findings of Heck (1992) who stated the role of school leaders as monitoring and starting collegial conversations with teachers; and the findings of Heck et al (1991) referring to school leaders' roles as finding and locating resources for the best possible educational outcomes. However, it is important to note that school leaders do not put themselves forward neither in forming appealing schools nor in applying vibrant school climate factors. Because of the Turkish National Education System's overly bureaucratic and centralized structure, there may be a discrepancy between the administration's roles in school climate and duties for public authorities. However, Darling-Hammond, LaPointe, Meyerson, Orr and Carol (2007) emphasized the critical role of school leaders in the advancement of high qualified schools. That's why, the present study revealed the necessity of developments in school principals' leadership skills to go beyond mediation and need to be shaped as active participants in accordance with the essentials of vibrant school climate.

5.2. Present State of Vibrant School Climate in Turkish Schools

Although the study revealed that forming appealing schools for students requires the sense of vibrant school climate as stated by Clement et al (2017), the Turkish public schools are not ready to provide students with all the elements of each dimension in Vibrant school climate. As stated before, understanding of emboldened voices dimension is different from the original. The study showed that active participation of students in the decisions which effect students is missing, and the students' voices are limited to just getting attention and listening. In addition, playful learning environments are limited to the level of entertainment activities but not include autonomy of students over their own learning. These differences can be explained by cultural dimensions in the social system proposed by Getzels and Thelen (1960) (as stated in Lunenburg & Ornstein, 2012).

The traditional understanding of authority in schools and classrooms which belongs to either school principals or teachers still exists and creates shortcomings for the three dimensions to be set as proposed by Clement et al (2017). However, the results of the study revealed that authority understanding was not regarded as an inhibiting factor for creating vibrant school climate, which is in line with the study of Engin-Demir (2007) showing that the perceptions of school participants towards school differ based on culture because state schools have been regarded as positive institutions through the history of Turkish Republic.

Lastly, the study revealed that the role of school as an institution, the individual roles and personal needs are not completely clarified. Getzels and Guba (1957) (as stated in Lunenburg & Ornstein, 2012) defines schools as social systems in which activities and interactions of group members are utilized for the common purpose of the organization. There are two dimensions of the social system which are “nomothetic” and “idiographic”. For nomothetic dimension, the roles of teachers and principals for creating a vibrant school climate and the expectations are not clear. For idiographic dimension, the personal needs of the people occupying the roles in the schools are not settled down as well in terms of applying vibrancy. That’s why, it is evident that creating appealing schools in which students’ interest and questioning skills have flourished; students’ voices are responded to respectively and students see learning as fun is not likely in near future.

5.3. Implications for Practice and Theory

The purpose of the study was to investigate an alternate view on school climate perspective that stresses students' nature rather than exam results and thus, providing some guidelines about how to shape schools as attractive for students and where to look for vibrancy.

First of all, the results of the study showed the significance of teachers on forming vibrancy in appealing schools. Their support for students and efforts are necessary for starting this change in understanding of school climate. Based on these findings, more effort to make teachers become aware of their power in changing students' life satisfaction in the school environment. It is vital to update the teaching profession's

definition and limitations. Furthermore, it is common knowledge that countries regarded to be successful in education place a high value on teacher education. That's why, teacher training and development need to get systematic attention. This can be accomplished by promoting graduate education, increasing the frequency and quality of in-service training. School climate as a topic needs to be embedded in these training.

Moreover, the study emphasized the role of school leaders and the fact they do not make themselves responsible at first sight in creating vibrancy in the schools. This can be caused by the official duties expected by MONE and the election process of school leaders. It is evident that educational leaders who are unable to stay up with the times and improve themselves in accordance with current conditions will fail to meet expectations. To address this issue, the upbringing process needs to be updated to include more experience gained beforehand and focus on leadership skills in accordance with today's world requirements. The areas over which school leaders have authority needs to be expanded in relation with their responsibilities for shaping schools.

Parents are revealed as another effective factor in promoting the vibrancy process. The study indicated the importance of parents' participation. The reason behind this may be the age of schooling because students are exposed to only their family's perspective and understanding till the age of six in Turkey. Therefore, providing parents with training through public education could solve the problems in this regard.

Further, the study revealed the barriers for attractive schools with vibrant school climates are mostly related physical conditions of the schools. Physical barriers must be removed before the education system may be delivered properly and efficiently. Along with the state, some institutions and organizations may play a role in removing these physical impediments. What the government needs to do is share the services it can provide to all educational institutions in an equitable manner. It is also the duty of the government to put in place specific measures that encourage the private sector and municipalities to participate in the process of improving physical equipment. These tasks, which are placed on the municipalities and the private sector in the removal of physical impediments, may not ensure the entire removal of existing difficulties. As a result, expanding localization procedures in order to assure service efficacy is regarded

to be useful in minimizing difficulties in the Turkish public schools' physical situations.

For theory, the results of the study suggested that vibrant school climate scale is not applicable in Turkish public schools as it was proposed by Clement et al (2017). The study revealed that cultural differences in understanding of school climate perspectives preserve its existence and effectiveness. That is why, the focus of school climate studies in Turkey needs to turn on the prerequisites of appealing schools with vibrant school climate and the ways to implement requirements of vibrancy.

5.4. Recommendations for Further Research

Based on the limitations of this study, some recommendations are proposed below for further research.

First of all, the study includes only 20 school principals on duty in Ankara province by conducting semi-structured interview questions. In order to gain an in-depth understanding of the vibrant school climate in Turkey, it was necessary to conduct this study with a qualitative approach at first. The results of the study showed the necessity of more studies in different parts of the country to perceive the ways of implementations used in forming vibrancy in Turkish school contexts and to have a comprehensive picture of the whole country.

Additionally, only school principals were included as participants of the study. It is known that most of the school climate studies are criticized for focusing on the ideas of school leaders and teachers but not the students. Within the limited time given to the researcher of this study, it was not possible to include all the affected participants of the schools therefore it is recommended to conduct studies towards perspectives and ideas of school teachers and students in terms of applications of vibrant school climate in further studies.

Finally, the study was conducted by qualitative inquiries, and it does not provide any generalization. That is why, after conducting research on implementations of vibrant school climate with holistic perspectives of school principals, teachers and students and after having in-depth understanding of vibrancy elements in Turkey, studies in

terms of adaptation for vibrant school climate scale into Turkish school context are of high significance.

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APPENDICES

A. INTERVIEW QUESTIONS

GÖRÜŞME SORULARI

KISIM I.

1. Sizce okulu öğrencilere sevdiren faktörler nelerdir?
 - a. Sizce öğrencileri okuldan soğutan faktörler nelerdir?
2. Sizce öğrencilerin severek gideceği okul ortamının özellikleri nelerdir?
 - a. Bu ortamlar hangi öğeleri içinde barındırır?
3. Öğrencilerin severek gidecekleri bir okul ortamı nasıl oluşturulur?

KISIM II. İLGİ

4. Öğrencilerin ilgileri genellikle hangi doğrultudadır?
 - a. Öğrencilerin ilgisini çeken şeyler nelerdir? Fiziksel aktiviteler mi, akademik aktiviteler mi yoksa sosyal aktiviteler mi?
5. Öğrencilerin ilgilerini ve becerilerini ortaya çıkarmak için neler yapıyorsunuz?
 - a. Bu okulda öğrencilerinizin ilgisini nasıl ortaya çıkarıyorsunuz?
 - b. Öğrencilerinizin meraklarına yönelik neler yapıyorsunuz?
 - c. Okulda böyle bir ortamın oluşturulması önündeki engeller nelerdir?
6. Öğrencilerin karşılaştıkları durumları sorgulama yetisi kazanmalarını nasıl sağlıyorsunuz?

KISIM III. SAYGI VE GÜVEN

7. Öğrencilerin kendilerine saygı duyulduğu ve kendilerini güvende hissettiği okul ortamı nasıl oluşturulabilir?
 - a. Öğrencilerin kendilerini güvende hissedip saygı duyulduğunu anladığı örnekler paylaşabilir misiniz?
8. Öğrencilerin görüşlerinin ve seslerinin duyulduğu ve önemsendiği okul ortamı nasıl sağlanabilir?
9. Siz okulunuzda bu güven ve saygı ortamını nasıl yaratıyorsunuz?
 - a. Okulunuzda böyle bir ortamın yaratılmasının önündeki zorluklar nelerdir?

KISIM IV: EĞLENCE OYUN

10. Öğrencilere eğlenerek öğrenebilecekleri bir ortam nasıl sağlanabilir?
 - a. Sizce Türkiye'deki okullar böyle bir ortam için uygun mudur?
 - b. Fiziksel aktivitenin, oyunun ve eğlencenin yer verilmediği sınırlayıcı ortamlar nasıl esnetilebilir?
 - c. Öğrencilerin sosyal etkileşimini artırmak için neler yapılabilir?
11. Siz okulunuzda bu esnek ortamı sağlamak için ne tür uygulamalara yer veriyorsunuz?
 - a. Gözlemlerinize göre fiziksel aktiviteler ders içinde ve ders dışında ne ölçüde sağlanıyor?
 - b. Okulda eğlence ve oyun ortamının oluşturulması önündeki engelleyici faktörler nelerdir?

KISIM V. GENEŁ DEĞERLENDİRME

12. Sizce bahsedilen üç ortamın (çocukların ilgisi doğrultusunda, güven ve saygı barındıran esnek ortamlar) faydaları nelerdir?

13. Bahsi geçen üç ortamın birbirinden bir üstünlüğü var mıdır varsa nasıl bir farklılık oluşturur?

14. Öğrencilerin katılmak istediğı okul ortamında bahsedilen üç özellik dışında eklemek istediğiniz başka bir özellik var mıdır?

15. Sizin bu okul ortamına yönelik bulunmak istediğiniz önerileriniz nelerdir?

16. Konuşmanıza eklemek istediğiniz veya düzeltmek istediğiniz bir alan var mıdır?

B. FINAL DRAFT OF INTERVIEW QUESTIONS

GÖRÜŞME SORULARI

KISIM I.

1. Sizce okulu öğrencilere sevdiren faktörler nelerdir?
 - a. Sizce öğrencileri okuldan soğutan faktörler nelerdir?
2. Öğrencilerin severek gidecekleri bir okul ortamı nasıl oluşturulur?

KISIM II. İLGİ

3. Öğrencilerin ilgileri genellikle hangi doğrultudadır?
 - a. Öğrencilerin ilgisini çeken şeyler nelerdir? Fiziksel aktiviteler mi, akademik aktiviteler mi yoksa sosyal aktiviteler mi?
4. Öğrencilerin ilgilerini ve becerilerini ortaya çıkarmak için neler yapıyorsunuz?
 - a. Bu okulda öğrencilerinizin ilgisini nasıl ortaya çıkarıyorsunuz?
 - b. Öğrencilerinizin meraklarına yönelik neler yapıyorsunuz?
 - c. Okulda böyle bir ortamın oluşturulması önündeki engeller nelerdir?

5. Öğrencilerin karşılaştıkları durumları sorgulama yetisi kazanmalarını nasıl sağlıyorsunuz?

KISIM III. SAYGI VE GÜVEN

6. Öğrencilerin kendilerine saygı duyulduğu ve kendilerini güvende hissettiği okul ortamı nasıl oluşturulabilir?
 - a. Öğrencilerin kendilerini güvende hissedip saygı duyulduğunu anladığı örnekler paylaşabilir misiniz?
 - b. Okulunuzda böyle bir ortamın yaratılmasının önündeki zorluklar nelerdir?

KISIM IV: EĞLENCE OYUN

7. Öğrencilere eğlenerek öğrenebilecekleri bir ortam nasıl sağlanabilir?
 - a. Sizce Türkiye'deki okullar böyle bir ortam için uygun mudur?
 - b. Öğrencilerin sosyal etkileşimini artırmak için neler yapılabilir?
 - c. Okulda eğlence ve oyun ortamının oluşturulması önündeki engelleyici faktörler nelerdir?

KISIM V. GENEL DEĞERLENDİRME

8. Sizce bahsedilen üç ortamın (çocukların ilgisi doğrultusunda, güven ve saygı barındıran esnek ortamlar) faydaları nelerdir?
8. Bahsi geçen üç ortamın birbirinden bir üstünlüğü var mıdır varsa nasıl bir farklılık oluşturur?
9. Öğrencilerin katılmak istediği okul ortamında bahsedilen üç özellik dışında eklemek istediğiniz başka bir özellik var mıdır?
10. Konuşmanıza eklemek istediğiniz veya düzeltmek istediğiniz bir alan var mıdır?

C. THE CONSENT FORM OF THE MIDDLE EAST TECHNICAL UNIVERSITY HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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06 MART 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Yaşar KONDAKÇI

Danışmanlığını yaptığınız Ayşe Nur GÜRDAL'ın "Hareketli Okul İklimi: Okul Müdürlerinin Hareketli Okul İklimine Yaklaşımı" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 106-ODTÜ-2019 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.


Prof. Dr. Tülin GENÇÖZ

Başkan


Prof. Dr. Ayhan SOL
Üye


Prof. Dr. Ayhan Gürbüz DEMİR (4.)
Üye


Prof. Dr. Yaşar KONDAKÇI
Üye

Doç. Dr. Emre SELÇUK
Üye


Doç. Dr. Pınar KAYGAN
Üye


Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

D. PERMISSION DOCUMENT FROM ANKARA CITY DIRECTORATE OF NATIONAL EDUCATION



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.7131011
Konu : Araştırma izni

08.04.2019

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
b) 27.03.2019 tarihli ve 105 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yüksek Lisans Öğrencisi Ayşe Nur GÜRDAL' ın "**Hareketli Okul İklimi: Okul Müdürlerinin Hareketli Okul İklimine Yaklaşımı**" konulu tezi kapsamında uygulama yapma talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Uygulama formunun (2 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme Şubesine gönderilmesini rica ederim.

Turan AKPINAR
Vali a.
Milli Eğitim Müdürü

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E. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma ODTÜ Eğitim Yönetimi ve Planlaması Bölümü Yüksek Lisans öğrencisi Ayşe Nur Gürdal tarafından Prof. Dr. Yaşar Kondakçı danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form size araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı okul müdürlerinin, yeni bir iklim ölçeği olarak sunulan hareketli okul iklimine bakış açılarını araştırmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı Kabul ederseniz, sizden hazırlanmış olan 15 soruya cevap vermeniz beklenmektedir. Yaklaşık olarak yarım saat sürmesi beklenen bu görüşmede size 15 adet yorum sorusu sorulacaktır ve izniniz doğrultusunda ses kaydı alınacaktır. Ses kaydı kullanılmasını istemediğiniz takdirde konuşulanlar araştırmacı tarafından not edilecektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışma da sizden kimlik veya kurum belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayınlarda kullanacaktır.

Katılımınızla İlgili Bilmeniz Gerekenler:

Çalışma genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi bir nedenle kendinizi rahatsız hissederseniz çalışmayı yarıda bırakma serbestliğine sahipsiniz. Böyle bir durumda, görüşmeye devam etmek istemediğinizi belirtmeniz yeterli olacaktır.

Araştırmayla İlgili Daha Fazla Bilgi Almak İsterseniz.

Çalışma sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Çalışmaya katılımınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Eğitim Yönetimi ve Planlaması Bölüm öğretim yerlerinden Prof. Dr. Yaşar Kondakçı (kyasar@metu.edu.tr) ya da yüksek lisans öğrencisi Ayşe Nur Gürdal (ayse.gurdal@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz.)

İsim Soyad

Tarih

İmza

F. TURKISH SUMMARY / TRKE ZET

1. Giriř

ğrenciler okula gitmek istiyor mu? Değilse, okul yneticileri, okulları ğrenciler iin ekici hale getirmeye alıřıyor mu? Bu sorular eđitimciler ve ailelerden giderek daha fazla ilgi gryor. Ebeveynler ve eđitimciler, okulları ocukların bydđ ve bařkalarıyla etkileřime gemek, keřfetmek ve geliřmek iin dođal igdlerine katılmaya istekli oldukları yerlere dnřtrmenin yollarını arıyorlar. Merak ve heyecan duygusunu, oyunu, neřeyi, etkinliđi, hayal gcn ve yaratıcı ğrenmeyi teřvik eden ğrenme ortamlarına gsterilen ilgi, arařtırmacıları bu sorulara yneltmiřtir.

ğrencilerin kendilerini okullardan kopuk hissetmelerinin eřitli nedenleri vardır. Okulların olagelen yaygın iklimi, ğrencileri okuldan geri itiyor. Olagelen okul iklimi yanında, ğrencilerin sosyo-ekonomik durumları (Bryk & Thum, 1989), ğretmenlerin ve idarenin ğrencilere yaklařımı (Aldridge & Ala'i, 2013), ezberci bir teknik ve ađın geređinden uzaklařtırılmıř anlayıř ieren eđitim sistemi (zyılmaz, 2013), okulların fiziksel řartları (Nodding, 2003), ve sınav odaklı eđitim ğrencilerin okuldan uzaklařmasına sebep olabilmektedir.

Apple ve Beane'e (2007) gre, ebeveynler ve eđitimciler, okulların ve okul programlarının ğrencilerin zyle tamamen alakasız olduđu geređinden giderek daha fazla memnuniyetsiz hale geliyorlar; bunun nedeni, akademik bařarıya yksek deđer verilirken, ğrencilerin ğrencilerin kiřiliklerinin byk lde unutuluyor olmasıdır. Ancak bu durum deđiřtirilebilir nk Apple ve Beane (2007), mevcut dar grřl eđitim sistemlerinin ve test puanı performans odaklı erevenin ğrenci ve ğretmen memnuniyetsizliđini azaltabilecek, zengin ve anlamlı ğrenme deneyimlerine yol aabilecek birok farklı alternatifte sahip olduđunu belirtmiřlerdir.

Bu sebeple, mevcut sınav odaklı ve başarı odaklı eğitim uygulamaları kökten değiştirilmelidir. Standartlaştırılmış testlerin olumsuz etkilerini azaltmak için güçlü bir ihtiyaç vardır; ilk etapta okulu çocuklar için daha insancıl hale getirmek adına tüm eğitim sürecini yeniden düşünmek gerekmektedir; ve okulları ekip çalışmasını, işbirliğini, eleştirel düşünmeyi, yenilikçiliği, problem çözmeyi ve dayanıklılığı teşvik eden ortamlara dönüştürmeye çalışmak gerekir. Bu nedenle eğitimciler, politika yapıcılar ve veliler, öğrencilerin çocuk doğasına uygun okullara hem kavramsal hem de finansal olarak yatırım yapmalıdır. İstenilen eğitim ortamını yaratmak için araştırmacılar okul iklimi konusunda çeşitli çalışmalar yapmışlardır.

Hoy'a (1990) göre okul iklimi, katılımcıların davranışlarını ve düşünme, hareket etme ve hissetme biçimlerini etkileyen, okulun nispeten kalıcı bir niteliğidir. Okul iklimi, öğrencilerin akademik başarısının yanı sıra liderlik motivasyonu ve iş tatminini de içermektedir. Bu çalışma kapsamında dört okul iklimi kavramı üzerinde durulmuştur. Bunlar Açık-Kapalı okul iklimi, Sağlıklı-Hasta okul iklimi, Okul Ortamlarının Kapsamlı Değerlendirmesi (CASE) ve öğrenci kontrol ideolojisi.

Açık okul iklimi Halphin ve Croft (1963) tarafından kavramsallaştırılmıştır. Kapalı iklim okullarında grup üyeleri sosyal ihtiyaçlarını ve görev başarılarını tatmin edemezler. Bu tür organizasyonlar Lunenburg'da (2012) belirtildiği gibi hareket etmemektedir. Öte yandan, açık iklimler, açık iklimin temel özelliği olan insancılık ve özgünlük açısından yüksek bulunmuştur. Açık iklim, olumlu öğrenci sosyal-duygusal sonuçlarıyla bağlantılıdır. İkinci olarak, Hoy ve Tarter (1997) sağlık metaforunu kullanarak örgütsel iklim perspektifini kavramsallaştırmıştır, çünkü pozitif ve sağlık ilişkisi büyüme ve gelişmeyi olduğu kadar kişilerarası ilişkileri de adlandırmaktadır. Üçüncü yaklaşım olarak, okul iklimine ek olarak, Okul Ortamlarının Kapsamlı Değerlendirmesi (CASE), öğrenci, öğretmen ve veli memnuniyetini değerlendirmek için kullanılabilecek psikometrik olarak geçerli bir araçtır (Lunenburg, 2011). CASE örgütsel iklim faktörlerinin amacı okul gelişimini arttırmaktır. Bu çalışma için okul ikliminin son kavramsallaştırması olan öğrenci kontrol ideolojisi, eğitimcilere kendilerini nasıl idare ettikleri ve eğitim ve sınıf yönetimi tekniklerine nasıl yaklaştıkları konusunda rehberlik eden bir dizi inanç ve değerdir ve kısaca öğrencilere yönelik davranışları ifade eder (Willard, 1972).

Willower, Eidell ve Hoy (1973), öğrenci kontrolünü Gözetimci Öğrenci kontrol ideolojisi ile İnsancıl öğrenci kontrol ideolojisini bir süreklilik içinde kavramsallaştırdı. Gözetimci yaklaşımda öğrenciler, davranışlarında, kıyafetlerinde ve görünümünde pervasız ve disiplinsiz oldukları için sınırlamalara dayalı yaptırımlarla yönetilmesi gereken kişiler olarak görülür (Willower, Eidell & Hoy, 1973). Ancak İnsancıl öğrenci kontrol ideolojisinde öğrencilerin eğitim ve davranışları, ahlaki olmaktan çok psikolojik ve sosyolojik olarak değerlendirilir (Diebert & Hoy, 1977).

Bu kavramsallaştırmalara dayandırılarak, okul iklimin öğrenci başarıları üstündeki etkisi araştırılmıştır. Bryk ve Schneider (2002). tarafından yürütülen çalışma, öğrenci başarısını teşvik eden okul koşullarını, bir öğretmenin yüreklendirici tutumu ve tamamen kabul edilmiş bir sorumluluk olan yeniliğe karşı yapıcı bir tutum sergilemesi; ebeveyn katılımı ve işbirliği; okul topluluğuna bağlılık; işbirlikçi ve güçlü akademik hedefler ve ilkelerle yapılan iş faaliyetleri şeklinde sıralamıştır. (Hoy & Tarter, 2006) akademik iyimserlik ölçeği altında, ortak öz yeterlilik, öğretmenlerin veli ve öğrencilere gözen duyması ve akademik vurgunun öğrenci başarısını artırdığını göstermiştir. Türkiye’ de yapılan okul iklimi çalışmaları çoğunlukla ölçek uyarlama ve okul ikliminin öğrenci başarısı üzerindeki etkisini araştırma üzerine kurulmuştur (Sezgin & Sönmez, 2019).

Okul iklimi hakkında pek çok görüş olsa da, öğrencilerin sonuçlarına fazla odaklandıkları ve çocukların özünü görmezden geldikleri için eleştirildiler. Clement, Tschannen-Moran, Hockaday & Feldstein (2017), okul iklimi çocukları ilgi, yaratıcılık, oyun oynama ve özerklik yoluyla öğrenmeye teşvik etmelidir. Bu bakış açısına dayanarak, yazarlar, okul ortamının, okulların hem zihinsel hem de duygusal katılıma nasıl geçebileceğine dair güce dayalı tartışmaları teşvik etme umuduyla bazı beklentileri içermesi gerektiğini öne sürüyorlar.

Verilen tartışma kapsamında, bu çalışma, sınav sonuçlarından ziyade öğrencilerin doğasını vurgulayan okul iklimi perspektifine ilişkin alternatif bir görüş üzerinde durmaktadır. Çalışma, Türk okul bağlamında hareketli okul iklimine ilişkin kanıtları araştırmayı amaçlamaktadır. Hareketli okul kavramı Clement, Tschannen-Moran, Hockaday, Feldstein (2017) tarafından önerilmiştir. Ancak kavramı diğer kültürel bağlamlara uygulamadan önce, hareketli okul ikliminin kapsamlı bir şekilde

araştırılması ve tartışılması gerekir çünkü kavramın kendi başına tamamlanıp tamamlanmadığı ve diğer okul bağlamlarına uygulanabilir olup olmadığı kesin değildir. Sonuç olarak, öğrenci dostu bir okul ortamının temel direklerinin vurgulanması ve Türk eğitim sisteminde böyle bir iklim için öncüllerin önerilmesi amaçlanmaktadır.

2. Araştırma Soruları

Çalışma aşağıdaki sorular kapsamında şekillenmiştir.

1. Türkiye’deki ilkokullarda öğrenci dostu okul ortamlarının temel özellikleri nelerdir?
 - a. Öğrenciyi okula çeken okul özellikleri nelerdir?
 - b. Bu özellikleri okul ortamında nasıl uygulamaya geçiririz?
2. Türkiye’deki ilkokullarda Hareketli okul ikliminin temel özellikleri nelerdir?
 - a. Öğrencilerin ilgi alanları ve sorgulama yetileri nasıl keşfedilir ve geliştirilir?
 - b. Öğrencilerin seslerini duyurabilmeleri nasıl teşvik edilir?
 - c. Türkiye’deki okullar eğlenceli öğrenme ortamı nasıl sağlıyorlar?

3. Yöntem

Bu çalışmanın temel amacının, okul müdürlerinin hareketli okul ortamına ilişkin anlayış ve yorumlarını ortaya çıkarmak ve yorumlamak olduğu akıldta tutularak, genel nitel araştırma yaklaşımı (Merriam & Tisdell, 2015), okul müdürlerinin canlı okul iklimine yönelik bakış açısını anlamak ve analiz etmek için uygun bir tasarım olarak kabul edilmiştir. Türk okullarında hareketlilik üzerine daha derin bir anlayış kazanmak genel nitel araştırma yöntemi kullanılarak çalışma yapılmıştır.

3.1. Örneklem ve Veri Toplama Süreci

Genellemelerden ziyade bilginin derinliği ve özgünlüğünün önemli olduğu iddiasını savunan nitel araştırma, büyük örneklem yerine daha küçük çalışma gruplarından elde edilen derin ve spesifik verilere odaklanmaktadır (Baltacı, 2019). Chein (1981)’ e göre, nitel araştırmalarda olasılıklı olmayan veya amaçlı örnekleme kullanmak en

uygun yoldur. Bunlar arasında kartopu, zincir veya ağ örnekleme, muhtemelen amaçlı örnekleme en çok tercih edilen şeklidir. Bu yaklaşım, çalışmanın uygunluk şartlarını kolayca yerine getiren az sayıda kilit katılımcının belirlenmesini gerektirir. Bu ilk ana katılımcıların her birinden, onlarla görüşme yaparken araştırmacıyı diğer katılımcılara yönlendirmelerini ister (Patton, 2015). Bu çalışma için de kartopu yöntemi kullanılarak veri setleri oluşturulmuştur.

3.2. Veri Toplama Aracı

Merriam and Tisdell (2015) nitel veri toplama aracı olarak üç çeşit görüşme sunmuştur. Bunlar yüksek düzeyde yapılandırılmış veya standartlaştırılmış görüşmeler; yarı yapılandırılmış görüşmeler; ve yapılandırılmamış veya resmi olmayan görüşmelerdir. Bu çalışmanın amacı doğrultusunda yarı yapılandırılmış görüşmelerden yararlanılmıştır. Bu çalışmanın araştırmacısı önce bir soru havuzu oluşturmuştur. Soruların açık uçlu, anlaşılır ve kesin olmasına özen göstermiş, Patton'ın (1990) önerdiği gibi çok geniş sorular oluşturmaktan kaçınmıştır.

3.3. Veri Analizi

Bu çalışma için toplanan görüşme verilerinin analizinde içerik analizi tekniği kullanılmıştır. Araştırmanın doğasıyla ilgili eğilimleri, temaları, önyargıları ve anlamları belirlemek amacıyla verilerin özenli, ayrıntılı ve sistematik olarak incelenmesi ve yorumlanması içerik analizi olarak bilinir (Baltacı, 2019). Bu çalışma kapsamında nitel veri analizlerinde kullanılan MAXQDA programından faydalanılmıştır. Patton (2015), nitel yazılım programlarının veri depolama, kodlama, alma, karşılaştırma ve bağlantı kurmayı kolaylaştırırken, analizin hala insanlar tarafından yapıldığını belirtiyor. Analiz programları, kodlanmış temaları bulma, verileri kategorize etme ve transkriptlerdeki pasajları karşılaştırma süreçlerini hızlandırır. Verilerin kodlanması aşamasında araştırmacı topladığı verileri inceleyerek veri setini anlamlı bölümlere ayırmaya ve her bölümün hangi kavrama karşılık geldiğini keşfetmeye çalışmıştır. Kendi içinde anlamlı yapılar oluşturan her bölüm, çoğu durumda bir kelime, cümle veya deyim olarak araştırmacı tarafından isimlendirilmiştir. Daha sonra araştırmacı, kodların oluşturduğu kategorilere göre temaları belirlemiştir. Bu aşama tamamlandıktan sonra, verileri öge ve alt öge

gruplarına ayırmak, araştırmacının bulguları yorumlamasını ve yazmasını kolaylaştırdı.

3.4. Çalışmanın Sınırlılıkları

Ankara'daki okul müdürlerinin canlı bir okul iklimine bakış açılarını anlamak çalışmanın amacını oluşturmaktadır, bu nedenle çalışmada bazı sınırlılıklar olabilir.

İlk olarak, benzer sonuçların elde edilip edilmediğini görmek için başka bir araştırmacının aynı verileri incelemesi araştırmacı için bir seçenek değildi. Çünkü araştırmayı tamamlamak için verilen süre kısıtlıydı.

İkinci olarak, veri toplama aracına gelince, sadece yarı yapılandırılmış görüşmeler kullanılmıştır. Güvenilirliği artırmak için diğer veri toplama araçları kullanılabilir. Ancak bu çalışma bir araştırmacı tarafından yürütülmüş olup zaman kısıtlaması nedeniyle diğer veri toplama araçları kullanılamamıştır.

Üçüncüsü, veriler öğretmenler, öğrenciler ve veliler hariç tutularak sadece okul müdürlerinden toplanmıştır. Güvenilirlik açısından, önerilen üçgenleme yolları (Denzin, 1978) kullanılabilir, ancak sınırlı zaman çizelgesi nedeniyle okulun tüm katılımcılarından veri toplanması olası değildir. Katılımcıların velilere olduğu kadar öğretmenlere de büyük önem attıkları göz önüne alındığında, öğretmen ve velileri içeren başka bir çalışma yapılabilir.

4. Bulgular

4.1.Hareketli Okulların Çekici ve İtici Özellikleri

Araştırmanın bulguları, çekici okul özelliklerinin zıttıyla birlikte geldiğini, yani okulların kendine özgü özelliklerinin öğrencilerin okulu sevmesi için hem çekici hem de itici olabileceğini göstermiştir. Okulların çekici özellikleri açısından bakıldığında, iyi fiziksel koşullar ve olumlu okul atmosferini içeren olumlu bir okul ortamının; öğrencilerin ilgi alanlarına göre çeşitli etkinlikler; öğretmenler; Okul idaresi; öğrenciler arasında dostluk ve sosyalleşme, ve aile çekici okulların özellikleridir.

4.1.1. Çekici Okul Özellikleri Nasıl Oluşturulur

Öğrencileri okula isteklendiren böyle bir ortamın nasıl oluşturulabileceği sorulduğunda katılımcılar, okulların fiziksel olarak öğrencilerin ilgi alanlarına göre rehabilite edilmesi ve işbirliğinin yanısıra öğretmen, okul aile ve Milli Eğitim Bakanlığı olmak üzere farklı sorumlu kişi ve kuruluşlara işaret etmişlerdir.

4.2. Öğrencilerin ilgi ve sorgulama becerileri

Canlandırılmış zihinler, Hareketli okulun öğrencilerin bireysel ilgi alanlarına, yaratıcılığına ve eleştirel düşünmesine atıfta bulunan başka bir boyutudur. Görüşmeleri incelerken, katılımcılar öğrencilerin sırasıyla fiziksel aktivitelere, sosyal aktivitelere ve akademik aktivitelere eğilim gösterdiklerini belirtmişlerdir. Ancak buna ek olarak ilgi alanının çok kişisel olduğunu; dolayısıyla bu ilgi alanını genellemenin mümkün olmadığını söylemişlerdir.

4.2.1. Öğrenci İlgisi Nasıl Keşfedilir?

Öğrencilerin ilgileri okul ortamında öğretmenler ve okul yönetimi tarafından keşfedilir. Farklı türden etkinlikler sağlamak olan karşılıklı sorumluluklarına ek olarak, öğrencilerinin ilgisini keşfetmede farklı rollere de sahiptirler.

4.2.2. Öğrenci İlgilerini Beslemek

Öğrencilerin kendi ilgi alanlarını gerçekleştirmelerine yardımcı olan bir ortam yaratmak, hareketli okulların önemli bir özelliğidir. Bununla birlikte, hareketli okullar tipik olarak öğrencilerin kendi ilgi alanlarını gerçekleştirmelerine yardımcı olma görevinin ötesine geçer. Bu okullar öğrencilerin ilgilerini besleyebilecekleri bir ortam yaratır. Bu çalışmanın katılımcıları, okullarında öğrencilere rehberlik ve yönlendirme-özel kurumlar yada BİLSEM olabilir-, okulda etkinlik ve aktiviteler sunma, dış paydaşlarla işbirliği yapma ve akran yardımı gibi öğrencilerinin yararına olan çeşitli eylem ve uygulamaları öğrencilerin ilgilerine yönelik yapılacaklar olarak listelemişlerdir.

4.2.3. Öğrencilerin Sorgulama Becerilerini Geliştirmek

Clement et al (2017) tarafından önerilen Hareketli Okul İklimi perspektifinde canlandırılmış zihinlerin boyutlarından biri de öğrencilerin sorgulama becerisidir. Sorgulama becerileri, işlerin nasıl olduğunu eleştirmeye açık olmayı ifade eder. Katılımcılar, öğrencilerin soru sorma becerilerinin geliştirilmesinde öncelikle öğretmenlerin, okul yönetiminin ve velilerin sorumlu olduğunu belirtmişlerdir.

4.3. Öğrencilerin Sesi

Cesur seslere gelince, boyut, okul ortamında öğrenci seslerini sadece konuşmalarına izin vererek değil, seslerini ciddiye alarak ve yanıt vererek onurlandırmak olarak tanımlanmaktadır. Bu çalışmada, Türkiye bağlamında, okul ortamlarında farklı uygulamalarda cesaretlendirilmiş seslerin nasıl çıktığı ortaya çıkıyor.

4.3.1. Cesur Sesleri Okul Ortamına Yerleştirmek

Okul katılımcılarının öğrencilerin görüş ve seslerine saygı gösterdikleri böyle bir okul ikliminin nasıl oluşturulacağı katılımcılara sorulduğunda, öncelikle okul atmosferine atıfta bulunan faktörleri içeren olumlu okul ortamı üzerinde durmuşlardır. Bu faktörler açık iletişim, sevgi-hoşgörü-hoşgörü, sabır ve değer duygusu, güven ve aidiyet duygusu ile sonuçlanan ortak dildir. Olumlu bir okul ortamı yaratmak, karşılıklı olarak okul liderlerinin ve öğretmenlerin sorumluluğundadır. Ek olarak, velilerin de öğrencilerin sesini cesaretlendiren böyle bir okul iklimi yaratmada ayrı rolleri vardır.

4.4. Eğlenceli Öğrenme

Clement et al (2017) tarafından oyunla öğrenme, yaratıcılığın ve yeniliğin kaynağı olan okulda oyunbaz bir ruh olarak tanımlanmaktadır. Katılımcıların çoğu, Türkiye'deki okulların fiziki koşulları ve öğretmen kapasitesi açısından oyunlu bir öğrenme ortamına uygun olmadığını belirtse de, bir kısmı biraz çaba sarf edilerek oluşturulabileceğini ifade etmiştir.

4.4.1. Eğlenceli Öğrenmeyi İçeren Okul Ortamı Nasıl Oluşturulur

Katılımcılara oyun yoluyla öğrenmeyi içeren bir okul ikliminin nasıl oluşturulabileceği sorulduğunda, katılımcılar sırasıyla etkinliklerin çeşitliliğine, ardından öğretmenlerin ve okul yönetiminin sorumluluklarına, okulun fiziki koşullarına ve alternatif değerlendirme yöntemlerine odaklanmışlardır.

4.4.2. Sosyal Etkileşim Nasıl Arttırılır

Oyunla öğrenme ortamının bir boyutu, öğrenciler arasındaki sosyal etkileşimdir. Sosyal etkileşimin nasıl artırılabilceği sorulduğunda, katılımcıların çoğu, çocuklarının doğası gereği bunu sağlamak için aşırı çabaya gerek olmadığını belirtmiştir. Birçok katılımcı, öğrencilerin çocukluklarından beri buldukları her boş zamanlarında okulda arkadaşlarıyla vakit geçirdiklerini belirtmişlerdir.

4.5. Türkiye'de Canlı Okul İklimi

Türkiye'de hareketli okul iklimi perspektifi hakkında genel bir fikre sahip olmak için, katılımcılara en çok bu iklimin hangi boyutunun, canlandırılmış zihinler, cesur sesler ve oyunla öğrenme olduğu sorulmuştur. Çoğu, her boyutun gerekli ve vazgeçilmez olduğunu düşündükleri için aralarında bir üstünlük olmadığını belirtmişlerdir.

5. Tartışma

Araştırmanın sonuçlarına göre, çekici okul özellikleri çoğunlukla olumlu okul iklimine, iyi fiziki koşullara ve olumlu okul atmosferine, öğrenciler için bir özgürlük alanının yer aldığı olumlu okul ortamına; öğrencilerin ilgisine uygun etkinlikler; öğrenciler arasında dostluk ve sosyalleşme ilgisi; öğretmenlerden, okul yönetiminden ve aileden görülen desteğine dayanmaktadır. Araştırma, Türkiye'deki çekici okul özelliklerinin hareketli okul ikliminin üç boyutunu ifade ettiğini ortaya koydu: canlanmış zihinler, cesaretlendirilmiş sesler ve oyun oynayarak öğrenme. Türkiye'de adlandırma farklı olsa da, Clement ve diğerleri (2017) tarafından belirtildiği gibi, cesaretlendirilmiş ses boyutu öğrenciler için bir özgürlük alanı içeriyor; canlanmış zihinler, öğrencilerin ilgi alanlarına atıfta bulunan etkinlikleri içeriyor; ve son olarak oyunlu öğrenme arkadaşlık ve sosyalleşmeden oluşur. Öğrenciler için çekici okullar oluşturmanın, hareketli okul ikliminin Türk Eğitim bağlamlarında uygulanmasını gerektirdiği açıktır.

Oyunlu bir öğrenme ortamının oluşturulabilmesi için öğrencilerin ilgilerini geliştirmesi ve beslemesi gerekir çünkü oyunlu bir öğrenme ortamı öğrencilerin ilgi alanlarına uygun etkinlikler yapılmasını gerektirir. Öğrencilerin ilgi alanlarını anlamak ve fark edebilmek için onlara kendilerini ifade etme şansı verilmesi gerekiyordu. Tam tersine, cesaretlendirilmiş seslerin yer aldığı okul ortamı sayesinde öğrencilerin ilgisi ortaya çıkar ve oyunbaz öğrenme ruhunun gereği olan canlı zihinler için bir ortam oluşturulabilir. Çalışma, bu boyutlar arasında karşılıklı bir ilişki olduğunu göstermektedir. Bunlardan herhangi biri olmadan diğerini ayarlamak imkansızdır. Türkiye'deki hareketli okul ikliminin üç boyutunun birbirini desteklemesi ve zorunlu kılmasının yanı sıra, hareketliliğin oluşması için üçünün ortak gereksinimleri ve üçünden de sorumlu insanlar vardır.

Araştırma, laboratuvarların, oyun parkı olan yeşil okul bahçelerinin, atölye alanlarının, donanımlı sınıfların ve güvenli ve temiz okulların bulunduğu okulların öğrencilerin okullarına gelme konusunda hevesli olmalarını sağlayan etkenler olduğunu göstermiştir. Fiziksel çevre, bireyler arasındaki ilişkilerin kalitesini ve farklı sosyal, bilişsel ve duygusal öğrenmeleri etkileme potansiyeli ile ikinci bir öğretmen olarak kabul edilebilir (Şahin, 2020). Okul yerleşkeleri ve binalarındaki insanların fikir, değer, davranış ve kültürlerini yansıtır (Sanoff, Pasalar, & Hashas, 2001). Öğrencilere fiziksel olarak yenilikçi, donanımlı, temiz ve düzenli okul ortamları, oyun alanları, atölyeler ve laboratuvarlar sağlamak, özellikle zamanlarının çoğunu okulda geçirdikleri düşünüldüğünde, öğrencilerin okulları ikinci evleri gibi algılamalarına yardımcı olur (Nodding, 2003). Bu sebeple hareketli okul iklimini oluştururken yapılması gerekenler arasında fiziksel ortamların düzenlenmesi ilk sıralarda yer almaktadır.

Araştırmanın sonuçları, çekici okullar oluşturma ve canlanmış zihinleri, cesaretlendirilmiş sesleri ve eğlenceli öğrenmeyi okul ortamına yerleştirmenin çoğunlukla öğretmenlerin sorumluluğunda olduğunu ortaya koydu. Aldridge ve Ala'i (2013) olumlu okul iklimi yaratmada öğretmen desteğini ve öğrenci-öğretmen ilişkilerinin kalitesini ve öğrencilerin öğretmenlerinin onlara değer verdiği ve onları desteklediğine dair algılarının önemli olduğunu göstermiştir. Bu çalışmanın sonuçları Aldridge ve Ala'i (2013)' nın sonuçlarıyla uyusmaktadır.

Buna ek olarak, okul liderleri, çekici okul özelliklerini ve hareketli okul iklimini teşvik etmede ikinci sorumlu taraf olarak ortaya çıktı. Bu çalışmanın sonucunda ortaya çıkan okul müdürlerinin dolaylı etkileri, Leithwood ve Jantzi'nin (2006) liderlerin okuldaki dolaylı etkisinin hedef belirlemek ve vizyon ifade etmek olduğunu gösteren bulguları; okul liderlerinin rolünü öğretmenlerle meslektaş konuşmalarını izlemek ve başlatmak olarak belirten Heck'in (1992) bulguları; ve Heck ve arkadaşlarının (1991) okul liderlerinin rollerine mümkün olan en iyi eğitim sonuçları için kaynakları bulma ve organize etme olarak atıfta bulunan bulguları ile eşleşmiştir.

Çalışma, öğrenciler için çekici okullar oluşturmanın Clement ve diğerlerinin bahsettiği (2017) hareketli okul iklimi duygusu gerektirdiğini ortaya çıkarsa da, Türk devlet okulları, hareketli okul ikliminin her boyutunu öğrencilere tüm unsurlarıyla sağlamaya hazır değil çünkü cesaretlendirilmiş seslerin anlaşılması boyutunun Türkiye'deki hali orijinalinden farklıdır. Çalışma, öğrencileri etkileyen kararlara öğrencilerin aktif katılımının eksik olduğunu ve öğrencilerin seslerinin sadece dikkat çekmesi ve dinlenilmesiyle sınırlı olduğunu göstermiştir. Ayrıca, oyunla öğrenme ortamları, eğlence etkinliklerinin düzeyiyle sınırlıdır ancak öğrencilerin kendi öğrenmeleri üzerindeki özerkliğini içermemektedir. Bu farklılıklar Getzels ve Thelen (1960) tarafından önerilen sosyal sistemdeki kültürel boyutlarla açıklanabilir. Okullarda ve sınıflarda hem okul müdürlerine hem de öğretmenlere ait geleneksel otorite anlayışı halen varlığını sürdürmekte ve bu boyutların önerildiği gibi kurulmasında eksiklikler yaratmaktadır.

Ayrıca araştırma, bir kurum olarak okulun rolünün, bireysel rollerin ve kişisel ihtiyaçların tam olarak açıklığa kavuşturulmadığını ortaya koymuştur. Getzels ve Guba (1957) (Lunenburg ve Ornstein, 2012'de belirtildiği gibi) okulları, örgütün ortak amacı için grup üyelerinin etkinliklerinin ve etkileşimlerinin kullanıldığı sosyal sistemler olarak tanımlar. Sosyal sistemin “nomotetik” ve “idiyografik” olmak üzere iki boyutu vardır. Nomotetik boyut için, hareketli okul iklimi yaratmada öğretmen ve müdürlerin rolleri ve beklentiler net değildir. İdiyografik boyut için, okullardaki rolleri üstlenen kişilerin kişisel ihtiyaçları, hareketliliğin uygulanması açısından da yerleşmiş değildir. Bu nedenle öğrencilerin ilgi ve sorgulama becerilerinin geliştiği; öğrencilerin

seslerinin duyulduđu ve cevap verildiđi; ve öğrencilerin öğrenmeyi eğlenceli olarak gördükleri, çekici okullar oluşturmak yakın gelecekte pek olası değildir.

Çalışmanın sonuçları, hareketli okul iklimi ölçeğinin Clement ve diğerleri (2017) tarafından önerildiđi gibi Türk devlet okullarında geçerli olmadığını göstermiştir. Çalışma, okul iklimi perspektiflerinin anlaşılmasında kültürel farklılıkların varlığını ve etkililiğini koruduğunu ortaya koymuştur. Bu nedenle, Türkiye'de okul iklimi çalışmalarının odak noktası, hareketli okul iklimine sahip çekici okulların ön koşulları ve canlılığın gerekliliklerini uygulama yolları üzerine olmalıdır.

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