

2nd International Conference on Lifelong Education and Leadership for All

# Investigating The Attitudes And Opinions Of Pupils About Effective Leadership Characteristics And School Climate

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## Abstract

The purpose of this study is to examine the attitudes and opinions of pupils about effective leadership characteristics and school climate. The sample of the study is determined by convenience sampling method and quantitative part of the research was conducted with 363 pupils and qualitative part of the research was conducted with 34 pupils. Research design is determined as mixed method. Semi-structured interviews and “Scale Of Effective Leadership Characteristics and School Climate Scale” were used to collect data. According to the findings: attitudes of pupils about effective leadership and school climate differ according to gender and class but they don't differ according to education level of mother and father. There is not a significant relationship between attitudes of pupils about effective leadership and school climate. 13 categories were found for opinions of pupils about effective leadership behaviors of their teachers in content analysis. Most repetitive category is being tolerant. The least repetitive categories were being excited, being friendly, being calm and being sincere. 8 categories were found for opinions of pupils about elements that effective leadership characteristics of their teachers affect in content analysis. Most repetitive category is success. The least repetitive categories were gaining control in the classroom, process of course and participation in course. 9 categories were found for opinions of pupils about school climate in content analysis. Most repetitive category is school atmosphere. The least repetitive category was success. 8 categories were found for opinions of pupils about elements that affect school climate in content analysis. Most repetitive category is behaviors. The least repetitive categories were parents, family atmosphere and expressions of teachers. Pupils opinions differ according to gender, class, education level of mother and father.

**Keywords:** pupil, leadership, climate

## 1.Introduction

In twentieth century, leadership was an important issue that theorists and practitioners endeavor to understand (İnanđı & Özkan, 2006). Leadership, is still not fully understood concept, despite this interest and researches (Cemalođlu, 2007). Leadership includes forethought, creating a vision and objectives for the future of the organization and motivating people to perform them (Şişman & Turan, 2002). Leadership means all behaviors that guiding the behavior of the group towards a common goal (Zel, 2006).

To increase success in school, leading teachers can be trained. Leadership is helping, making coaching and supporting. Because of these redefined leadership responsibilities, leading teachers are the protagonists to start and maintain conversion process to create quality schools (Balay, 2003).

Characteristics of teachers in the effective schools are as follows:

They constantly improve themselves. They constantly find new methods and techniques and apply them. They believe that all students can learn and be successful. They are good role models for students. They have a sense of responsibility in the highest level. They explain the program and learning objectives to students. They are aware of the expectations and needs of students. They enable students to reach the objectives. They did the leadership and guidance of students' learning (Can, 2004). In this study, effective leadership characteristics like; being reliable, democratic, excited, tolerant, positive and model, have good communication skills and a vision.

School climate is an organizational feature that teachers, students, school administrators and parents influence and also they are influenced. School climate is a whole interior features that distinguish it from other schools. School climate also affects the climate of classroom. (Çelik, 2002).

Tableman (2004) defines school climate as emotions that students, teachers and others have in school each day and it is an environment affects their lives. Hoy (2003) says climate, is associated with other factors that influence the behavior of people at school. These factors are listed as follows: The physical properties of the school, demographic and cultural background of the people at school, the nature of human relations and shared norms, values or beliefs.

The organizational climate of the school is categorized as open and close climate (Hoy & Miskel, 1987; Hoy & et al, 1991). There are low level of avoid and high level of confidence and working in an open organizational climate. There are high level of avoid and low level of confidence nad working in an close organizational climate. In such a school, teachers' morale is low, and organizational commitmentand desire to work are weak (Hoy & et al, 2002; Hoy & et al, 1991).

Oyetunji (2006) examined relation between school climate and leadership styles and found leadership styles affects school climate. Jung & et al. (2003) found a relation between transformational leadership and innovation supportive school climate. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to gender, age, class, type of school, family income and school climate affects teacher performance. Bektaş ve Nalçacı (2013) found there is a relationship between school climate and success of students. Ayık ve Şayir (2014) found there is a positive arelation between organizational climate and instructional leadership. Doğan (2006), investigated the perceptions of students about transformational leadership and teacher effectiveness. According to findings; there is a relationship between the perceptions of students about transformational leadership and teacher effectiveness. Conducting research about on school climate and effective leadership characteristics with pupils and using results is seen important. Pupils' opinions and attitudes will ensure to develop behaviors in schools. During the literature review, no study couldn't be found a research about school climate and leadership counducted with pupils. Therefore, conducting a research will fill this blank in literature and ensure benefits to researchers and practitioners. The problems depending on this purpose were determined as below:

What are the attitudes of pupils about effective leadership characteristics and school climate?

Do the attitudes of pupils about effective leadership characteristics and school climate differ according to their gender, class, education level of mother and education level of father?

What are the opinions of pupils about effective leadership characteristics and school climate?

Do the opinions of pupils about effective leadership characteristics and school climate differ according to their gender, class, education level of mother and education level of father?

Is there a significant relationship between attitudes of pupils about effective leadership characteristics and school climate?

## **2.Methodology**

### **Research Model**

Research design is determined as mixed method. Mixed method is defined as collecting quantitative and qualitative data mixed method and analysing them mixed method (Creswell, 2006). Survey model which is one of the quantitative research approaches was preferred so as to examine the differences between attitudes of pupils about effective leadership characteristics and school climate according to independent variables. Survey model is used to identify people's attitudes, beliefs, values, habits, thoughts (Mcmillan ve Schumacher, 2001). Besides, correlational design which is one of the quantitative research approaches was used since examining relationship between attitudes of pupils about effective leadership characteristics and school climate. Correlational studies aim to reveal correlational relationships between variables using correlational statistics (Balcı, 2011). Phenomenological design which is one of the qualitative research approach was used while examining the opinions of pupils about effective leadership characteristics and school climate. These type of designs aims to investigate phenomenologies that we don't realized well in our mind (Yıldırım ve Şimşek, 2011).

### **Population and Sample**

The accessible population of the study consists of 11-14 years old pupils in Buca, İzmir. The sample of the study is determined by convenience sampling method and quantitative part of the research was conducted with 363

pupils and qualitative part of the research was conducted with 34 pupils. Convenience sampling method can be applied when sample units are selected from easily accessible due to the existing limitations of the money, time and workforce (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2011).

**Table 1.** Demographic informations of students participated in quantitative part

Variable	Groups	n	%
Gender	Female	168	46,3
	Male	195	53,7
	Total	363	100,0
Class	5th class	120	33,1
	6th class	130	35,8
	7th class	5	1,4
	8th class	108	29,8
	Total	363	100,0
Education level of mother	Primary school graduate	128	35,3
	Secondary school graduate	143	39,4
	High school graduate	70	19,3
	Under graduate	15	4,1
	Post graduate	7	1,9
	Total	363	100,0
Education level of father	Primary school graduate	69	19,0
	Secondary school graduate	159	43,8
	High school graduate	97	26,7
	Under graduate	32	8,8
	Post graduate	6	1,7
	Total	363	100,0

The frequencies and percentages are given according to participants' gender, class, education level of mother and education level of father in quantitative part of study.

**Table 2.** Demographic informations of students participated in qualitative part

Variable	Groups	n	%
Gender	Female	22	65
	Male	12	35
	Total	34	100
Class	5th grade	12	35
	6th grade	9	27
	7th grade	9	27
	8th grade	4	11
	Total	34	100
Education level of mother	Primary school graduate	13	38
	Secondary school graduate	12	35
	High school graduate	8	24
	Under graduate	1	3
	Total	34	100
Education level of father	Primary school graduate	8	24
	Secondary school graduate	14	41
	High school graduate	10	30
	Under graduate	2	5
	Total	34	100

The frequencies and percentages are given according to participants' gender, class, education level of mother and education level of father in qualitative part of study.

**Table 3.** List of Pupils participated in qualitative part

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Participant	Gender	Class	Education level of mother	Education level of father
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P1	Female	7th grade	Primary school graduate	Secondary school graduate
P2	Female	7th grade	High school graduate	Under graduate
P3	Female	8th grade	Primary school graduate	Under graduate
P4	Male	5th grade	Secondary school graduate	Primary school graduate
P5	Female	6th grade	Secondary school graduate	Primary school graduate
P6	Male	6th grade	Secondary school graduate	Primary school graduate
P7	Female	8th grade	High school graduate	Primary school graduate
P8	Female	7th grade	Primary school graduate	Under graduate
P9	Female	7th grade	Primary school graduate	Primary school graduate
P10	Male	7th grade	Primary school graduate	Primary school graduate
P11	Female	6th grade	Primary school graduate	Primary school graduate
P12	Female	7th grade	Secondary school graduate	Primary school graduate
P13	Male	6th grade	Secondary school graduate	High school graduate
P14	Female	8th grade	High school graduate	High school graduate
P15	Female	5th grade	High school graduate	High school graduate
P16	Male	5th grade	High school graduate	High school graduate
P17	Female	7th grade	High school graduate	High school graduate
P18	Female	6th grade	High school graduate	High school graduate
P19	Female	5th grade	Primary school graduate	High school graduate
P20	Male	7th grade	Primary school graduate	High school graduate
P21	Male	6th grade	Under graduate	High school graduate
P22	Female	8th grade	Secondary school graduate	Secondary school graduate
P23	Female	5th grade	Secondary school graduate	Secondary school graduate
P24	Female	5th grade	Secondary school graduate	Secondary school graduate
P25	Male	5th grade	Secondary school graduate	Secondary school graduate
P26	Female	7th grade	Secondary school graduate	Secondary school graduate
P27	Female	6th grade	Secondary school graduate	Secondary school graduate
P28	Female	6th grade	Secondary school graduate	Secondary school graduate
P29	Male	6th grade	High school graduate	Secondary school graduate
P30	Female	5th grade	Primary school graduate	Secondary school graduate
P31	Female	5th grade	Primary school graduate	Secondary school graduate
P32	Male	5th grade	Primary school graduate	Secondary school graduate
P33	Male	5th grade	Primary school graduate	Secondary school graduate
P34	Male	5th grade	Primary school graduate	Secondary school graduate

The list of students are given according to participants' gender, class, education level of mother and education level of father in qualitative part of study.

### Instruments

In order to measure the attitudes and opinions of pupils about effective leadership characteristics and school climate, semi-structured interview forms and "Scale Of Effective Leadership Characteristics and School Climate Scale" was used.

#### Scale Of Effective Leadership Characteristics

Scale Of Effective Leadership Characteristics was developed by Şen (2011). Scale had the structure of 7 dimensions consisting of 40 items. The first factor of the scale named "being excited" included 3 items. The second factor of the scale named "communicating" included 7 items. The third factor of the scale named "having a vision" included 7 items. The fourth factor of the scale named "trust and being trustful" included 7 items. The fifth factor of the scale named "being a model" included 4 items. The sixth factor of the scale named "being democratic and tolerant" included 7 items. The seventh factor of the scale named "being positive" included 5 items. In the analysis, Cronbach alpha reliability coefficients calculated to determine reliability of the tool and it was ,98. The scale is answered as follows: 1-never, 2- rarely, 3- sometimes, 4- often, 5-always.

#### School Climate Scale

School Climate Scale was developed by Çalık ve Kurt (2010). Scale had the structure of 7 dimensions consisting of

40 items. The first factor of the scale named “teachers' supporting behaviors” included 8 items. The second factor of the scale named “achievement-oriented” included 4 items. The third factor of the scale named “safe learning environment and positive peer interaction” included 10 items. In the analysis, Cronbach alpha reliability coefficients calculated to determine reliability of the tool and the internal consistency coefficients ranged from .77 to .85 for dimensions. The scale is answered as follows: 1-never, 2- rarely, 3- sometimes, 4- often, 5-always.

#### Effective Leadership and School Climate Interview Form

In this study, semi-structured interview form prepared by the researchers were used in order to investigate opinions of pupils about effective leadership characteristics and school climate. Demographic characteristics of the participants were asked in the first part and the following questions were asked to the participants in the second part of the form:

1. Does your teacher show effective leadership behaviors? What are these behaviors?
2. What does effective leadership characteristics of your teacher affect? Why?
3. What does school climate mean to you?
4. What influences your school climate? Why?

#### Analyses

SPSS 17.00 program was preferred to analyse the data of the study. Independent Samples T Test was used to examine the difference between attitudes of pupils about effective leadership characteristics and school climate according to gender. Because Groups of independent variable are normally distributed and groups of independent variable' variances are homogeneous. Kruskal Wallis Test was used to examine the difference between attitudes of pupils about effective leadership characteristics and school climate according to class, education level of mother and education level of father. Because assumptions of this test such as normal distribution, homogeneity of variance, the sample size couldn't be met. Pearson Product Moment Correlation Coefficient was used to examine the relationship between attitudes of pupils about effective leadership characteristics and school climate. Both variables are continuous and there is a linear relationship between them so this coefficient was preferred and 0.05 level of significance was taken for the interpretation of the results. Data obtained from semi-structured interview form is analyzed by content analysis. Content analysis reveals codes and categories from raw data (Patton, 2002). For validity and reliability, data analysis process is explained in detail; interpretation of the data involved the participants' own direct statements. Another factor important for validity is consistency between related studies (Ratcliff, 1995).

### 3.Findings

Data obtained from measuring the attitudes of students about effective leadership and school climate have been analyzed and the following results were found:

**Table 4.** Independent samples t test results of pupils' attitudes about effective leadership and school climate according to gender

	Gender	N	M	S.d	t	p
School climate	Female	168	80,7143	12,78947	3,39	,00
	Male	195	76,4821	10,71291		
Effective Leadership	Female	168	170,6250	23,38117	3,07	,00
	Male	195	162,7333	25,22682		

Attitudes of pupils about effective leadership and school climate differ according to gender ( $p \leq .05$ ). Female pupils

have higher effective leadership and school climate points than male pupils.

**Table 5.** Kruskal Wallis test results of pupils' attitudes about effective leadership and school climate according to class

	Class	N	Mean ranks	$\chi^2$	p
School climate	5th grade	120	203,67	27,82	,00
	6th grade	130	143,14		
	7th grade	5	197,70		
	8th grade	108	203,97		
Effective leadership	5th grade	120	208,85	14,52	,00
	6th grade	130	162,56		
	7th grade	5	237,40		
	8th grade	108	173,00		

Attitudes of pupils about effective leadership and school climate differ according to class ( $p \leq .05$ ). 8th grade pupils have the highest school climate points and 7th grade pupils have the highest effective leadership points.

**Table 6.** Kruskal Wallis test results of pupils' attitudes about effective leadership and school climate according to education level of mother

	Education level of mother	N	Mean ranks	$\chi^2$	p
School climate	Primary school graduate	128	179,06	6,53	,16
	Secondary school graduate	143	188,69		
	High school graduate	70	181,50		
	Under graduate	15	124,37		
	Post graduate	7	227,64		
Effective leadership	Primary school graduate	128	188,26	6,52	,19
	Secondary school graduate	143	173,11		
	High school graduate	70	179,21		
	Under graduate	15	186,87		
	Post graduate	7	266,64		

Attitudes of pupils about effective leadership and school climate don't differ according to education level of mother ( $p > .05$ ).

**Table 7.** Kruskal Wallis test results of pupils' attitudes about effective leadership and school climate according to education level of father

	Education level of father	N	Mean ranks	$\chi^2$	p
School climate	Primary school graduate	69	186,88	4,42	,35
	Secondary school graduate	159	189,03		
	High school graduate	97	178,17		
	Under graduate	32	147,67		
	Post graduate	6	184,58		
Effective leadership	Primary school graduate	69	193,38	4,12	,38
	Secondary school graduate	159	183,06		
	High school graduate	97	175,50		
	Under graduate	32	161,45		

Attitudes of pupils about effective leadership and school climate don't differ according to education level of father ( $p > .05$ ).

**Table 8.** Pearson product moment correlation coefficient results about attitudes of pupils about effective leadership and school climate

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		School climate
Effective leadership	Pearson Correlation	,55

There is not a significant relationship between attitudes of pupils about effective leadership and school climate ( $p > .05$ ).

Data obtained from semi-structured interview form was analyzed and findings are as follows:

**Table 9.** Opinions of pupils about effective leadership behaviors of their teachers

No	Categories	f
1.	Being Respectful (P34, P4)	2
2.	Being Excited (P32)	1
3.	Being Positive (P30,P27, P25, P19, P17, P7,P2,P1)	8
4.	Being Friendly (P30)	1
5.	Being Tolerant (P30,P27,P25, P20, P18, P17, P11, P10, P9, P8,P4,P3,P2,P1)	14
6.	Being Calm (P30)	1
7.	Being Sincere (P30)	1
8.	Having Good communication skills(P30,P27, P26, P25, P20, P9,P2)	7
9.	Being Fair (P30,P26, P18, P12, P8,P3,P1)	7
10.	Being Democratic (P22, P17, P14, P9,P3,P1)	6
11.	Being Helpful (P21, P11)	2
12.	Being Kind ( P17, P10)	2
13.	Being Forgiving (P10)	1

All pupils thought that their teachers show effective leadership behaviors. 13 categories were found in content analysis. Most repetitive category is "being tolerant". It was repeated 14 times by participants. The second most frequently repeated category was "being positive" and it was repeated 8 times. The least repetitive categories were "being excited", "being friendly", "being calm" and "being sincere" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 7th grade, whose mother and father graduates from primary school. The statements of participants about metaphors were as follows:

*P26: "Yes, my teacher shows effective leadership behaviors. He talks to us politely and treats everyone equally."*

*P21: " When I have a problem, she ask me about problem and then she tries to solve it."*

*P30: " My teacher is very positive, friendly, tolerant and calm. His communication skills are good and he behaves democratic and fair."*

**Table 10.** Opinions of pupils about elements that effective leadership characteristics of their teachers affect

No	Categories	f
1.	Problem solving in the classroom (P1, P8, P12)	3
2.	Gaining control in the classroom ( P2)	1
3.	Behaviors of pupils (P3, P11, P15, P18, P26, P30, P33)	7
4.	Success (P5, P10, P16, P20, P23, P27, P28, P31)	8
5.	Understanding course (P6,P9, P10, P19, P25, P32)	6
6.	Classroom environment (ses) (P7,P9, P13, P14, P18, P20, P22)	7
7.	Process of course (P20)	1
8.	Participation in course (P24)	1

8 categories were found in content analysis. Most repetitive category is "success". It was repeated 8 times. The

second most frequently repeated category was "behaviors of pupils" and "classroom environment" and they were repeated 7 times. The least repetitive categories were "gaining control in the classroom", "process of course" and "participation in course" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 6th grade, whose mother graduates from primary school and whose father graduates from secondary school. The statements of participants about metaphors were as follows:

*P2: "If our teacher has effective leadership characteristics, it provides him to take control of the class.*

*" P8: " Without effective leadership characteristics of our teacher, more complaints and problems occur."*

*P23: " If our teacher has effective leadership characteristics, it allows us to be more successful."*

**Table 11.** Opinions of pupils about school climate

No	Categories	f
1.	School atmosphere (P30, P29, P27,P14, P12, P10, P6, P5,P4,P1)	10
2.	School cleaning (P28, P27, P26, P24, P20, P5)	6
3.	School environment ( P22, P14, P1)	3
4.	Student behaviors (P21, P19, P17, P12, P8, P3)	6
5.	Love of friend (P18, P11)	2
6.	Love of teacher (P18, P11)	2
7.	Teacher behaviors (P17, P1)	2
8.	Relations in school (P10, P1)	2
9.	Success (P2)	1

8 categories were found in content analysis. Most repetitive category is "school atmosphere". It was repeated 10 times by participants. The second most frequently repeated category was "school cleaning" and "student behaviors" and they were repeated 8 times. The least repetitive category was "success" and it was repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 6th grade, whose mother graduates from secondary school and whose father graduates from primary school. The statements of participants about metaphors were as follows:

*P18:" School climate means love of teacher and friend.*

*P20: "I think school climate is school cleaning"*

*P6: " School climate is like the effectiveness of the school environment."*

**Table 12.** Opinions of pupils about elements that affect school climate

No	Categories	f
1.	Behaviors (P2, P4, P7,P3, P9, P11, P15,P17,P18, P19, P21, P29, P30, P33, P31)	15
2.	Environment of school (P5, P27)	2
3.	Bad habits (P9, P14, P22)	3
4.	Parents (P10)	1
5.	Fiends (P1, P8, P12)	3
6.	Family atmosphere (P20)	1
7.	School cleaning (P26, P28)	2
8.	Expressions of teachers (P32)	1

8 categories were found in content analysis. Most repetitive category is "behaviors". It was repeated 15 times

by participants. The second most frequently repeated category was "bad habits" and "friends" and they were repeated 3 times. The least repetitive categories were "parents", "family atmosphere" and "expressions of teachers" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 5th grade. The statements of participants about metaphors were as follows:

*P8: "Some bully students who are affected by their friends and so this case will affect the school climate."*

*P9: "School climate is affected by behaviors and bad habits."*

*P15: "School climate is affected by behaviors."*

#### **4.Results, Conclusions and Recommendations**

According to findings; attitudes of pupils about effective leadership and school climate differ according to gender. Female pupils have higher effective leadership and school climate points than male pupils. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to gender. Özdemir & et al (2010) found there are differences between students' perceptions about school climate according to gender. Aydın (2010), Doğan (2011) and Akman (2010) found perceptions of pupils about school climate differ according to gender.

Attitudes of pupils about effective leadership and school climate differ according to class. 8th grade pupils have the highest school climate points and 7th grade pupils have the highest effective leadership points. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to class. Akman (2010), Aydın (2010) and Arıman (2007) found perceptions of pupils about school climate differ according to class.

Attitudes of pupils about effective leadership and school climate don't differ according to education level of mother. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to, family income. Doğan (2011) found perceptions of pupils about school climate differ according to education level of mother.

Attitudes of pupils about effective leadership and school climate don't differ according to education level of father. Demir (2008) studied the perceptions of students about school climate and teacher performance and found there are differences between perceptions according to family income. Akman (2010), Taşkıran (2008), Dindar (2008) and Arıman (2007) found perceptions of pupils about school climate don't differ according to education level of father.

The qualitative findings of this study is similar. All pupils thought that their teachers show effective leadership behaviors. 13 categories were found for opinions of pupils about effective leadership behaviors of their teachers in content analysis. Most repetitive category is "being tolerant". It was repeated 14 times by participants. The second most frequently repeated category was "being positive" and it was repeated 8 times. The least repetitive categories were "being excited", "being friendly", "being calm" and "being sincere" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father.

Most repetitive category is generally said by pupils who are female and study in 7th grade, whose mother and father graduates from primary school. 9 categories were found for opinions of pupils about school climate in content analysis. Most repetitive category is "school atmosphere". It was repeated 10 times by participants. The second most frequently repeated category was "school cleaning" and "student behaviors" and they were repeated 8 times. The least repetitive category was "success" and it was repeated once. Most repetitive category

is generally said by pupils who are female and study in 6th grade, whose mother graduates from secondary school and whose father graduates from primary school.

There is not a significant relationship between attitudes of pupils about effective leadership and school climate. Öztürk (2008), found that there is a significant relationship between visionary leadership and charismatic leadership with the school climate. Balyer (2013) investigated the effect of leadership of school principals on school climate and found it affects school climate positively. The qualitative findings of this study is similar. 8 categories were found for opinions of pupils about elements that effective leadership characteristics of their teachers affect in content analysis. Most repetitive category is "success". It was repeated 8 times. The second most frequently repeated category was "behaviors of pupils" and "classroom environment" and they were repeated 7 times. The least repetitive categories were "gaining control in the classroom", "process of course" and "participation in course" and they were repeated once. Most repetitive category is generally said by pupils who are female and study in 6th grade, whose mother graduates from primary school and whose father graduates from secondary school. Also 8 categories were found for opinions of pupils about elements that affect school climate in content analysis. Most repetitive category is "behaviors". It was repeated 15 times by participants. The second most frequently repeated category was "bad habits" and "friends" and they were repeated 3 times. The least repetitive categories were "parents", "family atmosphere" and "expressions of teachers" and they were repeated once. Pupils opinions differ according to gender, class, education level of mother and father. Most repetitive category is generally said by pupils who are female and study in 5th grade.

This research can be conducted with different population, sample and methods. The findings of this study and their causes can be investigated again.

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