

Examining the Relationship between the Synergetic Climate and the Organizational Attractiveness of Schools

Assoc. Prof. Dr. Servet Atik
Inonu University- Türkiye
ORCID: 0000-0003-2841-6182
servet.atik@inonu.edu.tr

Assist. Prof. Dr. Ufuk Erdoğan
Fırat University- Türkiye
ORCID: 0000-0001-7248-1972
uerdogan@firat.edu.tr

Muaz Çağırman
Graduate Student- Türkiye
ORCID: 0000-0003-1971-4970
mcargirman44@hotmail.com

Abstract

Schools are organizations that provide education in terms of purpose and scope. Like all other organizations, they have employees and these employees are in a network of relationships. The climatic structure of this network affects the success of the school. The synergetic climate is a key factor that helps maintain organizational continuity and fosters strong interpersonal relationships. One of the most important organizational factors that affects the performance of individuals in their profession and their perceptions and attitudes towards their organization is organizational attractiveness. The main goal of this research is to examine the relationship between the synergetic climate of schools and organizational attractiveness, as perceived by teachers, and to determine if their perceptions of these variables differ based on gender, field of study, years of experience, and working time at the same school. The sample of this study consists of 395 teachers working in Turkey, who were selected using the convenience sampling method. The data was collected using the synergetic climate scale and the organizational attractiveness scale. The results of the study indicate that there is a strong positive correlation between the synergetic climate of schools and organizational attractiveness. Additionally, it was found that the synergetic climate explains 59% of the total variance in the organizational attractiveness.

Keywords: Synergetic climate, Organizational attractiveness, School climate, School characteristics.



**E-International Journal
of Educational
Research**

Vol: 14, No: 3, pp. 17-32

Research Article

Received: 2023-01-25
Accepted: 2023-07-20

Suggested Citation

Atik, S., Erdoğan, U. & Çağırman, M. (2023). Examining the relationship between the synergetic climate and the organizational attractiveness of schools, *E-International Journal of Educational Research*, 14 (4), 17-32. DOI: <https://doi.org/10.19160/e-ijer.1242335>

INTRODUCTION

Schools are social systems that play a crucial role in helping children, who represent the future of societies, acquire social values and norms through their educational function, as well as in imparting universal knowledge through their teaching function (Şenel & Buluç, 2016). These effects of schools on individuals and societies make them an indispensable part of modern societies. Various variables influence the structure and functioning of schools as social systems (Hoy & Miskel, 2012, p. 25). One of the most significant of these variables is school climate. School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Thapa et al., 2013).

Collaboration, learning, and sharing among teachers can create a synergetic environment that fosters a culture of continuous learning in schools. This synergy not only affects the school climate but also cultivates a sense of community. According to Töremen (2001), people who embrace synergy in their lives become more productive, effective, and happier. An organizational climate that promotes synergy plays a crucial role in the survival and continuity of an organization (Akpolat & Levent, 2018). The key dynamics that contribute to synergy within a group include open communication, mutual trust, mutual support, effective management of interpersonal differences, and mutual conversations (Töremen, 2001). For organizations, synergy is the underlying principle of an institutional-level approach to human resource management (Chadwick, 2010). In Table 1, we have provided a list of behaviors that can either prevent or facilitate the development of synergy.

Table 1. Behaviors that Prevent and Affect Synergy. Adapted from Ersoy and Levent (2020).

Behaviors that Prevent Synergy	Behaviors that Affect Synergy
Deterrence	Being summative
Abstention	Being suggestive
Selfishness	Being elaborative
Ambition	Entrepreneurship
Aggression	Being a tester

Establishing open and healthy communication between teachers and administrators is essential for creating a synergetic and collaborative school organization. It is also important to instill values and norms that emphasize the importance of collaborative work into the school culture. Teachers should adopt these values and norms, establish a shared vision and mission, and create an atmosphere of trust (Töremen & Karakuş, 2007). To achieve success in Human Resources Management, it is crucial to correctly identify and manage employees' individual characteristics, expectations, and the added value they bring to the organization. It is also important to consider the groups formed by employees and the interaction among these groups (Dereli & Cengiz, 2012). Inadequate cooperation, support, and interaction within the organization can lead to lower employee satisfaction, increased employee turnover, and a negative impact on the organization's image and commitment. Studies by Üstünbaş and Taşkıran (2019), Türkan and Esmer (2019), and Akçay (2012) suggest that, in today's competitive environment, maintaining a positive image, attracting and retaining employees, and preventing employee inertia are crucial for the organization's continuity and efficiency. Economic, social, and technological developments within the context of human resources require organizations to be "attractive" not only to current and potential customers but also to employees. Organizations need to adapt their recruitment strategy to acquire the skills that will increase their competitiveness (Akçay, 2012, p. 249). The concept of attractiveness usually reflects the degree to which an organization is considered a desirable place to work when viewed in an organizational context. The perception of institutions as attractive not only by their customers but also by their employees is often referred to as "organizational attractiveness" in the literature (Akçay, 2012). The higher the degree to which individuals evaluate the organization as an attractive place to work, the greater their intent to participate and the higher their level of participation (Güler & Basım, 2015).

The concept of attractiveness typically refers to the extent to which an organization is perceived as a desirable place to work within an organizational context. The perception of institutions as attractive not only to their customers but also to their employees is often referred to as "organizational attractiveness" in the literature (Akçay, 2012). The higher the degree to which individuals evaluate the

organization as an attractive place to work, the greater their intent to participate, and the higher their level of engagement (Güler & Basım, 2015).

In order for organizations and institutions to be successful, they must have qualified employees, and for this, the organization must be viewed as an attractive place by qualified individuals and should place importance on their opinions (Coşkun & Akcan, 2018; Highhouse et al., 2003). Therefore, organizations that are preferred by their own employees and customers in terms of their attractiveness are more likely to be successful. This concept applies to school organizations as well. In the organizational process, when individuals have positive perceptions about the organization, it positively affects their performance and success within the organization. In this context, it can be stated that the perception of the organization as attractive by its members has many positive aspects for the organization (Sever, 2020). Thus, the attractiveness of the educational organization will facilitate the realization of the goals of the schools. In accordance with the National Education Basic Law No. 1739 in Turkey, one of the important goals of the education system is to raise children, who are the future of society, in a principled and targeted way with high quality (MoNE, 2014). When discussing organizational attractiveness in the context of educational organizations, it can be assumed that the school will attract attention in the eyes of society and increase its prestige and value. Additionally, it can be predicted that teachers, other employees, and even students will contribute to the continuity of the school (Akman & Özdemir, 2018, s.372). In order to achieve this goal, effective and willing work of human resources in schools is essential. From this perspective, the importance of a synergetic climate in schools becomes clear.

In this study, the relationship between the synergetic climate characteristics of schools and their organizational attractiveness was examined. This study is considered important in terms of understanding the relationship between the synergetic climate and organizational attractiveness in schools. It is believed that this study will contribute to the effectiveness and efficiency of schools by making necessary arrangements for cooperation and the synergetic climate in schools, raising awareness about attractiveness in school organizations, and contributing to the development of schools. In the literature review, it was found that there are studies on school climate, organizational attractiveness and organizational synergy (Akpolat & Levent, 2018; Arı, 2011; Çekmecelioğlu, 2006; Güler & Basım, 2015; Kırbaç & Demirtaş, 2019; Korkmaz, 2011; Lievens et al., 2001; Şenel and Buluç, 2016; Üstünbaş and Taşkiran, 2019; Toprakçı, 2003; Yanık & Acar, 2020). However, no study has been found in the literature on the relationship between the synergetic climate and organizational attractiveness, so it is believed that this study will contribute to the field, albeit limited. In this context, the relationship between teachers' perceptions of the synergetic climate in secondary and high schools and teachers' perceptions of the organizational attractiveness of their schools is the subject of this research. The research aims to answer the following questions:

1. Do the synergetic climate and organizational attractiveness demonstrate a significant difference according to the variables of gender, years of seniority, the field of study, and working time at the same school?
2. Does the synergetic climate of the schools significantly predict organizational attractiveness?

METHOD

A cross-sectional survey design was used in this study. The participants, data collection process, measurement tools and data analysis techniques used in this study are explained below.

1-Sample

The study group of the research consists of teachers working in public elementary schools in the central district of Malatya in Türkiye during the 2019-2020 academic year. The data of the research was obtained from 395 teachers determined by using convenience sampling. Information on the demographic characteristics of the teachers is given in Table 2.

Table 2. Demographic characteristics of teachers

	Variable	N	%
Gender	Female	201	50.9
	Male	194	49.1
Field of study	Classroom teacher	129	32.7
	Subject teacher	262	66.3
Years of seniority	1-5 years	52	13.2
	6-10 years	85	21.5
	11-15 years	84	21.3
	16 years or more	174	44.1
Working time at the same school	1-3 years	167	42.3
	4-6 years	105	26.6
	7 years or more	120	30.4

2-Measurements

Synergetic Climate Scale

The synergetic climate scale was developed by [Kaya \(2014\)](#). The scale has three versions: Turkish, English and Slovak. The Turkish version of the scale was reduced to 16 items by removing the items that did not fit the scale structure, with the data collected from 260 academic staff, while it was originally 22 items. The scale is two-dimensional. Adaptation studies of the scale to school organizations were conducted by the researchers. Because of the Exploratory Factor Analysis, a one-dimensional and 11-item Synergetic Climate Scale for Schools was obtained (see Appendix 1). The fit indices of the Confirmatory Factor Analysis performed to confirm the obtained structure are: NFI=0.99, NNFI/TLI=0.99, IFI=0.98, CFI=0.99, RMSEA=0.027, RMR=0.025, SRMR=0.03. The Cronbach's Alpha internal consistency coefficient of the scale for this study was ".89".

Organizational Attractiveness Scale

This scale was developed by [Akman and Özdemir \(2018\)](#). The scale consists of 11 items and in scoring the scale, 5-point Likert type rating was used ("1=Strongly Disagree" "5=Strongly Agree"). The internal consistency coefficient for this scale was found to be ".94". The Cronbach's Alpha internal consistency coefficient of the scale for this study was ".90".

3-Data Analysis

Before the main analysis, a preliminary check was conducted to identify data entry errors and outliers. Additionally, to check the normality criterion, the skewness and kurtosis values of the variables were examined to ensure they fell within the range of "+1.00" to "-1.00" (Çokluk, Şekercioğlu, & Büyüköztürk, 2010). The results of the preliminary analysis showed that the kurtosis (-0.24 for synergetic climate, -0.14 for organizational attractiveness) and skewness (-0.55 for synergetic climate, -0.42 for organizational attractiveness) values were within an acceptable range.

To examine whether there were significant differences in the levels of synergetic climate and organizational attractiveness based on gender, field of study, and working time with the principal, independent sample t-tests were conducted. Similarly, variance analyses (ANOVA) were performed to investigate whether there were significant differences in school size, working time at the same school, and years of seniority. For the variables that showed significant differences, eta-squared (η^2) effect size was calculated to determine their practical significance. Moreover, a linear regression analysis was conducted to assess the extent to which the synergetic climate of schools could predict organizational attractiveness.

4-Data Collection

The researchers obtained permission from school principals to collect data from teachers in their schools. The purpose of the research was explained to the teachers, and anonymity and confidentiality were guaranteed.

FINDINGS

Descriptive statistics and reliability coefficients for each scale of the study variables, as well as bivariate correlations and the results are presented in Table 3.

Table 3. Means, standard deviations, and intercorrelation among study variables

Variables	M	SD	2
1. Synergetic Climate	3.43	0.94	.77**
2. Organizational Attractiveness	3.46	0.93	

**p < 0.01

As can be seen in Table 3, the mean of the scores obtained from the synergetic climate scale is 3.43 out of 5 and the standard deviation is 0.94. The mean of organizational attractiveness is 3.46 out of 5 and its standard deviation is 0.93. Furthermore, according to Table 3, it is seen that there is a high positive correlation ($r=.77, p<0.01$) between synergetic climate and organizational attractiveness.

An independent-sample t test was conducted to determine whether teachers' perceptions of synergetic climate and organizational attractiveness differ in terms of gender. Analysis results are given in Table 4.

Table 4. Analysis of synergetic climate and organizational attractiveness for the gender

Scale	Gender	N	Mean	SD	df	t	p	η ²
Synergetic Climate (SC)	Female	201	3.30	0.99	393	-2.72	0.01*	0.02
	Male	194	3.56	0.88				
Organizational Attractiveness (OA)	Female	201	3.33	0.96	393	-2.70	0.01*	0.02
	Male	194	3.58	0.89				

*p < .05

As seen in the findings in Table 4, it was determined that synergetic climate and organizational attractiveness levels differed significantly ($p<.05$) in terms of gender. The means of the groups indicated that male teachers (SC-Mean= 3.56/ OA- Mean= 3.58) found the school organization more synergetic and attractive than female teachers (SC- Mean= 3.30/ OA- Mean= 3.33). In addition, it can be said that the variable of gender has a "small" effect size on the synergetic climate and organizational attractiveness, based on the eta squared values calculated to understand how effective the variable of gender is on synergetic climate and organizational attractiveness.

Table 5. Analysis of synergetic climate and organizational attractiveness for the variable of years of seniority

Scale	Years of Seniority	N	M	SD	df	F	p	post hoc (Scheffe)	η ²
Synergetic Climate	A)1-5 years	52	3.08	0.98	394	4.21	.01	A-D	.03
	B)6-10 years	85	3.35	0.99					
	C)11-15 years	84	3.43	0.82					
	D)16+ years	174	3.58	0.93					
Organizational Attractiveness	A)1-5 years	52	3.00	0.91	394	6.07	.00	A-D	.04
	B)6-10 years	85	3.42	0.92					
	C)11-15 years	84	3.45	0.93					
	D)16+ years	174	3.61	0.91					

*p < 0.05

In Table 5, it is seen that the synergetic climate and organizational attractiveness levels differed significantly according to the variable of years of seniority ($p<.05$). When the means of the groups are examined, it is seen that the highest score is received by the teachers with 16 years or more (SC- Mean: 3.58/ OA- Mean: 3.61) seniority and the lowest score is received by the teachers with 1-5 years (SC- Mean: 3.08/ OA- Mean: 3.00) of seniority.

It was determined that the difference in the scores for both synergetic climate and organizational attractiveness is between the teachers with 1-5 years of seniority and the teachers with 16 years or more seniority. Based on this finding, it can be said that as the years of seniority increases, the perception of finding the organization attractive and the synergetic climate, which is the sense of "we" in the organization, also increase. Eta-squared values were calculated to determine how effective the variable of years of seniority is in the synergetic climate and organizational attractiveness. It was determined that

years of seniority have a "small" effect size on the synergetic climate (.03) and organizational attractiveness (.04).

Table 6. Analysis of synergetic climate and organizational attractiveness for the variable of working time at the same school

Scale	WTSS	N	M	SD	df	F	p	Post hoc (Scheffe)	η ²
Synergetic Climate	A)1-3 years	167	3.47	0.95	2	6.56	.00**	A-B B-C	.03
	B)4-6 years	105	3.17	0.93	389				
	C)7+ years	120	3.61	0.91	391				
Organizational Attractiveness	A)1-3 years	167	3.42	0.93	2	6.59	.00**	B-C	.03
	B)4-6 years	105	3.24	0.93	389				
	C)7+ years	120	3.69	0.90	391				

*p<.01 WTSS: working time at the same school

In Table 6, it is seen that synergetic climate and organizational attractiveness demonstrate a significant difference according to the variable of working time at the same school ($p < .05$). This difference is between teachers who have been working for 1-3 years at their schools and teachers who have been working for 4-6 years and teachers who have been working for 4-6 years and teachers who have been working for 7 years or more. It is seen that teachers who have been working for 7 years or more (Mean= 3.61) at their schools have higher scores than teachers who have been working for 1-3 years (Mean= 3.47), and teachers who have been working for 1-3 years (Mean= 3.47) have higher scores than teachers who have been working for 4-6 years (Mean= 3.17). The difference in the scores for organizational attractiveness was found to be between 4-6 years and 7 years or more. It is seen that the scores of teachers who have been working for 7 years or more (Mean= 3.69) are higher. The synergetic climate of schools is perceived higher by teachers who have just started working and teachers who have been working at the school for 7 years or more. In terms of organizational attractiveness, teachers who have been working for 7 years or more find their institutions more attractive. When the means of the groups are examined, it is seen that the highest score in the synergetic climate and organizational attractiveness levels is obtained by teachers who have been working at the school for 7 years or more (SC- Mean= 3.61, OA- Mean= 3.69). It was revealed that the variable of working time in the same school has a "small" effect size on the synergetic climate (.03) and organizational attractiveness (.03).

Table 7. Analysis of synergetic climate and organizational attractiveness for the variable of field of study

Scale	Field of Study	N	M	SD	df	t	p	η ²
Synergetic Climate	Classroom Teacher	129	3.58	0.92	389	1.95	.06	-
	Subject	262	3.38	0.93				
Organizational Attractiveness	Classroom Teacher	129	3.47	0.93	389	-	.97	-
	Subject	262	3.47	0.91				

When the findings in Table 7 were examined, it was determined that synergetic climate and organizational attractiveness levels do not show a significant difference ($p > .05$) according to the field of study. It can be said that the perceptions of teachers in terms of the attractiveness of the school organization and the synergetic climate of the school are similar according to their fields of study. In addition, it was found that the synergetic climate and organizational attractiveness levels of the schools do not show a significant difference according to the variables of working time with their principals and the number of students in their schools ($p > .05$).

Linear regression analysis was conducted to find answer to the second research question. The results of the analysis are given in Table 8.

Table 8. Simple Linear Regression Analysis Results for the Prediction of Organizational Attractiveness

Variable	B	Standard Error B	β	t	p	Partial r
Synergetic Climate	9.14	1.24	.77	7.37	.00	
Organizational Attractiveness	.52	.022		24.11	.00	.77
R=.772	R ² =.59	F(581.45)	p < .001			

As can be seen in Table 8, synergetic climate is a significant predictor of organizational attractiveness (R= .77, R²= .59, $p < .01$). Based on the correlation coefficient, a positive and highly

significant relationship was observed between synergetic climate and organizational attractiveness ($\beta = .72, p < 0.01$). Synergetic climate explains 59% of the total variance in the organizational attractiveness.

DISCUSSION AND CONCLUSION

The studies have demonstrated that the organizational climate influences the attitudes, interests, performance, effectiveness, productivity, and motivation of teachers towards their work (Aksoy, 2006; Arı, 2011; Çekmecelioğlu, 2006; Gök, 2009; Demirez, 2016; Hashemi and Sadeqi, 2016; Korkmaz, 2011; Tutar and Altınöz, 2010). There are different definitions and classifications for school climate, and one of them is the synergetic climate. The synergistic climate is an important aspect of the school climate, and organizational synergy in educational institutions emphasizes the effort to create an impact that is greater than the sum of the individual impacts of different stakeholders or units within the school (Bostancı and Koçak, 2021). Therefore, it can be said that a high synergistic climate within schools will have significant implications for the school context. It is expected that the synergistic climate will have a positive impact on teachers and other staff, contributing to the performance of school employees, supporting their ability to overcome problems, increasing motivation, positive attitudes, and job satisfaction.

When considering the organizational attractiveness of a school in terms of current and potential job candidates, a healthy organizational climate will make the organization an attractive place to work, and this, in turn, will increase employee motivation (Gök, 2009). Creating an organizational climate that keeps teacher morale high, addresses their needs, and makes them feel comfortable and safe can enable them to achieve a high level of organizational effectiveness (Karadağ et al., 2008). Therefore, it can be inferred that a high synergistic climate within schools can affect the organizational attractiveness of the school.

In this study, it was observed that male teachers perceived a higher level of synergistic climate in schools compared to female teachers. This gender difference can be attributed to the fact that male teachers tend to spend more time together in out-of-school activities and socializing. On the other hand, female teachers may have felt less of the synergistic climate due to the additional responsibilities of child care and other social roles they have to fulfill. In a similar study by Kirbaç and Demirtaş (2019), the gender difference was attributed to the predominance of male administrators in schools. However, other studies by Örgenç et al. (2020) and Ersoy and Levent (2020) did not find a significant difference between demographic characteristics and organizational synergy levels. In another study by Akpolat and Oğuz (2021), teachers' perceptions of organizational synergy were not influenced by their gender. These conflicting results may be due to variations in the location, type of school, or differences in the perceptions of the teachers who participated in the studies. In addition, in this study, the organizational attractiveness of schools showed a difference in favor of male teachers according to gender, whereas Akman (2017) found a difference in favor of female teachers in their study. Lievens et al. (2001) stated that organizational attractiveness showed a significant difference in favor of male teachers.

When examining the synergetic climate and organizational attractiveness levels based on years of seniority, a significant difference was found between them. The scores for the synergetic climate increase as the years of seniority increase. This suggests that with more years of experience, individuals tend to exhibit behaviors such as group cohesion, easier adaptation to the group dynamics, and active participation in joint plans. One possible reason for this is that as seniority increases, teachers become more familiar with both the teaching profession and the organizational processes within schools. Aydoğan (2019) also found differences in perceptions of the school climate based on teachers' years of seniority, favoring those who have been working for 21 years or more. The study suggested that this difference can be attributed to reduced stress and increased professional adaptation as years of seniority increase.

When examining organizational attractiveness levels in relation to seniority, it is observed that perceived scores of organizational attractiveness increase as the years of seniority increase. This finding is consistent with Akman's (2017) study, which also found a significant difference favoring teachers with

more years of seniority. Based on the research results, it can be suggested that as teachers spend more time in the profession, they may develop a sense of attachment and find the schools they work in more attractive. Additionally, over the years, teachers may compare their own profession with different occupations and recognize the unique aspects of the school environment, leading them to perceive their own job as more attractive, possibly due to the esteemed nature of the teaching profession. However, [Sever and Atik \(2021\)](#) concluded in their study that teachers' perceptions of organizational attractiveness did not significantly differ based on seniority.

According to the study, no significant difference was found in the synergetic climate and organizational attractiveness levels of schools when examined in relation to the variable of field of study. This finding is consistent with the results of other studies, such as [Akpolat and Levent's \(2020\)](#) study, which found no significant difference in the level of synergy based on field of study, and [Gültekin's \(2012\)](#) study, which found no significant difference in climate based on field of study. From these findings, it can be inferred that teachers across different fields have similar perceptions of synergetic climate and organizational attractiveness. This may be due to teachers prioritizing group interaction over their field of study, valuing the opinions of their colleagues, adapting to the school culture, and sharing a similar motivation to achieve the school's goals.

The study found a significant difference in the levels of synergetic climate and organizational attractiveness based on the variable of working time in the same schools. Teachers who have been working in the school for 1-3 years and 7 years or more had higher scores in synergetic climate compared to those who have been working for 4-6 years. This could be because teachers who have been working at the school for many years prioritize the continuity of the school climate. On the other hand, new teachers may try to adapt to the school climate more, while teachers who have been working for medium lengths may be less sensitive to this issue. [Sezgin and Kılınç's \(2011\)](#) study did not find a significant difference in the school climate based on the years of seniority; however, they suggested that teachers who have been working at the same school for many years are expected to have a better understanding of the school's functioning, culture, and socioeconomic levels of students, leading to more positive perceptions of the school climate. Regarding organizational attractiveness, teachers who have been working at the same school for 7 years or more had higher scores than those who have been working for 4-6 years. This finding is consistent with [Akman's \(2017\)](#) study, which also found that organizational attractiveness scores increase with the duration of working time at the school. As teachers spend more time at the school, they may become more integrated with the school, have an increased commitment to it, and adopt it as their workplace, resulting in higher perceived attractiveness scores. Additionally, the teachers' reluctance to change their accustomed workplace to a new school could have influenced this result.

In the study, there was no significant difference in the synergetic climate and organizational attractiveness levels of schools based on the variable of working time with the school principals. This suggests that teachers' perceptions are similar regardless of their experience with the principal. However, it is more accurate to explain this situation with the qualifications of the principals, rather than their working time with the teachers, since a synergetic management approach requires a leader who believes in participation, decentralization, teamwork, and shared authority and responsibility ([Aktan, 2012](#)). Thus, the school principal plays an important role in shaping and maintaining the synergetic climate in the school. Organizational attractiveness is a holistic opinion that considers various factors, such as the school's successes and failures in various fields and its overall characteristics. [Özüçaylıyan \(2015\)](#) has argued that managers should focus more on enhancing the organizational attractiveness of their institution.

The study found a significant relationship between the synergetic climate of the school and the organizational attractiveness. The regression analysis showed that the synergetic climate was a significant predictor of organizational attractiveness and explained 59% of the total variance in organizational attractiveness. This suggests that the higher the synergetic climate of the school, the higher the organizational attractiveness. The factors that contribute to a synergetic climate, such as cooperation among employees, a collaborative environment, and shared goals and vision, are likely to positively impact the organizational attractiveness of the school. [Batlis \(1980\)](#) noted that organizational

climate can affect employee attitudes and behaviors in the workplace (Ari, 2011, p.4). Similarly, Güler and Basım (2015) found that when individuals perceive an organization as an attractive place to work, they are more likely to participate and contribute to the organization's goals. Therefore, schools that are perceived as attractive institutions by teachers are likely to experience positive outcomes such as improved performance, motivation, commitment, and job satisfaction. This can ultimately benefit students and parents as well. Overall, the study suggests that the synergetic climate of the school is an important factor in predicting the organizational attractiveness of the school.

These findings suggest that gender, years of seniority, and working time at the same school are important factors that influence the synergetic climate and organizational attractiveness of schools. However, it is also interesting to note that field of study, working time with the principal, and the number of students at the school did not significantly affect these variables. This could indicate that these factors may be less important in shaping the organizational climate and attractiveness of schools compared to other factors. Overall, the study highlights the importance of promoting a positive and cooperative work environment in schools to increase their attractiveness to teachers and other employees. This could have a range of positive outcomes, such as increased motivation and commitment, improved performance, and reduced absenteeism. By understanding the factors that shape the organizational climate and attractiveness of schools, administrators and policymakers can take steps to create more positive and supportive work environments that benefit both teachers and students.

Implications for Practice and Theory

According to the study, there was a significant difference in the synergetic climate and organizational attractiveness between male and female teachers, with male teachers rating both higher. To address this issue, steps should be taken to increase the participation of female teachers in decision-making processes, giving them a greater opportunity to express their views and maintain motivation. Creating a positive organizational climate that addresses the needs of all teachers and makes them feel comfortable and secure can lead to higher levels of organizational effectiveness.

The study also found a significant difference in the synergetic climate and organizational attractiveness based on the years of seniority of the teachers. To address this, it is important to consider the personality traits of new teachers and involve them in social networks, value their ideas, and engage in two-way communication with senior teachers and administrators. Experienced teachers can share their experiences with less experienced ones, and school-related practices can be implemented to gather and incorporate the feedback and demands of both new and experienced teachers. The study could also be expanded to include other variables, such as school levels, educational qualifications, and principal characteristics.

Okulların Sinerjik İklimi ile Örgütsel Çekiciliği Arasındaki İlişkinin İncelenmesi

Doç.Dr. Servet Atik
İnönü Üniversitesi- Türkiye
ORCID: 0000-0003-2841-6182
servet.atik@inonu.edu.tr

Dr. Öğr.Üyesi Ufuk Erdoğan
Fırat Üniversitesi- Türkiye
ORCID: 0000-0001-7248-1972
uerdogan@firat.edu.tr

Muaz Çağırman
Yüksek Lisans Öğrencisi- Türkiye
ORCID: 0000-0003-1971-4970
mcargirman44@hotmail.com

Özet

Okullar amaç ve kapsamı itibarıyla eğitim yapılan örgütlerdir. Diğer bütün örgütler gibi çalışanları vardır ve bu çalışanlar bir ilişki ağı içindedir. Bu ağın iklimsel yapısı okulun başarısını etkiler. Sinerjik iklim, örgütün devamlılığını, kişiler arası ilişkilerin güçlü olmasını sağlayan faktörlerden biridir. Bireylerin işlerindeki performansını ve örgütlerine ilişkin algılarını ve tutumlarını etkileyen örgütsel faktörlerden biri ise örgütsel çekiciliktir. Bu araştırmanın temel amacı öğretmenlerin okullarının sinerjik iklimi ile örgütsel çekiciliğine ilişkin görüşleri arasındaki ilişkiyi incelemek, ayrıca bu değişkenlere ilişkin algılarının cinsiyet, branş, kıdem ve okulda çalışma süresinde göre farklılık gösterip göstermediğini belirlemektir. Araştırmanın çalışma grubunu kolayda örnekleme tekniğine göre seçilen Türkiye'deki okullarda görev yapan 395 öğretmen oluşturmaktadır. Araştırmanın verileri sinerjik iklim ölçeği ve örgütsel çekicilik ölçeği ile toplanmıştır. Araştırma sonuçları, öğretmenlerin okullarının sinerjik iklimi ile örgütsel çekicilik düzeyleri arasında yüksek düzeyde pozitif bir ilişki olduğu göstermiştir. Ayrıca sinerjik iklimin, örgütsel çekicilik ölçeğinden alınan puanlara ilişkin toplam varyansın %59'unu açıkladığı belirlenmiştir.

Anahtar sözcükler: Sinerjik iklim, Örgütsel çekicilik, Okul iklimi, Okul özellikleri



**E-Uluslararası
Eğitim Araştırmaları
Dergisi**

Cilt: 14, No: 4, ss. 17-32

Araştırma Makalesi

Gönderim: 2023-01-25
Kabul: 2023-07-20

Önerilen Atıf

Atik, S., Erdoğan, U. & Çağırman, M. (2023). Examining the relationship between the synergetic climate and the organizational attractiveness of schools, *E-Uluslararası Eğitim Araştırmaları Dergisi*, 14 (4), 17-32. DOI: <https://doi.org/10.19160/e-ijer.1242335>

Genişletilmiş Özet

Problem: Okulların bireyler ve toplumlar üzerinde sahip olduğu etkiler, onları modern toplumların vazgeçilmez bir parçası haline getirmektedir. Sosyal bir sistem olan okulların yapısı ve işleyişi üzerinde çok sayıda değişken etki göstermektedir (Hoy ve Miskel, 2012, s.25). Bu değişkenlerin en önemlilerinden biri ise okul iklimidir. Okul örgütünün sinerjik ve işbirlikli bir yapı haline gelebilmesi için ise, öğretmen ve yöneticiler arasında açık, sağlıklı bir iletişim olmalı, ortak çalışmanın önemi ile ilgili değerler ve normlar okul kültürünün içine yerleştirilmelidir. Bununla beraber okulda bu değer ve normların öğretmenlerce benimsenmesi sağlanmalı, ortak anlayış, ortak vizyon ve misyonun paylaşılması sağlanmalı ve güven ortamı meydana getirilmelidir (Töremen ve Karakuş, 2007).

Örgütün ve kurumların başarılı olması için nitelikli çalışanları kazanması, bunun için de nitelikli kişilerce örgütün cazip bir yer olarak görülmesi, düşüncelere önem vermesi gerekir (Coşkun ve Akcan, 2018; Highhouse vd. 2003). Nitekim eğitim örgütündeki çekicilik okulların amaçlarının gerçekleştirilmesinde kolaylık sağlayacaktır. Türkiye’de 1739 sayılı Milli Eğitim Temel Kanunu’na göre geleceğin teminatı olan bireyleri ilkeli ve hedefli bir şekilde kaliteli olarak yetiştirmek eğitim sistemimizin önemli hedeflerindedir (MEB, 2014). Örgütsel çekicilik, eğitim örgütleri bağlamında irdelendiğinde, okulun toplum nezdinde dikkatleri çekebileceği, saygınlık ve değerinin yükseleceği düşünülebilir. Aynı zamanda öğretmen ve diğer çalışanların hatta öğrencilerin de sürekliliğine hizmet edeceği öngörülebilir (Akman ve Özdemir, 2018, s.372). Bu hedefi gerçekleştirmek için ise okullardaki insan kaynağının etkili, verimli ve istekli çalışmasına ihtiyaç duyulmaktadır. Bu açıdan bakıldığında okullardaki sinerjik iklimin önemini anlaşılması kolaylaşmaktadır.

Bu araştırma ile okulların sinerjik iklim özellikleri ile örgütsel çekicilikleri arasındaki ilişki incelenmiştir. Bu çalışma okullardaki sinerjik iklim ile örgütsel çekicilik ilişkisinin fark edilmesi açısından önemli görülmektedir. Çalışmanın okullardaki işbirliği ve sinerjik iklime yönelik gerekli düzenlemelerin yapılmasıyla okullardaki etkililiğe ve verimliliğe katkı sağlayacağı, okul örgütündeki çekiciliğe yönelik farkındalık oluşturacağı ve okulların olumlu yönde gelişmelerine katkı sağlayacağı düşünülmektedir.

Yöntem: Araştırmanın amaçlarına uygun olarak hem ilişkisel model hem de nedensel karşılaştırma modeli kullanılmıştır. Araştırmanın çalışma grubunu Malatya iline bağlı Battalgazi merkez ilçesinde 2019-2020 Eğitim-Öğretim yılında, MEB’e bağlı okullarda görev yapan öğretmenler oluşturmaktadır. Araştırmanın verileri kolayda örnekleme tekniğini kullanılarak 395 öğretmenden elde edilmiştir.

Sinerjik İklim Ölçeği: Sinerjik iklim ölçeği Kaya (2014) tarafından geliştirilmiştir. Ölçeğin Türkçe, İngilizce ve Slovakça olmak üzere üç formu bulunmaktadır. Türkçe formu 260 akademik personelden toplanan verilerle, başta 22 maddeyken ölçek yapısına uymayan ve farklı faktörler sonucunda, ölçeğin Türkçe formu 16 maddeye düşürülmüştür ve iki boyuttan oluşmaktadır. Ölçeğin okul örgütlerine uyarlama çalışmaları araştırmacılar tarafından yapılmıştır. Yapılan Açıklayıcı Faktör Analizi sonucunda tek boyutlu ve 11 maddelik, Okullar İçin Sinerjik İklim Ölçeği elde edilmiştir (Ek 1). Elde edilen yapıyı doğrulamak için yapılan Doğrulayıcı Faktör Analizi’ne ilişkin uyum indeksleri şöyledir: $\chi^2 = 3.78$, $sd=2$, $\chi^2/sd=1.89$, $NFI=0.99$, $TLI=0.99$, $CFI= 0.99$, $RMSEA=0.027$, $SRMR=0.03$. Ölçeğin bu uygulama için Cronbach Alfa iç tutarlık katsayısı “.89” bulunmuştur.

Örgütsel Çekicilik Ölçeği: Bu ölçek Akman ve Özdemir (2018) tarafından geliştirilmiştir. Akman ve Özdemir (2018) tarafından geliştirilen ölçek 11 maddeden oluşmaktadır ve ölçek formu, beşli likert tipinde derecelendirilmiştir (“1=Hiç Katılmıyorum” “5=Tamamen Katılıyorum”). Bu ölçeğe yönelik iç tutarlık kat sayısı değeri “.94” olarak hesaplanmıştır. Ölçeğin bu uygulama için Cronbach Alfa iç tutarlık katsayısı .90’dır.

Öğretmenlerin sinerjik iklim ve örgütsel çekicilik düzeylerinin cinsiyet, branş, müdürle çalışma süresi değişkenleri için anlamlı şekilde farklılaşıp farklılaşmadığını belirlemek amacıyla bağımsız örneklem için t-testi, ayrıca okul mevcudu, okulda çalışma süresi ve mesleki kıdem değişkenine göre anlamlı bir farklılık gösterip göstermediğini belirlemek için tek yönlü varyans analizi (One-Way ANOVA) yapılmıştır. Farklılık bulunduğu durumlarda eta-kare (η^2) etki büyüklüğü değeri hesaplanmıştır. Bununla beraber okulların sinerjik iklimlerinin örgütsel çekiciliği yordayıp yordamadığını belirlemek amacıyla basit doğrusal regresyon analizi yapılmıştır.

Bulgular: Cinsiyet değişkeni açısından sinerjik iklim ve örgütsel çekicilik düzeylerinin anlamlı bir farklılık gösterdiği ($p < .05$) belirlenmiştir. Grupların aritmetik ortalamaları, erkek (SİÖ- M: 3,56/ ÖÇÖ- M: 3,58) öğretmenlerin okul örgütünü kadın (SİÖ- M: 3,30/ ÖÇÖ- M: 3,33) öğretmenlere göre daha fazla sinerjik ve çekici bulunduğunu göstermiştir. Ayrıca cinsiyet değişkeninin sinerjik iklim ve örgütsel çekicilik üzerinde ne derece etkili olduğunu anlamak amacıyla hesaplanan eta kare değerlerinden hareketle, cinsiyet değişkeninin sinerjik iklim ve örgütsel çekicilik üzerinde “küçük” etki büyüklüğüne sahip olduğu söylenebilir.

Kıdem değişkeni açısından sinerjik iklim ve örgütsel çekicilik düzeylerinin anlamlı bir farklılık gösterdiği görülmektedir ($p < .05$). Grupların aritmetik ortalamaları incelendiğinde; en yüksek puanın 16 yıl ve üzeri (SİÖ- M: 3.58. ÖÇÖ- M:3.61) kıdeme sahip öğretmenler tarafından alındığı. en düşük puanın ise 1-5 yıl arası (SİÖ- M: 3.08. ÖÇÖ- M:3.00) kıdemi olan öğretmenler tarafından alındığı görülmektedir.

Hem sinerjik iklim için hem de örgütsel çekicilik için alınan puanlarda farkın 1-5 yıl kıdemi olan öğretmenlerle 16 yıl ve üzeri kıdemi olan öğretmenler arasında olduğu tespit edilmiştir. Bu bulgudan hareketle mesleki kıdem arttıkça örgütü çekici bulma ve örgütteki bizlik duygusu olan sinerjik iklim algısının da arttığı söylenebilir. Mesleki kıdem değişkeninin sinerjik iklim ve örgütsel çekicilik üzerinde ne kadar etkili olduğunu belirlemek için eta-kare hesaplanmıştır. Hesaplanan etki büyüklükleri kıdemin; sinerjik iklim (.03) ve örgütsel çekicilik (.04) üzerinde “Küçük” etki büyüklüğüne sahip olduğu belirlenmiştir.

Branş değişkeni açısından sinerjik iklim ve örgütsel çekicilik düzeylerinin anlamlı bir farklılık göstermediği ($p > .05$), belirlenmiştir. Başka bir ifadeyle öğretmenlerin branşlarına göre okul örgütünün çekiciliği ve okulun sinerjik iklimi açısından algılarının benzer olduğu söylenebilir. Ayrıca yapılan analizler sonucunda müdürle çalışma süresi ve okuldaki öğrenci sayısı değişkenlerine göre okulların sinerjik iklim ile örgütsel çekicilik düzeyleri anlamlı bir farklılık göstermemiştir ($p > .05$).

Yapılan analizler sonucunda sinerjik iklimin, örgütsel çekiciliğin anlamlı bir yordayıcısı olduğu görülmektedir, $R = .77$, $R^2 = .59$, $p < 0.01$. Korelasyon katsayısı değerlendirildiğinde; sinerjik iklim ile örgütsel çekicilik arasında pozitif yönde ve yüksek düzeyde anlamlı bir ilişki gözlenmiştir ($B = .72$). Sinerjik iklim, örgütsel çekicilik ölçeğinden alınan puanlara ilişkin toplam varyansın %59'unu açıklamaktadır.

Sonuç ve Tartışma: Yapılan çalışmalar okullardaki örgüt iklimi; çalışanların işe karşı tutumlarını, ilgilerini, performanslarını, etkinliklerini, verimliliklerini, motivasyonlarını etkilediğini göstermektedir (Aksoy, 2006, Arı, 2011; Çekmecelioğlu, 2006; Gök, 2009; Korkmaz, 2011; Tutar ve Altınöz, 2010). Okullardaki iklime ilişkin farklı tanımlar ve sınıflandırmalar yapılmakta ve bunlardan birisi de sinerjik iklimdir. Okullardaki iklimin önemli bir parçasını ise sinerjik iklim oluşturmaktadır. Eğitim örgütlerinde örgütsel sinerji, okuldaki farklı paydaş ya da birimlerin bütünleştirilmesi yoluyla, teker teker oluşturacakları etkinin toplamlarından daha büyük bir etki oluşturma çabasına dikkat çekmektedir (Bostancı ve Koçak, 2021). Bu açıdan bakıldığında okullardaki sinerjik iklimin yüksek oluşu okul bağlamında önemli sonuçlarının olacağı söylenebilir. Sinerjik iklimin öğretmenlere ve diğer personellere şu açılardan yansımaları beklenmektedir; okul işgörenlerinin performanslarına olumlu katkı, sorunların üstesinden gelme kapasitelerini destekleme, motivasyon artışı, olumlu tutum, iş doyumunun artması. Okulun örgütsel çekiciliğini, okuldaki mevcut ve potansiyel çalışma adaylarının örgütte çalışmayı cazip bir yer olarak görmesi açısından düşünülürse; Gök (2009)' e göre oluşturulacak sağlıklı bir örgüt iklimi, bir yandan çalışanları motive edecek bir yandan da çalışanların motivasyon düzeylerini yükseltecektir. Karadağ vd. (2008) öğretmenlerin morallerini yüksek tutacak, ihtiyaçlarına cevap verecek, kendilerini rahat ve güvende hissettirecek bir örgüt iklimi oluşturmanın, yüksek düzeyde bir örgüt etkinliğine ulaşmayı sağlayacağını ifade etmişlerdir.

Okulun sinerjik iklimi düzeyi ile örgütsel çekicilik düzeyi arasında anlamlı bir ilişki bulunmuş ve regresyon katsayısının anlamlılık testi göz önüne alındığında, yordayıcı değişken olan sinerjik iklim örgütsel çekicilik üzerinde anlamlı yordayıcı olduğu görülmektedir. Sinerjik iklimin örgütsel çekicilikteki toplamvaryansın %59'unu açıkladığı belirlenmiştir. Bu açıdan okuldaki örgütsel çekiciliğin yüksek olması, büyük ölçüde sinerjik iklimden etkilendiği yorumu yapılabilir. Okulun sinerjik ikliminin içinde yer alan çalışanlar arasındaki işbirliğinin, dayanışma ortamının, hedef ve vizyon uyumunun okul örgütünün çekicilik düzeyini büyük oranda etkilediği söylenebilir. Batlis (1980)'e göre de örgüt iklimi bireyin kurumundaki davranışlarını ve işine yönelik tutumlarını etkileyebilmektedir (Arı, 2011, s.4). Güler ve Basım

(2015)'a göre de bireyin örgütü cazip bir yer olarak değerlendirme derecesi arttıkça; daha yüksek katılma niyeti ve dolayısıyla katılma davranışı göstereceği beklenen bir durumdur. Bu bağlamda okulların cazip kurumlar olarak görülmesinin öğretmenlerin okullarına daha olumlu yaklaşacaklarına ve bunun sonucunda da okulun beklenen amaçlarını gerçekleştireceği, öğrencilerin ve velilerin de bundan olumlu etkileneceğini ifade edebiliriz.

Sonuç olarak okulların sinerjik iklimi ve örgütsel çekiciliği; cinsiyet, kıdem ve okulda çalışma süresi değişkenlerinden etkilenirken; branş, müdürle çalışma süresi, okuldaki öğrenci sayısı değişkenlerinden anlamlı bir şekilde etkilenmediği anlaşılmıştır. Ayrıca sinerjik iklimin, örgütsel çekiciliği yordamada büyük ölçüde önemli olduğu anlaşılmıştır. İşgörenin, çalıştığı yeri çekici bulduğunda performans, motivasyon, bağlılık, devamsızlığında azalma, yapabileceklerinden daha fazlasını yapma ve mutluluğunda artış olacağı ayrıca grubu biz olarak algılamasının okulun amaçlarının gerçekleştirilmesinde yüksek katkı sağlayacağı beklenmektedir.

Öneriler: Araştırmada elde edilen sonuçlar ışığında şu öneriler geliştirilebilir: Araştırmada sinerjik iklim ve örgütsel çekiciliğin cinsiyete göre anlamlı farklılık gösterdiği belirlenmiştir. Belirlenen anlamlı farklılığın erkek öğretmenler lehine olduğu saptanmıştır. Bu bağlamda kadın öğretmenlerin okulda daha aktif roller almaları sağlanmalı, görüşlerini rahatça ifade edebilecekleri ve motivasyonlarını canlı tutabilmeleri için karar mekanizmalarına daha çok dahil edilmeleri sağlanabilir. Okullarda, öğretmenlerin morallerini yüksek tutacak, ihtiyaçlarına cevap verecek, rahat ve güvende hissettirecek bir örgüt iklimi oluşturmak, yüksek düzeyde bir örgüt etkinliğine ulaşmayı sağlayacaktır.

Araştırmada sinerjik iklim ve örgütsel çekiciliğin öğretmenlerin kıdemlerine göre anlamlı farklılaşma gösterdiği görülmüştür. Göreve yeni başlayan öğretmenlerin, kıdemi yüksek öğretmenlerce ve yöneticilerce; kişilik özelliklerinin dikkate alınması, benimsenmesi, arkadaş gruplarına dahil edilmesi, fikirlerine önem verilmesi, çift yönlü iletişimin kurulması, mesleki tecrübesi yüksek olan öğretmenler deneyimlerini daha az tecrübesi olan öğretmenlerle paylaşması sağlanabilir.

Göreve yeni başlayan öğretmenlerin talep ve görüşlerini bildirerek, tecrübeli öğretmenlerin deneyimlerinden faydalanmasına yönelik okul bağlamında uygulamalar hayata geçirilmelidir. Araştırma değişkenlerinden farklı olarak okul kademeleri değişkeni, eğitim durumu değişkeni ve müdür kıdemi değişkenlerine göre de incelenebilir.

Araştırmaya liderlik stillerine ilişkin bir ölçekte dahil edilebilir ayrıca nicel veri toplama araçlarına ek olarak nitel veri toplama araçları da dahil edilebilir. Araştırma küçük bir örneklem üzerinden yürütülmüştür. Araştırmanın örneklem grubu genişletilerek ülke genelinde yürütülmesi ile daha geniş ve güvenilir sonuçlar elde edilebilir. Öğretmenlerin mesleki sorunlarının çözülmesi, okulların sorunlarının çözülmesi ve okul imkanlarının artırılmasına yönelik bazı önlemlerin politika yapıcılar tarafından alınması sağlanmalıdır.

REFERENCES/KAYNAKÇA

- Akçay, A. D. (2012). *Organizational attractiveness of hotel businesses within the scope of instrumental and symbolic attributes framework*. Unpublished doctoral thesis. Anadolu University Institute of Social Sciences, Eskişehir.
- Akman, Y. (2017). *Investigation of the relationship between organisational attractiveness, organisational image and organisational loyalty according to the opinions of teachers*. Unpublished doctoral thesis. Hacettepe University Department of Educational Sciences, Education Administration, Supervision, Planning and Economics, Ankara.
- Akman, Y. & Özdemir, M. (2018). Development of organisational attractiveness scale: The validity and reliability study. *Pamukkale University Journal of Social Sciences Institute*, 33, 371-380.
- Akpolat, T. & Oğuz, E. (2021). How does organizational cynicism predict perceived organizational synergy? A study in educational settings. *MANAS Journal of Social Studies*, 10(3), 1692-1705. DOI: 10.33206/mjss.914977
- Akpolat, T. & Levent, F. (2018). Developing of organizational synergy scale for teachers. *Mersin University Journal of the Faculty of Education*, 14(2), 728-744.

- Akpolat, T. & Levent, F. (2020, December). *Examining the level of organizational synergy in schools according to teacher perceptions*. Ejercongress 2020 Conference Proceedings. Online.
- Aksoy, H. (2006). *The effects of organizational climate on motivation*. Unpublished master's thesis. Marmara University Institute of Social Sciences, İstanbul.
- Aktan, C. C. (2012). Synergy in organizations: Synergetic results and organizational performance. *Journal of Organization and Management Sciences*, 4(1), 260-280.
- Arlı, D. (2013). The views of school principals on organizational silence. *Trakya University Journal of the Faculty of Education*, 3(2), 69-84.
- Arı, S. (2011). *Effects of organizational climate on work engagement and a research*. Unpublished master's thesis. İstanbul University Institute of Social Sciences, İstanbul.
- Aydoğan, İ. (2019). *School climate perceptions of teachers as predictors of psychological well-being levels*. Unpublished master's thesis. İstanbul Sabahattin Zaim University Institute of Social Sciences.
- Balcı, A. (1995). *Örgütsel gelişme [Organizational development]*. Pegem Publishing.
- Baykal, İ. (2007). *A research on organizational climate of primary schools in terms of some variables*. Unpublished master's thesis. Ege University Institute of Social Sciences, İzmir.
- Bostancı, A. & Koçak, S. (2021). The role of school dna profiles on organizational synergy. *Journal of National Education*. DOI: 10.37669/milliegitim.779414
- Chadwick, C. (2010). Theoretic insights on the nature of performance synergies in human resource systems: Toward greater precision. *Human Resource Management Review*, 20(2), 85-101.
- Coşkun, A. E. & Akcan, A. F. (2018). The impact of corporate governance on organizational attractiveness. *Osmaniye Korkut Ata University Journal of Economics and Administrative Sciences*, 2(1), 64-75.
- Çekmecelioğlu, H. G. (2006). Evaluation of relationships between organizational climate, emotional commitment and creativity: A research. *Atatürk University Journal of Economics and Administrative Sciences*, 20(2), 295-310.
- Çokluk, Ö., Şekercioğlu, G. & Büyüköztürk, Ş. (2010). *Sosyal bilimler için çok değişkenli istatistik: SPSS ve LISREL uygulamaları [Multivariate statistics for social sciences: SPSS and LISREL applications]*. Ankara: Pegem A Akademi.
- Dereli, B. & Cengiz, D. (2012). Groups, group dynamics in human resource management and the application on the measurement of group dynamics. *Journal of Oneri*, 9(35), 35-43.
- Demirez, F. (2016). *The effect of organizational climate on work alienation: A research for Gazi University Rectorate*. Unpublished master's thesis. Gazi University Graduate School of Educational Sciences, Ankara.
- Dural, S., Aslan, G., Alinçe, M. & Araza, A. (2014). Organizational attractiveness: A scale adaptation study. *Doğuş University Journal*, 15(2), 141-154.
- Ersoy, E. & Levent, F. (2020). Investigation of the relationship between organizational power distance and organizational synergy level according to teachers' perceptions. *İstanbul Aydın University Journal of Social Sciences*, 12(4), 345-356.
- Gök, S. (2009). A study on the influence of organizational climate on motivation of employees. *International Journal of Human Sciences*, 6(2), 587-605.
- Güler, M. & Basım, H. N. (2015). The effect of organizational attraction and corporate reputation on applicants' intention to join organization. *Journal of Human and Work*, 2(2), 115-126.
- Gültekin, C. (2012). *The effect of school administrators' leadership styles on school climate: An example from the Anatolian side of Istanbul*. Unpublished master's thesis. Maltepe University Institute of Social Sciences.
- Hashemi, J. & Sadeqi, D. (2016). The relationship between job satisfaction and organizational climate: A case study of government departments in Divandarreh. *World Scientific News*, 45(2), 373-383.
- Highhouse, S., Lievens F. & Sinar, E. F. (2003). Measuring attraction to organizations. *Educational and Psychological Measurement*, 63, 986-1001.
- Hoy, W., & Miskel, C. (2012). *Educational administration: Theory, research, and practice (9th ed.)*. New York, NY: McGraw-Hill Higher Education.
- Karadağ, E., Baloğlu, N., Korkmaz, T. & Çalışkan, N. (2008). Evaluation of the relation between the organization climate and the organization efficiency in the educational institutions. *Ahi Evran University Journal of Kirsehir Education Faculty*, 9(3), 63-71.
- Kaya, A. (2014). Development of synergistic climate scale the reliability and validity of Turkish and Slovakian forms. *Educational Research and Reviews*, 9(20), 938-953. DOI: 10.5897/ERR2014.1818.

- Kırbaç, M. & Demirtaş, H. (2019). Examining the psychological climate perceptions of teachers. *e-International Journal of Educational Research*, 10(1), 34-49.
- Korkmaz, M. (2011). The effects of organizational climate and organizational health on organizational commitment in primary schools. *Educational Management in Theory and Practice*, 1(1), 117-139.
- Lievens, F., Decaestecker, C., Coetsier, P. & Geirnaert, J. (2001). Organizational attractiveness for prospective applicants: A person-organisation fit perspective. *Applied Psychology: An International Review*, 50(1), 30-51.
- MEV, (2014). *Türk millî eğitim sisteminin yasal dayanakları [Legal basis of the Turkish national education system]*. Retrieved April 06, 2020, from <https://www.mev.org.tr/images/kitapciklar/yasaldayanaklar.pdf>
- MoNE (2014). *Millî Eğitim Bakanlığı okul öncesi eğitim ve ilköğretim kurumları yönetmeliği [Ministry of National Education regulation on pre-school education and primary education institutions]*. Ankara: RG. 26 July 2014, Number: 29072
- Örgev, C., Topal, B. & Şahin, H. (2020). Statistical analysis of the impact of employees' demographic characteristics on organizational climate perception: The case of Süreyya Paşa Chest Diseases Hospital. *European Journal of Science and Technology*, (19).
- Özüçığlıyan, H. N. (2015). *The effect of job enrichment on organizational attractiveness*. Unpublished master's thesis. Maltepe University Institute of Social Sciences, İstanbul.
- Nur, R. H. & Gültekin, N. (2018, October). *Differences in organizational attractiveness in the context of demographic factors*. In 1st International Economics and Business Symposium (p. 366). Gaziantep.
- Sever, N. (2020). *Examining the relationship between the leadership styles of school principals and the organizational attractiveness of schools*. Unpublished master's thesis. İnönü University Institute of Educational Sciences, Malatya.
- Sever, N. & Atik, S. (2021). Examining the relationship between the leadership styles of school principals and the organizational attractiveness of schools. *İNÖNÜ University Journal of the Faculty of Education*, 22(1), 772-808. DOI: 10.17679/inuefd.868703.
- Sezgin, F. & Kılınç, A. (2011). Examining primary school teachers' perceptions of organizational climate. *Gazi University Journal of Gazi Education Faculty*, 31(3), 743-757.
- Şenel, T. & Buluç, B. (2016). The relationship between organizational climate and school effectiveness in primary schools. *TÜBAV Journal of Science*, 9(4), 1-12.
- Thapa, A., Cohen, J., Guffey, S. & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357-385.
- Toprakçı, E. (2003). Cumhuriyet üniversitesi'nin örgütsel iklimi [Organizational climate of Cumhuriyet University], *İNÖNÜ Üniversitesi Eğitim Fakültesi Dergisi*, 4(6), 75-92. Retrieved: <https://www.erdaltoprakci.com.tr/wp-content/uploads/2021/02/cumhuriyet-universitesi-orgutsel-iklimi.pdf>
- Töremen, F. (2001). A kind of creativity in school management: Synergy. *Firat University Journal of Social Sciences*, 11(1), 201-212.
- Töremen, F. & Karakuş, M. (2007). The obstacles of synergy in schools: A qualitative study on teamwork. *Educational Sciences: Theory and Practice*, 7(1), 617-645.
- Tutar, H. & Altınöz, M. (2010). The effect of organizational climate on employee performance: A study on the employees of Ostim manufacturing enterprises. *Ankara University SBF Journal*, 65(02), 196-218.
- Türkan, A. & Esmer, Y. (2019). A theoretical overview to the concept of organizational inertia. *Journal of Strategic and Social Researches*, 3(3), 525-534.
- Üstünbaş, B. & Taşkıran, H. B. (2019). The effect of sponsorship activities in the formation of corporate attractiveness perception. *International Journal of Cultural and Social Studies (Int/JCSS)*, 6(2), 656-674.
- Yanık, A. & Acar, V. (2020). Effect of psychological empowerment perception on synergistic climate perception in health employees. *Mehmet Akif Ersoy University Journal of Social Sciences Institute*, 31, 61-75.

Appendix 1: Exploratory Factor Analysis Results of the Synergetic Climate Scale for Schools

Items	Factor Loadings	Common Factor Variance
I1. Employees of our school work in line with the objectives of the institution.	.65	.43
I2. Employees at our school work in harmony like the gears of a clock.	.77	.59
I3. Employees at this school help each other as much as they can to achieve the school's goals.	.78	.61
I4. There is a sincere solidarity and cooperation among the employees in our school.	.81	.66
I5. Employees of our school work to achieve the school's goals.	.76	.58
I6. Employees of this school have a unity of purpose.	.84	.71
I7. Our school's employees have strong group dynamics, which enables them to effectively cope with obstacles.	.83	.70
I8. Our school's internal and external stakeholders give importance to the group dynamics that exist in the institution.	.81	.66
I9. Employees of our school put the interests of the group ahead of their own.	.69	.48
I10. Positive competition for quality and personal development brings our school closer to its goals.	.72	.52
I11. Employees of our school do their work by consulting each other.	.71	.50
	Eigenvalue	6.50
	Total Variance Explained (%)	59.02
	Cronbach's Alpha	.89