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### The Relationship between Teacher Demoralization in Educational Policy Context and School Effectiveness

Öğretmenlerin Eğitim Politikaları Bağlamında Moral Yitimleri ve Okul Etkililiği Arasındaki İlişki

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**Abstract:** The current study investigates the association between teacher demoralization and perceived school effectiveness. The sample consists of 267 teachers working in the province of Batman during the 2021-2022 academic year. They were reached through convenient sampling. Two data collection tools were used in the study. To measure teachers' demoralization level, the "Teacher Demoralization in Educational Policy Context Scale" and the school effectiveness level "Perceived School Effectiveness Scale" were adopted. The demoralization scale was a self-reported one, and school effectiveness was measured based on teacher perceptions. Based on the normal distribution of the data, parametric tests were used. Within the descriptive statistics, means and standard deviations were calculated, and Pearson correlation coefficients, simple and multiple regression analysis were conducted to reveal the associations between variables. The findings revealed that teachers were moderately demoralized, and they perceived their schools as moderately effective. There was a significant moderate level of negative association between teacher demoralization and perceived school effectiveness. Teacher demoralization was a significant predictor of school effectiveness. We discussed the findings based on the previous literature. The researchers made some suggestions based on the findings and for further research.

**Anahtar Kelimeler:** Educational policy, teacher, demoralization, school, effectiveness, school effectiveness.

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**Öz:** Bu araştırma eğitim politikaları bağlamında öğretmen moral yitimi ile algılanan okul etkililiği arasındaki ilişkiyi irdelemektedir. Araştırmanın örneklemini 2021-2022 eğitim ve öğretim yılında Batman ilinde görev yapan ve uygun örnekleme yoluyla ulaşılan 267 öğretmen oluşturmaktadır. Araştırmada iki farklı veri toplama aracı kullanılmıştır. Öğretmenlerin moral yitimi düzeylerini ölçmek için "Eğitim Politikaları Bağlamında Öğretmen Moral Yitimi Ölçeği" ve okul etkililiğini ölçmek için "Algılanan Okul Etkililiği Ölçeği" kullanılmıştır. Moral yitimi öz bildirime, okul etkililiği ise öğretmen algılarına dayalı olarak ölçülmüştür. Veri normal dağılım varsayımını karşıladığı için veri analizinde parametrik testler kullanılmıştır. Tanımlayıcı istatistikler kapsamında aritmetik ortalamalar ve standart sapma değerleri, değişkenler arasındaki ilişkileri ortaya çıkarmak için Pearson korelasyon katsayıları hesaplanmış ve yordayıcı ilişkiler kapsamında basit ve çoklu regresyon analizleri yürütülmüştür. Bulgular, öğretmenlerin "orta" düzeyde moral yitimi deneyimlediklerini ve okullarını "orta" düzeyde etkili olarak algıladıklarını ortaya koymuştur. Öğretmen moral yitimi ile algılanan okul etkililiği arasında orta düzeyde, anlamlı, negatif bir ilişki söz konusudur. Öğretmen moral yitimi, okul etkililiğini anlamlı bir biçimde yordamaktadır. Elde edilen bulgular mevcut alanyazın temelinde tartışılmıştır. Araştırmacılar, bulgulara dayalı olarak gelecekteki araştırmalar için bazı önerilerde bulunmuştur.

**Keywords:** Eğitim politikaları, öğretmen, moral yitimi, okul, etkililik, okul etkililiği.

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## 1. INTRODUCTION

School is where educational activities mainly take place and the fundamental building block of the educational system. On the other hand, an influential school realizes administrative, organizational, and educational aims in a planned way. For the school to fully realize its effectiveness, it is expected that the student will use the education that s/he received for himself, his family, and the nation. Effective schools are efficient, helpful, healthy, and lively, and employees have a high level of job satisfaction in these schools (Başaran, 2000). Various factors influence the effectiveness of schools, and this study investigates the effect of teacher demoralization in the context of educational policies, which is an emerging phenomenon in literature (Ibrahim & Alhabbash, 2022; Limon, 2019; Santoro, 2012, 2018; Santoro & Hazel, 2022; Tsang & Liu, 2016). It can be regarded as a threat to school effectiveness since it has a negative effect on teacher job performance (Limon, 2019).

Teachers working in effective schools are also effective teachers (Özden, 2011). These teachers, not demoralized, understand the needs of individuals and respond to these needs in the direction of the common goals of both the individuals and the group. On the other hand, to enhance the professional culture in schools where demoralization is prevalent, a shared vision or set of goals should be established and the significance of professional development should be emphasized. If the accountability policies focus on public recognition of high-performing teachers and improvement of low performers will contribute to a feeling of being supported and valued. When the leaders are visible and include teachers in decision-making processes, teachers will have higher morale (Mangin, 2021). It is stated that inadequate professional support affects the morale of teachers and that teachers are often disappointed when they cannot teach in the way they believe is appropriate (Santoro, 2019). According to Elvira (2020), the demoralization of teachers causes them to feel powerless and further negatively affects their well-being and professional performance. Working in a toxic and unsupportive environment for a long time might consume even the most resilient teachers' personal resources (Santoro, 2012). In this sense, Limon (2019) defined demoralization as "*teachers' low orientation to education policies and education policies making it difficult for teachers to access moral rewards in the professional context*".

Demoralization also causes external depression since situational or experiential environmental factors cause these negative emotions. Jerome Franks defines demoralization as "*the inability to cope with feelings of helplessness, hopelessness, meaninglessness, inadequacy of the subject, and decreased self-esteem*" (Tsang & Liu, 2016). Hultz (2021) suggested that adapting to sudden changes might cause teachers to feel inadequate. These changes can cause over workload, lower morale, harm collegiality, or otherwise frustrate administrators and teachers. For teachers, much of the stress comes not only from students but also from things outside the classroom, such as the country's bureaucracy and changes in the educational system. Teachers are more likely to experience well-being when effective school and leadership support is provided. Because when teachers feel supported and motivated, they are more confident that administrators desire the best for them (Mangin, 2021). School effectiveness research associates it with high morale (Wang et al., 2013). Additionally, effective schools support students' development, have a vision that motivates teachers, mobilize employees to achieve common goals, and have a qualified teaching staff (Purkey & Smith, 1993).

Teachers and students can set and achieve ambitious goals in effective schools (Lezotte, 2001; Lezotte et al., 2002; Zahed-Babelan et al., 2019). In effective schools, there is a collaboration among teachers, teachers trust each other, and share a vision of success, and there is a lifelong learning philosophy. In ineffective schools, on the other hand, many factors lead to the demoralization of teachers. In such schools, teacher turnover is generally high, and new and less experienced teachers replace more experienced ones (Noddings, 2014; Wronowski, 2021), which may lead to demoralization. However, the lack of support from school administrators is one of the other factors that cause teacher demoralization (Morris et al., 2020). Teachers will feel vulnerable and avoid innovative practices when they are not assured that they will be supported

when difficulties arise (Heick, 2020). Where there is no innovation, teachers will always depend on the existing methods and will not be able to create an effective school climate that will improve their practices (Morris et al., 2020). However, the perception of equal workload among teachers and other staff will contribute to higher morale in schools. Other methods to enhance teachers' morale are to praise and provide them with positive reinforcement and respect them. Since the teachers' morale is one of the prerequisites of effective schools enhancing and maintaining the morale should be a primary concern for schools (Mangin, 2021). The outcomes of low teacher morale are stress, dissatisfaction with the job, burnout, and emotional exhaustion (Sampayo & Leichtman, 2021; Will, 2021). Work-related stress and fatigue might affect teachers' private lives, as well. Teachers' morale is also associated with effort and instruction quality (Clarke, 2011). Additionally, the schools' professional culture, responsibility concern and feeling of support are also influential on teacher morale (Bradford & Braaten, 2018). The point of demoralization that teachers struggle with also undermines teacher autonomy and professionalism (Daliri-Ngametua & Hardy, 2022). When teachers think that the conditions damage students learning, especially when they do not feel about mandatory policies and regulations, sources of demoralization can damage teachers' well-being (Santoro, 2018). As a result, these teachers experience moral conflict when they balance a lack of autonomy, on the one hand, with moral and ethical responsibilities to students. If they accept the tasks, they feel complicit in the harm done to the students, which results in a loss of joy, hopelessness, and a lack of job opportunities in their jobs (Frank, 2016). Demoralization might arise from various sources, causing conflict between feelings of professional integrity and job expectations. The enthusiastic dimension of their profession may erode if teachers do what they are asked to do and do not have the time to reflect or support their moral aspirations to make a difference and inspire students to make a difference (Bradford & Braaten, 2018). Therefore, demoralization is not particularly emotional; however, it can be said that it stems from ongoing value conflicts with pedagogical policies, reform imperatives, and school practices (Wronowski & Urick, 2021).

In literature, there is a growing concern about teacher demoralization (Daliri-Ngametua & Hardy, 2022; Elvira, 2020; Limon & Sezgin Nartgün, 2021; Mangin, 2021; Sampayo & Leichtman, 2021; Santoro & Morehouse, 2011; Santoro, 2020; Santoro, 2022; Tsang, 2019; Tsang & Liu, 2016; Wang et al., 2013; Will, 2021; Wronowski & Urick, 2021). On the other hand, teacher morale seems to be associated with different variables, such as school effectiveness (Abdullah et al., 2016; Thomas, 1997). Teacher demoralization is known to have a detrimental effect on school effectiveness (Barmao, 2012). In this sense, schools must keep teachers' morale high (Gökçe & Kahraman, 2010). Research on effective schools indicates that in these schools, administrators are strong leaders, and leadership is associated with school climate, keeping teachers' morale high and organizational performance (Cerit & Yıldırım, 2017; Ermeydan, 2019; Gökbulut & Turan, 2021; Laila, 2015; Ngang et al., 2010; Sezgin-Nartgün et al., 2020; Şahin, 2020; Şenel & Buluç, 2016; Young, 1998; Yürek & Cömert, 2021). In this sense, it would be appropriate to refer to teacher demoralization as the conflict between teachers' values and the practices imposed by the education policies rather than a feeling. This implies that the way to prevent teacher demoralization is to understand how they make sense of education policies and practices. In other words, when teachers cannot find the opportunity to do what they can do is the reason for teacher demoralization (Limon, 2019). Santoro (2018) states that demoralization is a process that can be prevented or reversed. Based on Carlson-Jaquez's (2016) characterization of teacher demoralization as the negative impact of educational policies on teachers' motivation, it is anticipated that determining the relationship between demoralization and school effectiveness will provide perspectives on eliminating potential problems. In this sense, the present study aims to determine the relationships between teacher demoralization and perceived school effectiveness in educational policy context. To this end, this study sought answers to the following questions:

1. What are the teachers' views on demoralization in the context of education policies and perceived school effectiveness?
2. Are there significant relationships between teachers' demoralization (orientation to educational policies and professional demoralization) and perceived school effectiveness?
3. Do orientation to educational policies and professional demoralization significantly predict perceived school effectiveness?
4. Does teacher demoralization significantly predict perceived school effectiveness?

## 2. METHOD

### 2.1. Research design

This study employed a relational design, one of the quantitative research methods. The relational design investigates whether two or more variables are associated (Marczyk et al., 2005). The current study examined the association between teacher demoralization in the context of educational policies and school effectiveness.

### 2.2. Sample

The research sample consists of 267 teachers working in the Batman city center in the 2021-2022 academic year. The participants were reached through a convenient sampling method (Phua, 2004). Of the teachers, 132 (49.4%) were female and 135 (50.6%) were male; 56 (21.0%) had 0-5 years, 52 (19.5%) 6-10 years, 50 (18.7%) 11-15 years, 63 (23.6%) 16-20 years and 46 (17.2%) 21 years or over experience. While 204 of the teachers (76.4%) were undergraduates, 63 (23.6%) were graduates; 15 (5.6%) of them work in pre-school, 67 (25.1%) in primary school, 129 (48.3%) in secondary school and 56 (21.0%) in high schools. Finally, 247 were taught in public schools (92.5%) and 20 (7.5%) in private schools.

**Table 1.**

*Demographics of participants*

Variable	Group	f	%
Gender	Female	132	49,4
	Male	135	50,6
School	Pre-school	15	5,6
	Primary school	67	25,1
	Elementary school	129	48,3
	High school	56	21,0
Experience	0-5 years	56	21,0
	6-10 years	52	19,5
	11-15 years	50	18,7
	16-20 years	63	23,6
	21 years and above	46	17,2
Education	Undergraduate	204	76,4
	Graduate	63	23,6
School type	State	247	92,5
	Private	20	7,5
<b>Total</b>		<b>267</b>	<b>100</b>

### 2.3. Data collection tools

#### 2.3.1. Teacher demoralization scale

This scale was developed by Carlson-Jaquez (2016) to measure the level of demoralization experienced by teachers in the context of educational policies. The Turkish adaptation of the scale was carried out by Limon (2019). The scale has two dimensions and eight items. The first dimension is the orientation to educational policy and has five items. The second dimension is professional demoralization and has three items. The scale is a 5-point Likert type one, and the response options range from "(1) Strongly disagree to (5) Strongly agree. The items in the first dimension contain favorable judgments and are reverse coded to obtain the total score. A sample item is as follows: "Up-to-date education policies allow my working conditions to improve." Limon (2019) analyzed the scale's construct validity through exploratory and confirmatory factor analyses. The Cronbach's Alpha internal consistency coefficient was calculated to check the scale's reliability. The findings indicated that the scale was valid and reliable when adapted to Turkish culture.

We also tested the validity and reliability of the scale on the current data set. The confirmatory factor analysis showed that the fit indices were as follows ( $\chi^2/df=2.66$ ;  $p=.00$ ;  $RMSEA=.08$ ;  $NFI=.96$ ;  $NNFI=.96$ ;  $CFI=.97$ ;  $GFI=.96$ ;  $AGFI=.91$ ;  $SRMR=.04$ ), indicating good fit (Schermelleh-Engel et al, 2003). Cronbach's Alpha coefficients emerged as follows "orientation to education policies" ( $\alpha=.89$ ); professional demoralization ( $\alpha=.82$ ) and teacher demoralization scale ( $\alpha=.88$ ) which were satisfactory (Büyüköztürk, 2011). These findings revealed that the scale was valid and reliable.

#### 2.3.2. Perceived school effectiveness scale

This scale was developed by Mott (1972) for hospitals. It was adapted to school organizations in further studies (Hoy et al., 1991; Hoy & Ferguson, 1985; Miskel et al., 1979). Turkish adaptation was conducted by Yıldırım and Ada (2018). The scale is unidimensional and consists of eight items. The response options on the 6-point Likert-type scale range from (1) Strongly disagree to (6) Totally agree. A sample item is as follows "When changes are made in this school, teachers quickly accept and adapt them". Yıldırım and Ada (2018) conducted exploratory and confirmatory factor analyses to evaluate the scale's validity. As for reliability, test-retest and Cronbach's Alpha reliability coefficients were examined. The findings indicated that the scale was valid and reliable.

We also tested the validity and reliability of the scale. The findings of confirmatory factor analysis indicated that fit indices were as follows ( $\chi^2/df=2.66$ ;  $p=.00$ ;  $RMSEA=.08$ ;  $NFI=.96$ ;  $NNFI=.96$ ;  $CFI=.98$ ;  $GFI=.96$ ;  $AGFI=.92$ ;  $SRMR=.03$ ) indicating good fit (Schermelleh-Engel et al, 2003). Cronbach's Alpha internal consistency coefficient was calculated as ( $\alpha=.90$ ) and showed that the reliability criterion was satisfied (Büyüköztürk, 2011).

### 2.4. Data collection and analysis procedures

This study was approved by Batman University Ethics Committee Decision (Number=2022/06-01). Data collection took place between June and July 2022, and participation in the research was voluntary. In the data analysis, first of all, the distribution of the data was examined with the kurtosis-skewness coefficients. Table 2 below displays the findings.

**Table 2.***Skewness and Kurtosis values*

Variable	Skewness	SE	Kurtosis	SE
Orientation to educational policies	,10	,15	-,56	,30
Professional demoralization	-,06	,15	-,69	,30
Teacher demoralization	,11	,15	-,63	,30
Perceived school effectiveness	-,73	,15	,31	,30

As Table 2 shows, skewness, and kurtosis values range between (+,-) 1.96, indicating normally distributed data for all variables (Field, 2009). Thus, parametric statistics were used to analyze the data. Arithmetic means and standard deviation values were calculated within the scope of descriptive findings, and Pearson correlation coefficients were calculated to determine the relationships between variables. Predictive relationships between variables were analyzed through simple and multiple linear regressions.

Before conducting multiple regression analysis, the variance inflation factor (VIF) and tolerance values, and correlation coefficient were checked. The findings indicated that VIF was 1.41 and tolerance was .71, and the correlation coefficient between orientation to educational policies and professional demoralization as independent variables was  $r=-.54$ . These findings suggested that there was not a multicollinearity problem between the independent variables (Mertler & Vannatta, 2005). Additionally, we tested multivariate normality through scatter plot matrix showing that this assumption was also satisfied (Çokluk et al., 2018).

### 2.5. Ethical approval

In this study, all rules stated to be followed within the scope of the “*Higher Education Institutions Scientific Research and Publication Ethics Directive*” were followed. None of the actions specified under the title of “*Actions Violating Scientific Research and Publication Ethics*”, which is the second part of the directive, have not been carried out.

#### Ethics committee approval information

Ethical committee = Batman University ethic committee

Data of ethical approval= 09.06.2022

Number of ethical approvals= 2022/06-01

### 3. FINDINGS

Within the descriptive statistics, means and standard deviations were calculated, and Pearson correlation coefficients and simple and multiple regression analysis were conducted to reveal the associations between variables.

## Descriptive findings

**Table 3.**

*Descriptive findings*

Scale	N	Minimum	Maximum	$\bar{x}$	SD
Orientation to educational policies	267	1,00	5,00	2,67	,86
Professional demoralization	267	1,33	5,00	3,27	,89
Teacher demoralization scale	267	1,63	5,00	3,31	,77
Perceived school effectiveness scale	267	1,00	6,00	3,95	,97

Table 3 presents descriptive findings which indicate that teachers' orientation to educational policies was ( $\bar{x}=2.67$ ;  $SD=.86$ ); professional demoralization ( $\bar{x}=3.27$ ;  $SD=.89$ ), and demoralization in general ( $\bar{x}=3.31$ ;  $SD=.77$ ). On the other hand, teachers' perceived school effectiveness was ( $\bar{x}=3.95$ ;  $SD=.97$ ). These findings showed that teachers' perceptions of the variables were at an average level.

**Table 4.**

*The correlation between perceived school effectiveness and teacher demoralization*

Scale	Orientation to educational policies	Professional demoralization	Teacher demoralization
Perceived school effectiveness	,32**	-,19**	-,31**

(\*\* $p<.01$ ;  $N=267$ )

Table 4 presents the findings regarding the relationships between the variables. The findings showed that perceived school effectiveness had a statistically significant positive association with orientation to educational policies ( $r=.32$ ;  $p<.01$ ); negative associations with professional demoralization ( $r=-.19$ ;  $p<.01$ ), and teacher demoralization in general ( $r=-.31$ ;  $p<.01$ ). As for the strengths of the relationships, there is a weak relationship between professional demoralization and school effectiveness. On the other hand, the relationships between orientation to educational policies and teacher demoralization, and school effectiveness are moderate (Muijs, 2004). Drawing on these findings, we can conclude that as orientation to educational policies increases perceived school effectiveness is higher; however, as professional demoralization or teacher demoralization in general increases, perceived school effectiveness decreases.

**Table 5.**

*The effect of orientation to educational policies and professional demoralization on perceived school effectiveness*

Variables	Beta	SE	Standardized Beta	t	p	R	R <sup>2</sup>	F	p
Constant	3.11	.40	-	7.70	.00				
OEP	.35	.08	.31	4.49	.00	.32	.11	15.52	.00
PD	-.03	.08	-.03	-.37	.71				

*Note: OEP=Orientation to educational policies; PD=Professional demoralization*

Table 5 presents the findings regarding the multiple regression analysis in which orientation to educational policies and professional demoralization were predictors of perceived school effectiveness. The findings suggested that the model tested was statistically significant ( $R=.32$ ;  $R^2=.11$ ;  $F_{(1,265)}=15.52$ ;  $p=.00$ ) and independent variables explained 11% of the variance in perceived school effectiveness. Considering the t

values, orientation to educational policies significantly predicted perceived school effectiveness ( $\beta=.31$ ;  $p=.00$ ) but professional demoralization did not ( $\beta=-.03$ ;  $p=.71$ ).

**Table 6.**

*The effect of teacher demoralization on perceived school effectiveness*

Variable	Beta	SE	Standardized Beta	t	p	R	R <sup>2</sup>	F	P
<b>Constant</b>	5.24	.25	-	20.93	.00				
<b>Teacher demoralization</b>	-.39	.07	-.31	-5.29	.00	.31	.09	28.00	.00

Table 6 presents the findings regarding the simple linear regression analysis conducted to determine the predictive relationship between teacher demoralization and perceived school effectiveness. The findings suggested that teacher demoralization significantly predicted school effectiveness ( $R=.31$ ;  $R^2=.09$ ;  $F_{(1,265)}=28.00$ ;  $p<.01$ ). Thus, teacher demoralization explained 9% of the variance in perceived school effectiveness.

#### 4. CONCLUSION, DISCUSSION, and RECOMMENDATIONS

The present study investigates the associations between teacher demoralization and perceived school effectiveness. Firstly, descriptive findings indicated that teachers’ perceptions of orientation to educational policies, professional demoralization, teacher demoralization, and perceived school effectiveness were average. Based on these findings, it can be said that teachers are moderately demoralized and do not perceive their schools as highly effective. Previous literature suggested similar findings regarding teacher morale (Cemaloğlu, 2006; Güçlü, et al., 2014; Kırca, 2019; Memişoğlu & Aydın, 2014; Memişoğlu & Taşkın, 2019; Tanrıoğen, 2003; Ural & Aksoy, 2005; Üstüner, 1999) and demoralization (Limon, 2019). Tsang and Liu (2016) stated several reasons for teacher demoralization, such as lack of communication between school administration and teachers, strict supervision, lack of trust among stakeholders, and lack of autonomy. On the other hand, teachers’ perceptions of school effectiveness were average. A positive school climate enables teachers to perceive school effectiveness positively (Gezerler, 2021). Thus, it can be concluded that teachers perceive the climate in their schools negatively.

Another finding of the current study suggested a negative association between teacher demoralization and perceived school effectiveness. At the same time, there was a positive association between orientation to educational policies and perceived school effectiveness. Wang (2009) suggested that when school administrators did not include teachers in decisions, teachers experienced demoralization. If teachers cannot find the opportunity to put their professional values into practice, they are demoralized (Santoro & Hazel, 2022). Similarly, Wronowski (2021) found that when school administrators did not support teachers, they were demoralized, which implies that how principals demonstrate leadership behaviors and support their teachers through policy changes can affect teachers' perceptions of their work and overall morale. Teacher demoralization can accelerate when the reforms in education policies force the teacher to change the usual practices, and the relevant changes are implemented quickly (Santoro & Morehouse, 2011). Thus, the acceleration of the demoralization process may negatively affect teachers' perceived school effectiveness. Hallinger (2010) also emphasized that a school climate where teachers experience high morale positively affects school effectiveness. However, it is also known that the leadership style that has the most significant impact on teacher morale is collaborative leadership. Involving employees in decisions in effective schools supports the development of a collaborative school climate, and there is a significant relationship between teacher morale and student achievement (Thomas, 1997) which is an indicator of school effectiveness.



Finally, the study investigated the predictive relationships between teacher demoralization and perceived school effectiveness. In this sense, a simple and multiple regression model was conducted. The findings can be summarized as follows. In the multiple regression model, orientation to educational policies significantly predicted perceived school effectiveness. In this sense, we can say that teachers' views on educational policies are influential on schools' effectiveness. When the teachers approve the policies, they exert more effort to implement them successfully. However, professional demoralization did not significantly contribute to the model in which its effect on perceived school effectiveness was not significant. Professional demoralization refers to teachers' frustration, discouragement, and disenchantment due to educational policies. Effectiveness is likely to decrease in a school where teachers experience these feelings since teachers are the critical actors in school effectiveness. The findings also showed that teacher demoralization significantly predicted school effectiveness. The symptoms of teacher demoralization are restlessness, helplessness, failure, loss of meaning, and hopelessness (Carlson-Jaquez, 2016) which are expected to result in low job performance. Thus, Limon (2019) revealed that teacher demoralization negatively affected teachers' job performance, which can be regarded as a threat to school effectiveness. A similar finding suggested that teacher attrition negatively affects teacher morale and school climate, in other words, school effectiveness (Ibrahim & Alhabbash, 2022). Demoralized teachers may not be motivated to participate in professional networks (Elvira, 2020). When teachers face stress, mainly due to low morale, they might feel emotional exhaustion, which decreases positive feelings toward students (Gökalp, 2008). Teachers' low morale can negatively affect their relationships with their students and, as a result, their academic and mental functions (Hinds, 2013). These are factors that might negatively affect school effectiveness. In this sense, schools should constantly improve themselves and create a positive climate to minimize teacher demoralization. They should also vision strategies to eliminate problems that can negatively affect teacher morale (Ada & Akan, 2007).

Teacher demoralization might emerge at multiple levels of school governance and administration and through politically charged policy changes for purposes that are not always transparent within the complexity of a neoliberal-influenced education system (Santoro, 2012; Tsang, 2019). Understanding the factors influential on deprofessionalism and demoralization is an important initiative because these are significant predictors of teachers leaving the profession and turnover intention (Wronowski, 2021). In other words, this reduces the effectiveness of the school. Effective schools have an environment that facilitates learning and a high motivation to teach, closely associated with teachers' morale (Şişman, 2004). It is suggested that when experienced teachers with moral satisfaction are deprived of the profession's moral rewards, they are demoralized (Santoro, 2011). Carlson-Jaquez (2016) defined demoralization as the inability to access the profession's moral rewards. Similarly, demoralization emerges when obstacles prevent reaching moral goals (Tsang, 2019). As the moral dimension of the teaching profession is emphasized in the literature, policymakers should consider teachers' moral concerns while preparing educational policies. Any measure taken to prevent teacher demoralization will also contribute to school effectiveness. For this purpose, it is important to prepare platforms that enable teachers to express their opinions on issues that directly concern teachers' school life, plan continuous professional development activities with workshops held in small groups by ensuring democratic participation, and motivate teachers in the direction that will positively affect their personal rights and performance in the decisions taken at the national level. On the other hand, qualitative studies can provide a more in-depth insight into the causes of demoralization. Including mediators or moderators in models tested in this study may help researchers reveal further factors influential on the relationship between demoralization and school effectiveness. Although this study has significant implications, it was conducted with some limitations. First of all, the universe was limited to only one city, Batman. Secondly, the study employed a cross-sectional design. Thirdly, the findings were limited to the dimensions included in scales.

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## GENİŞLETİLMİŞ ÖZET

### 1. GİRİŞ

Okul, farklı isimlerle anılan, eğitimde temel sistemi oluşturan genel bir kavram olup eğitimin üretildiği yer olarak tanımlanır. Etkili okul; yönetsel, örgütsel ve eğitimsel amaçları planlı bir şekilde gerçekleştiren okuldur. Okulun, etkililiğini tam gerçekleştirebilmesi için öğrencinin gördüğü eğitimle kendisine, ailesine, ulusuna ve devletine yararlı olması beklenir. Bir okulun etkili olabilmesi için verimli, yararlı, sağlıklı ve diri olması; çalışanların işlerinden doyum alması gerekmektedir (Başaran, 2000). Dolayısıyla öğretmenlerin işten doyumlarının sağlanabilmesi için hem algıladıkları okul etkililiğinin olumlu olması hem de morallerinin iyi olması istenen bir durumdur. Bununla birlikte Özden'e (2011) göre etkili okullarda çalışan öğretmenler de etkili öğretmenlerdir. Moral yitimine uğramamış olan bu öğretmenler, bireylerin gereksinimlerini anlayan ve bu gereksinimlere hem bireylerin hem de grubun ortak amaçları yönünde karşılık veren kişilerdir.

Alanyazında öğretmen moral yitimi ile yapılmış olan çalışmaların sınırlı olduğu (Daliri-Ngametua ve Hardy, 2022; Elvira, 2020; Mangin, 2021; Sampayo ve Leichtman, 2021; Santoro ve Morehouse, 2011; Santoro, 2020; Santoro, 2022; Tsang, 2019; Tsang ve Liu, 2016; Wang ve diğerleri, 2013; Will, 2021; Wronowski ve Urick, 2019) ancak öğretmen moralinin farklı değişkenler ile ilişkilendirildiği görülmektedir. Bunlardan biri de okul etkililiğidir (Abdullah ve diğerleri, 2016; Thomas, 1997). Moral yitiminin okulun etkililiğini olumsuz etkileyebilecek birtakım çıktılar olduğu bilinmektedir (Barmao, 2012). Bu anlamda etkili okulların, öğretmenlerin moralini yüksek tutması önemli kabul edilebilir (Gökçe ve Kahraman, 2010). Etkili okul ile ilgili olarak yapılan araştırmalar (Cerit ve Yıldırım, 2017; Ermeydan, 2019; Gökbulut ve Turan, 2021; Laila, 2015; Ngang ve diğerleri, 2010; Sezgin-Nartgün ve diğerleri, 2020; Şahin, 2020; Şenel ve Buluç, 2016; Young, 1998; Yürek ve Cömert, 2021) incelendiğinde yöneticilerin güçlü liderler olduğu ve liderliğin okul iklimi, öğretmenlerin morallerini yüksek tutma ve örgütün performansı gibi birtakım durumlarla bağdaştırıldığı görülmektedir (Blase, 1987). Carlson-Jaquez'in (2016) de öğretmen moral yitimini eğitim politikalarının öğretmenlerin motivasyonları üzerinde bıraktığı olumsuz etki olarak nitelendirmesinden yola çıkarak moral yitimi ile okulun etkililiği arasındaki ilişkilerin saptanmasının olası problemlerin ortadan kaldırılmasına yönelik bakış açıları sunacağı öngörülmektedir. Bu nedenle mevcut araştırmanın amacı, öğretmenlerin eğitim politikaları bağlamında moral yitimleri ile algılanan okul etkililiği arasındaki ilişkileri ve etkileri tespit etmektir. Bu doğrultuda aşağıdaki sorular araştırmanın alt amaçlarını oluşturmaktadır:

1. Öğretmenlerin eğitim politikaları bağlamında moral yitimleri (eğitim politikalarına yönelim ve mesleki moral yitimi) ve algılanan okul etkililiğine ilişkin görüşleri ne düzeydedir?
2. Öğretmenlerin eğitim politikaları bağlamında moral yitimleri ve algılanan okul etkililiğine ilişkin görüşleri arasında anlamlı ilişkiler var mıdır?
3. Eğitim politikalarına yönelim ve mesleki moral yitimi algılanan okul etkililiğini istatistiksel olarak anlamlı bir biçimde yordamakta mıdır?
4. Öğretmenlerin eğitim politikaları bağlamında moral yitimleri algılanan okul etkililiğini istatistiksel olarak anlamlı bir biçimde yordamakta mıdır?

### 2. YÖNTEM

Mevcut araştırmada nicel araştırma yöntemlerinden ilişkisel tarama deseni esas alınmıştır. İlişkisel desen iki veya daha fazla değişkenin birbiri ile ilişkili olup olmadığını irdelemeyi amaçlamaktadır (Marczyk ve diğerleri, 2005). Araştırmada öğretmenlerin eğitim politikaları bağlamında deneyimledikleri moral yitimi ile okul etkililiği arasındaki ilişki incelenmektedir. Araştırmanın örneklemini, 2021-2022 eğitim ve öğretim yılında Batman il merkezinde görev yapmakta olan 267 öğretmen oluşturmaktadır. Araştırmada katılımcılara uygun örnekleme yöntemi ile ulaşılmıştır (Phua, 2004). Öğretmenlerin eğitim politikaları bağlamında deneyimledikleri moral yitimi düzeylerini ölçmek için kullanılan EPB-ÖMYÖ Carlson-Jaquez (2016) tarafından geliştirilmiştir. Ölçeğin Türkçeye uyarlaması ise Limon (2019) tarafından yürütülmüştür.

İki boyutlu ölçekte toplam sekiz madde yer almaktadır. Öğretmenlerin eğitim politikaları yönelimini ölçen birinci boyutta beş madde; mesleki moral yitimi düzeylerini ölçen ikinci boyutta üç madde bulunmaktadır. Ölçek 5'li Likert tipinde bir ölçme aracıdır ve cevap seçenekleri "(1) Kesinlikle katılmıyorum ile (5) Kesinlikle katılıyorum" aralığındadır. Eğitim politikalarına yönelim boyutundaki ifadeler olumlu yargılar barındırmaktadır ve ölçekten toplam puan alınırken bu beş madde ters kodlanmaktadır. Algılanan okul etkililiği ölçeği ilk olarak Mott (1972) tarafından hastanelerde etkililik düzeyini ölçmek için geliştirilmiş bir ölçme aracının farklı araştırmalarda (Hoy ve diğerleri, 1991; Hoy ve Ferguson, 1985; Miskel ve diğerleri, 1979) okul örgütlerine uyarlanması ile elde edilmiştir. Ölçek Türkçeye Yıldırım ve Ada (2018) tarafından uyarlanmıştır. Ölçek tek boyutlu olup sekiz maddeden oluşmaktadır. 6'lı Likert tipindeki ölçekte cevap seçenekleri "(1) Kesinlikle katılmıyorum ile (6) Tamamen katılıyorum" aralığındadır.

### 3. BULGULAR, TARTIŞMA VE SONUÇ

Mevcut araştırma, öğretmenlerin eğitim politikaları bağlamında moral yitimleri ile algılanan okul etkililiği arasındaki olası ilişkileri ve etkileri incelemeyi amaçlamaktadır. Araştırmanın ilk alt problemi olan öğretmenlerin eğitim politikaları bağlamında moral yitimleri ve algılanan okul etkililiğine ilişkin görüşleri betimsel bulgular çerçevesinde değerlendirilmiştir. Elde edilen sonuçlara göre; öğretmenlerin eğitim politikalarına yönelim düzeyleri, mesleki moral yitimi düzeyleri ve genel olarak eğitim politikaları bağlamında moral yitimi düzeyleri orta düzeydedir. Öte yandan, öğretmenlerin algıladıkları okul etkililiği de orta düzeyde tespit edilmiştir. Söz konusu bulgular, değişkenlere yönelik öğretmen algılarının ortalama düzeyde olduğunu göstermektedir. Öğretmen moralinin ele alındığı bazı araştırmalarda da (Cemaloğlu, 2006; Güçlü ve diğerleri, 2014; Kırca, 2019; Memişoğlu ve Aydın, 2014; Memişoğlu ve Taşkın, 2019; Tanrıoğan, 2003; Ural ve Aksoy, 2005; Üstüner, 1999) benzer bulgulara ulaşılmıştır. Araştırmanın ikinci alt problemi olan öğretmenlerin eğitim politikaları bağlamında moral yitimleri ve algılanan okul etkililiğine ilişkin görüşleri arasındaki ilişkiler incelendiğinde ilgili değişkenler arasında negatif yönlü bir ilişki söz konusudur. Mesleki moral yitimi ve genel olarak öğretmen moral yitimi ile algılanan okul etkililiği arasında da negatif; eğitim politikalarına yönelim ve algılanan okul etkililiği arasında ise pozitif yönlü ilişkiler mevcuttur. Araştırmanın üçüncü ve dördüncü alt problemleri, öğretmenlerin eğitim politikaları bağlamında moral yitimlerinin algılanan okul etkililiğini anlamlı bir düzeyde yordama durumudur. Bu bağlamda iki model oluşturulmuş; basit ve çoklu regresyon analizleri yürütülmüştür. Elde edilen bulgular eğitim politikalarına yönelim ve mesleki moral yitimi boyutlarının algılanan okul etkililiğini yordadığı çoklu regresyon modelinin istatistiksel olarak anlamlı olduğunu ortaya koymuştur. Modelde eğitim politikalarına yönelim boyutunun modele katkısı anlamlı iken mesleki moral yitimi boyutunun ise modele istatistiksel olarak anlamlı bir etkisinin olmadığı görülmektedir. Son olarak, eğitim politikaları bağlamında öğretmen moral yitiminin okul etkililiğini anlamlı bir biçimde yordadığı görülmüştür.

## ARAŞTIRMANIN ETİK İZİNİ

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir.

### Etik kurul izin bilgileri

Etik değerlendirmeyi yapan kurul adı: Batman Üniversitesi Etik Kurulu

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## ARAŞTIRMACILARIN KATKI ORANI

Araştırmacıların her birinin mevcut araştırmaya katkısını eşit orandadır.

## ÇATIŞMA BEYANI

Araştırmada herhangi bir kişi ya da kurum ile finansal ya da kişisel yönden bağlantı kurulmamıştır. Araştırmada çıkar çatışması bulunmamaktadır.