

# PRINCIPAL SENSE of EFFICACY SCALE- TURKISH FORM (PSES-T)

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*Bir okul müdürü olarak aşağıda belirtilen görevleri ne düzeyde gerçekleştirmektесiniz?*

	Hiçbir Zaman	Nadiren	Bazen	Çoğunlukla	Her Zaman
18. Göreviniz gereği yapmanız gereken işler arasından önceliklerinizi doğru belirleyebilme	①	②	③	④	⑤
3. Görevlerinizi yerine getirirken zamanı iyi yönetebilme	①	②	③	④	⑤
11. Günlük iş programınızı zamanında yetiştirebilme	①	②	③	④	⑤
15. Müdürlüğün gerektirdiği kırtasiyecilik işleri (örn. resmi yazışmalar) ile baş edebilme.	①	②	③	④	⑤
12. Okulunuzu yönetmek için gerekli olan işlevsel ilke ve prosedürleri belirleyebilme	①	②	③	④	⑤
17. Okul müdürü olmanın stresi ile baş edebilme	①	②	③	④	⑤
2. Personeli, velileri ve öğrencileri ortak bir okul vizyonu oluşturmaya teşvik edebilme	①	②	③	④	⑤
6. Okulunuzda pozitif bir öğrenme ortamı oluşturma	①	②	③	④	⑤
9. Öğretmenlerinizi motive edebilme	①	②	③	④	⑤
7. Merkezi sınavlarda (örn. SBS, OSS) öğrencilerin başarısının artmasına katkı sağlayabilme.	①	②	③	④	⑤
16. Okul personelinin etik davranışlar sergilemesini sağlayabilme.	①	②	③	④	⑤
5. Okulunuzdaki öğrencilerin genelinde bir okul ruhu oluşturabilme.	①	②	③	④	⑤
14. Öğrencilerinizin olumlu davranışlar sergilemesini sağlayabilme	①	②	③	④	⑤
10. Okulunuzda, toplumda kabul gören değerleri yansıtabilme	①	②	③	④	⑤

## Reference:

For more information about Turkish form of the **Principal Sense of Efficacy Scale** please see:

Özer, N. (2013).Investigation of the primary school principals' sense of self-efficacy and professional burnout. **Middle-East Journal of Scientific Research**, 15(5), 682-691.  
[http://idosi.org/mejsr/mejsr15\(5\)13/11.pdf](http://idosi.org/mejsr/mejsr15(5)13/11.pdf)

## Turkish Adaptation:

### Translation:

Scale items were translated into Turkish using translation-back translation method with the help of a panel of four bilingual colleagues. The translated form was submitted to two scholars and two principals from the research sample to get their judgments about the comprehensibility of the items. Based on their feedback some minor corrections were done. In adapting process, the nine-point (1 Never-9 Always) Likert form, answers were reduced to five (1 Never-5 Always), as five-point format is more common and more useful to score for participants. The construct validity and reliability of the draft instrument was conducted based on the data obtained from 119 participating principals.

### Validity:

The construct validity was tested using exploratory factor analysis (EFA). Prior to EFA, the sampling adequacy of the data was tested with Kaiser-Meyer-Olkin (KMO) and Bartlett tests. As the data was found adequate for factor analysis (KMO = .80, Bartlett Test of Sphericity = 853.553,  $p=.000$ ), we proceeded to analyzing factor structure using principal components factor analysis. The initial factor analysis revealed the same three-factor structure as in the original scale. However, four items (items 1, 4, 8 and 13) were discarded as they had low loadings or fell into different factors. The resulting scale form with 14 items explained for 58.96% of the total variance, *management* factor explaining 24.78%, *instructional leadership* factor explaining 17.69%, and *moral leadership* factor explaining 16.49% of the variance. The factor loadings of the items in the adapted form of the scale ranged between ".43" and ".87".

### Reliability:

The internal consistency coefficients (Cronbach Alpha) were estimated ".844" for management factor, ".705" for *instructional leadership* factor, ".702" for *moral leadership* factor, and ".83" for the whole scale. Item-total correlation coefficients were between ".594" and ".864", indicating salient internal consistency.

### Subscale Scores

Turkish form of the PSES scale has three subscales as in original form. Subscales and items are indicated below:

Subscale/Boyut	Items/Maddeler
Efficacy for Management [Yönetime İlişkin Özyeterlik]	3, 11, 12, 15, 17, 18
Instructional Leadership [Öğretimsel Liderliğe İlişkin Özyeterlik]	2, 6, 7, 9
Moral Leadership Subscale [Etik Liderliğe İlişkin Özyeterlik]	5, 10, 14, 16