

T.C.  
MARMARA ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
İNGİLİZCE İŞLETME ANABİLİM DALI  
ORGANIZATIONAL BEHAVIOUR BİLİM DALI

**EFFECTIVENESS IN PUBLIC AND PRIVATE  
UNIVERSITIES IN ISTANBUL**

Yüksek Lisans Tezi

MERVE AKTOLGA

İstanbul, 2006

T.C.  
MARMARA ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
İNGİLİZCE İŞLETME ANABİLİM DALI  
ORGANIZATIONAL BEHAVIOUR BİLİM DALI

**EFFECTIVENESS IN PUBLIC AND PRIVATE  
UNIVERSITIES IN ISTANBUL**

Yüksek Lisans Tezi

MERVE AKTOLGA

Danışman: YRD.DOÇ.DR. NURDAN ÖZARALLI

İstanbul, 2006



# TABLE OF CONTENTS

	<b>Page No.</b>
TABLE OF CONTENTS .....	I
LIST OF TABLES .....	III
LIST OF FIGURES.....	IV
ABBREVIATIONS.....	V
1. INTRODUCTION.....	1
2. ORGANIZATIONAL EFFECTIVENESS.....	4
2.1. What is Organizational Effectiveness.....	4
2.2. Four Approaches in Defining Organizational Effectiveness .....	5
2.2.1. The Goal Attainment Approach .....	5
2.2.2. The Systems Approach .....	5
2.2.3. The Strategic Constituencies Approach.....	6
2.2.4. The Competing Value Approach/Process Model.....	6
2.3. Dimensions of Effectiveness in Higher Education Institutions .....	8
2.4. Domains of Effectiveness in Higher Education Institutions.....	9
3. SATISFACTION.....	12
3.1. Employee Satisfaction in Academic Environments .....	13
3.2. Student Satisfaction .....	15
4. ORGANIZATIONAL COMMITMENT.....	17
4.1. Defining Organizational Commitment .....	17
4.2. Antecedents and Outcomes of Organizational Commitment.....	18
4.3. Faculty Commitment .....	19
5. SENSE OF HOPE AND HOPELESSNESS.....	21
5.1. Definitions of Hope and Hopelessness .....	21
5.2. Role of Hope in Education.....	23
6. METHOD .....	25
6.1. Sample .....	25
6.2. Research Instruments.....	28
6.3. Statistical Analysis .....	29

7. RESULTS .....	30
7.1. Factor Analysis.....	30
7.1.1. Factor Analysis Results for the Student Sample .....	31
7.1.2. Factor Analysis Results for the Faculty Sample .....	32
7.2. Correlations Analyses .....	34
7.2.1. Students Sample Correlations Analysis.....	35
7.2.2. Faculty Sample Correlations Analysis .....	37
7.3. Regression Analysis .....	38
7.3.1. Students Sample Regression Results.....	38
7.3.2. Faculty Sample Regression Results .....	42
7.4. T-Test Results .....	44
7.4.1. General Comparisons with whole population.....	45
7.4.2. Public and Private University Comparisons on the subdimensions of perceived effectiveness .....	47
8. DISCUSSIONS .....	50
9. LIMITATIONS .....	56
APPENDICIES .....	57
APPENDIX 1: Perceived Organizational Effectiveness Questionnaire for Faculty (in Original Language) .....	57
APPENDIX 2: Perceived Organizational Effectiveness Questionnaire for Students (in Original Language) .....	60
APPENDIX 3: Detailed Questionnaire Item Distributions .....	64
REFERENCES.....	69

## LIST OF TABLES

	<b>Page No.</b>
Table 2.1 Organizational Effectiveness Criteria.....	4
Table 2.2 Comparing the Four OE Approaches.....	7
Table 2.3 Nine Dimensions of OE in Higher Education Institutions.....	8
Table 2.4 Four Groupings of Institutions .....	10
Table 6.1 Student Demographics .....	25
Table 6.2 Department Distribution of Student Sample .....	26
Table 6.3 University Distribution of Student Sample .....	26
Table 6.5 Department Distribution of Faculty Sample .....	26
Table 6.6 University Distribution of Faculty Sample .....	27
Table 6.4 Faculty Staff Demographics.....	27
Table 7.1 Factor Analysis Results for the Student Sample .....	31
Table 7.2 Factor Analysis Results for the Faculty Sample.....	32
Table 7.3 Correlations for Student Sample.....	35
Table 7.4 Correlations for Faculty Sample.....	37
Table 7.5 Multiple Regression of Sense of Hope for Student Sample.....	39
Table 7.6 Multiple Regression of Student Commitment.....	40
Table 7.7 Multiple Regression of “Students’ Educational Satisfaction” .....	41
Table 7.8 Multiple Regression of Faculty Commitment.....	42
Table 7.9 Multiple Regression of “Faculty Job Satisfaction” .....	43
Table 7.10 Independent T-Test for OSYS Choice for Student Sample .....	45
Table 7.11 Independent T-Test for Gender for Student Sample.....	46
Table 7.12 Independent T-Test for “Private/Public” for Student Sample.....	47
Table 7.13 Independent T-Test for “Private/Public” for Faculty Sample .....	48

## LIST OF FIGURES

	<b>Page No.</b>
Figure 1.1 Hypothesized Model for Effectiveness for Faculty .....	2
Figure 1.2 Hypothesized Model for Effectiveness for Faculty .....	2

## **ABBREVIATIONS**

ANOVA: Analysis of Variance  
GPA: Grade Point Average  
OE : Organizational Effectiveness  
OSYS: Öğrenci Seçme Yerleştirme Sınavı  
SPSS: Statistical Package for Social Scientists

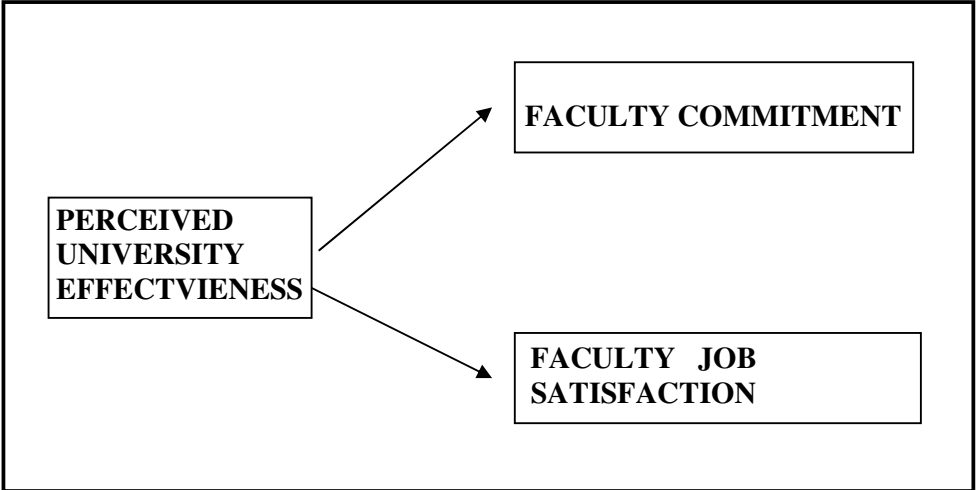
## **1. INTRODUCTION**

For more than three decades, organizational effectiveness in higher education institutions has been analyzed starting by the pioneer of this subject Cameron (1978,1981) and by many authors especially United States and United Kingdom. Even though there are many researches analyzing the performance measures of universities, there are not many studies analyzing organizational effectiveness in higher education institutions in Turkey. When the time limit and the eligibility of the relevant data is concerned, in this research only the perceptions of the students and faculty staff for the effectiveness of their institutions will be explored on a comparative basis. This comparison mainly is among public and private universities. The study also analyzes the relationships student satisfaction, job satisfaction of the faculty, student and faculty commitment and student's sense of hopelessness on their lives and careers with organizational effectiveness subdimensions.

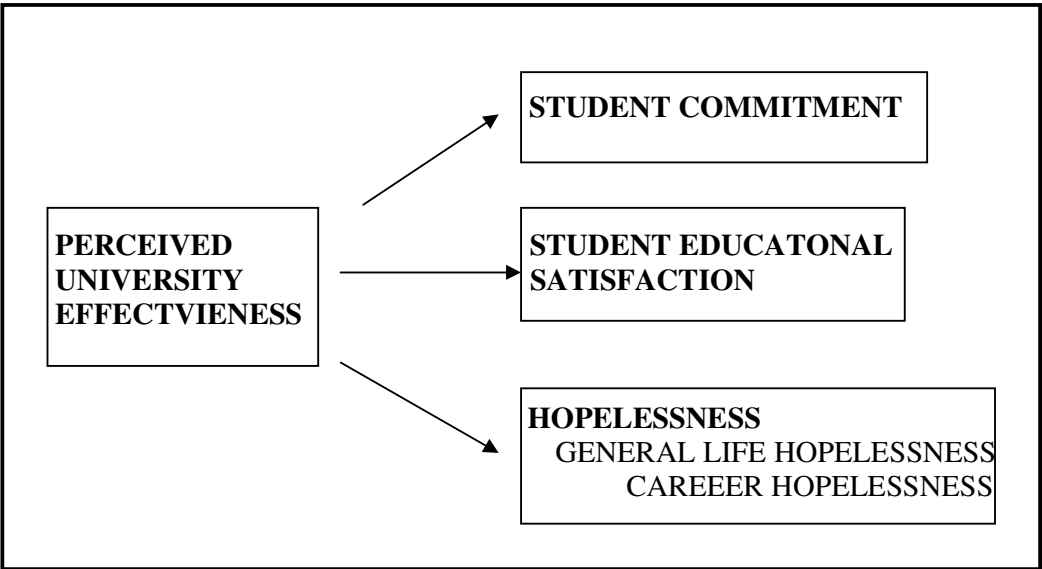
Organizational commitment and employee satisfaction has been gaining importance for the last decades as human factor becoming a key figure in the business world. In the literature, nearly no relevant or available literature can be found on effects of organizational effectiveness in higher education institutions on satisfaction and commitment.

In today's ambiguous business environment, student's expectations is another essential issue that should be addressed. In order to reveal some of the aspects of this issue, in this study we tried to find out the level of the Turkish students' sense of hopelessness about both their careers and general life expectations.

Following figures are summaries of the theoretical framework of perceived effectiveness for student sample and faculty sample.



**Figure 1.1. Theoretical Framework of Perceived University Effectiveness for Faculty**



**Figure 1.2. Theoretical Framework of Percieved University Effectiveness for Students**

In this study, first of all, perceived effectiveness concept will be discussed in a detailed way. Organizational effectiveness in general and organizational effectiveness in higher education institutions are discussed. Secondly, satisfaction variable in general and satisfaction in the higher education institution for both faculty job satisfaction and educational satisfaction for students is discussed. Thirdly, commitment variable is the next important variable to be discussed, the commitment types and what is commitment in higher education institutions is reviewed. Finally, in the literature review part, hopelessness concept of the students is taken part in this study.

## 2. ORGANIZATIONAL EFFECTIVENESS

### 2.1. What is Organizational Effectiveness

As Robbins (1990) stated in his textbook, there is not any universal definition to organizational effectiveness. There are only approaches to define and elaborate organizational effectiveness because it means different things to different people (Robbins, 1990). In 1950 it is defined as the degree to which an organization realized its goals (Robbins, 1990). He tried to give an operational definition, which is a completion of the four approaches as follows;

*“Organizational effectiveness can be defined as the degree to which an organization attains its short-(ends) and long-term (means) goals, the selection of which reflect strategic constituencies, the self-interest of the evaluator, and the life stage of the organization”* (Robbins, 1990, p.77).

In order to analyze and capture the effectiveness topic, all of the aspects should be evaluated. Starting with the criteria to be used in evaluating effectiveness, Robbins (1990) lists thirty criteria, which could tell about the evaluator and the organization being evaluated. But keep in mind that an organization may be effective in a number of aspects but may be ineffective in others.

**Table 2.1 Organizational Effectiveness Criteria**

Overall effectiveness	Planning and Goal Setting
Productivity	Goal Consensus
Efficiency	Internalization of organizational goals
Profit	Role and norm congruence
Quality	Managerial interpersonal skills
Accidents	Managerial task skills
Growth	Information management and communication
Absenteeism	Readiness
Turnover	Utilization of environment
Job Satisfaction	Evaluations by external entities
Motivation	Stability
Morale	Value of human resources
Control	Participation and shared influence
Conflict/cohesion	Training and development emphasis
Flexibility/adaptation	Achievement emphasis

**Source:** Robbins (1990), Organization Theory,

## **2.2. Four Approaches in Defining Organizational Effectiveness**

In the organizational effectiveness literature, there are mainly 4 approaches to define organizational effectiveness. In those four approaches, many of them can be used one at a time or some of them may be used simultaneously.

### **2.2.1. The Goal Attainment Approach**

The most applied model is the Goal Attainment approach. Either it defines effectiveness as the extent to which organization accomplishes its goals (Cameron, 1981) or organization's effectiveness must be appraised in terms of accomplishment of ends rather than means. Most common example to goal model may be profit maximization (Robbins, 1990).

Goal model assumes that organizations are measured to be effective as they reach their goals, since they are deliberate, rational and goal-seeking entities (Robbins, 1990). However, there are some problems with this model. Firstly, organizations may be judged to be effective in areas outside its goal domain (Cameron, 1981), Secondly, organizations may be ineffective even when accomplishing its goals if there are too low, misplaced, or harmful (Cameron, 1981).

### **2.2.2. The Systems Approach**

The Second approach for measuring OE is the systems approach. In this approach, goals are not ignored but they are only one element in a more complex set of criteria (Robbins, 1990). It is the ability to obtain needed resources. Its primary consideration is that inputs replace outputs however organizations may prove to be

effective even when inputs are not optimal and when a competitive advantage in the resource market place does not exist (Cameron, 1981). Systems approach to OE implies that organizations are made up of interrelated subparts. If any one of these subparts performs poorly, it will negatively affect the performance of the whole system (Robbins, 1990).

### **2.2.3. The Strategic Constituencies Approach**

This approach proposes the degree to which the needs and expectations of strategic constituencies are met by the organization (Cameron, 1981). Furthermore, it emphasizes constituencies outside the organization and the most effective organization is that which at least minimally satisfies or reduces the regret of these major strategic constituencies (Cameron, 1981). OE becomes an assessment of how successful the organization has been at satisfying those critical constituencies, upon whom the future survival of the organization depends (Robbins, 1990).

### **2.2.4. The Competing Value Approach/Process Model**

In this model, effectiveness is equated with internal organizational health, efficiency of internal processes and procedures. However, an organization may be effective even when organizational health is low and internal processes are questionable (Cameron, 1990).

**Table 2.2 Comparing the Four OE Approaches**

Approach	Definition	When useful
Goal attainment	An Organization is effective to the extent that...  It accomplishes its stated goals.	The approach is preferred when...  Goals are clear, time bound, and measurable.
Systems	It acquires needed resources.	A clear connection exists between inputs and outputs.
Strategic constituencies	All strategic constituencies are at least minimally satisfied.	Constituencies have powerful influence on the organization, and the organization must respond to demands.
Competing values	The emphasis of the organization in the four major areas matches constituent preferences	The organization is unclear about its own emphases, or changes in criteria over time are of interest.

**Source:** Adapted from Robbins, 1990. p.77.

The major concern in defining the most appropriate model is to define the domain of the organization where they are operating. In the past and in this century, organizations tend to operate in multiple domains, which make it more difficult to draw clear boundaries.

Meyer (1975) points out that organizational domains in the not-for-profit sector are much more vague than in the for-profit sector, and that the performance of not-for-profit organizations in their domains frequently cannot be evaluated. In the institutions of higher education, for example, domain dissensus and lack of clarity about primary tasks has been a consistent theme in the literature (Hutchins, 1977). For those reasons, good evaluations should be done to comment further on.

### 2.3. Dimensions of Effectiveness in Higher Education Institutions

Cameron (1978, 1981) in his studies concluded that there are mainly nine dimensions of organizational effectiveness in higher education institutions. Those dimensions almost cover all aspects of the issues that has a place in universities context. The below table summarizes those dimensions of organizational effectiveness in a college or university.

**Table 2.3 Nine Dimensions of OE in Higher Education Institutions**

Dimension	Definition
1. Student educational satisfaction	The degree of satisfaction of students with their educational experiences at the institution
2. Student academic development	The extent to which academic attainment, growth, and the progress of students at the institution.
3. Student career development	The extent of occupational development of students, and the emphasis on career development provided by the institution.
4. Student personal development	Student development in nonacademic, noncareer oriented areas e.g., socially, emotionally, culturally, and the emphasis on personal development and opportunities provided by the institution for personal development.
5. Faculty and administrator employment satisfaction	Satisfaction of faculty members and administrators with their jobs and employment at the institution.
6. Professional development and quality of the faculty	The extent of professional attainment and development of the faculty, and the amount of stimulation toward professional development provided by the institution.
7. System openness and community interaction	The emphasis placed on interaction with, adaptation to, and service in the external environment
8. Ability to acquire sources	The ability of the institution to acquire resources from the external environment, such as good students and faculty, financial support, etc.
9. Organizational health	The benevolence, vitality, and viability in the internal processes and practices at the institution.

**Source:** Cameron S. Kim, (1978). Measuring Organizational Effectiveness in the Institutions of Higher Education, Administrative Science Quarterly, Vol.23, No.4, pp.604-632.

## **2.4. Domains of Effectiveness in Higher Education Institutions**

In this studies, Cameron (1978,1981) concluded that there are four domains of organizational effectiveness in colleges and universities, according to the cluster analysis based on nine dimensions.

The first one is academic domain which embraces student's academic development, professional development and the quality of the faculty and the ability to acquire resources. Second one is the morale domain that includes student educational satisfaction, faculty and administrator satisfaction and educational health. Thirdly, external adaptation domain is composed of student career development and system openness and community interaction.

And finally, extracurricular domains include student personal development (Cameron, 1981). Cameron (1981), further analyzed and found that four groupings of institutions which he compared them with effectiveness dimensions. The following below summarizes those findings.

**Table 2.4 Four Groupings of Institutions**

Institutional Group	Major Distinguishing Characteristics
Scholarly – high morale	Affluent, Academic Institutions Charges High Tuition High endowment revenue High endowment value High state revenue for research High expenditures for academic support Offers liberal arts programs
Scholarly – medium morale	Affluent, Professional Institutions Charges high tuition High endowment revenue High endowment value High state revenue for research Goal of faculty development High total expenditure Offers professional programs
Externally oriented	Developing, Professional Institutions High endowment value Emphasis on fund raising Goal of faculty development High total expenditures Offers professional programs
Mediocre	Developing, Teaching Institutions High Emphasis on fund raising Goal of faculty development Growing enrollments Offers teacher training programs

**Source:** Cameron S. Kim, (1978). Measuring Organizational Effectiveness in the Institutions of Higher Education, Administrative Science Quarterly, Vol.23, No.4, pp.604-632.

In 1999, Pounder (1999) conducted a study on Hong Kong Higher educational institutions to measure their level of effectiveness and developed criteria applicable across Hong Kong higher educational institutions. He used behaviorally anchored rating scales (BARS) which resulted in an initial organizational effectiveness model for Hong Kong higher education comprising four effectiveness criteria or dimensions namely as productivity, cohesion, information management – communication and planning goal.

Smart et. al. (1997) produced a model of organizational effectiveness for two-year higher educational institutions in America that built on Cameron’s (1978, 1981) nine original criteria or “domains” of university college effectiveness.

Smart et. al. (1997) made an addition to Cameron's (1978, 1981) domains as Clan/adhocracy organizational culture and rational/collegial decision processes. Their study indicated that both criteria were associated with the positive organizational performance of two-year higher educational institutions in the US.

Lysons and Hatherly (1992, 1996) reached conclusions highly consistent with those of Cameron, and their analysis also supported a typology of four groups, namely classical redbrick universities, formerly polytechnics, former colleges of technology and 60's Greenfield universities.

In Turkey, even though there are not many studies on organizational effectiveness in higher educational institutions, some of the dimensions of the OE in higher education are elaborated like faculty and student satisfaction, faculty and student commitment. In this particular study, those dimensions are taken as outcome variables.

In the following sections, the relationship of some concept that considered as important components of the OE will be discussed. These topics are Faculty and Student Satisfaction, Faculty and Student Commitment and the Sense of Hopelessness of the Students.

### **3. SATISFACTION**

As the investment in human capital increases, satisfaction of the employees and customers would have much higher importance in the future.

Hamner and Organ (1978, p.216) defined satisfaction as “Satisfaction is person’s attitude toward an object. It represents a complex assemblage of cognitions (beliefs of knowledge), emotions (feeling, sentiments and evaluations) and behavioral tendencies” as cited in Aldemir and Gülcan (2004). Being satisfied represents a positive feeling towards an object. Thus, in this case being satisfied with all dimensions of the institution shows us, in a way, institutions attitude toward education and campus quality Aldemir and Gülcan (2004).

Küskü (2003) stated that in Turkey, higher education had serious revision process in the 1990s. One of the most obvious characteristics of this change was the establishment of numerous new universities. While some of these were new state universities in various cities throughout the country, an increasing number of private universities were also established in big cities. As Küskü (2003) furtherly stated because of rapid increase in university numbers, university education is being considered more as a profit-making tool rather than a social responsibility, and universities are increasingly being considered as institutions functioning according to market conditions.

### **3.1. Employee Satisfaction in Academic Environments**

Rich literature on academic employee can be summarized as follows.

Hagedorn (1994) examined the satisfaction of academic staff as a result of a number of variables including salary, perceived support of colleagues, satisfaction with the administration, enjoyment of student interaction, and perceived levels of stress. The results showed that satisfaction with the salary, total number of working hours, and the perceived support of colleagues directly influenced the level of stress, which in turn, directly affected satisfaction.

Also, Hagedorn (1996) tried to find the impact of a number of work life perceptions on the job satisfaction of women faculty members. The focus of this study was on the impact of gender-based wage differentials on the satisfaction and stresses of women academic members, and in turn, their intention to leave their profession (Hagedorn, 1996). The findings of this research showed that perceptions of institution, administration, collegiality, and students had effects on satisfaction and as wage differentials increased, the overall job satisfaction of female faculty members decreased (Hagedorn, 1996).

On the contrary, Tang and Talpade (1999), also, focused on the gender differences in employee satisfaction in a university in the USA and found out some significant differences between males and females in that male staff tended to have higher satisfaction with pay than females, whereas females tended to have higher satisfaction with their colleagues than males.

According to Moses's (1986) research, academic staff were dissatisfied with the underestimation of teaching excellence in the criteria for being promoted. Further, Manger and Eikeland (1990) examined factors that influence academics' intentions to leave the university, and found out that although salary and economic resources did not appear to influence intentions to stay or go, general employee satisfaction and relations with colleagues were the strong predictors of an intention to leave.

Flowers and Hughes (1973) developed the notion of a relationship between employee satisfaction and environmental factors, particularly in accounting for reasons why employees stay in their jobs. Pearson and Seiler (1983) concentrated on the academics' levels of satisfaction with the environment in the USA and found out that academics were generally more satisfied than dissatisfied with their work environment, but that there were high levels of dissatisfaction with compensation-related elements of the job (e.g. fringe benefits, pay, performance criteria).

Furthermore, Lacy and Sheehan (1997) investigated the impact of context elements, including working climate and atmosphere, on general levels of job satisfaction across eight nations (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, the UK, and the USA), and found out that the university's atmosphere, a sense of community, and relationships with colleagues are the greatest predictors of job satisfaction. Oshagbemi (1998) investigated the impact of age on the employee satisfaction of university teachers in the UK and found out a linear and positive association between age and overall job satisfaction.

Galaz-Fontes (2002) tried to determine overall and facet-specific job satisfaction levels of faculty working at a Mexican state university and, at the same time, to identify those variables that best predicted overall job satisfaction, and found out that although most faculty indicated satisfaction with the university as a workplace,

they also evaluated several working conditions critically, particularly those having to do with limitations regarding their research activities, administrative leadership, evaluation, pay, and compensation issues.

In Turkey, scholars researched on academic staff commitment on a wide basis.

In a research, Küskü reached out 191 academic staff members in a state university in Istanbul, one of biggest and most institutionalized university in Turkey, to identify their level of satisfaction. According to the results of the research, although satisfaction levels in different dimensions are not high, Professional Satisfaction and Institutional Job Satisfaction are the dimensions that most participants are satisfied with, followed by colleague competition level satisfaction and colleague relations satisfaction (Küskü, 2001).

Bakan and Büyükbeşe (2004) studied on the relationship between communication and the job satisfaction of the academic staff, in a public university and found that there is a relationship with five aspects of job satisfaction namely; work satisfaction, satisfaction with organizational image, satisfaction with administrators, satisfaction with administrative approach, and satisfaction with colleagues. However they could not found any significant relationship with satisfaction with pay and communication (Bakan and Büyükbeşe, 2004).

### **3.2.Student Satisfaction**

Student satisfaction issue is taken into consideration in almost every university, especially in United States and United Kingdom and measured by yearly or term-based questionnaire to reveal their level of satisfaction in the university in many aspects. Even though it is analyzed by many scholars, it has not been fully explored (Harvey, 2001). Furthermore, there is not much study conducted on this subject in Turkey.

A very recent study conducted in 2004 by Aldemir and Gülcan on student satisfaction dimension in Dokuz Eylül University, revealed that 60.3 points of the students are satisfied; 15.4 % dissatisfied and 24 % have no clear opinion. Their results concerning factors of satisfaction dimension showed that academic factors, especially satisfaction with the faculty, explain student satisfaction more than others.

Satisfaction of the student is vital issue since it affects it also affects both physical and psychological health of students. Dissatisfaction causes stress and in return provokes psychological and psychosomatic disorders as Aldemir and Gülcan (2004) reported from Öngider and Yüksel (2002).

As Harvey (2001) stated, there are mainly five areas covered by satisfaction surveys. Those areas are institutions, faculties, departments, courses and teaching appraisals by students. As Aldemir and Gülcan (2004) analyzed and summarized four major groups of factors that could affect students satisfaction; institutional factors, extracurricular factors, student expectations and student demographics

According to Thomas and Galambos (2004), if we are to see students as consumers of higher education, student satisfaction is a key point for the institutions' success, which would lead to institutions effectiveness, and thus effective institutions would have satisfied students and because satisfied students would attract new "customers".

Now, we will move on the second outcome variable "commitment". In this section, antecedents of the commitment will be discussed to reveal its relationship with organizational effectiveness.

## 4. ORGANIZATIONAL COMMITMENT

### 4.1. Defining Organizational Commitment

Many academicians from different theoretical approaches have studied organizational commitment for many years. Angle and Perry (1981) cited and summarized many different perspectives of organizational commitment definitions, which are directly quoted as follows;

*“..the term “commitment” has been used, for example, to describe such diverse phenomena as the willingness of social actors to give their energy and loyalty to social systems (Kanter, 1968), an awareness of impossibility of choosing a different social identity or of rejecting particular expectation, under force of penalty (Stebbins, 1970a), the binding of an individual to behavioral acts (Kiesle, 1971; Salancik, 1977) or an affective attachment to an organization apart from the purely instrumental worth of the relationship (Buchanan, 1974).”*

More recent study done by Allen and Meyer (1990) categorized commitment into three categories as continuance, normative and affective commitment. Normative commitment is the degree to which reflects the degree to which an individual is psychologically attached to an employing organization through internalization of its goals values and missions. Allen and Meyer (1990) describe continuance commitment as a form of psychological attachment to an employing organization that reflects the employee’s perception of the loss he/she would suffer if they were to leave the organization. Affective commitment is the employee’s emotional attachment to, identification with, and involvement in the organization. Defined this way, affective commitment involves three aspects: (1) the formation of an emotional attachment to an organization, (2) identification with, (3) and the desire to maintain organizational membership (Allen & Meyer, 1990).

## **4.2. Antecedents and Outcomes of Organizational Commitment**

In the literature of organizational commitment, many of the positive outcomes are clearly stated. It is believed that organizational commitment is positively related with the performance (Bayram, 2005).

Following listing states the variables related to the organizational commitment prediction. Firstly, intention to leave, absenteeism, retention, and job seeking, secondly, job satisfaction, morale and performance, thirdly, authority, responsibility, contribution and fourthly, age, gender, tenure and education are the related to the organizational commitment predictors (Bayram, 2005).

Furthermore, it has been seen that organizational structure and positive organizational climate, job security, opportunities to contribute decision making processes have positive effects on increasing the level of organizational commitment (Bayram, 2005).

When we move on to organizational commitment in educational institutions we see that, the most important detail in organizational commitment lies in interaction as stated in Celep (2000). According to Celep (2000), the educational organizations' the most important social institutions in a society. So that, educational organizations' commitment should be analyzed.

Lowering commitment creates the dilemmas that both affect the effectiveness of school and cause teachers to be less successful in their professional performance (Celep, 2000).

### **4.3. Faculty Commitment**

There are many studies in abroad that researched on Faculty staff and university administrators' commitment to their institutions. Chieffo (1991) found that mid-level administrators in higher education are fairly committed to their organizations largely because they are proud of what they are doing and the autonomy of their work.

Billingsley and Cross (1992) determined the predictors of teacher's commitment in a survey of 1147 general and special educators. Their cross-validated regression results suggested that work-related variables such as leadership support, role conflict, role ambiguity and stress are the best predictors of commitment of educators. They concluded that increasing administrative support and principals' behaviours such as feedback, encouragement, acknowledgement, use of participative decision-making and collaborative problem solving are important in building a committed and satisfied teaching staff (Billingsley and Cross,1992).

Richards et al. (1994) found that supervision (.2188), significance (.2158), involvement (.2137), promotion (.1592), and co-workers (.1258) are significant variables (at .01 significance level) to predict the commitment level of marketing education teachers.

Another important issue communication is studied by Thornhill et al. (1996). They have showed that communication with employees is significantly related to the organizational commitment of higher education institutions. Among the employees, who believed that management is making positive efforts to keep them well informed, 68 percent indicated that they felt part of the institution, 88 percent reported that it was a good place to work and 85 percent reported that their organization had a great future.

Also, interestingly Borchers and Teahen (2001) found that working part-time of full-time do not have a significant effect on organizational commitment. Findings indicate that faculty staff is equally committed to their organizations.

In Turkey, Celep (2000) studied the teacher commitment attitudes, which he applied on 302 teachers in public high schools. He found that teachers are committed to the teaching occupation even though they have some economical problems. Organizational commitment increases as teachers' service duration increases is another conclusion he drew.

The last topic discussed in this study is the sense of hope of the students. The main reason behind is that to find whether there are any difference in the level of hopelessness or not between private and public university students. In the turbulent economical and political environment of Turkey, whether studying in a private university is making a difference in the students sense of hopelessness positively or negatively (since the tuition rates are too high) or any difference at all questions brought this topic into consideration.

## **5. SENSE OF HOPE AND HOPELESSNESS**

### **5.1. Definitions of Hope and Hopelessness**

Meinke (2004) in his dissertation thesis cited from Webster dictionary that “Hopelessness - adj – 1 a: giving no ground for hope: desperate of solution, management, or accomplishment: impossible. 2 a; having no expectation of good or success; despairing b: not susceptible to remedy or cure c: incapable of redemption or improvement - hopelessness n.”

Also, Farquharson (2002) cited from Beck, Weissman, Lester, & Trexler (1974) as objectified definition of Hopelessness is the system of cognitive schemas whose common denomination is negative expectations about the future, system of negative expectancies concerning himself and his future life (Beck et al., 1974). Thus, those negative expectations can come up with or result from a number of stressful events that may have emerged and continue to emerge over the course of development (Kazdin et al., 1986).

As Farquharson (2002) cited; Kashani, Reid, and Rosenberg (1989) found that high hopelessness was associated with more problems in school functioning and performance. If students are convinced that whatever they do, their effort will not ensure future success then they may consider their performance to be unimportant and useless in academic sphere.

The psychology of hope, which is centrally concerned with the important role it plays in addressing clinical problems of anxiety and depression. Tiger (1999) argues that as Halpin (2001) cited in this article, hope is “biological force” located in the body and in human nature generally. Hope, he says, “is not only necessary for individual people in their various enterprises, it is also essential vitamin for social processes. If

everybody awoke each day to announce, “It’s hopeless”, there would soon be no plausible tomorrow and no continuous social arrangements” (Tiger, 1999, p.622).

There are initially two kinds of hope according to Halpin (2001), which are absolute hope and ultimate hope.

First one is absolute hope, which is an orientation of the spirit which has no conditions or limits on what is achievable and so, it has no particular ends. Absolute hope connects with a particular kind of positive orientation to the world the future. As cited in Halpin (2001), according to Godfrey, a person who has absolute hope is someone who, in hoping, sets no condition or limits – is not ready ultimately to despair in the face of disappointment.

Second one is ultimate hope which is “aimed hope” which is a form of hopefulness that entails identifying and struggling to realize in the here and now particular improved states of affairs (Halpin, 2001). While ultimate hope complements it absolute variant, it differs from it in being aimed hope (Halpin, 2001). That is to say, unlike absolute hope it has an object or more accurately, a better specific state of affairs in affairs (Halpin, 2001). To that extent, ultimate hope, despite efforts to undermine it provoked by despair, relativism, cynicism and fatalism, is a vital aspect of the educational process (Halpin, 2001).

## **5.2. Role of Hope in Education**

Halpin (2001) cites that according to Goleman (1996) students with high ultimate hope are more motivated and committed to their studies than their counterparts with a more pessimistic disposition. Hopelessness, or negative expectations toward the future, has been proposed to be related to negative views of oneself and the world (Beck, 1976).

Success and the achievement of success is affected by many factors for students. What kind of school culture they are expected to thrive in is a factor. How they perceive themselves and how they are perceived by teachers is a factor, and how hopeless they feel about their lives is a factor (Nieminski. 2004).

Hopelessness can impact on the perception one has of school and life in general. Hopelessness can lead to learned helplessness, which results in individual's avoiding challenging situation and a failure to persevere. This sets in motion "cycle of failure" which can only be broken if new strategies and behaviours are learned (Nieminski. 2004).

The aim of this study, firstly identify the perceived organizational effectiveness dimensions for the higher education institutions and then to compare them with the outcome variables set for this study as described in the preceding chapters to show the effects of the perceived effectiveness subdimensions on the those outcome variables.

Main research Question: what are the dimensions of perceived organizational effectiveness in the public and private universities in Istanbul? Following questions are other research issues in this study.

Research Question 2: Is there any significant difference in the dimensions of perceived effectiveness in the public and private universities in Istanbul?

Research Question 3: What is the level of relationship between dependent variables (student educational satisfaction, student commitment, student sense of hope, faculty job satisfaction and faculty commitment) of the research and perceived organizational effectiveness dimensions in the public and private universities in Istanbul?

Research Question 4: Is there any difference in the level of job satisfaction and commitment of faculty staff among private and public universities in Istanbul?

Research Question 5: Is there any difference in the level of educational satisfaction, commitment and the sense of hope of students among private and public universities in Istanbul?

## 6. METHOD

### 6.1. Sample

In this study, sample is composed of university students in their 3<sup>rd</sup> and 4<sup>th</sup> years and university faculty from private and public universities in Istanbul. In Istanbul, there are 7 public universities and 14 private universities. There are 450 copies of questionnaires are distributed and 413 of them have returned in the student sample. For the university faculty sample 300 copies are distributed and 203 of them have returned. In this study there is no restriction in the departments choice, but only restriction was in student sample. Student sample is composed of junior (3<sup>rd</sup> grade) and senior (4<sup>th</sup> grade) students. The tables below summarize the demographic qualifications of the participants.

**Table 6.1 Student Demographics**

<b><i>Gender</i></b>	<b>F</b>	<b>%</b>
Female	226	54,7
Male	187	45,3
<b><i>Total</i></b>	<b>413</b>	<b>100</b>
<b><i>University Status</i></b>		
Private	256	62
Public	157	38
<b><i>Total</i></b>	<b>413</b>	<b>100</b>
<b><i>Age</i></b>		
19-21	166	40,7
22-24	209	51,2
25-27	28	6,9
29 and over	5	1,2
<b>Total</b>	<b>408</b>	<b>100</b>
<b><i>Class</i></b>		
Junior	273	66
Senior	140	34
<b><i>Total</i></b>	<b>412</b>	<b>100</b>

**Table 6.2 Department Distribution of Student Sample**

	<b>F</b>	<b>%</b>
Environmental Engineering	51	12,35
Industrial Engineering	31	7,51
Law	45	10,9
Business in English	26	6,3
Business-Economics	6	1,45
Business Administration	134	32,45
Architecture	49	11,86
Sociology	12	2,91
Tourism Management	25	6,05
International Relations	34	8,23
<b>Total</b>	<b>413</b>	<b>100</b>

**Table 6.3 University Distribution of Student Sample**

	<b>F</b>	<b>%</b>
Public	256	68
Private	157	32
<b>Total</b>	<b>413</b>	<b>100</b>

**Table 6.5 Department Distribution of Faculty Sample**

	<b>F</b>	<b>%</b>
Industrial Engineering	21	10,3
Law	21	10,3
Business in English	30	14,8
Business Administration	48	23,6
Architecture	34	16,7
Sociology	12	5,9
Tourism Management English	11	5,4
International Relations	26	12,8
<b>Total</b>	<b>203</b>	<b>100</b>

**Table 6.6 University Distribution of Faculty Sample**

	<b>F</b>	<b>%</b>
Public	85	41,9
Private	118	58,1
<b>Total</b>	<b>203</b>	<b>100</b>

**Table 6.4 Faculty Staff Demographics**

	<b>Frequency</b>	<b>%</b>
<b>Gender</b>		
Female	179	88,2
Male	24	11,8
<b>Total</b>	<b>203</b>	<b>100</b>
<b>Marital Status</b>		
Single	95	46,8
Married	108	53,2
<b>Total</b>	<b>203</b>	<b>100</b>
<b>Age</b>		
25-34	88	43,3
35-44	55	27,1
45-54	44	21,7
55- and over	16	7,9
<b>Total</b>	<b>203</b>	<b>100</b>
<b>University Status</b>		
Private	85	41,9
Public	118	58,1
<b>Total</b>	<b>203</b>	<b>100</b>
<b>Seniority</b>		
Less than 1 year	63	31
1-3 year	25	12,3
4-8 year	93	45,8
9 years and more	22	10,8
<b>Total</b>	<b>203</b>	<b>100</b>
<b>Position in the Faculty</b>		
Professor	8	3,9
Associate Professor	15	7,4
Assistant Professor	49	24,1
Lecturer	77	37,9
Research Assistant	51	25,1
Specialist	1	0,5
Others	2	1
<b>Total</b>	<b>203</b>	<b>100</b>

## 6.2. Research Instruments

Two sets of questionnaires have been designed for the study – student questionnaire and faculty questionnaire. Perceived university effectiveness questionnaire for the student sample is composed of 56 items and 11 demographic items. In the student copy of perceived effectiveness questionnaire there are 40 items for perceived effectiveness scale, 5 items for general hopelessness scale, 4 items for hopelessness of career scale, 3 items for student commitment scale, 4 items for educational satisfaction scale. In the perceived university effectiveness questionnaire for the faculty sample, there are 40 items for perceived effectiveness scale (almost identical to the student copy), 3 items for commitment and 4 items for job satisfaction scale out of 47 total items plus 7 demographic items.

The effectiveness scale is designed from the nine dimensions of Cameron's (1978, 1981) university effectiveness dimensions that he stated in the article "Dimensions of Effectiveness in Colleges and Universities". All items are designed by the author from these dimensions and their item summaries. Those item summaries have been transformed into sentences in English first and then translated to Turkish by two academicians and afterwards their back translations have been done to control its meaningfulness. To test its internal consistency a pilot study conducted to 150 students in a private university's engineering faculty students in their 3<sup>rd</sup> and 4<sup>th</sup> grade. After this study, it is decided to keep the questionnaire as it is and add dependent variable items.

In the both scales of perceived effectiveness (student copy and faculty copy), most of the questions are identical except some questions. In student questionnaire, items about students directly given to the students but items about faculty are given in an indirect form for example; "I think that faculty publications are sufficient". In faculty questionnaire, the same procedure has been done. For example; items about students are given in the form of; "I think that students can reach their career goals".

Commitment Scale for student sample is adapted and developed from Erdem and İşbaşı (2001) and commitment scale for faculty sample is developed by the author with the inspiration from Erdem and İşbaşı (2001) scale. Satisfaction scales are developed from two sources (Küskü (2001) and Bakan and Büyükbeşe (2004)) and by author. Sense of Hopelessness scale are asked only to the student sample and it is developed from some the Beck's (1976) Scale of Hopelessness and those items' translation to Turkish adapted from Seber (1991). The following tables give detailed information on how scales are developed item by item.

Detailed, item by item, descriptions of the questionnaires are given in the Appendix 3 for further investigations. Also, reverse coded items are indicated.

### **6.3. Statistical Analysis**

In this study, first of all factor analysis is used to determine the main factors of the perceived effectiveness scale and the multiple regression analyses are conducted to find out the models' prediction coefficients with the factors in the model. Many independent t-tests are conducted to find out the relationships of the independent and dependent variables. All through the analyses confidence interval is set as 95% unless otherwise stated. For those analyses, SPSS 11.5 program is used.

## **7. RESULTS**

In this section, factor analyses, correlations analyses, multiple regression analyses and t-test analyses are conducted. Those analyses are conducted separately as student and faculty sample.

Before making any statistical analyses, reliability analyses are conducted for the questionnaires to make sure their consistency. Reliability analyses of the dependent variables yielded that “educational satisfaction” scale’s alpha is ,9051, “commitment” scale’s alpha is ,9068, “Sense of Hope” scale’s alpha is ,8973. Reliability analyses of the dependent variables of the faculty sample revealed that “faculty commitment” scale’s alpha is ,7871 and “job satisfaction” scale’s alpha is ,9183.

First all of factor analyses are conducted to explore the perceived effectiveness dimension in universities.

### **7.1. Factor Analysis**

The factor analysis varimax rotation is used. For both student and faculty sample, according to the factor analyses, items that have low reliabilities are excluded step-by-step and after exclusion of the unreliable item factor analyses are conducted after every step until reaching the final factor. Especially Q23 (procedural effectiveness), Q26 (power distance), Q31 (structure), Q33 (structure) are excluded both from student and faculty questionnaires.

In student questionnaire, Q1 (relations) and in faculty questionnaire Q3 (students’ personal development), Q4 (students’ personal development), Q18 (cooperation) items are also excluded from the analyses because of their low reliability.

### 7.1.1. Factor Analysis Results for the Student Sample

**Table 7.1 Factor Analysis Results for the Student Sample**

Factor Name	Item Numbers	Item Summary	Factor loadings	Variance Explained	N. of items	Cronbach Alpha
<b>Communication</b>	Q24	open communication with students	,779	29,649	9	,8923
	Q16	being informed properly	,764			
	Q21	sufficient transfer of problems	,750			
	Q19	positive attitude to student's demands	,743			
	Q27	knowing other dept's procedures and practices	,703			
	Q25	tolerance to mistakes	,688			
	Q17	students feel close to faculty	,609			
	Q18	cooperation among student-faculty-personnel	,549			
	Q22	no discrimination to any student	,490			
<b>Student Academic and Career Development</b>	Q5	finding job in the field of education they had	,843	7,831	5	,8210
	Q6	students can reach career objectives	,811			
	Q7	sufficient number of practical courses	,744			
	Q8	students have high level of academic skills	,654			
	Q9	paying attention to academic activities	,582			
<b>Structure</b>	Q28	quick add-drop procedures	,845	7,123	3	,8341
	Q29	new course opening suggestions are considered	,824			
	Q39	quick grade change and objection procedure	,815			
<b>External-Internal Environment</b>	Q34	contribution to environment development	,784	5,852	5	,7675
	Q35	free of charge courses to the people in need	,773			
	Q36	sufficient technological facilities	,673			
	Q32	sufficient conference hall, auditorium, etc.	,586			
	Q30	paying attention to the cleaning of the campus	,503			
<b>Procedural Effectiveness</b>	Q20	thought and skill developing style of lectures	,785	4,806	3	,7783
	Q2	efficient problem solving style	,724			
	Q12	faculty being present in the office hours	,703			
<b>Personal Development</b>	Q3	Opportunities to personal development like clubs	,894	4,165	2	,8372
	Q4	giving importance to it as academic development	,839			
<b>Relations</b>	Q15	Cooperation among faculty members	,645	3,805	3	,7948
	Q13	student affairs helps students	,636			
	Q14	positive image outside to campus	,550			
<b>Faculty Development</b>	Q10	faculty sufficiently participates in conferences	,837	3,400	2	,7922
	Q11	sufficient level of faculty publications	,828			
<b>Decision Making</b>	Q37	Information is kept on the top level	,855	3,309	2	,6733
	Q38	long processes of decision making	,830			
<b>Total</b>				<b>69,941</b>	<b>34</b>	<b>,9144</b>
<b>Kaiser Meyer Olkin Measure of Sampling Adequacy</b>						<b>,859</b>
<b>Bartlett's Test of Sphericity</b>					<b>Approx. Chi-Square</b>	<b>6634,483</b>
					<b>df</b>	<b>561</b>
					<b>Sig.</b>	<b>,000</b>

### 7.1.2. Factor Analysis Results for the Faculty Sample

**Table 7.2 Factor Analysis Results for the Faculty Sample**

Factor Name	Item Numbers	Item Summary	Factor Loadings	Variance Explained	N. of items	Cronbach Alpha
<b>Relations</b>	Q22	no discrimination to any student	,782	29,951	5	,8959
	Q14	positive image outside to campus	,775			
	Q15	cooperation among faculty members	,762			
	Q13	student affairs helps students	,750			
	Q1	relations work well among student-faculty-adm.	,714			
<b>Communication</b>	Q17	students feel close to faculty	,796	14,918	7	,9064
	Q25	tolerance to mistakes	,785			
	Q19	positive attitude to student's demands	,683			
	Q24	open communication with students	,680			
	Q21	sufficient transfer of problems	,657			
	Q16	being informed properly	,624			
	Q27	knowing other dept's procedures and practices	,574			
<b>Academic Development Facilities</b>	Q36	sufficient technological facilities	,785	6,136	5	,8151
	Q32	sufficient conference hall, auditorium, etc.	,783			
	Q10	faculty sufficiently participates in conferences	,743			
	Q11	sufficient level of faculty publications	,683			
	Q30	paying attention to the cleaning of the campus	,662			
<b>Structure</b>	Q29	new course opening suggestions are considered	,784	5,351	3	,8751
	Q39	quick grade change and objection procedure	,775			
	Q28	quick add-drop procedures	,775			
<b>Procedural Effectiveness</b>	Q20	thought and skill developing style of lectures	,827	5,006	3	,8338
	Q2	efficient problem solving style	,811			
	Q12	faculty being present in the office hours	,761			
<b>Student's Career Development</b>	Q6	students can reach career objectives	,771	4,432	3	,7263
	Q5	finding job in the field of education they had	,758			
	Q7	sufficient number of practical courses	,702			
<b>Student's Academic Development</b>	Q8	students have high level of academic skills	,930	4,210	2	,8714
	Q9	paying attention to academic activities	,884			
<b>Environment Relations</b>	Q35	free of charge courses to the people in need	,917	3,558	2	,9480
	Q34	contribution to environment development	,913			
<b>Total</b>				<b>73,561</b>	30	,8671
<b>Kaiser Meyer Olkin Measure of Sampling Adequacy</b> <b>Bartlett's Test of Sphericity</b>						<b>,849</b> 3932,347 df 435 Sig.

By conducting those factor analyses, main research question that what are the dimensions of perceived organizational effectiveness in the public and private universities in Istanbul had been revealed by still preserving its limitations on generalization. Concluding remark on the main research question on this study is that there are different dimensions for the faculty sample and students sample, however, many of the dimensions are identical.

Dimensions for the student sample are; Communication, Student Academic Development, Structure, External-Internal Environment, Procedural Effectiveness, Personal Development, Relations, Faculty Development, Decision Making, total of nine dimensions. Dimensions for the faculty sample; Relations, Communication, Academic Development Facilities, Structure, Procedural Effectiveness, Student's Career Development, Student's Academic Development, Environment, Relations, total of nine dimensions. Identical factors are Procedural Effectiveness, Student's Academic Development, Structure.

Among these nine dimensions for both faculty and student sample, some of them are similar dimensions to Cameron's (1978) dimensions; student academic development, student career development, Student personal development, Professional development and quality of the faculty, system openness and community interaction, Organizational health (which is close to procedural effectiveness).

The study's initial OE scale with 40 items reduced to 34 items scale covering 9 dimensions for perceived effectiveness for the student questionnaire. For the faculty sample questionnaire item number is reduced to 30 which covers 8 dimensions.

## **7.2. Correlations Analyses**

In correlation analyses, Pearson Correlation method is used. In these analyses, the relations between demographic variables and perceived effectiveness dimensions is mainly explored. For student sample, gender, age, and GPA are the main focus of this analysis. For the faculty sample, age, gender, marital status, and tenure and title are the main focus of this analysis. All (significant and insignificant ) correlations are shown in the correlation tables.

### 7.2.1. Students Sample Correlations Analysis

**Table 7.3 Correlations for Student Sample**

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Gender			1,000														
2. Age			-,045	1,000													
3. GPA	74,79	1,6199	,034	,098	1,000												
4. Communication	3,3955	,83443	,026	,086	,132**	1,000											
5. Student Personal Development	3,0763	1,12112	-,118	,130**	-,038	,382**	1,000										
6. External – Internal Environment	2,7487	,97140	,001	,185**	,182**	,387**	,062	1,000									
7. Faculty Development	3,3426	,97140	-,050	-,036	,021	,393**	,195**	,154**	1,000								
8. Procedural Effectiveness	3,5860	,87544	,015	,082	,133**	,586**	,251**	,386**	,331**	1,000							
9. Structure	2,9306	1,01951	,021	,291**	,249**	,477**	,207**	,366**	,116**	,418**	1,000						
10. Student Academic and Career Development	3,2978	,81080	-,130**	-,008	,127**	,350**	,234**	,189**	,282**	,362**	,279**	1,000					
11. Decision Making	3,5569	,85816	-,066	,060	-,010	,065	,055	-,088	,044	,120**	,091	,079	1,000				
12. Relations	3,3810	,95115	,089	,144**	,175**	,595**	,266**	,314**	,343**	,495**	,474**	,335**	,024	1,000			
13. Sense of Hope	3,3136	1,25990	-,050	,059	,015	,332**	,264**	,154**	,233**	,261**	,186**	,336**	,063	,266**	1,000		
14. Student Commitment	3,2865	1,25990	-,184**	,207**	,153**	,453**	,301**	,408**	,304**	,420**	,397**	,476**	,027	,424**	,397**	1,000	
15. Students' Educational Satisfaction	3,5267	1,10016	-,129**	,216**	,092	,538**	,393**	,438**	,344**	,475**	,409**	,417**	,030	,455**	,444**	,806**	1,000

\*\* p<0.01, \* p< 0.05

When we look at our outcome variables in this study, we can see positive correlations especially with the demographic variables. Student commitment is correlated with age and GPA particularly. That is to say, when students get older their sense of commitment increases and also when their GPA level increases their level of commitment increases too.

For the student educational satisfaction, age is an important determinant. It is also the same as commitment when students get older their satisfaction from education increases too.

For the Sense of Hopelessness variable, when students personal development, universities procedural effectiveness, level of relations, students academic and career development, speed of structural processes, students' GPAs, students' commitment, students' educational satisfaction level of communication and level of faculty development increases, students' sense of hope increases too. That is an important determination to evaluate this variable.

## 7.2.2. Faculty Sample Correlations Analysis

**Table 7.4 Correlations for Faculty Sample**

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Gender			1,000														
2. Marital Status			,282**	1,000													
3. Tenure			,181**	,121	1,000												
4. Age			-,025	-,248**	,031	1,000											
5. Title			-,234**	,103	,000	-,570**	1,000										
6. Relations	3,5665	,85885	,097	,027	,079	-,028	,018	1,000									
7. Communication	3,4574	,91499	,072	,081	,090	-,034	-,016	,701**	1,000								
8. Academic Development Facilities	3,4187	,81072	-,012	,007	,151**	-,001	-,073	-,127	-,070	1,000							
9. Structure	3,0131	1,02276	,050	,035	,056	-,032	,093	,481**	,470**	-,330**	1,000						
10. Procedural Effectiveness	3,6716	,86139	,039	,055	,131	,061	-,051	,464**	,524**	-,020	,368**	1,000					
11. Students' Career Development	3,3268	,67646	,011	,049	,060	,024	-,022	-,208**	-,208**	,410**	-,401**	-,129	1,000				
12. Student's Academic Development	3,4187	,81072	,054	,013	,084	,025	,077	,135	,195**	,130	,077	,152**	,099	1,000			
13. Environment Relationships	1,9310	1,17426	,022	-,005	,084	,078	-,058	-,022	-,012	,431**	-,183**	,163**	,295**	,216**	1,000		
14. Faculty Job Satisfaction	3,4811	,92873	,018	,061	,028	,064	-,127	-,058	-,062	,380**	-,139**	,018	,279**	,169**	,371**	1,000	
15. Faculty Commitment	3,4574	,91499	-,012	,040	,146**	,144**	-,097	-,085	-,078	,384**	-,163**	,109	,340**	,278**	,379**	,403**	1,000

\*\* p<0.01, \* p< 0.05

Correlations analysis for the faculty sample revealed that there are not any significant relationships with demographic variables for faculty job satisfaction. On the contrary there are significant relations between faculty commitment and age and tenure. In other words, when academic employee's tenure increases his/her level of commitment increases too. And also with age same results are valid for the sense of commitment. As the faculty get older their sense of commitment increases too.

### **7.3. Regression Analysis**

All through multiple regression analyses, stepwise method is used with a 95% Confidence Interval. In following sections, those analyses will be reviewed for both student and faculty sample. First of all, all independent variables as set in the factor analyses are included in the analyses to see their relationship with the dependent variables and some of them are excluded as a result of multiple regression. The following tables only show the significant variables in the models.

#### **7.3.1. Students Sample Regression Results**

The tables below yields results of the multiple regression analysis conducted among the dependent variable "Hope" and the independent variables "relations", "decision making", "personal development", "external-internal environment facilities", "career and academic development", "communication", "procedural effectiveness", "faculty development", and "structure".

**Table 7.5 Multiple Regression of Sense of Hope for Student Sample**

<b>Dependent Variable</b> Student Sense of Hope			
Adjusted R <sup>2</sup> : ,195	F: 34,172	Sig.,000	
R <sup>2</sup> : ,200			
<b>Variables in the Model</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
Student's Academic and Career Development	,232	4,423	,000
Communication	,221	4,484	,000
Student's Personal Development	,146	3,026	,003

The model summarizes that “Sense of Hope” is a function of Students Academic and Career Development (Beta =,221), Communication (Beta=,232), Student's Personal Development (Beta =,146). It also indicates that 19,5 % of the variance in Sense of Hopelessness can be explained by those independent variables.

Especially, Student's Academic and Career Development and Communication level with their academic and administrative staff have a higher contribution to university students' hopelessness level.

Next Multiple Regression is conducted for the dependent variable “Student Commitment” and the independent variables as the subdimensions of the perceived “effectiveness”.

**Table 7.6 Multiple Regression of Student Commitment**

<b>Dependent Variable</b>		<b>Student Commitment</b>	
Adjusted R <sup>2</sup> : ,404 R <sup>2</sup> : ,413		F: 47,596	Sig.: ,000
<b>Variables in the Model</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
Student's Academic and Career Development	,293	6,972	,000
External – Internal Environment	,245	5,873	,000
Student's Personal Development	,140	3,471	,001
Relations	,116	2,451	,015
Structure	,130	2,853	,005
Faculty Development	,101	2,428	,016

Model summarizes that “Student Commitment” is a function of Students Academic and Career Development (Beta=,293), Structure (Beta=,130), Student’s Personal Development (Beta =,140), Relations (Beta=,116), External- Internal Environment (Beta =,245)and Faculty Development (Beta =,101). 40,4 % of the variance in Student Commitment can be explained by those independent variables.

Among those independent variables, Student’s Academic and Career Development and External- Internal Environment has higher contribution to Student Commitment.

The tables below yields to the results of the multiple regression analysis conducted with the dependent variable “Students’ Educational Satisfaction”.

**Table 7.7 Multiple Regression of “ Students’ Educational Satisfaction”**

<b>Dependent Variable</b>		<b>Students Educational Satisfaction</b>	
Adjusted R <sup>2</sup> : ,460		F: 51,020	Sig.: ,000
R <sup>2</sup> : ,469			
<b>Variables in the Model</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
Communication	,151	2,895	,004
External - Internal Environment	,240	5,823	,000
Student’s Career and Academic Development	,172	4,259	,000
Student’s Personal Development	,212	5,329	,000
Faculty Development	,114	2,799	,005
Structure	,104	2,387	,017
Procedural Effectiveness	,097	2,040	,042

The model summarizes that “Students’ Educational Satisfaction” is a function of Students Academic and Career Development (Beta =,172), Communication (Beta =,151), Student’s Personal Development (Beta =,212), Procedural Effectiveness (Beta =,097), Structure (Beta =,104), External - Internal Environment (Beta =,240), and Faculty Development (Beta =,114). It indicates that 46 % of the variance in Educational Satisfaction can be explained by those independent variables.

Highest contribution to the Student Educational Satisfaction comes from Student Personal Development and External-Internal Environment and least contribution is from Procedural Effectiveness dimension.

### 7.3.2. Faculty Sample Regression Results

**Table 7.8 Multiple Regression of Faculty Commitment**

<b>Dependent Variable</b>	<b>Faculty Commitment</b>		
Adjusted R <sup>2</sup> : ,252	F: 17,995	Sig.: ,000	
R <sup>2</sup> : ,267			
<b>Variables in the Model</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
Academic Development Facilities	,200	2,803	,006
Environment Relations	,198	2,867	,005
Student's Academic Development	,191	3,057	,003
Student's Career Development	,181	2,677	,008

Model summarizes that “Faculty Commitment” is a function of “Student’s Academic Development” (Beta =,191), “Environment” (Beta =,181), “Student’s Career Development” (Beta =,198), “Academic Development Facilities” (Beta =,200). It shows that 25,2 % of the variance in “Faculty Commitment” can be explained by those independent variables.

This analysis showed that those variables almost have same contribution to this model.

Following multiple regression is conducted for the dependent variable job satisfaction.

**Table 7.9 Multiple Regression of “Faculty Job Satisfaction”**

<b>Dependent Variable</b>	<b>Faculty Job Satisfaction</b>		
Adjusted R <sup>2</sup> : ,189	F: 24,545	Sig.: ,000	
R <sup>2</sup> : ,197			
<b>Variables in the Model</b>	<b>Beta</b>	<b>T</b>	<b>P</b>
Academic Development Facilities	,270	3,847	,000
Environment Relations	,255	3,627	,000

Model summarizes that “Job Satisfaction” is a function of Environment (Beta =,225), and Academic Development Facilities (Beta =,270). Also indicates that 18,9 % of the variance.

In this analysis, we see that both “Academic Development Facilities” and “Environment Relations” almost have equal contributions to the “Faculty Job Satisfaction”.

#### **7.4. T-Test Results**

In the followings, we will analyze mean differences on two general categories. Those comparisons will be based on first whole university samples (student and faculty) Secondly analysis will move on to the private and public university comparisons on the subdimension of perceived effectiveness and dependent variables.

Many variables (gender (for both), Career Center, class, OSYS Choise and marital status(for faculty sample)) , were subjected to t-test for general comparisons but no significant results were found except OSYS Choise and gender for student sample based comparisons. Furthermore, ANOVA were conducted to the age (for both) , title in the institution and tenure variables (for faculty sample) but again no single significant results were found neither.

OSYS Choice for Student Sample, and gender are compared on the basis of perceived effectiveness dimensions and private – public university comparisons are made according to those dimensions as follows.

#### 7.4.1. General Comparisons with whole population

**Table 7.10 Independent T-Test for OSYS Choice for Student Sample**

	Is this university your own choice?	N	Mean	Std. Deviation	T	Sig. (2-tailed)
<b>Student Educational Satisfaction</b>	Yes	362	3,6112	1,0715	4,032	,000
	No	48	2,9427	1,1372		

T-test results showed that students have made their own choices are more satisfied than those who have not. In addition, those students perceive relations higher than students have not entered university by their own choice.

**Table 7.11 Independent T-Test for Gender for Student Sample**

	Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)
<b>Student's Personal Development</b>	Female	226	3,1969	1,1115	2,418	,016
	Male	187	2,9305	1,1183		
<b>Student's Academic and Career Development</b>	Female	226	3,3938	,8338	2,664	,008
	Male	187	3,1818	,7684		
<b>Student's Commitment</b>	Female	226	3,4971	1,1914	3,793	,000
	Male	187	3,0321	1,2961		
<b>Student's Educational Satisfaction</b>	Female	225	3,6556	1,0507	2,626	,009
	Male	187	3,3717	1,1405		

This analysis showed that female students are more committed to their universities and more satisfied with the education. Also, female students perceive their universities level of student personal development and student academic and career development higher than male students.

**7.4.2. Public and Private University Comparisons on the subdimensions of perceived effectiveness**

**Table 7.12 Independent T-Test for “Private/Public” for Student Sample**

	<b>Private/ public university</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T</b>	<b>Sig. (2- tailed)</b>
<b>Structure</b>	private university	157	3,2569	,9517	5,256	,000
	public university	256	2,7305	1,0097		
<b>Student’s Career and Academic Development</b>	private university	157	3,5006	,7692	4,055	,000
	public university	256	3,1734	,8120		
<b>Decision Making</b>	private university	157	3,7484	,8635	3,603	,000
	public university	256	3,4395	,8350		
<b>Student Commitment</b>	private university	157	3,4735	1,2805	2,375	,018
	public university	256	3,1719	1,2356		

Mean differences are observed according to the status of the university (private or public) in the dimensions of student commitment, decision making, student’s career and academic development, and structure. It is clearly seen that private universities have significantly higher means than public universities on those four dimensions. Private universities have a more fast and effective structure on course add-drop, course registration procedure etc. than public universities.

Private universities give more importance to students’ academic and career development than public universities. In private universities decision making processes are slower than public universities according to the perceptions of the processes of

students. Private universities students feel more committed to their university than public university students do.

Independent T-test results showed that there are significant differences in variables listed below; however, there is no significant mean difference in marital status and gender in the faculty sample.

**Table 7.13 Independent T-Test for “Private/Public” for Faculty Sample**

	<b>Private /public University</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T</b>	<b>Sig. (2-tailed)</b>
<b>Structure</b>	public university	85	3,3176	,9356	3,713	,000
	private university	118	2,7938	1,0303		
<b>Student’s Career Development</b>	public university	85	3,1608	,6518	-3,026	,003
	private university	118	3,4463	,6712		
<b>Student’s Academic Development</b>	public university	85	3,6118	,9141	5,410	,000
	private university	118	2,8729	,9918		
<b>Faculty Job Satisfaction</b>	public university	85	3,3255	,9157	-2,042	,042
	private university	118	3,5932	,9257		
<b>Faculty Commitment</b>	public university	85	3,6431	,7591	3,035	,003
	private university	118	3,2768	,9072		

In those independent t-tests mean differences are observed in the university type for the dimensions commitment, job satisfaction, student’s academic development, student’s career development, and structure for the faculty sample. On the dimension of “structure”, public universities have higher means. That is to say, public universities have faster structural processes than private universities.

On the one hand, private universities give much importance to “student’s career development”, on the other hand, public universities give much importance to “student’s academic development” more than private universities.

Finally, private university faculty staff is more satisfied of their job than public university faculty staff. However, public university staff is more committed to their university than private university faculty staff.

## 8. DISCUSSIONS

In Turkey, universities are separated in two legal statuses as public universities and private universities. There are 7 public universities and 15 private universities in Istanbul. This particular study mainly analyzed the dimensions of perceived organizational effectiveness in the higher education institutions and compared them based on their status – public or private. Concluding notes can be made on the dimensions based on student sample and faculty sample as follows.

For the student sample perceived university effectiveness dimensions are; “student career and academic development”, “student personal development”, “communication”, “relations”, “faculty development”, “decision making”, “structure”, “procedural effectiveness”, “external-internal environment”.

For the faculty sample, perceived university effectiveness dimensions are; “student career development”, “student academic development”, “student personal development”, “communication”, “relations”, “structure”, “academic development facilities”, “procedural effectiveness”, “environment relations”.

Second research focus is that “Is there any significant difference in the dimensions of perceived effectiveness in the public and private universities in Istanbul?”. The analyses showed that private universities are better than on the student commitment, decision making, student’s career and academic development, and structure dimensions than public universities.

Private universities have a more fast and effective structure on course add-drop, course registration procedure etc. than public universities according to student perceptions

Private universities give more importance to students' academic and career development than public universities. Interestingly, results yielded that in private universities decision-making processes are slower than public universities. However, it should be kept in mind that this study analyzed the perceptions. Thus, since people normally draw conclusions or make interpretations according to their frame of reference, even though, the processes faster than other universities or vice versa, they may make judgments on a subjective basis, for example according to a particular problem they experienced in the university.

In the faculty sample analyses, some results differ from student sample results on the same dimensions. For the faculty sample, on the dimension of "structure" public universities have higher mean which means that public universities, for this particular study, are more effective on the add-drop, objection to the grades and changing grades procedures. On the dimension of "student's career development" private universities have higher mean. This can be interpreted that private universities giving more importance to students career development than public universities. "Student's academic development" dimension has higher means on public universities which means academic development is more important in public universities than private universities.

The third research focus was "What is the level of relationship between dependent variables of the research and perceived organizational effectiveness dimensions in the public and private universities in Istanbul?" can be answered by looking at multiple regression results for both student sample and faculty sample.

Multiple regression results for the student sample revealed that students' personal development, students' academic and career development and the level of communication could predict "sense of hope" of the students. It is important to state that according to the Pearson's correlation analysis, when universities procedural effectiveness, level of relations, speed of structural processes, students' GPAs, students' commitment, students' educational satisfaction, level of communication and level of faculty development increases, students' sense of hope increases too. That is an important determination to evaluate this variable.

"Student commitment" is can be predicted by students' personal development, external – internal environment, students' academic and career development, level of relation, structure and faculty development. Student commitment is correlated with age and GPA particularly. That is to say, when students get older their sense of commitment increases and also when their GPA level increases their level of commitment increases too.

Finally, student considers communication, structure, procedural effectiveness, faculty development, personal development, academic and career development and external-internal environment are the crucial variable to predict "educational satisfaction". Those results are almost near to the Aldemir and Gülcan's (2004) four groups of student satisfaction as institutional factors (which in our study can be listed as communication, structure and procedural effectiveness) extracurricular factors (which also can be listed as personal development), student expectations and student demographics. For the student educational satisfaction, age is an important determinant. It is also the same as commitment when students get older their satisfaction from education increases too. These findings indicate us that those dimensions may be taken into consideration by university administrators.

In faculty sample multiple regressions showed that faculty job satisfaction is related with academic development facilities like sufficient number of conference halls, technological facilities, sufficient number of faculty publications etc. and universities environmental relations like supporting public outside the campus. Furthermore, faculty commitment can be explained by those variables in job satisfaction and plus students academic development and students career development.

The fourth research question was; “Is there any difference in the level of educational satisfaction, commitment and the sense of hope of students among private and public universities in Istanbul?”. For students, the only difference observed is the sense of commitment which reveals private university students feel more committed to their universities than public university students.

T-test results for the student sample also revealed that private universities pay more attention than public universities to the Student’s Career and Academic Development. Students also perceive effectiveness of the student affairs like add/drop procedures, course suggestions higher in private universities. Furthermore, even though it is relatively higher, decision making processes are much faster in private university according to students’ perceptions.

The fifth research question was; “Is there any difference in the level of job satisfaction and faculty commitment among private and public universities in Istanbul?”. Private university faculty staff is more satisfied with their job than public university faculty staff. However, public university staff is more committed to their university than private university faculty staff. Since, private universities have more resources to offer faculty staff, their level of satisfaction eventually increase. However, most of them graduated and started their career in public universities, and those

universities have at least 30 years background and they have established strong organizational culture. Those of them may be the reasons why faculty staff in public universities feels more committed to their institutions.

In addition to those, when academic employee's tenure increases his/her level of commitment increases too. And also with age same results are valid for the sense of commitment. As the faculty get older their sense of commitment increases too. Those findings are show correspondence with Bayram's (2005) study also.

Independent t-test results for the faculty sample further revealed that according to perceptions of the faculty staff, structural processes meaning that effectiveness in student affairs are much higher in public university in contrast to student perceptions on this dimensions. Students' Academic Development is more effective in public universities and Career Development is more effective in private universities.

When we look at to the whole sample means for the outcome variables we see that almost every dimension has almost equivalent means, in other words student's educational satisfaction and commitment is high when we look at whole population for this particular study. And also, for the faculty sample, academic staff in this sample's commitment and job satisfaction is on the positive side too.

Final and important point to make for students, is that, on general students see their futures hopeful and there is not any significant difference between private and public university students on their hopelessness levels. This is important because studying in a private school does not have any significantly different effect students' level of hopelessness. So, this result may be an important factor when choosing a university.

In conclusion, in the light of this particular study, even though the study has limits for generalization, those dimensions of perceived organizational effectiveness stated in this study should be taken into consideration and ways of improving those dimension should be evaluated.

## **9. LIMITATIONS**

The main limitation in this study is the samples of the research. Because convenience sampling is mainly used in the study, all of the population could not be reached – which are all public and private universities in Istanbul.

The second limitation is that study is based on the perceptions of the dimensions of perceived effectiveness. For making sound generalizations, the data may be supported by hard data like university entrance scores, financial reports, institutional forecastings etc. However, as it could be clearly seen by this listing, reaching those data is very difficult and it should be analyzed on a larger time limit. So, one should be precautious when making generalizations.

## APPENDICIES

### APPENDIX 1: Perceived Organizational Effectiveness Questionnaire for Faculty (in Original Language)

Sayın Katılımcı, aşağıdaki anket “Yüksek Öğretim Kurumlarında Etkinlik” kapsamında, bir yüksek lisans tezi çalışmasıdır. Vermiş olduğunuz bilgiler gizlilikle saklanacak ve üçüncü kişi veya kurumlarla kesinlikle paylaşılmayacaktır. Katılımınızdan dolayı teşekkür ederiz.

*Cinsiyetiniz:* Erkek  Kadın

*Medeni durumunuz:* Evli  Bekar

*Bu kurumdaki çalışma süreniz :* 1 yıldan az  1-3 yıl  4-8 yıl  9 yıl ve üstü

*Yaşınız:* \_\_\_\_\_

*Kadro unvanınız:* Profesör  Doçent  Yrd. Doçent  Öğr.Gör.  Arş.Gör.

Uzman  Okutman

*Çalıştığınız Üniversite:* Devlet Üniversitesi  Vakıf Üniversitesi

*Üniversitenizde Kariyer Merkezi var mı?* Evet  Hayır

Aşağıdaki önermeleri “**Tamamen katılıyorum**” ile “**Hiç katılmıyorum**” arasında uzanan cevap basamaklarından size uygun düşen seçeneği işaretleyerek tanımlayınız.

1. Öğrenci ile idari kadro ve hoca ilişkileri iyi işler.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

2. Yönetimin etkili bir sorun çözme tarzı vardır.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

3. Öğrencilere kişisel gelişim için öğrenci kulüpleri, kurslar, geziler vs. gibi fırsatlar sunulur.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

4. Öğrencilerin kişisel gelişimine akademik gelişime olduğu kadar önem verilir.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

5. Öğrencilerin, eğitim gördükleri alanda iş bulabildiklerini düşünüyorum.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

6. Öğrencilerin kariyer hedeflerine ulaşabildiklerini düşünüyorum.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

7. Uygulamalı derslerin sayısı yeterlidir.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

8. Öğrencilerin akademik becerileri yüksektir. (Örneğin; sunum yapabilme becerisi, proje hazırlama becerisi vs.)

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

9. Akademik aktivitelere önem verilir. (Örneğin; araştırma grupları oluşturmak, makale yazmak gibi)

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

10. Öğretim üyeleri profesyonel konferanslara gereken ölçüde katılırlar.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

11. Fakülte yayınları gereken düzeydedir.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

12. Öğretim üyeleri ofis saatlerinde ofislerinde bulunurlar.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

13. Öğrenci işleri yardımcı olur.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
14. Üniversitenin dışarıda olumlu bir imajı vardır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
15. Öğretim elemanları kendi aralarında işbirliği ve dayanışma içindedirler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
16. Üniversite yönetimi, öğrencileri ve öğretim üyelerini, yönetmeliklere ve uygulamalara yönelik olarak zamanında ve doğru bilgilendirir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
17. Öğrenciler hocalarını farklı sorunlarını iletecek kadar yakın görürler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
18. Öğrenci-hoca-personel arasında iş birliği ve dayanışma vardır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
19. İdari personel öğrencilerin ve öğretim üyelerinin taleplerini karşılamada olumlu bir tutum içindedir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
20. Derslerin verilmiş şekli bilgi aktarmaktan çok düşünce ve beceri geliştirici niteliktedir  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
21. Öğrenciler, bölümlerindeki uygulamalara yönelik sorunlarını ve düşüncelerini yöneticilere yeterli düzeyde aktarabilirler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
22. Hiçbir öğretim elemanı öğrencilere karşı ayrımcılık yapmaz.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
23. Üniversitede, açılış, kuruluş, kapanış gibi günlerde törenlere önem verilir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
24. Öğretim üyeleri öğrencilerle iletişime her zaman açıktır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
25. Öğretim üyeleri hatalara karşı toleranslı davranırlar.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
26. Öğretim üyeleri hoca-öğrenci ilişkilerinde otoriteden yanadır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
27. Öğrencilerin kendi bölümleri dışındaki bölümlerin işleyiş ve uygulamalarını da bildiklerini düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
28. Üniversitemizde, öğrencilerin ders alıp bırakma işlemleri hızlı yapılır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
29. Öğrencilerin yeni ders açılması yönündeki düşünceleri/ tavsiyeleri dikkate alındığını düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
30. Üniversite yönetimi aydınlatma, ısıtma ve temizlik gibi konularda titiz davranır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
31. Öğretim üyelerinin mesai giriş çıkış saatlerine dikkat edilir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

32. Üniversitemizde laboratuvar, konferans salonu, aditöryum gibi mekanlarının sayısı yeterlidir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
33. Üniversitemizde karar alma mekanizmaları hızlı işler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
34. Üniversitemiz içinde bulunduđu çevrenin gelişmesine katkı sağlar.(istihdam yaratmak gibi, vs)  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
35. Üniversite çevresinde yaşayan maddi durumu iyi olmayan halka ücretsiz dersler verilir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
36. Üniversitemizdeki teknolojik imkanlar yeterlidir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
37. Üniversitemizin genel durumu hakkındaki bilgilere sadece üst yönetimin sahip olduğunu düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
38. Kararlar aşağıdan yukarıya doğru uzanan bir onaylar silsilesi sonucunda, konu ile direkt bir bağlantısı olmasa da üst düzey bir yönetici tarafından verilir  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
39. Üniversitemizde, öğrenciler not deđiştirme/nota itiraz gibi işlemlerin kolay yapabilirler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
40. Üniversitemizdeki kariyer merkezinin (eđer varsa) yararlı olduğunu düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
41. Bu üniversitenin öğretim üyesi olmak bir ayrıcalıktır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
42. Üniversite çağına gelen yakınlarıma bu fakülteyi tercih etmelerini öneririm.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
43. Öğretim üyeliđim sona erse de, kendimi bu üniversiteye ait olarak göreceđim.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
44. İş ortamının kalitesinden memnunum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
45. İşimden memnunum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
46. Çalıştığım okuldan genel olarak memnunum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
47. Yaptığım iş beklentilerimi karşılamaktadır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

## APPENDIX 2: Perceived Organizational Effectiveness Questionnaire for Students (in Original Language)

Sayın Katılımcı, aşağıdaki anket “Yüksek Öğretim Kurumlarında Etkinlik” kapsamında, bir yüksek lisans tezi çalışmasıdır. Vermiş olduğunuz bilgiler gizlilikle saklanacak ve üçüncü kişi veya kurumlarla kesinlikle paylaşılmayacaktır. Katılımınızdan dolayı teşekkür ederiz.

**Cinsiyetiniz:** Kadın  Erkek

**Yaşınız:** \_\_\_\_\_

**Bölümünüz:** \_\_\_\_\_

**Not Ortalamanız:** \_\_\_\_\_

**Kaçıncı sınıftasınız?** 1. Sınıf  2.Sınıf  3.Sınıf  4.Sınıf

**Herhangi bir kulübe üye misiniz?** Evet  Hayır

**Üye iseniz hangisi?** \_\_\_\_\_

**Okuduğum üniversite:** Devlet Üniversitesi  Vakıf Üniversitesi

**Üniversitenizde Kariyer Merkezi var mı?** Evet  Hayır

**Bu okul kendi tercihinizmiydi?** Evet  Hayır

**Bu üniversite kaçınıcı tercihinizdi?** \_\_\_\_\_

Aşağıdaki önermeleri “**Tamamen katılıyorum**” ile “**Hiç katılmıyorum**” arasında uzanan cevap basamaklarından size uygun düşen seçeneği işaretleyerek tanımlayınız.

1. Öğrenci ile idari kadro ve hocaların ilişkileri iyi işler.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

2. Yönetimin etkili bir sorun çözme tarzı vardır.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

3. Öğrencilere kişisel gelişim için öğrenci kulüpleri, kurslar, geziler vs. gibi fırsatlar sunulur.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

4. Öğrencilerin kişisel gelişimine akademik gelişime olduğu kadar önem verilir.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

5. Eğitim gördüğümüz alanda iş bulabiliyoruz.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

6. Öğrenciler kariyer hedeflerine ulaşabilirler.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

7. Uygulamalı derslerin sayısı yeterlidir.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

8. Öğrencilerin akademik becerileri yüksektir. (Örneğin; sunum yapabilme becerisi, proje hazırlama becerisi vs.)

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

9. Akademik aktivitelere önem verilir. (Örneğin; araştırma grupları oluşturmak, makale yazmak gibi)

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

10. Öğretim üyeleri profesyonel konferanslara gereken ölçüde katıldıklarını düşünüyor.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

11. Fakülte yayınlarının gereken düzeyde olduğunu düşünüyorum.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

- 12.Öğretim üyeleri ofis saatlerinde ofislerinde bulunurlar.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 13.Öğrenci işleri öğrencilere yardımcı olur.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 14.Üniversitenin dışarıda olumlu bir imajı vardır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 15.Öğretim elemanları kendi aralarında işbirliği ve dayanışma içindedirler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 16.Üniversite yönetimi, öğrencileri ve öğretim üyelerini, yönetmeliklere ve uygulamalara yönelik olarak zamanında ve doğru bilgilendirir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 17.Öğrenciler hocalarını farklı sorunlarını iletecek kadar yakın görürler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 18.Öğrenci-hoca-personel arasında iş birliği ve dayanışma vardır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 19.İdari personel öğrencilerin taleplerini karşılamada olumlu bir tutum içindedir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 20.Derslerin verilmiş şekli bilgi aktarmaktan çok düşünce ve beceri geliştirici niteliktedir  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 21.Öğrenciler, bölümlerindeki uygulamalara yönelik sorunlarını ve düşüncelerini yöneticilere yeterli düzeyde aktarabilirler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 22.Hiçbir öğretim elemanı öğrencilere karşı ayrımcılık yapmaz.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 23.Üniversitede, açılış, kuruluş, kapanış gibi günlerde törenlere önem verilir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 24.Öğretim üyeleri öğrencilerle iletişime her zaman açıktır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 25.Öğretim üyeleri hatalara karşı toleranslı davranırlar.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 26.Öğretim üyeleri hoca-öğrenci ilişkilerinde otoriteden yanadır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 27.Öğrenciler kendi bölümleri dışındaki bölümlerin işleyiş ve uygulamalarını da bilirler.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 28.Üniversitemizde, ders alıp bırakma işlemleri hızlı yapılır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 29.Öğrencilerin yeni ders açılması yönündeki düşünceleri/ tavsiyeleri dikkate alınır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 30.Üniversite yönetimi aydınlatma, ısıtma ve temizlik gibi konularda titiz davranır.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

- 31.Üniversitemizde, öğretim üyelerinin mesai giriş çıkış saatlerine dikkat edildiğini düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 32.Üniversitemizde laboratuvar, konferans salonu, aditoryum gibi mekanlarının sayısı yeterlidir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 33.Üniversitemizde karar alma mekanizmalarının hızlı işlediğini düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 34.Üniversitemiz içinde bulunduğu çevrenin gelişmesine katkı sağlar.(istihdam yaratmak gibi, vs)  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 35.Üniversite çevresinde yaşayan maddi durumu iyi olmayan halka ücretsiz dersler verilir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 36.Üniversitemizdeki teknolojik imkanlar yeterlidir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 37.Üniversitemizin genel durumu hakkındaki bilgilere sadece üst yönetimin sahip olduğunu düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 38.Kararlar aşağıdan yukarıya doğru uzanan bir onaylar silsilesi sonucunda, konu ile direkt bir bağlantısı olmasa da üst düzey bir yönetici tarafından verilir.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 39.Üniversitemizde not değiştirme/nota itiraz gibi işlemlerin kolay yapabiliyoruz.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 40.Üniversitemizdeki kariyer merkezinin (eğer varsa) yararlı olduğunu düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 41.Geleceğe umut ve coşku ile bakıyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 42.Benim için önemli olan konularda ileride başarılı olacağımı düşünüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 43.Gelecek bana bulanık ve belirsiz görünüyor.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 44.Kötü günlerden çok, iyi günler bekliyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 45.Geçmiş deneyimlerim beni geleceğe iyi hazırladı.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 46.Beni maddi açıdan tatmin edecek bir iş bulacağım konusunda umutluyum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 47.Gelecek on yıl içinde kendimi iş hayatında çok iyi pozisyonlarda görüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum
- 48.Bu okulda edindiğim bilgilerin beni iş hayatına hazırladığımı düşünmüyorum.  
Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

49.Beklentilerimi karşılayacak bir iş bulabileceğime inanmıyorum.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

50.Bu üniversitenin öğrencisi olmak bir ayrıcalıktır.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

51.Üniversite çağına gelen yakınlarıma bu fakülteyi tercih etmelerini öneririm.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

52.Öğrenciliğim sona erse de, kendimi bu üniversiteye ait olarak göreceğim.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

53.Eğitimin kalitesinden memnunum.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

54.Ders programı ve ders içeriklerinden memnunum.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

55.Okuduğum okuldan genel olarak memnunum.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

56. Öğretim üyelerinin öğrencilere yaklaşımından menunum.

Tamamıyla katılıyorum  Oldukça katılıyorum  Biraz katılıyorum  Pek katılmıyorum  Hiç katılmıyorum

### APPENDIX 3: Detailed Questionnaire Item Distributions

#### Perceived Effectiveness Scale

<i>Items</i>	<i>Dimensions</i>	<i>Source</i>
1. Öğrenci ile idari kadro ve hocaların ilişkileri iyi işler.	Relations	Adapted from Erdem and İşbaşı (2001)
2. Yönetimin etkili bir sorun çözme tarzı vardır.	Procedural effectiveness	Adapted from Erdem and İşbaşı (2001)
3. Öğrencilere kişisel gelişim için öğrenci kulüpleri, kurslar, geziler vs. gibi fırsatlar sunulur.	Students' personal development	By author – developed from Cameron (1981)
4. Öğrencilerin kişisel gelişimine akademik gelişime olduğu kadar önem verilir.	Students' personal development	By author – developed from Cameron (1981)
5. Eğitim gördüğümüz alanda iş bulabiliyoruz. (Öğrencilerin, eğitim gördükleri alanda iş bulabildiklerini düşünüyorum.)*	Students' career development	By author – developed from Cameron (1981)
6. Öğrenciler kariyer hedeflerine ulaşabilirler. (Öğrencilerin kariyer hedeflerine ulaşabildiklerini düşünüyorum.)*	Students' career development	By author – developed from Cameron (1981)
7. Uygulamalı derslerin sayısı yeterlidir.	Students' career development	By author – developed from Cameron (1981)
8. Öğrencilerin akademik becerileri yüksektir. (Örneğin; sunum yapabilme becerisi, proje hazırlama becerisi vs.)	Students' academic development	By author – developed from Cameron (1981)
9. Akademik aktivitelere önem verilir. (Örneğin; araştırma grupları oluşturmak, makale yazmak gibi)	Students' academic development	By author – developed from Cameron (1981)
10. Bana göre öğretim üyeleri profesyonel konferanslara gereken ölçüde katıldıklarını düşünüyorum. (Öğretim üyeleri profesyonel konferanslara gereken ölçüde katılırlar.)*	Faculty development	By author – developed from Cameron (1981)
11. Fakülte yayınlarının gereken düzeydedir.	Faculty development	By author – developed from Cameron (1981)
12. Öğretim üyeleri ofis saatlerinde ofislerinde bulunurlar.	Procedural effectiveness	By author
13. Öğrenci işleri öğrencilere yardımcı olur.	Relations	By author
14. Üniversitenin dışarıda olumlu bir imajı vardır.	Relations	Adapted from Erdem and İşbaşı (2001)
15. Öğretim elemanları kendi aralarında işbirliği ve dayanışma içindedirler.	Cooperation	Adapted from Erdem and İşbaşı (2001)
16. Üniversite yönetimi, öğrencileri ve öğretim üyelerini, yönetmeliklere ve uygulamalara yönelik olarak zamanında ve doğru bilgilendirir.	Communication	Adapted from Erdem and İşbaşı (2001)

17. Öğrenciler hocalarını farklı sorunlarını iletcek kadar yakın görürler.	Power distance	Erdem and İşbaşı (2001)
18. Öğrenci-hoca-personel arasında iş birliği ve dayanışma vardır.	Cooperation	Adapted from Erdem and İşbaşı (2001)
19. İdari personel öğrencilerin taleplerini karşılama olumlu bir tutum içindedir.		Adapted from Erdem and İşbaşı (2001)
20. Derslerin veriliş şekli bilgi aktarmaktan çok düşünce ve beceri geliştirici niteliktedir.	Procedural effectiveness	Erdem and İşbaşı (2001)
21. Öğrenciler, bölümlerindeki uygulamalara yönelik sorunlarını ve düşüncelerini yöneticilere yeterli düzeyde aktarabilirler.	Communication	Erdem and İşbaşı (2001)
22. Hiçbir öğretim elemanı öğrencilere karşı ayrımcılık yapmaz.	Relations	Adapted from Erdem and İşbaşı (2001)
23. Üniversitede, açılış, kuruluş, kapanış gibi günlerde törenlere önem verilir.	Procedural effectiveness	Adapted from Erdem and İşbaşı (2001)
24. Öğretim üyeleri öğrencilerle iletişime her zaman açıktır.	Communication	Erdem and İşbaşı (2001)
25. Öğretim üyeleri hatalara karşı toleranslı davranırlar.**	Power distance	Erdem and İşbaşı (2001)
26. Öğretim üyeleri hoca-öğrenci ilişkilerinde otoriteden yanadır.**	Power distance	Erdem and İşbaşı (2001)
27. Öğrenciler kendi bölümleri dışındaki bölümlerin işleyiş ve uygulamalarını da bilirler.  (Öğrencilerin kendi bölümleri dışındaki bölümlerin işleyiş ve uygulamalarını da bildiklerini düşünüyorum.)*	Communication	Adapted from Erdem and İşbaşı (2001)
28. Üniversitemizde, ders alıp bırakma işlemleri hızlı yapılıır  (Üniversitemizde, öğrencilerin ders alıp bırakma işlemleri hızlı yapılıır.)*	Structure	By author
29. Öğrencilerin yeni ders açılması yönündeki düşünceleri/ tavsiyeleri dikkate alınır.  (Öğrencilerin yeni ders açılması yönündeki düşünceleri/ tavsiyeleri dikkate alındığını düşünüyorum.)*	Structure	By author
30. Üniversite yönetimi aydınlatma, ısıtma ve temizlik gibi konularda titiz davranır.	Physical facilities	By author
31. Üniversitemizde, öğretim üyelerinin mesai giriş çıkış saatlerine dikkat edildiğini düşünüyorum.  (Öğretim üyelerinin mesai giriş çıkış saatlerine dikkat edilir.)*	Structure	By author
32. Üniversitemizde laboratuvar, konferans salonu, aditöryum gibi mekanlarının sayısı yeterlidir.	Physical facilities	By author
33. Üniversitemizde karar alma mekanizmalarının hızlı işlediğini düşünüyorum.	Decision-making	Ayral (2000)
34. Üniversitemiz içinde bulunduğu çevrenin gelişmesine katkı sağlar.(istihdam yaratmak	Environment relations	By author

gibi, vs)		
35. Üniversite çevresinde yaşayan maddi durumu iyi olmayan halka ücretsiz dersler verilir.	Environment relations	By author
36. Üniversitemizdeki teknolojik imkanlar yeterlidir.	Physical facilities	By author
37. Üniversitemizin genel durumu hakkındaki bilgilere sadece üst yönetimin sahip olduğunu düşünüyorum.	Decision-making	Ayral (2000)
38. Kararlar aşağıdan yukarıya doğru uzanan bir onaylar silsilesi sonucunda, konu ile direkt bir bağlantısı olmasa da üst düzey bir yönetici tarafından verilir.**	Decision-making	Ayral (2000)
39. Üniversitemizde not değiştirme/nota itiraz gibi işlemlerin kolay yapabiliyoruz.  (Üniversitemizde, öğrenciler not değiştirme/nota itiraz gibi işlemlerin kolay yapabilirler.)*	Structure	By author
40. Üniversitemizdeki kariyer merkezinin (eğer varsa) yararlı olduğunu düşünüyorum.	Procedural effectiveness	By author

\* Those items are the faculty questionnaire versions

\*\* Those items are reverse coded

## Students Sense of Hopelessness Scale

<i>Items (total 9)</i>	<i>Source</i>
<b><i>General life hopelessness:5 items</i></b>	
Geleceğe umut ve coşku ile bakıyorum.	Beck (1976) –translation Seber (1991)
Benim için önemli olan konularda ileride başarılı olacağımı düşünüyorum	Beck (1976) –translation Seber (1991)
Gelecek bana bulanık ve belirsiz görünüyor.**	Beck (1976) –translation Seber (1991)
Kötü günlerden çok, iyi günler bekliyorum.	Beck (1976) –translation Seber (1991)
Geçmiş deneyimlerim beni geleceğe iyi hazırladı.	Beck (1976) –translation Seber (1991)
<b><i>Career hopelessness: 4 items</i></b>	
Beni maddi açıdan tatmin edecek bir iş bulacağım konusunda umutluyum.	Adapted by author Beck (1976) –translation Seber (1991)
Gelecek on yıl içinde kendimi iş hayatında çok iyi pozisyonlarda görüyorum.	Adapted by author Beck (1976) –translation Seber (1991)
Bu okulda edindiğim bilgilerin beni iş hayatına hazırladığımı düşünmüyorum.**	Adapted by author Beck (1976) –translation Seber (1991)
Beklentilerimi karşılayacak bir iş bulabileceğime inanmıyorum.**	Adapted by author Beck (1976) –translation Seber (1991)

\*\* Those items are reverse coded

## Satisfaction Scales

<i>Students' educational satisfaction: 4 items</i>	<i>Source</i>
Eğitimin kalitesinden memnunum.	By author
Ders programı ve ders içeriklerinden memnunum.	By author
Okuduğum okuldan genel olarak memnunum.	By author
Öğretim üyelerinin öğrencilere yaklaşımından memnunum.	By author
<b><i>Faculty job satisfaction: 4 items</i></b>	
İş ortamının kalitesinden memnunum.	By author
İşimden memnunum.	By author
Çalıştığım okuldan genel olarak memnunum.	Translated from Küskü (2001)
Yaptığım iş beklentilerimi karşılamaktadır.	Bakan & Büyükbeşe (2004)

## Commitment Scales

<i>Students' commitment: 3 items</i>	<i>Source</i>
Bu üniversitenin öğrencisi olmak bir ayrıcalıktır.	Erdem and İşbaşı (2001)
Üniversite çağına gelen yakınlarıma bu fakülteyi tercih etmelerini öneririm.	Erdem and İşbaşı (2001)
Öğrenciliğim sona erse de, kendimi bu üniversiteye ait olarak göreceğim.	Erdem and İşbaşı (2001)
<i>Faculty commitment: 3 items</i>	
Bu üniversitenin öğretim üyesi olmak bir ayrıcalıktır.	Erdem and İşbaşı (2001)
Üniversite çağına gelen yakınlarıma bu fakülteyi tercih etmelerini öneririm.	Erdem and İşbaşı (2001)
Öğretim üyeliğim sona erse de, kendimi bu üniversiteye ait olarak göreceğim.	Erdem and İşbaşı (2001)

## REFERENCES

- Aldemir, C. & Gülcan, Y.(2004). “*Student Satisfaction in Higher Education: a Turkish Case*”, **Higher Education Management & Policy**, Vol.16, Issue 2, p.109, 14 p, 3.
- Allen, N.J. & Meyer, J.P. (1990). “*The measurement and variables associated with affective, continuance and normative commitment to the organization*”, **Journal of Occupational Psychology**, 63, 1-18.
- Angle, H.L. & Perry, J.L. (1981). “*An empirical Assessment of organizational Commitment and organizational Effectiveness*”, **Administrative Science Quarterly**, march 1981, V.26.
- Ayral, A. E. (2000). “*Kaosla Başatmenin Yolu: Hızlı-Esnek-Entegre-Yaratıcı Organizasyonlar*”, Doktora Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Bakan, İ. & Büyükbeşe, T. 2994. “*Örgütsel İletişim ve İş Tatminleri Unsurları Arasındaki İlişkiler: Akademik Örgütler için bi Alan Araştırması*”, **Akdeniz İ.İ.B.F. Dergisi** , (7),1-30.
- Bayram, L. (2005). “Yönetimde yeni bir paradigma: Örgütsel bağlılık”, **Sayıştay Dergisi**, S.59.
- Beck AT, Weismann A, Lester D, Trexler L. “*The measurement of pessimism: the hopelessness scale*”. **Journal of Consulting Clinical Psychology** 1974;42: 861-6
- Beck, A.(1976). **Cognitive therapy and the emotional disorders**. NY: International Universities Press.
- Billingsley, B.S. & Cross, L.H. (1992). “*Predictors of Commitment, Job Satisfaction, and Intent, to Stay in Teaching: A Comparison of General and Special Educators*”, **Journal of Special Education**, 25(4), 453-472.
- Borchers, A.S. & Teahan, L. (2000). Organizational commitment of part-time and distance faculty. Proceedings of the Association of Information Systems. Atlanta. Retrieved on March 18, 2002 from <http://www2.kettering.edu/~aborcher/articles/orgcommit472ELP.doc>.
- Buchanan, B. (1974). “*Building organizational commitment: The socialization of managers in work organizations*”, **Administrative Science Quarterly**, 19:533 – 546.

- Cameron, K.S. (1978). “*Measuring Organizational Effectiveness in the Institutions of Higher Education*”, **Administrative Science Quarterly**, Vol.23, No.4, pp.604-632.
- Cameron, K.S. (1981). “*Domains of Organizational Effectiveness in Colleges and Universities*”, **Academy of Management Journal**, Vol.24, No.1, 25- 48.
- Celep, C. (2000). “*Teachers organizational commitment in educational organizations*”, National Forum Journals, Retrieved on February 7, 2006, from <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Celep,%20Cevat%20Teachers%20Organizational%20Commitment%20in%20Educational%20Organizations.pdf>
- Chieffo, A.M. (1991). “*Factors contributing to job satisfactions and organizational commitment of college leadership teams*”, **Community College Review**, 19(12), 15-25.
- Erdem, F. & İşbaşı, Ö.J. (2001). “*Eğitim kurumlarında örgüt kültürü ve öğrenci alt kültürünün algılamaları*”, **Akdeniz Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi**, 1, 33-57.
- Farquharson, A.B. (2002). “*The Effect of Hopelessness on Students Engaged in Pattern Misbehavior – A Replication A Research Paper*”, University Of Wisconsin-Stout, Unpublished MSc Thesis.
- Flowers, V.S., Hughes, C.L. (1973), "Why employees stay", **Harvard Business Review**, Vol. 51 No.4, pp.49-60.
- Galaz-Fontes, J.F. (2002), "*Job satisfaction of Mexican faculty in a public state university: institutional reality through the lens of the professoriate*", PhD thesis, The Claremont Graduate University, Claremont, CA., .
- Godfrey, J.J. (1987) **A Philosophy of Human Hope** (Dordrecht, The Netherlands, Martinus Nijhoff)
- Goleman, D. (1996) **Emotional Intelligence**, Bloomsbury, London.
- Halpin, D. (2001). “*The Nature of Hope and its Significance for Education*”, **British Journal of Educational Studies**, Vol. 49, No. 4, December 2001, pp. 392 – 410.
- Harvey, L.(2001). “*Student Feedback: a Report to the Higher Education Funding Council for England, Centre for Research into Quality*”, University of Central England in Birmingham, Perry Barr, Birmingham, UK.

- Hamner, W.C. and Organ, W.D. (1978), **Organizational Behaviour**, Business Publications, Texas.
- Hagedorn, L.S. (1994), "*Retirement proximity's role in the prediction of satisfaction in academe*", **Research in Higher Education**, Vol. 35 No.6, pp.711-28.
- Hagedorn, L.S. (1996), "*Wage equity and female faculty job satisfaction: the role of wage differentials in a job satisfaction causal model*", **Research in Higher Education**, Vol. 37 No.5, pp.569-98.
- Hutchins, J.M. (1975) "*Interview with John Maynard Hutchins*", **Chronicle of Higher Education**, 14, 5.
- Kanter, R.B. (1968). "*Commitment and social organizations: A study of commitment mechanisms in utopian communities*", **American Sociological Review**, 33, 499 – 517.
- Küskü, F. (2001). "*Dimensions of Employee Satisfaction: A State University Example*", **METU Studies in Development**, 28 (3-4), 399 – 430.
- Küskü, F. (2003). "*Employee satisfaction in higher education: the case of academic and administrative staff in Turkey*", **Career Development International**, Volume 8, Number 7, November 2003, pp. 347-356(10)
- Lacy, F.J., Sheehan, B.A. (1997), "*Job satisfaction among academic staff: an international perspective*", **Higher Education**, Vol. 34 No.3, pp.305-22.
- Lysons, A. & Hartherly, D. & Mitchell, D.A. (1998). "*Comparisons of Measures of Organizational Effectiveness in U.K. Higher Education*", **Higher Education**, Vol. 36: 1-19.
- Manger, T., Eikeland, O. (1990), "*Factors predicting staff's intentions to leave in the university*", **Higher Education**, Vol. 19 pp.281-91.
- Meinke, J.R. (2000). "*A Study to Determine the Levels of Hopelessness in 18-Year-old Students Who Do or Do not Smoke Cigarettes*", The Graduate College, University of Wisconsin-Stout, MSc Thesis.
- Nieminski, C. M. (2000). "*Hopelessness, Its Impact On At-Risk Students and A Comparison of Alternative Education Programs*", The Graduate College, University Of Wisconsin-Stout May, MSc Thesis.
- Oshagbemi, T. (1997). "*Job Satisfaction Profiles of University Teachers*", **Journal of Managerial Psychology**, Vol.12, No.1, pp.27 – 39.

- Öngider, N., & Yüksel, I. (2002). “*Dokuz Eylül Üniversitesi Öğrencilerinin Psikolojik Gereksinimlerinin Belirlenmesi Üzerine Bir İnceleme*”, **Türk Psikoloji Bülteni**, Şubat.
- Pearson, D.A., Seiler, R.E. (1983), "*Environmental satisfiers in academe*", **Higher Education**, Vol. 12 pp.35-47.
- Pounder, J.S. (1999). “*Organizational effectiveness in higher education: managerial implications of a Hong Kong study*”, **Educational Management and Administration**, Vol.27, No, 4. pp.389 – 400.
- Pounder, J.S. (2001). “ ‘*New Leadership*’ and University Organizational Efectiveness: exploring the relationship”, **Leadership & Organization Development Journal**, 22/6, pp.281-290.
- Richards, B., O’Brien, T., & Akroyd, D. (1994). Predicting the organizational commitment of Marketing education and Health education teachers by work related rewards. Digital Library and Archives. Retrieved on April 24, 2006 from <http://scholar.lib.vt.edu/ejournals/JITE/v32n1/Richards.html>
- Robbins, S. (1990). **Organization Theory: Structure Designs and Applications**, 3<sup>rd</sup> edition, Prentice Hall, International edition.
- Salancik, G.R. (1977). “*Commitment and the control of organizational behavior*”, in Barry M.Straw and Gerald R. Salancik (eds.), *New Directions in organizational behaviour*: 1-54., Chicago: St.Clair.
- Seber, G. (1991). “*Beck umutsuluk ölçeğinin geçerlilik ve güvenilirliği üzerine bir çalışma*”, Anadolu Üniversitesi Tıp Fakültesi, Psikiyatri anabilim Dalı, Doçentlik Teci, Eskişehir.
- Stebbins, R.A: (1970a). “*Antecedents and outcomes of organizational commitment*”, **Administrative Science Quarterly**, 22, 46-56.
- Smart, J.C., Kh, G.D. & Tierney, G. (1997). “*The role of institutional cultures and decision approaches in promoting organizational effectiveness in two-year colleges*”, **The Journal of Higher Education**, Vol. 68, No.3, pp.256 – 81.
- Thornhill, A., Lewis, P., & Saunders, M.N.K. (1996). “*The role of employee communication in achieving commitment and quality in higher education*”, **Quality Assurance in Education**, 4(1). Retrieved on May 15, 2001, from Emerald database.
- Triger, L. (1999). “*Hope Springs Eternal*”, **Social Research**, 66, 2, 611-623.