

THE ROLE OF TEACHER PERFORMANCE IN SCHOOL EFFECTIVENESS

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ABSTRACT

This research is based on the idea that teachers' performance at school level directly contributes to school effectiveness by achieving their educational objectives. In the research, relational survey model, which is one of the survey models, was used. 426 teachers (286 women and 140 men) participated in the study. Data were collected through School Effectiveness Scale (Hoy, 2014) and Teacher Performance Evaluation Scale (Özgenel, 2019). Data were having been analyzed by t test, ANOVA, correlation and regression. According to the research findings, teachers' perceptions of school effectiveness do not show significant differences according to their gender and seniority; but according to their educational background and school level. School effectiveness perceptions of undergraduate teachers are higher than those of graduate teachers. Primary and secondary school teachers perceive their schools more effectively than high school teachers. While teachers' performances do not show significant differences according to their educational background and seniority; it shows according to their gender and school levels. The performance of female teachers is higher than male teachers. Primary and secondary school teachers' performances are higher than those of high school teachers. Teachers' performance decreases as the school level progresses from primary, secondary and high school. A moderate and positive relationship was found between teachers' performances and school effectiveness ($r=.358$; $p<.01$) and teachers' performances was explained 12% of the total variance in school effectiveness. In other words, teachers' performances positively affect the effectiveness of school. In the study, it was concluded that teachers' performance predicted school effectiveness and positively influenced. When it is recognized that building effective schools is a difficult process, teachers are expected to be involving and perform at a high level in order to overcome these challenges and achieve the school's basic objectives at the desired level. Therefore, it may be recommended to policy makers and school leaders that teachers determine their performance, receive feedback and establish a performance evaluation system with improvements as a result of the performance evaluation process.

Keywords: School effectiveness, performance, teacher performance.

INTRODUCTION

There are significant differences between the achievement of basic educational goals of schools despite with the same inputs and the academic achievement of students. There may be many reasons for this difference. In this context, many studies have been conducted to determine the characteristics of successful schools (Daggett, 2005; Edmonds, 1981; Kirk and Jones, 2004; Lezotte, Skaife and Holstead, 2002; Scheerens and Bosker, 1997). According to Babalola (2004), the input of a high-quality education should be high quality students, teachers, facilities, school curricula and government policies. Quality outputs are the skills, knowledge, attitudes and behavior of the students, the number of students who have completed the prescribed academic programs and the quality of the degrees or certificates awarded. These schools, which help students make the most of their potential, are called "effective schools" (Nyagosia, Waweru and Njuguna, 2013). In effective schools, it is ensured that all students are successful by ignoring the family structure and social environment of the children. Teachers believe that students will gain targeted behaviors; in the same way, it is believed gain by teachers these behaviors to the students in the best way (Lezotte, 2001). In other words, teachers and principals in effective schools try to increase student learning by guiding and coordinating the education program (Wallin, 2003).

The term school effectiveness includes the meaning of efficiency, improvement, quality, development, appropriateness, performance; and refers to the effectiveness of the system and the degree to which the objectives are achieved. High achievement orientation shared by teachers and management and both the structural and cultural conditions of closely monitored learning are among the key elements of the effective school's model (Scheerens and Creemers, 1989). In this sense, the effectiveness of the school is the extent to which the determined goals and objectives of a school are fulfilled in relation to quality, quantity, equality and quality of education (Yusuf and Alabi, 2013). In education systems, students' achievement levels and achievements in standardized tests and exams, teaching and learning processes in the classroom, primary education, high school, secondary education and undergraduate graduation percentage and schooling ratio, social cohesion and citizenship, moral and ethical values, employment outcomes are considered as effective schools indicators (Bridglall, Caines and Chatterji, 2014; Mendro, 1998).

In the literature, different characteristics of effective schools are mentioned. These include: strong educational leadership, high expectations of student achievement, emphasis on key skills, a safe and orderly climate, frequent assessment of students' progress in Doran (2004)'s empirical research effective school's features are; strong teaching leadership, open and focused mission, safe and orderly environment, beneficial and encouraging school climate, atmosphere of high expectations, regular monitoring of student development, acquisition of basic skills, maximizing learning opportunities, parent participation, effective professional development and as a common decision-making process. High student achievement, basic skills, managerial functioning, leadership behaviors, morale, trust level, culture and climate, parental involvement, school community support, teacher performance, teachers' organizational and professional commitment, loyalty and satisfaction are the most

important components of effective schools (Uline, Miller and Tschannen-Moran, 1998). According to Şişman (1996) characteristics of effective schools are school principal, teacher, student, school curriculum and teaching process, school culture and climate, school environment and parents. In studies in Turkey; It is concluded that it shows effective school characteristics in terms of teacher, student, administrator and school culture and climate (Turhan, Şener and Gündüzalp, 2017). In the light of the given literature, it can be said that some of the effective school characteristics given as examples are common. These features; (i) a safe and orderly environment, (ii) instructional leadership, (iii) clear and focused mission (iv) Positive home-school relationships, (v) Frequent Monitoring of Student Progress, (vi) Opportunity to Learn and Student Time on Task and (vii) High expectation climate for success (Lezotte, 2001):

Safe and Orderly Environment; Although there are no major violence and explosions that threaten the security of the school, deepened disciplinary problems also prevent the learning environment from being effective. When schools are secured, a positive step is taken towards achieving targeted school behavior. Therefore, the aim of effective schools is to minimize such events even if they cannot be eliminated (Lezotte, 2001). Marsden (2005) investigated the relationship between perceived safe environment and student achievement. At the end of the study, it was revealed that the students' learning situations were negatively affected when they were not provided with an orderly environmental conditions in which they felt safe.

Instructional Leadership; Schools need effective leaders to communicate the mission and vision of the school. Effective leaders create a common sense of purpose by emphasizing the mission of the school and creating a set of common core values among teaching staff. Having common core values and a common sense of purpose guides all members of the teaching team and prevents them from deviating from the objectives (Kirk and Jones, 2004). Scheerens and Stoel (1988) found that leaders working in effective schools have characteristics that create a regular school atmosphere, emphasize success, form teaching strategies, monitor and evaluate student development frequently, coordinate and support education and training. An effective manager is a person who does not confine himself to his room, is always open to communication, leaves his door open to new ideas and projects, strives for the development of the school and creates a positive climate by spreading this effort throughout the school. According to Musungu and Nasongo (2008), schools of the leader who did not spend time between the four walls of the room, reviewing the methods and techniques of teachers, students to recognize the work, teachers to develop themselves in-service training, which allows them participating in the existing training of schools is much more successful schools. Similarly, in studies investigating the effect of school leadership on school effectiveness, it has shown that school leadership has a direct or indirect effect on school effectiveness (Hallinger and Heck, 2010; Hofman and Hofman, 2011; Kazancıoğlu, 2008; Yılmaz, 2010).

Clear and Focused Mission; In effective schools, an open school mission and all stakeholders that make up the school climate understand and support school goals (Sailer, 1985). Most of the unsuccessful schools do not have a strategic plan or the existing strategic plan is very weak (KEMACA, 2008). In addition, it has been demonstrated

that schools with a strategic plan but with programs that do not measure the extent to which their objectives are achieved by objective research methods and do not subject them to any student-teacher evaluation have been found to be unsuccessful (Nyagosia, Waweru and Njuguna, 2013).

School-Family Relations; According to Henderson and Berla (2004), the success of students does not depend on the family's social status or income; however, it depends on how successful families are in creating a home environment that encourages learning. It has been stated that parents' involvement in school communities/activities positively affected children's success. Similarly, Steinberg (2016), in a study conducted on 12.000 students, has been stated that the schools were more successful when the parents were physically drawn to the school, and the participation in the meetings, demonstrations and activities was provided. Because, it is determined that when parents visit the school regularly, children think that the school and the house are connected to each other and that the school is an integral part of the whole family's life.

Frequent Monitoring of Student Progress; In effective schools, students are often measured with objective assessment tools and the results are evaluated. In this way, while improving student behavior and performance, and the educational program is developing too according to these results (Lezotte, 2001) According to Dufour et al. (2004, cited in Çobanoğlu and Badavan, 2017), teachers in effective schools make assessment of students. Assessment for learning aims to keep track of each student's learning continuously and to provide students with the desired outcomes.

Opportunity to Learn and Student Time on Task; Children learn what they experience. need to be created opportunities for them to experience to achieve the desired goals (Lezotte, 2001). Furthermore, it is very important for effective teaching to know what to teach and to devote enough time to teach. Teachers and administrators must balance the objectives of educational programs in limited teaching time (Kirk and Jones, 2004).

Climate of High Expectations: McDonald and Elias (cited in 1976, Landis, 1998: 35) has identified that teacher expectations increased student performance. According to the learning situation of the students, difficult tasks are given to them and they are expected to succeed. In influential schools, each child is seen as a wealth (Bauer, 1997).

Effective school atmosphere in which teachers continue their professional development, become involved in the vision of the school, and where teachers turn towards excellence within and outside the school can help children achieve their goals In this sense, it is suggested that there is a strong relationship between school effectiveness and teacher performance. Teacher performance is a prior and central issue in education reforms and school development. Therefore, teacher performance is a key element in the success of school effectiveness and is very important. Performance is a numerical or non-numerical result that results from predetermined goals (Saruhan and Yıldız, 2012). Performance evaluation is a management system prepared by the superiors / superiors of the

employees and enables the evaluation of the performance success within the organization. Procedurally, the auditor completes an assessment form that measures several different dimensions for the employee, and then the assessment results are reviewed with the employee (Grote, 2002). Performance evaluation, by taking all aspects of the individual, rewarding the achievements, provides the elimination of deficiencies (Fındıkcı, 1999).

The purpose of performance evaluation is to determine the degree of success of an individual for a job or task and to evaluate the factors affecting his/her success (Ertürk, 2018). On the other hand, performance evaluation in education differs from other professional groups in some aspects. In education, when evaluating teacher performance, its functioning as an irreversible process has given it a distinct and unique identity. In many occupational groups, customer density-satisfaction or production results can give an idea about performance. However, teachers can not to provide this directly with because of the changing student profile every year (Peterson, 1995). Although there are many performance evaluation systems, a model called "360 degree feedback" which is especially prominent in recent years is frequently used. In this system, feedback is received from all stakeholders affects by the individual's behavior. Notifications are received from friends, customers, managers and suppliers in the team to which the employee is a part. With these notifications, the strengths and weaknesses of the individual are determined, support is provided to the necessary issues and the development of the individual is provided (Wells, 1999). This model is applied in the field of education by including parents, groups, administrators and inspectors in the evaluation process. The individual also evaluates his/her own performance.

In performance evaluation, the current job success of the employee analyzes through predetermined criteria and feedback is given to the employees (Ministry of National Education, 2006). The purpose of teacher performance evaluation is to measure the success level of the methods and practices of the teacher with measurement tools and to give feedback to the teacher (Özkan and Çelikten, 2018). In the literature, it was seen that the perceptions of the primary and secondary school administrators and inspectors about the degree of performance of primary and secondary school administrators were quite different from each other (Aslan, 2000). Özen (2002) states that the criteria in the inspection reports of education inspectors are not sufficient to evaluate teacher performance and that a new model should be established. According to Erken's (1990) search, it is believed that performance evaluation did not meet the main objectives of the national education system and the second registry supervisors make artificial evaluations. The large scale study of The Ministry of National Education (2017)' which is about performance evaluation demonstrated that in teachers' evaluation should be applied a holistic model which includes multiple data sources such as parents, group teachers, teachers themselves, administrators and inspectors. Bozan and Ekinci (2018) state that school administrators and teachers have positive opinions about the performance evaluation process although they have some problems with the scoring system; they found that current problems can be overcome by increasing the number and quality of in-service trainings related to performance evaluation to which teachers and administrators are subjected.

In this study, teacher effectiveness is defined as the individual assessment (performance) of a teacher about his/her own teaching competence and his/her belief/expectations that it can positively affect students' learning (Teel, 2003). In other words, it is expected that teachers with high efficiency/competence (occupational knowledge, skills, attitudes and values) will have higher teacher performance and affect student achievement positively. The findings of the research show that student achievement is related to teacher competence, course presentation, examination, skill practice, teaching techniques, discipline and effective teaching models (Kemp and Hall, 1992). Hartzell (2018), in their study evaluating teacher-student relations and the effectiveness of schools, found that the students' academic achievement was higher if they made out a positive and safe relationship with the students. Washington (2011) revealed that, although the relationship between teacher qualifications/competencies and student achievement was low, there was a significant relationship. Ontai-Machado (2016) has determined that teachers' educational levels and seniority, teachers' time at the school they were in, and the creation of a positive school climate were the variables that positively affected school effectiveness. In addition, Konok (2011) has determined that effective school building activities has been divided into two groups as funding and improving school culture. He also states that in order to increase the effectiveness of schools, schools should have recruit more specialized teachers, implement effective teaching methodologies, increase the image of the teaching profession and provide professional development for teachers.

The aim of effective school building is to create an environment for school vision (Kirk and Jones, 2004) and to ensure that all students are successful (Lezotte, 2001). The purpose of performance evaluation is to determine the degree of success of the educational activities of the teachers, to evaluate the factors that affect the success (Ertürk, 2018) and to receive feedback. When the literature is examined, it is seen that it is necessary to focus on the teachers' performances in order to improve the effectiveness of the school. Because primary education teachers are held responsible for the implementation of educational reforms at school level and play an important role in their success. In other words, teachers are critical as a key component of effective schoolwork, and teachers' performance is an indispensable element of school effectiveness. Also, Turhan, Sener and Gündüzalp, (2017) in Turkey effective schools, school effectiveness and school improvement issues (f=39) indicated that they have not been done enough research and needs to be done the new researches. Investigating the factors that affect school effectiveness, school administrators and teachers in understanding how to develop schools; it is important to provide information to policy makers at the system level. From this point of view, the purpose of the study is to determine whether teachers' performances predict school effectiveness. In other words, this study was conducted to make a prediction about the role of teachers' performances in school effectiveness. For this purpose, the following sub-objectives were answer searched:

- ✓ Do teachers' perceptions of performance and school effectiveness differ significantly by gender, educational background, seniority, and school level?

- ✓ Is there a significant relationship between teachers' performance and perceptions of school effectiveness?
- ✓ Do teachers' performances predict school effectiveness?

METHOD

Research Model

In the research, relational survey model, which is one of the quantitative research models, was used. A relational model is a quantitative research process to determine whether two or more variables predict the degree of relationship or whether one variable predicts another (Creswell, 2017).

Participants

A total of 426 teachers who work in public schools on the Anatolian side of Istanbul has been participated voluntarily. 67% of the teachers participated in the study were female and 32% were male. The majority of teachers have 10 years of seniority and undergraduates. Although 89% of the teachers are undergraduate and 10% graduate, 33% of them work in primary, 40% in middle and 26% in high school.

Data Collection

Participant Information Form, School Effectiveness Index and Teacher Performance Evaluation Scale were used in the study.

The School Effectiveness Index: The scale was developed by Hoy (2014) and adapted to Turkish by Yıldırım (2015). The School Effectiveness Index measures how effective a school is in five dimensions (quantity and quality of product / service, efficiency, adaptability and flexibility). The index is an 8-point 6-point Likert-type instrument that provides a subjective assessment of school effectiveness. The higher the score, the higher the effectiveness of the school (Hoy, 2019). The index is an 8- item 6-point Likert type instrument that provides a subjective assessment of school effectiveness.

Teacher Performance Evaluation Scale: The scale developed by Özgenel (2019a) consists of 34 items and 5 sub-dimensions (field knowledge, preparation of learning-teaching process, communication, conducting learning-teaching process and professional development, professional attitudes and values). The scale was rated as 5-point Likert (very little=1, little=2, medium=3, good=4 and very good=5). Teachers give themselves self-assessment of their performance. The lowest score is 34 and the maximum score is 170. The higher the score, the higher the teacher performance, the lower score means lower performance.

Data Analysis

Descriptive, skewness, kurtosis and Cronbach Alpha reliability values of the scales were calculated before analysis.

Table 1. School Effectiveness Index and Teacher Performance Evaluation Scale's Mean, Standard Deviations, Skewness, Kurtosis and Reliability Coefficients

	<i>N</i>	\bar{X}	<i>SD</i>	Skewness	Kurtosis	Cronbach Alpha <i>a</i>
School effectiveness	426	4.58	.924	-.565	.121	.912
Teacher performance	426	4.38	.519	.127	-1.197	.955

When Table 1 is examined, it is seen that the data shows normal distribution (skewness and kurtosis) and is reliable. Data were analyzed by parametric tests. T test for comparing the means of binary groups, Anova in comparison of means of more than two groups correlation to determine whether there is a relationship between two variables and regression analyzes were performed to determine whether the independent variable (teacher performance) predicted the dependent variable (school effectiveness).

FINDINGS (RESULTS)

Table 2 Shows the t-test results make to determine whether teachers' perceptions of their performance and school effectiveness differ significantly by gender.

Table 2. A Comparison of Teachers' Perceptions of School Effectiveness and Their Performances With Gender

Variables	Groups	<i>N</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
School effectiveness	Female	286	4,573	,947	-,278	424	,781
	Male	140	4,600	,879			
Teacher performance	Female	286	4,423	,501	2,309	424	,021
	Male	140	4,300	,545			

When Table 2 is examined, teachers' perceptions of school effectiveness do not show significant differences in terms of gender; female teachers 'performances are significantly higher than male teachers' performances.

Table 3 shows the t test results make to determine whether the teachers' perceptions of their performance and school effectiveness differ significantly according to their educational background.

Table 3. Comparison of Teachers' Performance and Teachers' Perceptions of School Effectiveness according to Their Educational Background

Variables	Groups	<i>N</i>	\bar{X}	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
School effectiveness	Undergraduate	380	4,628	,919	3,029	424	,003
	Graduate	46	4,195	,884			
Teacher performance	Undergraduate	380	4,394	,525	1,384	424	,167
	Graduate	46	4,282	,455			

When Table 3 is examined, teachers' performances do not show significant differences according to their educational status; school effectiveness perceptions differ significantly. Perceptions of school effectiveness of undergraduate teachers are higher than perceptions of graduate teachers. The results of one-way analysis of variance (ANOVA) to determine whether teachers' performances and perception of school effectiveness differ significantly according to their educational background are given in Table 4.

Table 4. Comparison of Teachers' Performances and Perceptions of School Effectiveness According to Their Seniority

	Seniority	N	\bar{X}	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Sig.
School Effectiveness	A-5 years and under	121	4,628	,932	Between Groups	1,639	4	,410	,477	,753	--
	B-6-10 years	126	4,555	,942	Within Groups	361,985	421	,860			
	C-11-15 years	73	4,671	,913	Total	363,624	425				
	D-16-20 years	52	4,500	,896							
	E-21 years and above	54	4,500	,926							
	Total	426	4,582	,924							
Performance	A-5 years and under	121	4,380	,504	Between Groups	2,037	4	,509	1,904	,109	---
	B-6-10 years	126	4,325	,503	Within Groups	112,595	421	,267			
	C-11-15 years	73	4,465	,502	Total	114,631	425				
	D-16-20 years	52	4,500	,542							
	E-21 years and above	54	4,296	,570							
	Total	426	4,382	,519							

According to Table 4, teachers' perceptions and performances of school effectiveness does not differ significantly according to their seniority years.

In order to determine whether teachers' performance and perceptions of school effectiveness differed significantly according to their school, results of one-way analysis of variance (ANOVA) are given in Table 5.

Table 5. Teachers' Performance and Perceptions of School Effectiveness according to the School Level

	School Level	N	\bar{X}	SD	Source of Variance	Sum of Squares	df	Mean Square	F	p	Difference
School Effectiveness	A-Primary School	141	4,829	,978	Between Groups	14,405	2	7,203	8,724	,000	A>B, C
	B-Secondary School	174	4,517	,865	Within Groups	349,219	423	,826			
	C-High School	111	4,369	,883	Total	363,624	425				
	Total	426	4,582	,924							
Performance	A-Primary School	141	4,482	,515	Between Groups	4,217	2	2,109	8,078	,000	A>C; B>C
	B-Secondary School	174	4,402	,514	Within Groups	110,414	423	,261			
	C-High School	111	4,225	,498	Total	114,631	425				
	Total	426	4,382	,519							

According to Table 5, teachers' perceptions performance and of school effectiveness differ significantly according to school level. Post-hoc LSD test was performed after ANOVA to determine the difference between the groups. according to this test; primary school teachers think that their schools are more effective than middle school and high school teachers.. Again, the performances of the teachers in primary and secondary school are higher than those of the teachers in high school. Teachers' performance decreases as the school level progresses from primary, secondary and high school. The results of the correlation analysis to determine whether there is a relationship between teachers' performances and school effectiveness were shown in Table 6.

Table 6. The Results of Correlation Analysis Between Teachers' Perceptions of School Effectiveness and Their Performance

	School Effectiveness	
	r	.358**
Teacher Performance	p	0.000
	n	426

When Table 6 is examined, it is seen that there is a moderate and positive relationship between teachers' performances and school effectiveness (r=.358; p.<01).

The results of simple regression analysis that in order to calculate the relation between teachers' performance to school effectiveness is given table 7.

Table 7. Regression Analysis of Teacher Performance Predicting School Effectiveness

Independent Variables	Dependent Variable	B	Std. Error	(β)	t	p	r	r ²	F	p
Constant	School	1,787	,356		5,014	,000				
Teacher performance	effective	,638	,081	,358	7,897	,000	,358	,128	62,364	,000

When Table 7 is examined, it is seen that there is a moderate and positive relationship between teachers' performances and school effectiveness ($r=.358$; $p<.01$) and teachers' performances significantly predict school effectiveness ($t_{(426)}=7.897$; $r^2=.128$; $p<.01$). Teachers' performances account for 12% of the total variance in school effectiveness ($\beta=.358$; $F=62.364$; $p<.01$). In other words, teachers' performances positively affect school effectiveness. One unit increase in teachers' performance may increase .358 units in school effectiveness.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this study, it was aimed to determine whether teachers' performance and perceptions of school effectiveness differ significantly according to their gender, educational background, seniority and school levels and whether teachers' performances predict school effectiveness. As a result of the study, teachers' perceptions of school effectiveness have not shown significant differences to their gender. Likewise, Çobanoğlu Kasap (2008) and Toprak (2011) found that teachers' opinions about the effectiveness of their schools did not differ according to their gender. On the other hand, Akan (2007), Kuşaksız (2010) and Kanmaz and Uyar (2016) found that male teachers' perceptions of school effectiveness were higher than female teachers. According to another result obtained from the research, female teachers' performances are significantly higher than male teachers' performances. Yıldırım (2007) found that women give more importance to be well-educated and equipped than men. This may be due to the fact that women are exposed to more obstacles in trying to achieve their career goals. Because women are trying to show high performance to prove themselves (Mert, 2019). Apart from all these studies, there are studies that determine that the gender of teachers does not make a difference in their performance (Teel, 2003).

According to another result, teachers' perceptions of school effectiveness differ significantly according to their educational status. Perceptions of school effectiveness of undergraduate graduate teachers are higher than the perceptions of teachers graduated from undergraduate programs. Similarly, in a study conducted by Çobanoğlu Kasap (2008), it was found that teachers who were graduates of educational institutes found their schools more effective than teachers who had undergraduate degrees. Yılmaz (2006) stated that the perceptions of the teachers who are graduated from the associate degree and the education institute are higher than those of the graduate. Ontai-Machado (2016) has revealed that teachers' level of education is a statistically significant predictor of school effectiveness. Teachers' performances do not differ significantly according to their educational status. Similarly, in the research conducted by Özgenel (2019b), teachers' performances did not

change according to their education level. However, Teel (2003) found that the performance of the graduate teachers was significantly higher than the performance of the undergraduate teachers. According to these results, it can be said that as teachers' level of education increases, their awareness, knowledge and performance on school effectiveness increases and they evaluate critically the effectiveness of their schools.

Teachers' perceptions of school effectiveness have not differed significantly according to their seniority. Lyle (2018), on the other hand, found that school principals and deputy principals' school efficacy perceptions did not differ according to years of experience/seniority and there was no significant relationship between school efficacy perceptions and years of experience. However, it was observed that teachers' perceptions about school effectiveness increased with seniority (Akan, 2007; Ayık, 2007; Çobanoğlu Kasap, 2008; Kuşaksız, 2010; Toprak, 2011; Yılmaz, 2006) and there are some studies which tell teachers' seniority is a variable that positively affects school effectiveness (Ontai-Machado, 2016). In addition, it was found that teachers' performances did not show significant differences according to their seniority. Similarly, Teel (2003), Dilbaz Sayın and Arslan (2017) found that seniority variable did not make a significant difference in teachers' performance. In other words, it can be concluded that because of the teachers' seniorities, do not perform differently.

Primary school teachers think that their schools are more effective than middle school and high school teachers. Yıldırım, Akan and Yalçın (2017) state that classroom teachers find their schools (primary school) more effective than branch teachers (secondary school). The performances of the primary and secondary school teachers were higher than those of the high school teachers. Teachers' performance decreases as the school level progresses from primary, secondary and high school. According to Koç, Yazıcıoğlu, Hatipoğlu (2009) the performance of teachers in pre-primary and primary schools' (primary + secondary school) are higher than the performance of teachers working in secondary and public education centers. In addition, Teel (2003) found that kindergarten teachers had higher performances than, primary and secondary school teachers. Based on these findings, as the school levels in which teachers work, development characteristics of the students differ. Factors such as being in the adolescence stage of middle school and high school students and teachers being more interested in unwanted student behaviors and disciplinary problems than education-teaching activities and exerting exam pressure on transition to higher education may cause school effectiveness perceptions and performances to decrease.

In this study, it was revealed that there was a moderate and positive relationship between teachers' performances and school effectiveness, and teachers' performances significantly predicted school effectiveness. In effective schools, teachers are often given in-service training, courses and seminars to improve themselves (Balci, 2013). In this way, teachers are helped to maximize their performance and this performance is expected to contribute positively to the effectiveness of the school. A significant relationship was found between the professional development of teachers (Doran, 2004) and teacher effectiveness (performance) and student achievement (Tschannen-Moran and Hoy, 2001). When we consider teacher effectiveness as performance, it can

be inferred that it directly affects academic achievement, and thus serves school effectiveness, on student outcomes. There was a moderate and positive relationship between school effectiveness and trust to school principal, trust to teacher with school health, student achievement (mathematics, reading and writing). In addition, it has been determined that the academic achievement of the students is related to the trust of both the principal and the teacher. A high relationship has found between trust in school principal and teacher, school health, student academic achievement and school effectiveness, and these six variables explained 72% of school effectiveness (Uline, 1998). When we evaluate these results together, it can be stated that both school effectiveness and student achievement are positively affected by high teacher performance, but this effectiveness and achievement could not be explained by only a single variable. For example, when we look at the literature, many studies have found a significant / consistent relationship between job satisfaction and performance (Davis, 1977; Greenberg and Baron, 2000; Luthans, 2011). There is also a mutual interaction between teachers' job satisfaction and school effectiveness. In effective schools, teachers' job satisfaction is high; or schools with high job satisfaction are effective schools (Özgenel and Topal, 2019). In this context, it may be possible to say that these three concepts are fed from each other. It can be concluded that high job satisfaction of teachers affects their performance positively and high performing teachers contribute positively to the effectiveness of their schools.

When it is recognized that building effective schools is a difficult process, teachers are expected to be involved and perform at a high level in order to overcome these challenges and achieve the school's basic objectives at the desired level. In the study, it was concluded that teachers' performance predicted school effectiveness and positively influenced. In order to achieve high student achievement, it is necessary to focus on teacher performance first. To give feedback on teacher performance, to ensure that the existing performance continues and to improve this performance directly means improving student achievement and indirectly contributing to school effectiveness. Therefore, improving teachers' performance is investing in school effectiveness. However, only linking school effectiveness to teacher performance is a lack of perspective. Individually teachers' performance does not guarantee that they will improve overall school effectiveness; however, all teachers likely improve school effectiveness when they perform the same or similar performance as a group (Cheong Cheng, 1996). In order to improve the effectiveness of the school, the Ministry of National Education, especially the provincial, district and school administrators, teachers, parents, students, politicians who decide to educate teachers, higher education institutions and universities that train teachers, the government, associations and foundations serving the education field. should take responsibility as a partner within the framework of their powers, responsibilities and capacities to provide necessary support and resources for development activities. For example, in one study, quality control system and teacher motivation caused a 12% change in teachers' effectiveness; There is a high and positive correlation between teachers' salaries and teachers' effectiveness, which means that teacher salaries, which are independent variables, explain 50% of the total variance of teacher effectiveness (Ayuba, 2018). It may be suggested to policymakers and school leaders to establish a performance

evaluation system in which teachers determine their performance, provide feedback, monitor and improve as a result of the performance evaluation process. In addition, school administrators should encourage teachers to participate in professional development activities that will contribute positively to their performance. Teachers are expected to have certain knowledge, skills and competencies to be effective and to use these characteristics appropriately to achieve their goals. The use of this knowledge, skills and competences in the classroom can be expressed as "teacher performance". Therefore, in order to increase the effectiveness of teachers, training should be provided on their professional competences and performances.

As a conclusion, in effective schools, not only the teachers are important, but also school-family cooperation. The relationship of schools with the environment should be improved through various activities. In effective schools, the views of the students are as important as the views of teachers and administrators. School effectiveness should also be investigated from the perspective of parents and students.

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