Effective School Research in Turkey: Content Analysis of Articles (2000-2020)

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ABSTRACT

In this study, it was aimed to reveal the descriptive characteristics, methodical dimensions and general trends of the research articles on Effective School in Turkey published between 2000-2020. These studies have been systematically evaluated through content analysis. For this purpose, 23 articles scanned with the keyword 'effective school' and 'school effectiveness' were examined in the Journal Park and Google academic databases published between 2000 and 2020. The article classification form developed by Sözbilir, Kutu and Yaşar (2012) was adapted and used for effective school research to examine the articles. According to SPSS Statitics 23 program the data obtained from the studies examined by content analysis were analyzed using percentage and frequency values. In these studies, it was observed that (I) the concept of an effective school is most often associated with the leadership styles of school administrators, (II) quantitative research method was often used, (III) survey was preferred as data collection tool, (IV)random sampling method was widely used and (V)teachers were chosen most as sample.

Keywords: Education, Effective School, School Effectiveness

Türkiye'de Etkili Okul Araştırmaları: 2000-2020 Dönemi Makalelerin İçerik Analizi

Öz

Bu araştırmada 2000-2020 yılları arasında yayınlanmış Türkiye adresli etkili okul üzerine yapılan araştırma makalelerinin tanımlayıcı özelliklerini, yöntemsel boyutlarını ve genel eğilimlerini ortaya çıkarmak amaçlanmıştır. Bu amaçla 2000 ile 2020 yılları arasında yayımlanmış Dergi Park ve Google Akademik veri tabanlarında "etkili okul" ve "okul etkililiği" anahtar kelimesi ile taranan 23 makale incelenmiştir. İncelenen bu araştırmalar içerik analizi yöntemiyle sistematik bir biçimde değerlendirilmiştir. Makaleleri incelemek için Sözbilir, Kutu ve Yaşar (2012) tarafından geliştirilen makale sınıflama formu etkili okul araştırmaları için uyarlanarak kullanılmıştır. İçerik analizi ile incelenen çalışmalardan elde edilen veriler SPSS Statistics 23 programıyla yüzde ve frekans değerleri kullanılarak çözümlenmiştir. İncelenen araştırmalarda (I) etkili okul kavramının en çok okul yöneticisinin liderlik stilleri ile ilişkilendirildiği, (II) araştırmalarda nicel araştırma yönteminin sıklıkla kullanıldığı, (III) veri toplama aracı olarak anket tercih edildiği, (IV) tesadüfi örnekleme yönteminin yaygın olarak kullanıldığı ve (V) örneklem olarak en çok öğretmenlerin seçildiği görülmüştür.

Anahtar kelimeler: Eğitim, Etkili Okul, Okul Etkililiği

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1 | INTRODUCTION

A school, which society identifies with the concept of an educational nest, is a social and open system (Titrek, 2020) in which students acquire complex and more abstract knowledge, skills and behaviors, as well as literacy and other simple skills, in accordance with the goals and principles of the educational system (Balcı, 2010). Schools, which are a social system, are not only institutions with administrative and educational goals in which educational activities are carried out. Schools also have social, economic and political responsibilities (Bursalıoğlu, 2010).

A school administrator wants to improve the quality of education in his or her school and make a difference. This difference is created by increasing the quality of education. Studies to increase the quality of education have revealed the concept of effective school (Helvacı & Aydoğan, 2011). As a result of research conducted on schools that make a difference, succeed, and schools that lag behind them and are less successful, common findings have been identified, showing what needs to be done in order to increase productivity and success in schools (Çubukçu & Girmen, 2006).

Studies on the effective school gained importance towards the mid-1960s (Yılmaz K. , 2015). How does the school affect students with these studies? What are the effects of school on students in their interaction with the external environment? What are the variables in the school's impact on students? Is the school or the environment more effective in the lives of students? By looking for answers to such questions, the concept of effective school and the effect of school on students has gained importance.

Due to the fact that schools that are part of the macro system have a multifaceted, complex structure and constantly interact with the environment, it is difficult to conceptualize the concept of an effective school with precise lines in the literature. Those who work on effective school have the idea that effective school is a multifaceted concept (Arslan, Satıcı, & Kuru, 2007).

Despite the difficulty of defining an effective school, as in all social sciences, studies have been conducted to make a definition of the concept of an effective school that meets comprehensive, theoretical frameworks. According to Özdemir (2019), an effective school is defined as a school in which cognitive, affective, psycho-motor, social and aesthetic development of students is supported in the most appropriate way and an optimal learning environment is created. Başaran (2000), on the other hand, has defined an effective school as a school that accomplishes its organizational, managerial and educational goals at the planned level. Although there are different definitions for an effective school in the literature, many researchers note that the leadership of school principals plays an important role in creating effective schools (Balcı, 2000; Brookover, 1979; Good and Brophy, 1986; Lezotte, 1989; Mackenzia, 1983; Şişman, 2011).

Another dominant view in effective school understanding is that schools create differences in student achievement (Çubukçu & Girmen, 2006). In order for students to succeed in an effective school, appropriate physical environments should be prepared, all human and material resources of the school should be used effectively. An effective school allows the student to develop from a cognitive aspects as well as from an affective, physical, and artistic aspects. Being an effective school does not mean having too many resources, an effective school aims to achieve the best results with the resources it has. In effective school understanding, teaching and performance improvement are seen as the most important task of the school (Özdemir, 2019).

Although effective school is a multidimensional concept, researchers have come to a consensus on some common features (Helvaci & Aydogan, 2011). Edmonds (1979) states that influential schools have five characteristics:

- Effective schools should clearly set out their goals related to education,
- Effective schools should conduct systematic evaluation in special and general dimensions,

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- In effective schools, there is an expectation that all students can learn well,
- Effective school has a safe climate that encourages teachers and learning,
- Effective schools have principled educators.

Research on the effectiveness of schools has often found that effective schools have the following characteristics (Özdemir, 2000; Karip & Köksal, 1996; as cited in Çubukçu& Girmen, 2006):

- Effective schools have clearly stated missions.
- Administrators of effective schools are a strong teaching leader.
- All stakeholders of effective schools, especially student teacher parents, have high expectations.
- In effective schools, student success is constantly monitored and evaluated.
- Effective schools have a school climate in which discipline problems are reduced and an appropriate learning environment is created.
- In effective schools, parents and the environment give all kinds of support to the school, school-family cooperation has developed.
- It is important to acquire basic skills in effective schools.

Henneveld (1994) explains the theoretical framework of effective school in five basic dimensions: "school inputs, school climate, facilities provided, learning-teaching process and results" in the model in which he developed it, and with the features listed under these dimensions. The interdimensional relations are shown in the table below.

Figure 1. Model Determining School Effectiveness Factors
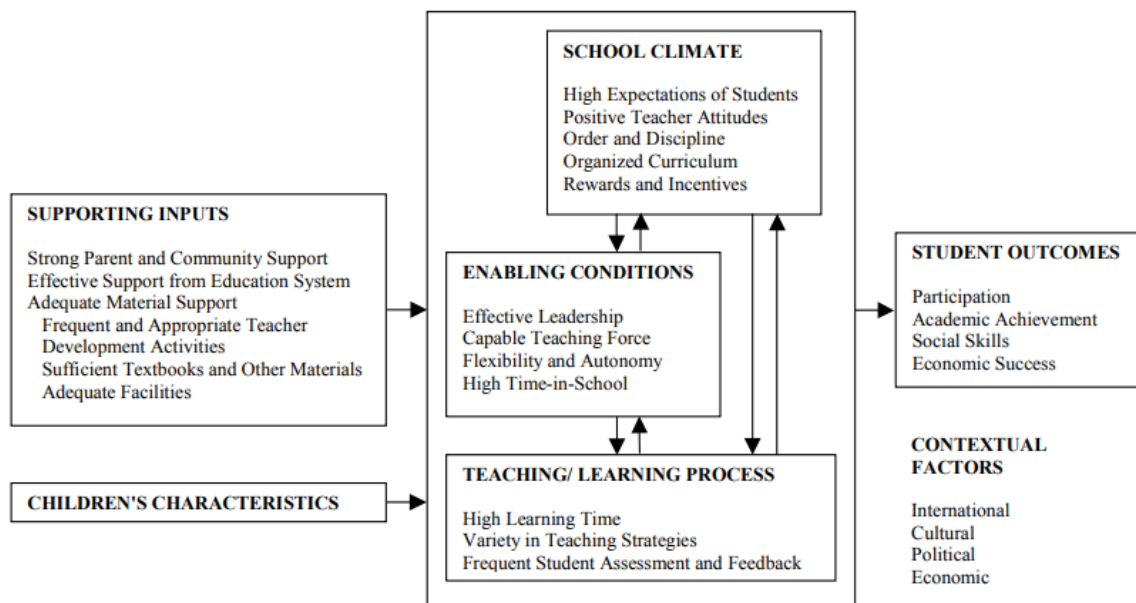
Source: Henneveld, (1994)

In Figure 1, the theoretical framework of Henneveld's school effectiveness model shows the connection of 16 factors divided into 4 main groups that directly affect student outcomes. According to the model, the level of strength of each factor contributes positively to school effectiveness. The higher the level of strength among these 4 main groups, the higher the quality of student output increases in direct proportion (Arslan, Satıcı, & Kuru, 2007). Similar to Henneveld, Şenol (1996) stated that there are many factors affecting school effectiveness and explained the factors affecting school effectiveness as the principal and his assistants, teachers, students, parents, school climate and culture, educational programs, environment, physical structure of the school, and educational technology.

In his research, Zigarelli (1996) identified six key characteristics that reveal an effective school, each of which was tested on student success (Helvacı & Aydoğan, 2011). These are: "qualified teacher, teacher participation and satisfaction, leadership characteristic and communication of the school administrator, strong school culture, positive relationships of the school administration, high family participation".

Qualified teacher: In effective schools, one of the most important characteristics of a qualified teacher is that the teacher develops himself. The teacher must keep up with the changing and developing era, develop himself/herself through activities such as in-service training and personal development courses. His/her experience in teaching life also has an impact on the quality of the teacher. The preparation of the teacher before the lesson, the power of expression in the lesson process, the efficient use of time in the lesson process and the different teaching methods and techniques that he/she uses reveal the quality of the teacher.

Teacher participation and satisfaction: In effective schools, decisions are made democratically. In any decision taken within the school, it is expected that teachers, who are one of the most important elements of the school should be consulted.

Leadership characteristic and communication of the school administrator: In an effective school, the administrator has an important place. The leadership characteristic displayed by the school administrator is the most important step to be taken in creating an effective school. Many researchers agree that the school administrator has a very important place in designing, managing and maintaining an effective school (Helvacı & Aydoğan, 2011). Effective school research indicates that active participation in the classroom, where school administrators must necessarily have leadership characteristics, will create better schools.

Strong school culture: Effective school research shows that schools with a good organizational climate and a strong school culture are more successful. It is emphasized that there should be a positive atmosphere suitable for learning in an effective school. As the interactions, experiences and sharing of school employees increase, school provides an environment for the formation of a culture specific to that school over time.

Positive relationships of the school administration: The positive relationships established by the school administrator with students and teachers as a leader increase the performance of students and teachers and contribute to the school culture.

High family participation: Family participation in school increases student success. It has been emphasized that voluntary activities by families also play a role in increasing student success.

Schools are seen as the most effective factor in increasing student academic success. A school is as effective as its performance (Polatcan & Cansoy, 2018). As a result, as effective school research shows, if the school does not have a unique vision, if it does not have a school administrator as a teaching leader, if it cannot meet the expectations of society, if it cannot offer a suitable learning environment for students, if it cannot develop the academic, sporting and artistic skills of students, we cannot say that this school is an effective school. In order to qualify a school as an effective school, that school must have all these characteristics.

Effective school research has started in Turkey since the 90s. These research gained momentum in Turkey after the 2000s (Polatcan & Cansoy, 2018).

Although effective school research is widely conducted in Turkey, no research has been found on the current state of the concept of an effective school and the concepts to which it is associated. Because of this, it is important to identify the different characteristics of effective school research published in Turkey and to determine the concepts to which the concept of effective school is associated.

In this context, this research aims to reveal the descriptive characteristics, methodical dimensions, and general trends of the effective school research in Turkey published between 2000-2020. Answers to the following questions were sought within the scope of this study:
1. Effective school research has been widely published in which journals?
2. How is the distribution of effective school research by year?

3. In effective school research, the concept of effective school has been used in relation to what concepts?

4. What data collection tools have been widely used in effective school research and how are they distributed by research methods?

5. What are the research methods commonly used in effective school research?

6. What are the sampling methods commonly used in effective school research?

7. What are the sampling levels used in effective school research?

2 | METHOD

METHOD OF THE STUDY

This study, which examined effective school research published in various journals in Turkey, was conducted based on content analysis. Şimşek and Yıldırım (2011) explained content analysis as combining similar data using specific themes and concepts and organizing and interpreting them in a way that readers can understand. As a result of searching with the keywords "effective school" and "school effectiveness" in the Dergi Park and Google Scholars, the sample of the study was determined as 23 studies conducted in Turkey between 2000-2020.

DATA COLLECTION TOOL

In this study, the article classification form developed by Sözbilir, Kutu and Yaşar (2012) was adapted and used for effective school research. Article classification form consists of 6 parts: article masthead, type of article, subject of article, method of article, data collection tools and sampling.

ANALYSIS OF DATA

In this study, content analysis technique was used to evaluate the data obtained. During the analysis and interpretation of effective school articles published in Turkey between 2000-2020, attention was paid to the stages of coding, category development, ensuring validity and reliability, calculating frequencies and interpreting. At the naming and category development stage of content analysis; each of the articles has been carefully examined and classified under categories such as the article masthead, the concepts it is associated with, its method, data collection tools, sampling, and data analysis methods. First, the name of the article, its authors, the Journal in which it was published, and the year in which it was published were entered as data. Later, the concept and method in which the article is associated with the concept of effective school were identified, the type of data collection tool used in the article, the methods used in analyzing the data were identified. The SPSS Statistics 23 Data Analysis Program was used to analyze the data obtained. The data obtained were analyzed using percentage and frequency values. As for the data obtained, their frequency and percentage rates were calculated to correspond to the answer to each research question, and the data obtained was tabulated.

RESEARCH ETHICS

The data collection phase of this study were approved ethically in accordance with the decision taken at the meeting of Sakarya University Social and Human Sciences Ethics Committee dated 02.06.2021 and numbered 2021/60.

3 | FINDINGS

The collected data was analyzed considering research questions. The results obtained from the analysis are presented below.

Table1. Journals Featuring Influential School Research

Journal	f	%
International Journal of Educational Sciences	1	4,3
Erzincan University Journal of Educational Sciences	1	4,3
Journal of Field Education Research	1	4,3
Journal of Education and Science	1	4,3
Gaziantep University Journal of Social Sciences	1	4,3
Bartın University Journal of Faculty of Education	2	8,7
International Journal of Social Research	1	4,3
Erciyes University Journal of Science and Literature	1	4,3
Journal of Social Sciences	1	4,3
Gaziantep University Journal of Educational Sciences	1	4,3
Journal of Academic History and Thought	1	4,3
Journal of the Faculty of Education of Uludağ University	1	4,3
Bolu Abant Baysal University Journal Of Education	1	4,3
Uşak University Journal Of Social Sciences	1	4,3
Mediterranean Journal of Educational Research	1	4,3
Kastamonu Education Journal	1	4,3
International Journal Of Social Sciences	1	4,3
Turkish Science Research Foundation Journal	1	4,3
Cumhuriyet University Journal of Faculty of Education	1	4,3
Mersin University Journal of Faculty of Education	1	4,3
Erzincan University Journal of Faculty of Education	1	4,3
Journal of Theoretical Education	1	4,3
Total	23	100,0

Table 1 shows that 23 articles examined for research have been published in 22 different journals. 2 of the articles examined for the research were published in the Bartın University Journal of Faculty of Education while the others were published in various journals.

Table 2. Distribution of Effective School Research by Year

Years	f	%
2003	1	4,3
2006	3	13,0
2009	1	4,3
2010	1	4,3
2011	1	4,3
2012	1	4,3
2013	1	4,3
2014	1	4,3
2015	1	4,3
2016	5	21,7
2017	3	13,0
2018	1	4,3
2019	1	4,3
2020	2	8,7
Total	23	100

In Table 2, it is seen that effective school studies have been studied every year in Turkey, especially since 2009. Studies have intensified in 2016. In 2016, 5 studies were conducted on effective school. 3 studies were conducted in 2006 and 2017.

Table 3. Concepts Associated with the Effective School Concept

Concepts Associated With	f	%
Personality traits and focus of control	1	4,3
School culture	3	13,0
School development	2	8,7
Job satisfaction	1	4,3
Leadership styles	7	30,4
School-environment-family cooperation	2	8,7
Decision-making	1	4,3
Meeting teachers ' expectations	1	4,3
Professional affiliation	1	4,3
Professional performance	1	4,3
Executive self-sufficiency	1	4,3
School climate	1	4,3
Effective school indicators	1	4,3
Total	23	100,0

In Table 3, it is seen that 30.4% of the concept of effective school is associated with leadership styles. When the studies are examined, it is seen that 13% of the effective school concept is associated with school culture, 8.7% with school development, and 8.7% with school-environment-family cooperation.

Table 4. Methods and Data Collection Tools Used in Effective School Research

Data Collection Tool	Method			
	Quantitative		Qualitative	
	f	%	f	%
Survey	19	100	0	0
Open-Ended Question	0	0	3	75
Structured Interview Form	0	0	1	25
Total	19	100	4	100

In Table 4, it is seen that effective school studies are mainly quantitative studies (f=19). In all quantitative studies, surveys were used as a data collection tool. In 75% of qualitative studies, the open-ended question method was used as a data collection tool, while in 25%, the structured interview form was used as a data collection tool.

Table 5. Quantitative Research Methods Used in Effective School Research

	Quantitative		Total
	Descriptive Survey Method	Correlational Survey Method	
N	11	8	19
%	57,9	42,1	100

In Table 5, it is seen that 57.9% of quantitative research on effective school used descriptive survey method and 42.1% used the correlational survey method.

Table 6. Qualitative Research Methods Used in Effective School Research

	Qualitative		Total
	Case Study	Case Study Survey Model	
N	3	1	4
%	75	25	100

Table 6 showed that 75% of the qualitative research used in effective school research used a case study, and 25% used a case study survey model.

Table 7. Sampling Method Used in Effective School Research

Sampling Method	N	%
Random sampling,	8	34,8
Simple random sampling	4	17,4
Simple random sampling	2	8,7
Stratified sampling	1	4,3
Simple random sampling	4	17,4
Unbiased sampling	1	4,3
Simple random sampling	1	4,3
Proportional sampling	1	4,3
Proportional sampling	1	4,3
Total	23	100,0

In Table 7, the most commonly used sampling method in effective school research is random sampling with 34.8%. In addition, simple random sampling are commonly used sampling methods with 17.4%.

Table 8. Sampling Levels Used in Effective School Research

Sampling Levels	Research Method				Total	
	Quantitative		Qualitative			
	f	%	f	%	f	%
Teacher	11	47,8	1	4,3	12	52,2
School administrator	1	4,3	1	4,3	2	8,7
Teacher and school administrator	6	26,1	0	0	6	26,1
Teacher, school administrator and student	0	0	1	4,3	1	4,3
Instructor	0	0	1	4,3	1	4,3
Teacher and student	1	4,3	0	0	1	4,3
Total	19	82,6	4	17,4	23	100

Table 8 shows the sampling level used in effective school studies and its distribution by research methods. In 52% of effective school-related research, only teachers were selected as a sample. 47.8% of the studies in which teachers were selected as samples were conducted by quantitative research method and 4.3% by

qualitative research method. According to this study, the proportion of studies in which teachers and school administrators were selected together as samples was 26.1%. In the articles examined within the scope of this research, instructors were not selected as samples in the studies conducted by quantitative research method.

4 | DISCUSSION & CONCLUSION

In this study, 23 articles conducted in Turkey between 2000-2020 were examined as a result of a search conducted in the Journal Park and Google Scholar with the keyword "effective school" and "school effectiveness". These articles were examined in terms of year of publication, journal, concept associated with effective school concept, research methods, data collection tools, sampling method and sampling levels.

As a result of the content analysis of the journals in which the studies were published, it was determined that 23 articles were published in 22 different journals. The first studies about effective school had began in the middle 1960s at the USA. According to Polatcan and Cansoy (20018), effective school research has gained momentum in our country since the 2000s. When the published articles are examined, it is seen that the studies have intensified since 2016. No intensive work is seen in the early 2000s.

Zigarelli (1996) explained the characteristics of an effective school: qualified teacher, teacher participation and satisfaction, leadership characteristics and communication of a school administrator, strong school culture, positive relationships of school management, and high family participation. In the study, the concepts associated with the concept of effective school seem to be parallel to these characteristics, which Zigarelli (1996) explains. When content analysis of concepts associated with effective schools is performed, it is observed that the relationship between the concept of an effective school and issues such as decision process (Çelikten,2003), school development (Arslan, Satıcı and Kuru, 2006), characteristics of secondary education institutions to be effective schools (Çubukçu and Girmen, 2006), school culture (Ayık and Ada, 2009), leadership styles of school principals (Gökçe and Kahraman, 2010; Yörük and Şahin, 2012; Arslantaş and Özkan, 2014; Cerit and Yıldırım, 2017; Ermeydan and Can, 2020), school-environment-family relationship (Çalışkan and Güçlü, 2013), personality traits of school principals (Yıldırım and Ada, 2015), effective school indicators (Uğurlu and Demir, 2016), school leadership behaviors (Abdurrezak and Uğurlu, 2016), school development (Altun and Bebek, 2016), school climate (Şenel and Buluç, 2016), school culture (Akan, 2016), professional performance (Akan, 2016), job satisfaction (Yıldırım, Akan and Yalçın, 2017), self-sufficiency of administrator (Işık, 2017), school-environment-family collaboration (Ergin, Kaplan and Korkmaz 2018), professional affiliation (Güler, Çıkrıkçı and Akçay, 2019) is examined.

It is observed that the majority (82,6) of the methods used in the studies were performed by quantitative research methods based on positive paradigm, and the proportion of qualitative studies was 17.6. In quantitative research, survey studies were conducted to determine the relationship between the concept of an effective school and the concepts associated with an effective school, as well as the current level of effectiveness of schools. This supports the view of effective school research that behavioral and perceptual processes are measured by surveys and scales, rather than by direct observation in classrooms, as noted by Good and Brophy (1986). In quantitative research, the school effectiveness survey created by Hoy and Ferguson(1985) and adapted to Turkish culture and the school effectiveness survey prepared by Fat (2011) are used. In qualitative research, case study and case study survey model research methods were used, in which school manager and teacher opinions were included, mostly for questions prepared by researchers on the concept of an effective school. A mixed-method study was not found in the study. It is thought that it would be better to conduct qualitative or mixed-method studies on an effective school, which is a concept that outweighs the qualitative aspect, in terms of detailing the subject. In addition, direct observation and transmission of observations in schools that can qualify as effective schools will be useful in terms of revealing all the dimensions of an effective school.

In the study, it is seen that researchers mainly used random sampling (34,8) and simple random sampling (17,4) methods in the field of sampling selection.

As a sample of research, the opinions of teachers, school administrators, or teachers and school administrators together are often included. On the other hand, a limited number of studies have included the opinions of teachers. In order to develop the concept of an effective school and achieve success in practice, it is necessary to focus on the opinions of teachers.

STATEMENTS OF PUBLICATION ETHICS

The ethics committee approval for present research was given by Sakarya University Social and Humanities Ethics Committee with the issue number E-61923333-050.99-33810 and authors declare that the principals of research and publication ethics were followed. In addition, the article classification form developed by, Sözbilir, Kutu and Yaşar (2012) was used by obtaining the necessary permissions from the researchers in order to conduct content analysis of the articles.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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