Eurasian Journal of Educational Research
www.ejer.com.tr

Does Public Leadership Improve School Effectiveness through Strengthening Teacher Professionalism?

Seval KOCAK[1], Aynur BOZKURT BOSTANCI[2]

A R T I C L E I N F O

A B S T R A C T

Purpose: This study was conducted to investigate the mediating role of teacher professionalism in the relationship between public leadership behaviours of administrators in public schools and school effectiveness.

Method: The present study was designed in a correlational research model and conducted with 482 teachers working in public schools. Simple random sampling was used in this study. The data were collected using Public Leadership Scale, School Effectiveness Index and Teacher Professionalism Scale. With this regard, the mediator role of teacher professionalism in the relationship between public leadership and school effectiveness was determined using path analysis.

Findings: The results of the study indicated that public leadership has a direct and indirect impact on school effectiveness by enhancing teacher professionalism.

Implications for Research and Practice: Given those school principals working at public schools raise awareness of the concepts brought about the new understanding of public management is considered necessary, teacher professionalism should be contributed within the framework of public leadership, and school effectiveness should be sustained.

---

[1] Corresponding Author, Usak University, Faculty of Education, TURKEY, email: sevalkocak85@gmail.com, ORCID: https://orcid.org/0000-0002-9064-2335
[2] Usak University, Faculty of Education, TURKEY, email: aynur.bozkurt@usak.edu.tr, ORCID: https://orcid.org/0000-0002-7927-6063

Introduction

There are two important key points in Turkey's management structure of the educational system. First, the education system is based on a centralized approach. Within this framework, as stated in Law no. 1739, Basic Law of National Education, the duties of the Ministry of National Education (MoNE) are to plan, implement and control education services in the educational institutions at all levels. Thus, the Turkish education system has a centralized and bureaucratic structure; the decision- making level in schools is under the average of OECD (OECD, 2013, pp. 15-16). School principals have restricted authority over the processes of determining, controlling and evaluating school objectives and teaching programs and using the budget as well. Second, the Turkish education system is mainly administrated by the public. Thus, it is subsidised and controlled by the state (Cokgezen & Terzi, 2008). Although the number of private schools increases in recent years, education is widely under public management. According to the statistics performed by MoNE (2019), 91% of the students continued their education in public schools, whereas 9% of them were at private schools. However, children with high-income parents have the opportunity to attain private school education since the expenses are met by the parents in those schools (Keskin & Turna, 2010).

In the light of national studies in Turkey, it revealed that the teaching-learning experience provided by the private school is better quality on the grounds of their opportunities and appropriate classroom size (Arslan, Satıcı & Kuru, 2007; İlgar, 2014). In addition, the factors that make private schools preferable for the parents are specified as qualified physical resources, effective use of technology and visionary teaching-learning experience (Akhan, 2009; Parlar, 2006; Uysal, 2017). On the contrary, according to the national studies investigating public school effectiveness, the findings showed that there were problems regarding principal, teacher, school culture, environment and effectiveness towards parents (Abdurrezzak, 2015; Ayik & Ada, 2009; Cubukcu & Girmen, 2006; Kaya, 2015; Kusaksiz, 2010; Memduhoglu & Karatas, 2017; Ugurlu & Abdurrezzak, 2016). However, one of the most important duties of public schools is to offer qualified education to all the students regardless of their financial status and protect the exteriorities which the country obtains using education (Cokgezen & Terzi, 2008; Kober, 2007). Therefore, the effectiveness of public schools plays a key role in the individual's right to education and the country's development.

School effectiveness is a crucial issue elaborated not only by Turkey but also by other countries. In this context, the studies conducted to promote school effectiveness through generating an effective school environment during the last 15 years and the factors, such as school leader and teacher professionalism, have been overemphasized (Ainley & Carstens, 2018; European Commission, 2012; OECD, 2018a; 2018b). Additionally, the concepts of school autonomy and accountability have been put excessive emphasis across the world to generate an effective school environment (European Commission, 2018). It is because education is mostly administrated by public organizations, although there is a worldwide tendency for privatization. In other words, education is regarded as a service provided on behalf of common interest; therefore, the states are entitled to decide on any activity that contributes to students'

achievements (Polcyn, 2015). Accordingly, providing the effectiveness of public schools is considered to depend on school leaders who have the capability of meeting both the values of public administration and the needs of the current administration.

Public Leadership in Education

As of the end of the 1980s, the understanding of new public management being shaped by the concepts of efficiency and effectiveness was emerged in the entire world, especially in OECD countries. As a result, such concepts as effective communication, transparency, accountability, as well as bureaucratic rules gained prominence for the effectiveness of public organizations (Aydogan, 2008; Ozdemir & Bozkurt, 2015). The new understanding of effectiveness in public institutions had an impact on educational institutions; therefore, such new skills and concepts as competition, accountability, parent preference, performance and efficiency being shaped by the understanding of new public administration came to the fore (Goldspink, 2007; Ozdemir, 2011; Tosten, Celik-Sahin & Han, 2018). These developments paved the way for a new leadership approach called public leadership. In this context, Tummers and Knies (2016) defined the term of public leadership as a leadership type that integrates the rational-legal authority of a bureaucratic system, network management and the important leadership roles for public management. They explained these roles as follows: "*accountability, following governmental rules and policies, political loyalty, and network governance* (p.434)."

Public leadership is not associated with the structural administration of public institutions, it is also related to complicated social, political and cultural relationships exceeding the organization limits. This type of leadership, in addition to organizational hierarchy, rules and procedures, is an output of an understanding in which all the stakeholders are included in the process of administration, an extensive network is established and the organizational limits are exceeded (Broussine & Callahan, 2016, p. 499). Furthermore, public leadership includes the approaches of shared and distributed leadership and consists of all leadership actions that integrate purpose, process and implementations with public values and promote innovation (Brookes, 2011). In the light of previous information, public leadership contains different types of leadership, such as accountability leadership, rule-following leadership, political loyalty leadership and network governance leadership (Tosten, Celik-Sahin & Han, 2018; Tummers & Knies, 2016).

Teacher Professionalism

One of the key points that makes the schools effective and increases student achievements is the level of teacher behaviours compatible with teaching standards. Teacher professionalism is defined as the standards, quality and competency-based teaching profession that teachers must have (Demirkasimoglu, 2010). Teacher professionalism is, by definition, not possible to be explained in one dimension; instead, it includes designing the in-class and out-class activities, bringing theory into conformity with practice, generating education depending on students' developmental characteristics and implementing teaching activities effectively (Carlgren, 1999). It is because professionalism is discussed with a holistic approach

with its dimensions of behavioural, attitudinal and intellectual (Evans, 2011) and that it should be evaluated with pedagogical, individual, social and professional competency fields (Wardoyo, Herdiani & Sulikah, 2017).

Among the requirements of teacher professionalism are professional knowledge and skill, responsibility for students' development, accountability, collaboration, responsibility for individual and collective competencies, high expectations from students and professional autonomy in education (Furlong, 2011, p. 133). In addition, the in-class and out-class applications of teachers to improve learning, professional competencies, job perceptions, motivation, collaboration, the ongoing tendency of individual-professional development, effective assessment and evaluation methods are considered as the indicators of teacher professionalism (Hoque, Alam & Abdullah, 2011; Rizvi & Elliot, 2005).

School Effectiveness

School effectiveness is explained as a concept that includes very large features within the school rather than a single definition. Accordingly, effective schools are considered as learning organizations with successful school leaders, fair and democratic management, attractive learning environment, success-oriented stakeholders, teachers with high expectations for students, effective assessment and evaluation system, and strong school-family cooperation (Sammons, Hillman and Mortimore, 1995). However, to give a general definition, school effectiveness is defined as the schools where students' cognitive, affective and behavioural developments are realized and available sources are used most effectively through the appropriate physical environment for effective learning (Cubukçu & Girmen, 2006). In another definition, school's educational goals and its capacity to make students achieve those goals are emphasized in the context of the school effectiveness (Arslantas & Ozkan, 2014); it is, as well, highlighted that effective school properties should be approached in a system integrity which comprises student, administrator, teacher, process, parent and environment (Teodorovic, 2019). However, student achievement, one of the most important indicators of school effectiveness, is the outcome of different combinations shaped by inputs, the processes formed by leaders and teachers and schools (Scheerens, 2000).

Pioneering studies on the school effectiveness date back to the 1960s. In this context, in the study conducted by Coleman and et al. (1966), the subject of "equality of educational opportunity" was examined, and the relationships between student achievement and school characteristics were determined. According to the Coleman Report, when socio-economic factors are statistically controlled, it was revealed that the differences between school characteristics had low predictive power in explaining student achievement, and students' achievement status mostly depended on their socio-economic family structures. Afterward, explanations about the characteristics/dimensions of effective schools have started to take place in the literature since 1976. Especially with the study conducted by Edmonds in 1979, the effective school variables were revealed. In this context, Edmonds (1979) identified the basic dimensions of an effective school as follows: (i) instructional leadership, (ii)

emphasis on teaching, (iii) safe and orderly learning environment, (iv) climate of high expectations for success and (v) the evaluation of student achievement in program assessment. Lezotte (1991) developed those ideas and added clear and focused vision and mission, opportunity to learn and student time on task and home-school relations to the correlates of effective schools. Moreover, such properties as the quality of teacher and school leader, teacher professionalism and satisfaction, high expectations for success, strong and healthy school culture were included in correlates of effective schools within further studies (Cheng & Wong, 1996; Zigarelli, 1996). Teacher satisfaction and participation, the teachers, having professional competencies and leader- teacher corporation, as an output of leadership characteristics, are also the main factors of school effectiveness (Reagle, 2006; Reynolds et al., 2014; Roys & Gray, 2006). Within this framework, Samons, Hillman, and Mortimore (1995, p. 12), who examined the effective school characteristics in twelve factors, listed them as follows: *"Professional leadership, shared vision and goals, A learning environment, concentration on teaching and learning, purposeful teaching, high expectations, positive reinforcement, monitoring progress, pupil rights and responsibilities, home-school partnership, a learning organization".*

Relationships between Variables and Hypotheses

There have been several studies that state effective school leadership has a significant effect on teacher performance and professionalism in the literature (Hildebrandt & Eom, 2011; Mattar, 2012; Rizvi, 2008). In this regard, it has been revealed that the trust and support provided by the school leader and task culture contributed to the development of teacher professionalism (Dean, 2011; Kilinc, 2014; Kosar, 2015; Tschannen-Moran, 2009). In the development of teacher professionalism and performance, the mentorship provided to teachers, development opportunities and networks were considered to be important provisions (OECD, 2016a; 2016b). Additionally, structural leadership focusing not only on human but also on organizational rules and procedures is considered to be effective for developing task and cooperation- oriented culture and success (Ozmen & Sentürk, 2018; Tanrıögen, Basturk & Baser, 2014).

Teacher professionalism is one of the factors having an effect on school effectiveness and development (Cansoy & Parlar, 2017; Levine, 2006; Teodorovic, 2009). Professional teachers insist on developing the teaching process and exhibit effective behaviours to generate suitable educational environments (Carlgren, 1999; Kincheloe, 2004). It was found in a previous study that teacher professionalism was a significant predictor of institutional development (Kilinc, Cemaloglu & Savas, 2015). Moreover, teacher professionalism was considered among effective school requirements (Cheng & Wong, 1996) and professional teacher characteristics were regarded as an essential factor for student achievement (Poekert, 2012; Rockoff, 2004).

The behaviours of school leaders have a considerable impact on school effectiveness (Arslantas & Ozkan, 2014; Krasnoff, 2015; Laila, 2015; Magulod, 2017). In this regard, previous studies indicated that the type and characteristics of leadership is important to generate an effective school (Bolanle, 2013; Boonla & Treputtharat,

2014; Cerit & Yildirim, 2017; Hofman & Hofman, 2011; Tatlah & Iqbal, 2012; Senel & Buluc, 2016). The new concepts that emerged with the understanding of new public management, such as accountability and network, are accounted for effective school leaders (Erdag & Karadağ, 2017; Ozdemir & Bozkurt, 2015). In the literature, there are also several studies that have found that effective school leadership has had an indirect effect on student achievement through enhancing teachers' professional skills, class implementations and collaboration (Hallinger, 2011; Heck & Hallinger, 2014; Leithwood & Jantzi, 2006; Louis, Dretzke & Wahlstrom, 2010; Sebastian & Allensworth, 2012; Supovitz, Sirinides & May, 2010; Ozdemir, 2019; Robinson, Lloyd & Rowe, 2008; Witziers, Bosker & Kruger, 2003).

As a result, public leadership development in the framework of new public management is considered to be a functional leadership type for Turkey and the other countries in where most of the schools are administrated by public. This study was originated from the purpose of enhancing the effectiveness of public schools with the school leaders and teachers' contribution. Thus, the present study aims to investigate the relationship among public leadership, teacher professionalism and school effectiveness based on teacher opinions and to reveal whether teacher professionalism has a mediator role in the relationship between public leadership and school effectiveness. Thus, all hypotheses of this study are as follows:

Hypothesis 1. The higher the perception of public leadership is, the higher the sense of teacher professionalism is.

Hypothesis 2. The higher the sense of teacher professionalism is, the higher the sense of school effectiveness is.

Hypothesis 3. The higher the perception of public leadership is, the higher the sense of school effectiveness is.

Hypothesis 4. Sense of teacher professionalism will mediate the relationship between public leadership and school effectiveness.

Method

Research Design

In the present study investigating the relationship among public leadership teacher professionalism and school effectiveness, a correlational research model was used. With this regard, the mediator role of teacher professionalism in the relationship between public leadership and school effectiveness was determined through path analysis.

The Study Group

This study was conducted in a public school in the province of Uşak in the 2019-2020 academic year. Necessary legal permission was taken from the Uşak Provincial Directorate of National Education. The relationship between the variables was focused during this research; the data were gathered from different primary, secondary and

high schools. Thus, this study group consisted of teachers working at different public schools, and 550 scales were distributed to 45 public schools, which were randomly chosen among different types of public schools in Uşak. Simple random sampling was used in this study. The data collection was based on volunteering, and feedback at the rate of 88% was provided. Therefore, the data collected from 482 teachers were included in this study. The information about the teachers participating in this study is presented in Table 1.

Table 1

The Demographic Information of the Teachers in the Study Group

Variables		f	%
Gender	Female	249	51.7
	Male	233	48.3
School Level	Primary School:	221	45.9
	Secondary School:	153	31.7
	High School:	108	22.4
Seniority	1-5 years	150	31.1
	6-10 years	129	26.8
	11-15 years	87	18
	16 years and over	116	24.1
Level of Education	Bachelor's degree	438	90.9
	Master's degree	44	9.1

As Table 1 displays, of the teachers participating in this study, 249 (51.7%) of them were female; 233 (48.3%) of them were male. Of all the teachers, 221 (45.9%) of them worked at public primary schools, 153 (31.7%) of them worked at public secondary schools and 108 (22.4%) of them worked at public high schools.

Data Collection Tools

In this study, the data were collected through the "Public Leadership Scale", "School Effectiveness Index," and "Teacher Professionalism Scale. The information concerning above- mentioned scales were given below.

Public Leadership Scale: Public Leadership Scale developed by Tummers and Knies (2016) and adapted to Turkish by Tösten, Celik- Sahin and Han (2018) was administered to receive teachers' opinions on public leadership of school principals. The analyses during adaptation indicated that the original structure of the scale was preserved. In this context, the scale consisting of 21 items and 4 sub-scales was a 5-point Likert type

scale. The sub-scales were 'accountability', 'rule-following leadership', 'politic loyalty' and 'network governance.' The values obtained through the adaptation of the scale indicated that Turkish adaptation of the Public Leadership Scale was valid and reliable. Public Leadership Scale explained 74% of total variance. (Tösten, Celik-Sahin & Han, 2018; Tummers & Knies 2016). The necessary analyses were conducted to examine the validity and reliability of the scale for this study as well. To find out the construct validity of the scale, Confirmatory Factor Analysis (CFA) was performed and Cronbach Alpha coefficients were evaluated to determine the reliability of the scale. The value of goodness of fit indices from confirmatory factor analysis were ($\chi2$ = 662.11; df = 180; $\chi2$/df = 3.67; GFI = 0.91; AGFI = 0.89; RMSEA = 0.06; CFI = 0.98; NFI = 0.98). The internal consistency coefficient (Cronbach Alpha) of accountability was .93; that of rule-following leadership was .89; that of political loyalty was .93; that of network governance was .94 and that of the scale .95.

School Effectiveness Index: School Effectiveness Index developed by Hoy (2009) and adapted to Turkish by Demirkasımoğlu and Taşkın (2015) was utilized to investigate teacher perceptions on school effectiveness. The scale consisted of eight items and one subscale was a 5- point Likert type scale. School Effectiveness Index explained 70.50% of total variance. Similarly, the necessary analyses were conducted to examine the validity and reliability of the scale as well. In this regard, the results from CFA were ($\chi2$ = 46.85; df = 17; $\chi2$/df = 2.75; GFI = 0.98; AGFI = 0.95; RMSEA = 0.06; CFI = 0.99; NFI = 0.99). In addition, the reliability coefficient of the scale was .92.

Teacher Professionalism Scale: The teacher Professionalism Scale was used to measure teacher perceptions on teacher professionalism at schools. The scale that was a subscale of the School Climate Inventory (SCI) developed by Tschannen-Moran, Parish and DiPaola (2006) was adapted to Turkish by Cerit (2012). The scale consisted of eight items and one subscale was a 5- point Likert type scale. The total explained variance of the Teacher Professionalism Scale was 61.62%. The values obtained during the adaptation of the scale indicated that the scale was valid and reliable for Turkish culture as well (Cerit, 2012). And again similarly, the necessary analyses were conducted to examine the validity and reliability of the scale for this study. The results from CFA were ($\chi2$ = 55.42; df = 14; $\chi2$/df = 3.95; GFI = 0.97; AGFI = 0.93; RMSEA = 0.07; CFI = 0.99; NFI = 0.99). The internal consistency coefficient of the scale (Cronbach Alpha) was .93.

The results of the analysis regarding the scales were evaluated through a comparison with appropriate values stated in the related literature (Byrne, 2010; Hooper, Coughlan& Mullen, 2008; Kline, 2011). Accordingly, the CFA results showed that the fit values of the scales indicate a good fit. In addition, given that the Cronbach Alpha coefficients of the scales were over .90, these values showed that the scales were reliable. As a result, all the scales used in this study were determined to be valid and reliable for the current study.

Data Analysis

Missing value analysis was conducted to prepare the data for analysis and this study was continued with other analyses performed to reveal whether the data

showed normal distribution as well. In this regard, skewness and kurtosis coefficients were investigated for the tests of univariate normality and the values were determined as ±2. (Karagoz, 2016). , The skewness and kurtosis coefficients are presented in Table 2.

Table 2

The skewness and kurtosis coefficients

Variables	Skewness	Kurtosis
Public leadership	-.64	.69
Accountability leadership	-.96	1.20
Rule-following leadership	-1.09	1.76
Political loyalty leadership	-.49	-.41
Network governance leadership	-.84	.55
Teacher professionalism	-1.03	.73
School effectiveness	-.39	.76

As Table 2, it was concluded that the research data showed normal distribution In addition, normal distribution was observed through distribution graphs. The normal distribution of the data was evaluated by considering the kurtosis and skewness values, so it was decided that there were no extreme values that should be removed from the data set. Mahalanobis distance within the scope of multivariate outlier detection. In this study, 482 data were included as a result of tests for normal distribution and outlier detection. Other assumption tests requiring for mediation tests were conducted as well as univariate and multivariate normality tests.

After that, Pearson's correlation coefficients among independent variables were examined to determine whether there was a problem of multicollinearity and autocorrelation and the values of Variance Inflation Factor (VIF) and Durbin Watson. In this study, the relations between variables were determined using Pearson's correlation coefficients. Direct effects between variables were examined before the mediation test. Then, the mediator variable was added to the model in which the direct effect between the independent variable and the dependent variable was measured. In this way, a mediation test was performed. According to Baron and Kenny (1986), the role of the mediator variable in the relationship between independent and dependent variables depends on conditions. The independent variable must have an effect on the dependent and mediator variables. When the mediator variable is included in the model, the relationship between the independent variable and the dependent variable must be statistically insignificant or the direct relationship must decrease. In this context, structural relations (direct and indirect effects) hypothesized between

variables were monitored in accordance with the main purpose of this study. Following path analysis performed for the investigation of direct and indirect effects, mediation effect was double-checked through Sobel test. Sobel test was conducted by using the calculations in Dr. Kristopher J. Preacher's "Calculation for the Sobel Test" page.

Results

First, descriptive statistics associated with variables in this study were conducted. Concerning the relationships between public leadership, teacher professionalism and school effectiveness, correlation coefficients were presented. The related values are displayed in Table 3.

Table 3

Descriptive Statistics and Correlation Matrix Concerning Variables

	1	2	3	4	5	6	7
1. Public leadership	-						
2. Accountability leadership	.84*	-					
3. Rule-following leadership	.77*	.74*	-				
4. Political loyalty leadership	.71*	.36*	.31*	-			
5. Network governance leadership	.87*	.67*	.60*	.48*	-		
6. Teacher professionalism	.55*	.55*	.58*	.22*	.49*	-	
7. School effectiveness	.63*	.56*	.62*	.32*	.56*	.70*	-

*N= 482,*p<.001*

As seen in Table 3, when the relationships among variables were to be examined, there was a moderate positive-oriented significant relationship between teacher professionalism and public leadership $[(r_{6x1} = .55; p < .001)]$. Similarly, the findings showed that there was a moderate positive-oriented significant relationship between school effectiveness and public leadership $[(r = .63; p < .001)]$.

The indirect effects between the variables were investigated to attest H_1, H_2 and H_3. Standardized regression weights, standard error and extracted variance concerning direct paths are presented in Table 4.

Table 4

Standardized Regression Weights concerning Direct Effects

Structural Paths		β	p	SE	R²
Direct Effects					
Public Leadership ➔	Teacher Professionalism	.67*	.000	.06	.46
Teacher Professionalism ➔	School Effectiveness	.76*	.000	.05	.58
Public Leadership ➔	School Effectiveness	.72*	.000	.06	.52

According to Table 4, public leadership were positive and significant predictor of both teacher professionalism (β = .678, p < .05) and school effectiveness (β = .723, p < .05). Moreover, public leadership has been concluded to explain 46% of the variance in teacher professionalism and 52% of the variance in school effectiveness. Teacher professionalism, as well, was a significant predictor of 58% of school effectiveness. The results from the tests indicated that H_1, H_2 and H_3 were confirmed. As seen in Figure 1, standardized regression weight demonstrated that public leadership had a positive-oriented significant effect (β = .72, p < .05) on school effectiveness. Moreover, it was found that the values of goodness of fit indices of the model were [χ2 = 139.698; df = 49; χ2/df = 2.85, RMSEA = .06; RMR = .32; AGFI = .92; GFI = .95; CFI = .97; IFI = .97; TLI = .96].
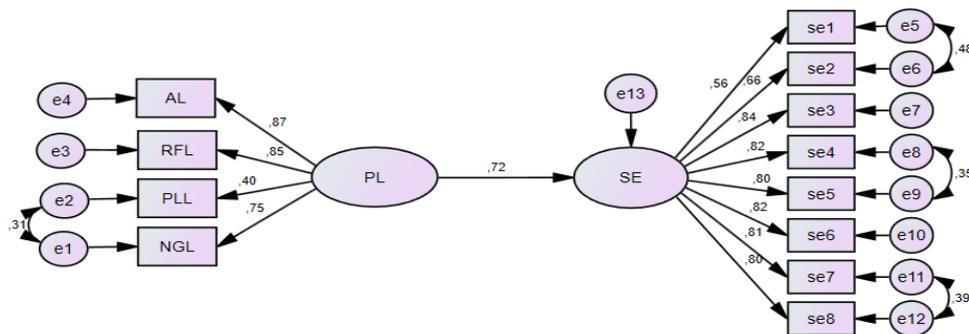

Figure 1. *Path Analysis between Public Leadership (PL) and School Effectiveness (SE)*

As the values of the goodness of fit indices of the model were compared with the appropriate values expressed in the literature (Byrne, 2010; Hooper, Coughlan& Mullen, 2008; Yaslioglu, 2017), public leadership was revealed to have positive-oriented significant effect upon school effectiveness. At a later stage, teacher

professionalism was added to the model as a mediator variable and the values of goodness of fit indices and path analysis of the new model were investigated. In Figure 2, the model presenting the mediator role of teacher professionalism in the relationship between public leadership and school effectiveness was displayed.
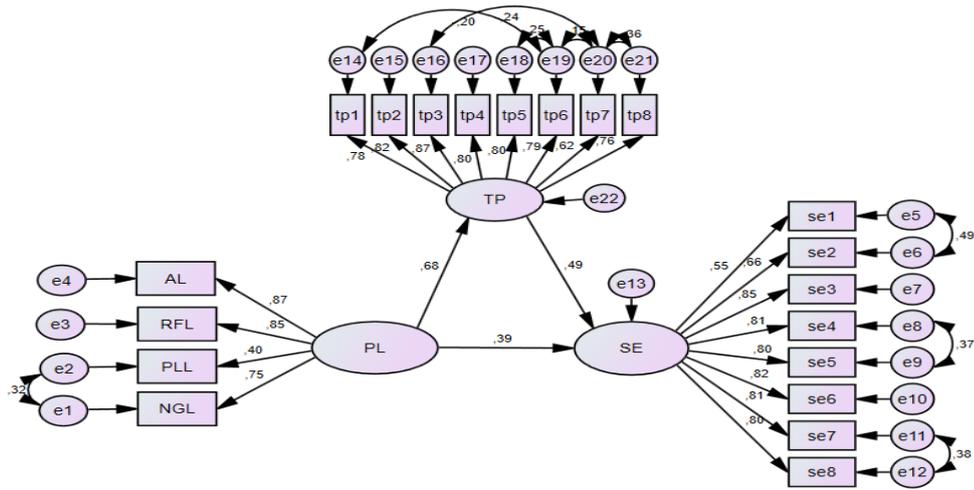

Figure 2. *Path Analysis among Public Leadership, Teacher Professionalism and School Effectiveness*

Based on Figure 2, when teacher professionalism was added to the model as a mediator, it was observed that a positive- oriented significant relationship between public leadership and school effectiveness remained (β= .39, p<.05). However, the regression weight which was .72 in the direct effect model, was seen to decline .39. The values of goodness of fit indices were: *[$\chi2$ = 435.047; df = 156; $\chi2/df$ = 2.78, RMSEA = .06; RMR = .36; AGFI = .89; GFI = .91; CFI = .96; IFI = .96; TLI = .96]*. As the appropriate values expressed in the literature (Byrne, 2010; Hooper, Coughlan& Mullen, 2008; Yaslioglu, 2017). were considered, the values of fit indices showed that the model had a good fit, indicating that teacher professionalism had a partial mediating effect on the relationship between public leadership and school effectiveness. The results of Sobel test conducted to double-check the partial mediating effect are presented in Table 5.

Table 5

The Results Concerning the Significance of Mediating Effect of Mediator Variable

Independent Var.	Estimate	Mediator Var.	Estimate	Dependent Var.
Public Leadership	.68	Teacher Professionalism	.49	School Effectiveness

Sobel	*z*	*p*		
Test	6.69	.000		

As displayed in Table 5, z values of Sobel test and the level of significance revealed that teacher professionalism had a partial mediating effect on the relationship between public leadership and school effectiveness *[(z_{sobel} = 6.69, p < .05)]*.

Discussion, Conclusion, Recommendations

The new understanding of public leadership based on new public management has emerged based on the idea that traditional public management failed to meet current needs and to promote organizational effectiveness (Robinson, 2015). Therefore, there have been certain developments based on the new understanding of public management in Turkish public education management, having embraced a centralized management approach (Ozdemir, 2011; Ozdemir & Bozkurt, 2015). However, these studies should not be restricted to ministries; instead, more schools should adopt a new understanding. The school principals who aim to develop school effectiveness should be a public leader has become significant. Accordingly, public leadership skills comprising managerial requirements, such as accountability, political loyalty and network governance, as well as rule-following, have come into prominence. Consequently, this study aims to investigate the direct effects of public leadership on school effectiveness and the indirect effects through promoting teacher professionalism.

According to the first hypothesis of the study confirmed, public leadership had a positive- oriented effect on teacher professionalism. In other words, such leadership behaviours as rule-following, accountability, political loyalty and network governance affected teacher professionalism. The correlation coefficients between teacher professionalism and public leadership indicated that the highest coefficient of relationship was the rule-following leadership- the sub-scale of public leadership. This may be interpreted as normal for Turkey since each teacher is a public official being responsible for complying with curriculum, directives and other legal documents addressed by MoNE in Turkey where there is a centralized education management system and relatively restricted school autonomy (OECD, 2013, pp. 15-16). The

behaviours of the employees who ensure the duties and processes to be executed depending on legal- managerial documents play the crucial role in organizations (DeHart-Davis, 2009; Lane, 1994). Therefore, it may be concluded that rule-following leadership behaviours of Turkish school leaders facilitate the teachers' orientation period regarding rules and procedures, contributing to teacher professionalism. However, further research conducted in Turkish schools demonstrated that structural leadership behaviours based on rules and procedures were effective on teachers' professional behaviours, such as being task, achievement and corporation- oriented (Tanrıögen, Baştürk & Baser, 2014; Ozmen & Sentürk, 2018). On the contrary, school principals should balance their rule-following leadership behaviours even if they are a member of strict and centralized system as a balanced bureaucratic structure is regarded as the key point to develop teacher professionalism (Cerit, 2012; Tschannen-Moran, 2009). In this study, there was a relationship between the behaviours of accountability leadership relation and teacher professionalism. In the literature, the concept of accountability has been elaborated based on all the issues associated with school achievement, teacher-student needs and equally sharing of school's income and expenses among stakeholders (Gong, 2002; Leithwood & Earl, 2000; Tummers & Knies, 2016). This sharing that is required by accountability attributes the responsibility to teachers, such as self- inquiry about their duties, developing themselves and adapting themselves to the new professional behaviours brought about the profession (Kantos & Balci, 2011). Thus, teachers' behaviours are developed and, accordingly, it may be interpreted that accountability in public schools compels teachers to professionalize and the stakeholders to fulfill their responsibilities. In this regard, accountability may be regarded as a social control tool and a factor encouraging teachers to develop.

Another sub-scale of public leadership is network governance that had a significant relationship with teacher professionalism. Among the most important indicators of teacher professionalism is the school's capability to corporate with all its stakeholders and to share information (Hiebert, Gallimore & Stigler, 2002). Therefore, promotion of in- and out- school interaction through teachers' social networks, the establishment of relationships based on corporation and information exchange are considered as the factors developing teacher professionalism (OECD, 2016b). Other studies have indicated that interaction and corporation culture in schools and teacher professionalism improve thanks to information and opinion exchange, support and collaboration (Rizvi & Elliott, 2005; Webb, et. all., 2004). Another research revealed that there was a positive- oriented significant relationship between the tendency to collaborate in schools and teacher professionalism (Kilinc, Cemaloglu & Savas, 2015). Correspondingly, owing to the communication network in organizations developed by leaders, teachers have been able to (i) enhance their professional knowledge, (ii) share their experiences, (iii) meet their needs for social support and (iv) develop an effective communication environment with all stakeholders including parents. This support plays a key role in improving teacher professionalism.

The second hypothesis confirmed in this study was the relationsip between teacher professionalism and school effectiveness. The professional behaviours exhibited by, in particular, teachers who have face-to-face communication with students are crucial

factors of school effectiveness and development (Cansoy & Parlar, 2017; Cheng & Wong, 1996; Teodorovic, 2009). The teachers who have high professional skills have a tendency to improve themselves, to learn modern teaching strategies and to use new methods with the aim of meeting the needs of their class (Levine, 2006). Furthermore, those teachers are capable of making a self- inquiry about the methods, techniques and strategies they use and of fulfilling the needs (Carlgren, 1999). Therefore, it may be concluded that the teachers having professional properties are the leading factors to enhance school effectiveness and to prepossess student achievement. However, the studies found that teacher professionalism had a positive effect on organizational development (Kilinc, Cemaloglu & Savas, 2015) that teacher professionalism was the key point for student achievement (Poekert, 2012; Rockoff, 2004)

According to the findings of the third confirmed in this study, public leadership had a direct effect on school effectiveness. Effective school leadership and qualified teacher behaviours are regarded as the determinants of school effectiveness in the studies (Edmonds, 1979; Lezotte, 1991). Among the direct effects on school effectiveness leadership has are such managerial processes as communication, management, accountability, rule-following, human resources management. However, such characteristics as accountable high goals concerning the school, ongoing observation of student development, effective parent-teacher corporation, versatile communication network, common vision and goals and qualified academic staff are considered as important indicators of school effectiveness (Cobanoğlu & Badavan, 2016; Gökce, 2010; Hopkins, 2001, pp. 19-22). The direct effects of school principals as public leaders may be explained in this context since school principals are able to generate effective schools is based on such conditions as forming an accountable system, enhancing opinion exchange among all stakeholders and constituting a decisive structure (Erdağ & Karadağ, 2017; Özdemir & Bozkurt, 2015).

Similarly, Hypothesis 4. showed that public leadership had an indirect effect on school effectiveness through the mediating effect of teacher professionalism. The previous studies showed that effective school leadership had an indirect effect on student achievement via enhancing teachers' motivation and improving their professional behaviours (Heck & Hallinger, 2014; Leithwood & Jantzi, 2006; Louis, Dretzke & Wahlstrom, 2010; Sebastian & Allensworth, 2012; Supovitz, Sirinides & May, 2010; Ozdemir, 2019; Robinson, Lloyd & Rowe, 2008). More precisely, school principals are able to generate and organization climate/culture that is learning and corporation- oriented through the leadership behaviours addressing professional, individual, effective and technical requirements, thereby making an indirect contribution to student achievement thanks to the motivated teachers (Hallinger, 2011; Witziers, Bosker & Kruger, 2003). In this study, the findings showed that public leadership behaviours have an effect on school effectiveness through improving teacher professionalism presents a finding concerning the indirect effect of leadership on school effectiveness. One of the most important advantages of public leadership is that it enhances school effectiveness by contributing to teachers' professional development. In other words, public leadership makes indirect contributions to school effectiveness through improving teacher professionalism.

In this aspect, there are certain similarities between educational leadership and public school leadership. Certain behaviours of public school leadership, such as providing effective communication by forming a network, developing an accountable system based on performance, ensuring the programs to be given students in accordance with the rules and procedures and generating a decisive educational structure show similarity with educational leadership. As a result, it is acknowledged that effective public leadership supports a decisive educational structure directly and has an indirect effect on school effectiveness through improving teacher professionalism. In this study, it is possible to explain the direct and indirect effects of public leadership on school effectiveness as already implied above.

Based on the results of this research, it should be considered that public school principals' gaining awareness of the new concepts of public administration leadership. The findings obtained in this study showed that there are significant relationships between the school administrators' public leadership and both teacher professionalism and school effectiveness. In this sense, reflective training activities can be performed to increase the public leadership skills of school administrators. In this context, legal regulations should be carried out to increase the legal power of school administrators that allow them to achieve school effectiveness through public leadership practices. However, it has been found that teacher professionalism has an important role in ensuring school effectiveness. Thus, it should be seen as a necessity to establish support structures in the education system for teachers' professional empowerment.

References

Abdurrezzak, S. (2015). *Explore of teachers' perceptions on effective school and school leadership*.[Unpublished master's thesis].Cumhuriyet University, Sivas.

Ainley, J., & Carstens, R. (2018). *Teaching and Learning International Survey (TALIS) 2018 Conceptual Framework. OECD Education Working Papers.* No. 187, OECD Publishing, Paris. http://dx.doi.org/10.1787/799337c2-en

Akhan, A. (2009). Expectations of parents of private primary schools and levels of expectations: The sample of İstanbul in Eurapoen side.[Unpublished master's thesis].Yeditepe University, İstanbul.

Arslan, H., Satıcı, A., & Kuru, M. (2007). A comparison of cultural and efficiency levels in state and private primary schools. *Educational Administration: Theory and Practice 51,* 371-394.

Arslantas, I., & Ozkan, M. (2014). Defining qualities of school administrators in effective schools from teachers and administrators point of view. *International Journal of Social Science, 26*, 181-193.

Aydoğan, E. (2008). Eğitim sisteminde yeniden yapılanma ve özelleştirme adımları. *Memleket Siyaset Yönetim, 3*(6), 166-187.

Ayik, A. & Ada, S. (2009). The relationship between the effectiveness of schools and the school culture which is created in primary schools. *Gaziantep University Journal of Social Sciences, 8*(2), 429-446.

Baron,R.,M.&Kenny, D.A. (1986). The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic and Statistical Considerations. *Journal of Personality and Social Psychology, 51*(6), 1173-1182

Boonla, D., & Treputtharat, S. (2014). The relationship between the leadership style and school effectiveness in school under the Office of secondary education area 20. *Procedia-Social and Behavioral Sciences, 112*, 991-996.

Brookes, S, (2011). Crisis confidence and collectivity: Responding to the new public leadership challenge. *Leadership, 72*(2), 175-194.

Broussine, M., & Callahan R. F. (2016). Public management and governance.*Public leadership*. In T. Bovaird and E. Loeffler (Eds.),New York, NY: Routledge.

Byrne, B. M. (2010). *Multivariate applications series.Structural equation modeling with AMOS: Basic concepts, applications, and programming (2nd ed.).* Routledge/Taylor & Francis Group.

Cansoy, R., & Parlar, H. (2017). Okul gelişiminin bir yordayıcısı olarak öğreten profesyonalizmi. *Ahi Evran University Kırşehir Eğitim Fakültesi Dergisi, 18*(1), 269-289.

Carlgren, I. (1999). Professionalism and teachers as designers. *Journal of Curriculum Studies 31*(1), 43-56.

Cerit, Y. (2012). The Relationship between bureaucratic school structure and classroom teachers' professional behaviours. *Educational Administration: Theory and Practice, 18*(4), 497-521.

Cerit, Y., & Yildirim, B. (2017). The relationship between primary school principals' effective leadership behaviours and school effectiveness. *Bartın University Journal of Faculty of Education, 6*(3), 902-914.

Coleman, J. S., et al. (1966). *Equality of educational opportunity.* Report Number 0e-36001. Available at: https://files.eric.ed.gov/fulltext/ED012275.pdf

Cobanoglu, F., & Badavan, Y. (2016). The key of successful schools: The correlates of school effectiveness. *Pamukkale University Journal of Social Sciences Institute, 26*:114-134.

Cokgezen, M., & Terzi, N. (2008). Türkiye'de devletin eğitime müdahalesinin yeterli gerekçesi var mı? *Liberal Düşünce, 49*(13), 3-24.

Cubukcu, Z., & Girmen, P. (2006). Levels of effectiveness characteristics in secondary schools. *Sosyal Bilimler Dergisi, 16*: 121-136.

Dean, S. D. (2011). Collegial leadership, teacher professionalism, faculty trust: Predicting teacher academic optimism in elementary schools. [Unpublished doctoral thesis] ProQuest Dissertations and Thesis.

DeHart-Davis, L. (2009). Green tape: A theory of effective organizational rules." Journal of *Public Administration Research and Theory, 19*(2), 361–84.

Demirkasımoglu, N. (2010). Defining "teacher professionalism" from different perspectives. *Procedia Social and Behavioral Sciences 9*, 2047–2051.

Demirkasimoglu, N., & Taskin, P. (2015). Relationship between talent management and organizational effectiveness: The case of private schools. *Journal of Research in Education and Teaching, 4*(4), 268-285.

Edmonds, R. (1979). Effective schools for the urban poor. *Educational Leadership, 37*(1), 15-24.

Erdag, C., & Karadag, E. (2017). School accountability models: A holistic review. *Turkish Journal of Business Ethics, 10*(2), 330-341.

European Commission. (2012). Developing key competences at school in Europe: Challenges and opportunities for policy. Eurydice Report. Luxembourg: Publications Office of the European Union.

European Commission. (2018). European ideas for better learning: the governance of school education systems. The final report and thematic outputs of the ET2020 Working Groups Schools (2016 – 2018).

Evans, L. (2011). The 'shape' of teacher professionalism in England: Professional standards, performance management, professional development and the changes proposed in the 2010 White Paper. *British Educational Research Journal, 37*(5), 851-87.

Fernandez, S. (2005). Developing and testing an integrative framework of public sector leadership: Evidence from the public education arena. *Journal of Public Administration Research and Theory, 15*(2), 197–217.

Furlong, J. (2001). Reforming teacher education, re-forming teachers: accountability, professionalism and competence. In R. Philip and J. Furlong (Eds.), *Education reform and the state: Twentyfive years of politics, policy and practice* (pp.118-135). London: Routledge Falmer.

Goldspink, C. (2007). Rethinking educational reform: A loosely coupled and complex systems perspective. *Educational Management Administration Leadership 35*(1), 27-50.

Gong, B. (2002). Designing school accountability systems: Towards a framework and process. ERIC ID: ED46441

Hallinger, P. (2011). Leadership for learning: lessons from 40 years of empirical research. *Journal of Educational Administration, 49*(2), 125 – 142.

Heck, R. H., & Hallinger, P. (2014). Modeling the longitudinal effects of school leadership on teaching and learning. *Journal of Educational Administration, 52*(5), 653-681.

Hiebert, J., Gallimore, R., & Stigler, J. W. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher, 31*(5), 3-15.

Hildebrandt, S. A., & Eom, M. (2011). Teacher professionalization: Motivational factors and the influence of age. *Teaching and Teacher Education 27*(2), 416-423.

Hofman, W. H. A., & Hofman, R. H. (2011). Smart management in effective schools: effective management configurations in general and vocational education in the Netherlands. *Educational Administration Quarterly, 47*(4), 620-645.

Hopkins, D. (2001). *School improvement for real.* London: Routledge Falmer.

Hoque, K. E., Alam, G. M., & Abdullah, A. G. K. (2011). Impact of teachers' professional development on school improvement: An analysis at Bangladesh standpoint. *Asia Pacific Education Review, 12*(3), 337-348.

Hoy, W. K. (2009). School effectiveness index. http://www.waynekhoy.com/ pdfs/ School_Effectiveness_Index.pdf

Polcyn, J. (2015). Education as a public good. *Вісник Бердянського університету менеджменту і бізнесу, 1*(29), 32-35.

Ilgar, L. (2014). The point of views of classroom teachers who worked both at private and state schools on the differences in classroom management: A qualitative study. *HAYEF: Journal of Education 11*(22), 259-285.

Kantos, Z. E., & Balcı, A. (2011) An accountability model for public and private primary schools through the perceptions of primary school teachers and administrators. *Educational Sciences and Practice, 10*(20), 107-138.

Karagoz, Y. (2016). SPSS 23 ve AMOS 23 uygulamalı istatiksel analizler (1. Baskı). Ankara: Nobel Yayınları.

Kaya, Y. (2015). Effective school development according to the views of school sharers (The case of Şahinbey). [Unpablished master thesis], Hasan Kalyoncu University, İstanbul.

Keskin, H. D., & Turna, G. B. (2010). Ailelerin devlet ya da özel okul tercihlerini etkileyen faktörler (Rize Örneği). *Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi, 19*(2), 411 – 426.

Kilinc, A. C. (2014). School culture as a predictor of teacher professionalism. *Education and Science, 39*(174), 105-118.

Kilinc, A. C., CemalogluCemaloglu, N., & Savaş, G. (2015). The relationship between teacher leadership, teacher professionalism, and perceived stress. *Eurasian Journal of Educational Research 58*, 1-26.

Kincheloe, J. L. (2004). The knowledge of teacher education: Developing a critical complex epistemology. *Teacher Education Quarterly, 31*, 49-66.

Kober, N. (2007). *Why we still need public schools: Public education for the common good.* Center on Education Policy, Washington, DC.

Kosar, S. (2015). Trust in school principal and self-efficacy as predictors of teacher professionalism. *Education and Science,40*(181), 255-270.

Krasnoff, B. (2015). Leadership qualities of effective principals. https://pdfs.semanticscholar.org/cc91/c89f4d6016725af76e50fd41dbd4d035fbbe.pdf

Kusaksiz, N. (2010). The levels of primary schools that have effective school characteristics according to teachers' views (Sample of Üsküdar county). [Unpblished master thesis] Selcuk University.

Lane, J. E. (1994). Will public management drive out public administration? *Asian Journal of Public Administration, 16*(2), 139–51.

Leithwood, K., & Earl, L. (2000). Educational accountability effects: An international perspective. *Peabody Journal of Education 75*(4), 1-18.

Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement, 17*(2), 201-227.

Levine, A. (2006). Educating school teachers. Washington, DC: Education Schools Project. www.edschools.org/teacher_report.htm.

Lezotte, L. W. (1991). *Correlates of effective schools: The first and second generation.* Okemos, MI: Effective Schools Products, Ltd.

Lezotte, L. W. (2001). *Revolutionary and evolutionary: The effective schools movement.* https://docplayer.net/13354282-Revolutionary-and-evolutionary-the-effective-schools-movement-dr-lawrence-w-lezotte.html

Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement, 21*(3), 315-336.

Mattar, D. M. (2012). Factors affecting the performance of public schools in Lebanon. *International Journal of Educational Development, 32*(2), 252-263.

Memduhoğlu, H. B., & Karataş, E. (2017). Öğretmenlere göre çalıştıkları okullar ne kadar etkili? *Journal of Educational Sciences Research,7*(2), 227-244.

MoNE. (2019). National education statistic 2018-2019. https://sgb.meb.gov.tr/meb_iys_dosyalar/2019_09/30102730_meb_istatistikleri_orgun_egitim_2018_2019.pdf

OECD. (2013). Education policy outlook: Turkey. http://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK%20TURKEY_EN.pdf

OECD. (2016a). Supporting Teacher Professionalism: Insights from TALIS 2013." TALIS, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264248601-en

OECD. (2016b). Teaching in focus. TALIS, OECD Publishing, Paris. https://read.oecd-ilibrary.org/education/teacher-professionalism_5jm3xgskpc40-en#page1

OECD. (2018a). OECD school user survey: Improving learning spaces together. http://www.oecd.org/education/OECD-School-User-Survey-2018.pdf

OECD. (2018b). Effective Teacher Policies: Insights from PISA. PISA, OECD Publishing. http://dx.doi.org/10.1787/9789264301603-en

Özdemir, M. (2011). Kamu yönetimi ve işletme yönetimi arakesitinde bir bilim: Eğitim yönetimi. *Amme İdaresi Dergisi 44*(2), 29-42.

Ozdemir, M., & Bozkurt, S. (2015). Educational and school administrators' opinions on the new public management approach. *Marmara University Atatürk Education Faculty Journal of Educational Sciences 42*, 317-334.

Ozdemir, N. (2019). Principal leaderhip and students' achievement: Mediated pathways of professional community and teachers' instructional practices. *KJEP 16*(1), 81-104.

Ozmen, I., & Sentürk, I. (2018). The relationship between Bolman and Deal's four framework theory of leadership and organizational citizenship behavior. *International Journal of Leadership Studies: Theory and Practices 1*(1), 29-51.

Parlar, H. (2006). Velilerin özel okul tercihlerini etkileyen faktörler ve özel okulların durumu: Kahramanmaraş örneği.[Unpublished master thesis]. Yeditepe University,İstanbul.

Poekert, P. E. (2012). Teacher leadership and professional development: Examining links between two concepts central to school improvement. *Professional Development in Education, 38*(2), 169-188.

Reagle, C. (2006). Creating effective schools where all students can learn. *Rural Educator, 27*(3), 24-33.

Reynolds, D., Sammons, P., De Fraine, B., Van Damme, J., Townsend, T., Teddlie, C., & Stringfield, S. (2014). Educational effectiveness research (EER): A state-of-the-art review. *School Effectiveness and School Improvement, 25*(2), 197-230.

Rizvi, M. (2008). The role of school principals in enhancing teacher professionalism. *Educational Management Administration & Leadership, 36*(1), 85-100.

Rizvi, M., & Elliot, B. (2005). Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan. *Asia - Pacific Journal of Teacher Education 33*(1), 35.

Robinson, M. (2015). From old public administration to the new public service: Implications for public sector reform in developing countries. UNDP, Global Centre for Public Service Excellence.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44*(5), 635-674.

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review, 94*(2), 247-252.

Sammons, P., Hillman, J. & Mortimore, P. (1995). *Key characteristics of effective chools: A review of school effectiveness research*. London: Ofsted. Avaliable at: https://files.eric.ed.gov/fulltext/ED389826.pdf

Scheerens, J. (2000). Improving school effectiveness (Fundamentals of Educational Planning). Paris: UNESCO/International Institute for Educational Planning.

Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning a study of mediated pathways to learning. *Educational Administration Quarterly, 48*(4), 626-663.

Supovitz, J., Sirinides, P., & May, H. (2010). How principals and peers influence teaching and learning. *Educational Administration Quarterly, 46*(1), 31-56.

Tanrıögen, Z. M., Basturk, R., & Baser, M. U. (2014). Bolman and Deal's four frame theory: Manager's leadership style and organizational culture. *Pamukkale University Journal of Education, 36*:191-202.

Tatlah, I. A., & Iqbal, M. Z. (2012). Leadership styles and school effectiveness: Empirical evidence from secondary level. *Procedia-Social and Behavioral Sciences 69*, 790-797.

Teodorovic, J. (2009). School effectiveness: Literature review. *Zbornik Instituta za pedagoska istrazivanja, 41*(1), 7-24.

Tosten, R., Celik-Sahin, C., & Han, B. (2018). Adaptation of the "Public Leadership Scale" into Turkish: Validity and Reliability Studies. *Anadolu Journal of Educational Sciences International, 8*(2), 354-378.

Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. *Educational Administration Quarterly, 45*(2), 217-247.

Tschannen-Moran, M., Parish, J., & DiPaola, M. F. (2006). School climate and state standards: How interpersonal relationships influence student achievement. *Journal of School Leadership, 16:*386-415.

Tummers, L., & Knies, E. (2016). Measurıng publıc leadershıp: developıng scales for four key publıc leadershıp roles. *Public Administration, 94*(2), 433-451.

Ugurlu, C. T., & Abdurrezzak, S. (2016). Research of teachers' views on effective school and school leadership. *Educational Administration: Theory and Practice, 22*(3), 401-428.

Uysal, B. S. (2017). Investigation of the reasons for preference of private school for the parents (İstanbul example). [Unpublished master thesis]. Marmara University, İstanbul.

Wardoyo, H., Herdiani, A., & Sulikah, S. (2017). Teacher professionalism: Analysis of professionalism phases. *International Education Studies, 10*(4), 90-100.

Webb, R., Vulliamy, G., Hämäläinen, S., Sarja, A., Kimonen, E., & Nevalainen, R. (2004). A comparative analysis of primary teacher professionalism in England and Finland. *Comparative Education, 40*(1), 83-107.

Whitaker, B. (1997). Instructional leadership and principal visibility. *Clearing House, 70*(3), 155-157.

Witziers, B., Bosker, R., & Kruger, M. (2003). Educational leadership and student achievement: The elusive search for an association. *Educational Administration Quarterly, 39*:398-425.

Yaslioğlu, M. M. (2017). Factor analysis and validity in social sciences: Application of exploratory and confirmatory factor analyses. *Istanbul University Journal of the School of Business 46*, Special Issue, 74-85.

Kamu Liderliği, Öğretmen Profesyonelizmini Güçlendirme Yoluyla Okul Etkililiğini Geliştirir mi?

Atıf:

Problem Durumu: Türkiye'de eğitim sisteminin yönetim yapısında iki önemli nokta bulunmaktadır. İlki eğitim sisteminin merkeziyetçi bir anlayışa sahip olmasıdır. Bu çerçevede 1739 sayılı Milli Eğitim Temel Kanunu'na göre tüm eğitim kademelerindeki eğitim-öğretim hizmetlerinin planlanması, yürütülmesi ve denetlenmesi Milli Eğitim Baknlığına aittir. Bu bağlamda Türk eğitim sistemi merkeziyetçi ve bürokratik bir yapılanma göstermekte; okul düzeyinde karar alma oranı, OECD ortalamasının altında kalmaktadır (OECD, 2013, p.15-16; Yıldırım, 2010). Okul müdürleri okul amaçlarını ve öğretim programlarını belirlemede, denetleme ve değerlendirme sürecinde ve bütçe kullanımında sınırlılıklara sahiptir. İkinci nokta, Türk Milli Eğitim Sisteminin çok büyük bir oranda kamu okullarından oluşması, bu kapsamda devlet tarafından finanse edilmesi ve denetlenmesidir (Çokgezen ve Terzi, 2008). Son yıllarda özel okul sayılarında önemli artışlar görülse de, eğitim büyük oranda kamu yönetimi altındadır. MoNE (2019) istatistiklerine göre Türkiye'de öğrenim gören öğrencilerin %91'i kamu okullarında, %9'u ise özel okullarda öğrenimine devam etmektedir. Ancak özel okullarda eğitim giderleri aileler tarafından karşılandığı için, bu okullarda görece yüksek gelirli aile çocukları eğitim almaktadır (Keskin ve Turna, 2010). Bu

nedenle kamu okullarının etkililiği önemli bir konu olarak gündemdeki yerini korumaktadır.

Ulusal düzeyde yapılan kamu okul etkililiği araştırmaları, yönetici, öğretmen, okul kültürü, okul çevresi, öğrenci ve velilere yönelik okul etkililiği göstergelerinde çeşitli sorunların yaşandığını ortaya koymaktadır (Abdurrezzak, 2015; Ayık ve Ada, 2009; Çubukçu ve Girmen, 2006; Kasap-Çobanoğlu, 2008; Kaya, 2015; Kuşaksız, 2010; Memduhoğlu ve Karataş, 2017; Toprak, 2011; Uğurlu ve Abdurrezzak, 2016). Hâlbuki kamu okullarının en önemli görevlerinden biri, ekonomik durumu ne olursa olsun tüm öğrencilerin nitelikli eğitimden faydalanmasını ve ülkenin eğitim yoluyla elde edeceği dışsallıkları kamu eliyle koruma altına almaktır (Çokgezen ve Terzi, 2008; Kober, 2007). Bu nedenle kamu okullarının etkililiği, hem tüm bireylerin eğitim hakkı hem de ülke kalkınması açısından önemli görülmektedir.

Okul etkililiği sadece Türkiye'de değil, uluslararası alanda da üzerinde önemle durulan bir konu olmaya devam etmektedir. Bu kapsamda son 15 yılda etkili bir öğrenme ortamı oluşturarak okul etkililiğinin sağlanmasına yönelik çalışmalar yapılmakta; bu konuda okul lideri ve öğretmen uzmanlığı faktörleri üzerinde önemle durulmaktadır (Ainley ve Carstens, 2018; European Commission, 2012; OECD, 2018a; OECD, 2018b; OECD, 2009). Dahası etkili bir öğrenme ortamının yaratılmasında, okul özerkliği ile accountability arasındaki dengenin kurulması, uluslararası alanda üzerinde önemle durulan bir konu olarak dikkat çekmektedir (European Commission, 2018). Çünkü her ne kadar dünya genelinde özelleştirme eğilimi gelişim gösterse de, eğitim büyük oranda kamu örgütleri tarafından gerçekleştirilmektedir. Diğer bir deyişle eğitim, kamu yararına gerçekleştirilen bir hizmet olarak görülmekte; bu nedenle devletlerin, öğrenci başarısını sağlayacak her türlü etkinliğe karar verme yetkisi bulunmaktadır (Polcny, 2015). Dolayısıyla günümüz kamu okullarındaki etkililiğin sağlanması, hem kamu yönetim değerlerine ancak aynı zamanda güncel yönetim ihtiyaçlarına cevap verebilecek okul liderlerine bağlı görünmektedir.

Araştırmanın Amacı: Bu çalışmanın çıkış noktası kamu okullarının etkilik düzeyini okul liderleri ve öğretmenler yoluyla arttırma yollarını aramak olmuştur. Başka bir ifadeyle yetkileri özel okullara göre sınırlı olan kamu okul liderlerinin okul etkililiğine doğrudan ya da dolaylı olarak nasıl katkı sağlayabileceğine yönelik çıkarımlarda bulunmak amaçlanmıştır. Bu noktadan hareketle yeni kamu yöneticiliği çerçevesinde gelişen kamu liderliğinin, kamu okul etkililiğini arttırmada işlevsel bir liderlik tipi olduğu düşünülmüştür. Çünkü kamu liderliği rule following boyutu ile hem kamu gereklerine, ama aynı zamanda hesapverebilirlik, politik sadakat ve iletişim ağı yönetimi gibi güncel örgütsel ihtiyaçlara cevap veren bir liderlik türüdür (Tummers ve Knies, 2015). İlgili düşünce temelinde kamu liderliğinin, öğretmen profesyonalizmini sağlama yoluyla okul etkililiğini arttırabileceği öngörülmüştür. Dolayısıyla bu araştırmanın amacı, öğretmen görüşlerine göre kamu liderliği, öğretmen profesyonalizmi ve okul etkililiği arasındaki ilişkileri tespit etmek; kamu liderliği ile okul etkililiği arasındaki ilişkide öğretmen profesyonalizminin aracılık etkisinin olup olmadığını belirlemektir.

Araştırmanın Yöntemi: Araştırma ilişkisel tarama modelinde desenlenmiştir. Bu çerçevede okul müdürlerinin kamu liderliği ile okul etkililiği arasındaki ilişkide, öğretmen profesyonalizminin aracılık etkisi, yol analizi ile test edilmiştir. Araştırmanın çalışma grubu 2019-2020 öğretim yılında, Uşak ilindeki devlet okullarında görevine devam eden 482 öğretmenden oluşmuştur. Veriler "Kamu Liderliği Ölçeği", "Okul Etkililiği İndeksi" ve "Öğretmen Profesyonelliği Ölçeği" ile toplanmıştır. Ölçeklerin bu araştırmada için geçerlik ve güvenirlik analizleri yapılmış, ilgili araçların bu araştırmada kullanılabilecek geçerli ve güvenilir araçlar olduğu tespit edilmiştir. Verilerin analize hazır hale getirilmesi için gereken normallik, çoklu bağlantılılık ve normal dağılım analizleri gerçekleştirilmiştir. Verilerin analizinde değişkenlerin betimlenmesi için öncelikle aritmetik ortalama ve strandart sapma gibi betimsel istatistikler incelenmiş, değişkenler arası ilişkiler Pearson korelasyon katsayıları ile hesaplanmıştır. Aracılık testi için gerekli olan yapısal yollar test edilmeden önce, kamu liderliği, öğretmen profesyonalizmi ve okul etkililiğine yönelik ölçüm modeli sınanmıştır. Sonrasında ise araştırmanın ana amacı doğrultusunda, değişkenler arasında hipotezlenmiş yapısal ilişkiler (doğrudan ve dolaylı etkiler) incelenmiştir. Doğrudan ve dolaylı etkilerin incelenmesi için yapılan path analizi sonrasında sobel testi gerçekleştirilerek aracılık etkisinin tekrar kontrol edilmesi sağlanmıştır.

Araştırmanın Bulguları: Araştırma bulgularına göre kamu liderliği ile okul etkililiği arasındaki ilişkide, öğretmen profesyonalizminin kısmi aracılık etkisinin olduğu saptanmıştır. Başka bir ifadeyle kamu liderliğinin, öğretmen profesyonalizmini geliştirme yoluyla okul etkililiği üzerinde pozitif yönlü bir rol oynadığı belirlenmiştir.

Araştırmanın Sonuçları ve Öneriler: Bu araştırma, eğitimi ağırlıklı olarak kamu eliyle yürüten ve okul özerkliği görece düşük olan Türk eğitim sistemi bağlamında yürütülmüştür. Bu kapsamda benzer bağlama sahip olan eğitim sistemlerinde kamu liderliği, okul etkililiğini geliştirmede önemli bir araçtır. Daha açık bir ifadeyle kamu okul liderliği temelinde yükselen "kuralları uygulama liderliği" ve "politik sadakat liderliği" davranışları okulların kararlı, düzenli ve kural temelli yapısını korurken; "hesap verebilir liderlik" ve "iletişim ağı yönetimi liderliği" davranışları süreç etkililiği sağlamaktadır. Dolaysıyla kamu liderliği hem kamu yönetimi ilkelerine hem de güncel yönetsel ihtiyaçlara cevap vermesi bakımından okul etkililiği üzerinde önemli bir etkiye sahiptir. Kamu liderliğinin en önemli yararlarından bir diğeri de, öğretmenlerin mesleki gelişimlerine sağladığı katkı yoluyla okul etkililiğini arttırmasıdır. Bir başka deyişle kamu liderliği, öğretmen profesyonalizmini geliştirme yoluyla okul etkililiğine dolaylı katkı sağlamaktadır.

Araştırma sonuçlarına dayalı olarak, kamu okullarında görev yapan okul müdürlerinin yeni kamu yönetimi liderliği kavramlarına yöelik farkındalık kazanmaları önemli olduğu anlaşılmaktadır. Okul yöneticilerinin kamu liderliği düzeyi, öğretmen profesyonalizmi ve okul etkililiği arasında anlamlı ilişkilerin olduğu görülmüştür. Bu anlamda okul yöneticilerinin kamu liderliği becerilerini artırıcı yansıtıcı eğitim çalışmaları yapılabilir. Okul yöneticilerinin kamu liderliği uygulamalarıyla okul etkililiğini sağlayabilmelerine yönelik yasal güçlerinin artırıması için düzenlemelerin yapılması gerekmektedir. Bununla birlikte, araştırmada, okul

yöneticilerinin kamu liderliğinin okul etkililiğini yordama durumunu öğretmen profesyonelizmini desteklediği belirlenmiştir. Öğretmenlerin mesleki güçlendirmelerine yönelik eğitim sisteminde destek yapıların oluşturulması zorunluluk olarak görülmelidir.

Anahtar Sözcükler: Kamu liderliği, öğretmen profesyonalizmi, kamu okulu, okul etkililiği, okul liderliği.