



International Journal of Contemporary Educational Research (IJCER)

www.ijcer.net

The Relationship between School Administrators' Supportive Behaviors and Teachers' Job Satisfaction and Subjective Well-Being

Ramazan Ertürk¹

¹Republic of Turkey Ministry of National Education,
 0000-0002-8140-0895

Article History

Received: 23.06.2021

Received in revised form: 10.09.2021

Accepted: 26.10.2021

Article Type: Research Article

To cite this article:

Ertürk, R. (2021). The relationship between school administrators' supportive behaviors and teachers' job satisfaction and subjective well-being. *International Journal of Contemporary Educational Research*, 8(4), 184-195. <https://doi.org/10.33200/ijcer.956667>

This article may be used for research, teaching, and private study purposes.

Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden.

Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles.

The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material.

The Relationship between School Administrators' Supportive Behaviors and Teachers' Job Satisfaction and Subjective Well-Being

Ramazan Ertürk^{1*}

¹Republic of Turkey Ministry of National Education

Abstract

This research aimed to determine the relationships between school administrators' supportive behaviors and teachers' job satisfaction and subjective well-being via a correlational survey model, a quantitative research method. The study group of this research was composed of 400 teachers working employed at primary schools in the city center of Bolu. Principal Support Scale, Teaching Satisfaction Scale, and Teacher Subjective Well-being Questionnaire were used in the study. Since the data had a normal distribution, parametric tests were utilized in data analysis.

Research results demonstrated positive and highly significant relationships between informational support and teachers' job satisfaction and subjective well-being; between informational support and teachers' job satisfaction and between principal support and emotional (expressive) support dimension and teachers' subjective well-being. Supportive behaviors of school administrators were found to have a significant impact on teachers' job satisfaction and subjective well-being. Teachers' job satisfaction was found to affect their subjective well-being levels. The findings that school administrators provided moderate emotional and informational support to teachers and teachers had moderate job satisfaction were also remarkable and striking. This study presented the importance of school administrators' supportive behaviors, finding that school administrators' support predicted both teachers' job satisfaction and subjective well-being.

Keywords: Principal support, Job satisfaction, Subjective well-being, School administrator, Teacher.

Introduction

Education has a vital role in the progress and development of countries and in shaping their future. Personal and professional development is very important for teachers to achieve job satisfaction (Bui and Baruch, 2010). School administrators have important responsibilities in ensuring teachers' personal and professional development (Evers and Eacott, 2016). Rapid changes and developments in the 21st century require innovation and change in education as well. It is believed that support for teachers from school administrators, which provides for innovation and change in schools, not only increases teachers' performance in education, but also has a positive impact on their job satisfaction and subjective well-being by enabling them to develop personally and professionally.

Administrator/supervisor support refers to meeting the needs of employees to increase their performance levels, the supportive activities that will make employees feel that they are a valuable asset and increase their quality of work life and the positive relationship between administrators and employees (Bhanthumnavin, 2003). The main elements of this type of support are respect, trust and the administrator's desire and efforts to help employees (Gagnon and Michael, 2004). Perceived administrative support is employee beliefs about being cared for and valued for their contributions to the organization by their administrators (Pohl and Galletta, 2016). Administrative support provided to teachers in schools includes professional, personal and environmental support (Short, 1992) and time, project, educational support and resources (Kıral, 2016). The attitudes and behaviors that constitute administrator/supervisor support consist of appraisal of teachers' efforts and the degree of this appraisal and placing emphasis on teachers' personal and professional development (Eisenberger, Stinglhamber, Vandenberghe, Sucharski and Rhoades, 2002).

* Corresponding Author: *Ramazan Ertürk, koroglu522@hotmail.com*

Principal support, conceptualized by House (1981) as having four dimensions as emotional, instrumental, informational, and appraisal, was adapted to teachers by Littrell, Billingsley and Cross (1994) with the following dimensions: emotional, instrumental, professional and appraisal support. Günbayı, Dağlı and Kalkan (2013) conceptualized the dimensions of principal support as emotional support, instrumental support and informational support. This research was conducted within the scope of these dimensions. Emotional principal support refers to the type of support demonstrated when principals/supervisors accept their employees as they are, value them by showing respect and affection and helping them to cope with conflict, stress and difficulties they encounter (Bhanthumnavin, 2000). Instrumental support refers to the provision of materials, resources, space, and time needed by teachers, while informational support refers to principals' constructive and ongoing feedback on teachers' work, support for teachers' professional development, and the provision of current and useful information and guidance to teachers regarding effective instructional practices (Littrell et al., 1994). It is very important that principals support teachers in creating a school climate where teachers are valued, where they can work peacefully and comfortably, where their ideas, requests and complaints are considered, where their problems are solved effectively and where their achievements are appreciated. Previous studies in the literature show that principal/supervisor support increases employees' job satisfaction (Qureshi and Hamid, 2017), organizational commitment and organizational citizenship behavior (Wang, 2014), and performance (Azman, Sieng, Ajis, Dollah, and Boerhannoeddin, 2009), while decreasing perceptions of organizational cynicism (Oezkara, Taş, and Aydintan, 2019) and burnout (Salahian, Oreizi, Abedi, Soltani, 2012). Therefore, it can be assumed that the support from the principal is effective in ensuring teachers' job satisfaction..

Job satisfaction refers to the feelings and expectations of employees towards their job and the organization. Job satisfaction can give an idea about employees' general feelings and thoughts towards their job and the organization (Miner, 1992). Job satisfaction occurs only when the job characteristics match the employee's desires (Davis, 1982) or when the employee's psychological and other needs are met (Aziri, 2011). The individual has needs, desires and expectations in work life. The employee may experience job satisfaction as well as job dissatisfaction in regards to these feelings and expectations. Therefore, job satisfaction is the result of job behaviors within the organization.

Employees satisfied with their jobs do not tend to be absent from work, do not intend to quit work and ask fewer sick reports. Therefore, employees participate in work voluntarily in the organizations where job satisfaction is achieved. At the same time, problems related to unions such as strikes and slowdown strikes, decreased productivity, discipline problems and other organizational problems are commonly experienced in organizations where job satisfaction is not achieved (Erdoğan, 1996). Job satisfaction is experienced when the benefits of the job match employee expectations (Bingöl, 1990). Job satisfaction is not possible unless the needs of the employees are met (Kaynak, 1990). The factors affecting job satisfaction are the job itself, wages, promotion opportunities, administrative style, co-workers relations and working conditions. When job satisfaction increases, employee performance and job quality increase in organizations; but job dissatisfaction results in tardiness, absenteeism and decreased organizational commitment (Özdevecioğlu and Doruk, 2009). A high level of job satisfaction and receiving support from their principals will contribute to teachers' happiness and achievement because they will enjoy their work and feel committed to the school. All these positive factors will contribute to high subjective well-being levels in teachers.

Subjective well-being is a concept emphasized in the field of positive psychology in the 21st century. Literature in psychology refers to subjective well-being as individuals' perceptions of their lives as good and high quality and evaluating their lives as being good. In daily life, subjective well-being is expressed as happiness (Diener, 2000). Subjective well-being (Diener, Lucas and Oishi, 2002), the individual's inclination towards positive affect rather than negative affect based on cognitive and affective self-evaluation, is a general evaluation of the individual's life satisfaction and positive-negative affect (Diener, 1984). When individuals have positive feelings and thoughts about their lives, their subjective well-being levels will be higher (Cihangir-Çankaya, 2005). Individuals with high levels of subjective well-being exert more efforts to be socially beneficial (Deci and Ryan, 2009). In this sense, the teaching profession stands out in regards to its social benefits. Teaching is a demanding and stressful profession that requires a high level of emotional labor (Brennan, 2006). This is due to the stress caused by overcrowded classes, lack of material resources in schools, a high paperwork burden, political pressure on schools, disciplinary problems, and insufficient rewards and recognition (Akçamete, Kaner, and Sucuoğlu, 2001). Higher levels of stress can cause teachers' job satisfaction to decrease and negative situations to arise, such as absenteeism, mental disorders, abandonment of teaching, and failure to meet students' needs (Naylor, 2001). When stress experienced by teachers becomes chronic, it may result in burnout (Jennett, Harris and Melsbov, 2003) and cause emotional and physical fatigue and psychological and other health problems (Grayson and Alvarez, 2008; Schonfeld, 2001). On the other hand, burnout starts with fatigue, desperation, hopelessness, negative self-concept, feeling of uselessness and negative attitudes towards other people and can lead to

psychosomatic diseases and, in the end, quitting the profession (Çelik, 2013). Therefore, teachers' subjective well-being is negatively affected in these cases.

Organizations can only be successful when employees are efficient and effective. Efficient and effective work of employees depends on their health and happiness. Employees who are healthy and happy will strive to achieve organizational goals. Therefore, organizations need to ensure employees' physical and psychological health and happiness. In addition, meeting the needs and expectations of teachers will ensure having physically and psychologically healthy teachers at school organizations which are needed to ensure the development of the schools, the education system and the society (Toplu, 2012). In this sense, it is believed that teachers' subjective well-being levels are related to both principal support and job satisfaction.

Moreover, high job satisfaction enables employees to be healthier and happier and to carry these positive feelings to other areas in their lives. The absenteeism of employees with high job satisfaction decreases. They work in more fruitful cooperation with other employees in the organization and strive to achieve more (Tok and Bacak, 2013). Job satisfaction is considered an independent variable in 21st century organizations and human resources policies are developed in this direction (Keser, 2005). Teachers' job satisfaction and subjective well-being levels are important in the quality of educational activities, the achievement of students and schools and innovation and change practices. Teachers should be guided and supported to increase their job satisfaction and subjective well-being levels. At this point, supportive behaviors of school administrators stand out because these behaviors will swiftly and concretely contribute to teachers' happiness, job satisfaction and professional development. Therefore, this research is a significant and original contribution to present the relationships between school administrators' supportive behaviors and teachers' both job satisfaction and subjective well-being levels. In this context, this research set out to determine the relationships between principals' supportive behaviors and teachers' job satisfaction and subjective well-being. For this purpose, answers to the following questions were sought:

- 1- What is the level of school administrators' supportive behaviors, teachers' job satisfaction and subjective well-being based on teacher perceptions?
- 2- Is there a significant relationship between principals' supportive behaviors and teachers' job satisfaction and subjective well-being?
- 3- Does principals' supportive behavior predict teachers' job satisfaction and subjective well-being?

Method

Research Model

Correlational survey model, one of the quantitative research methods, was used in this study. This model is used to obtain the thoughts and attitudes of the teachers participating in the research and to determine the degree of the relationship between the variables with strong statistical techniques such as regression (Balçı, 2013).

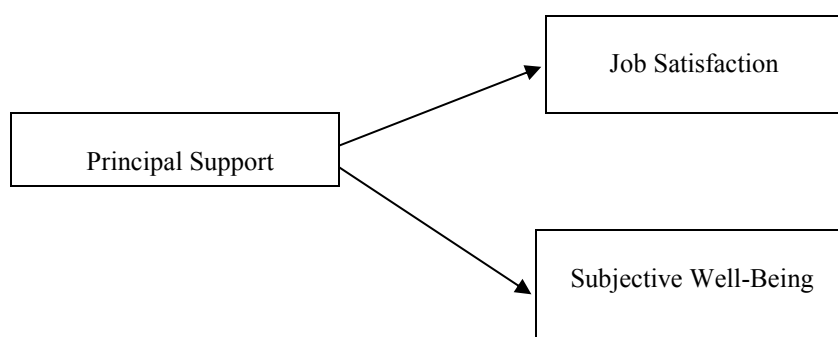


Figure 1. Research Model

Study Group

The study group composed of 400 teachers working in elementary schools in the city center of Bolu. The entire study group was reached in the study; therefore, no sampling was required. The teachers participated in the study group on a voluntary basis. Of the 356 teachers who volunteered to participate in the study, 289 returned the scales that were analyzed in this study.

Data Collection Tools

Principal Support Scale, Teaching Satisfaction Scale, and Teacher Subjective Well-being Questionnaire were used as data collection tools in the study. The data were collected with quantitative data collection techniques.

Principal Support Scale: Developed by Litrell (1992), the scale was reorganized by DiPaola (2012) with 16 items in 4 sub-dimensions as emotional support (4 items), appraisal support (4 items), instrumental support (4 items), and professional support (4 items). The Principal Support Scale, adapted to Turkish by Günbay et al. (2013), consists of a total of 16 items in three sub-dimensions, including emotional support (4 items), instrumental support (4 items) and informational support (8 items). The scale adapted to Turkish by Günbay et al., (2013) was used in this study. The Cronbach alpha coefficient of the 6-point Likert scale (1= disagree at all, 2= disagree, 3= partially disagree, 4= partially agree, 5= agree, 6= fully agree) was .82 for the emotional support dimension, .94 for the informational support dimension, and .88 for the instrumental support dimension, while the Cronbach alpha coefficient of the total scale was .95. In this study, the Cronbach Alpha coefficient of the scale was found to be .83 in the emotional support dimension, .92 in the informational support dimension, .87 in the instrumental support dimension and .93 for the total scale.

Teaching Satisfaction Scale: The teaching Satisfaction Scale, developed by Ho and Au (2006) and adapted into Turkish by Demirtaş (2010), consists of 5 items and a single dimension. The Cronbach Alpha coefficient of the 5-point Likert type (1= Strongly disagree, 2= Disagree, 3= Moderately agree, 4= Agree, 5= Completely agree) scale was calculated as .84 by Demirtaş (2010). In this study, the Cronbach Alpha coefficient was determined as .86 based on the reliability analysis.

Teacher Subjective Well-being Questionnaire: Teacher Subjective Well-being Questionnaire developed to measure teachers' job-specific subjective well-being by Renshaw, Long and Cook (2015) as a 4-point Likert type scale (1= Almost never, 2= Sometimes, 3= Often, 4= Almost always), was adapted into Turkish by Ergün and Nartgün (2017). The scale consists of a total of 8 items in two dimensions: school connectedness (4 items) and teaching efficacy (4 items). The Cronbach Alpha coefficient of the scale was .81 in the school connectedness dimension by Ergün and Nartgün (2017) and .79 in the teaching efficacy dimension, while the Cronbach Alpha coefficient of the total scale was .82. In this study, the Cronbach Alpha coefficient of the scale was .80 in the school connectedness dimension, .78 in the teaching efficacy dimension and .81 for the total scale. Based on the examination of Cronbach Alpha coefficients of the scales used in the research, it can be argued that they had high reliability.

Data Collection Process- Data Analysis

Before submitting a request to the Bolu Abant İzzet Baysal University Human Research Ethics Committee, the permissions required to use each scale for data collection in this research were obtained from the researchers who developed and/or adapted it into Turkish. After the approval of the Ethics Committee, necessary permissions for the implementation were obtained from the Directorate of National Education and the data collection tools were delivered to 400 teachers online. Principals and teachers were informed about the study. Participation in the study was voluntary. Feedback was obtained from 289 of the 356 teachers who agreed to participate in the study and data was collected for the study..

The data obtained in the research were analyzed using the SPSS 20 program. Skewness and Kurtosis coefficients were utilized to check the normality of the data. Kurtosis and skewness values between +1.5 and -1.5 indicate suitability of data for normal distribution (Tabachnick and Fidell, 2013). The analysis showed that the data were suitable for normal distribution since the following data were between +1.5 and -1.5: Principal support total scale score (Skewness: -.613; Kurtosis: .183), emotional support (Skewness: -.983; Kurtosis: .291), instrumental support (Skewness: -.641; Kurtosis: 1.014) and informational support (Skewness: -.912; Kurtosis: .384) sub-dimensions; Teaching Satisfaction Scale total score (Skewness: -.264; Kurtosis: -.342); and Subjective Well-Being Scale total score (Skewness: -.644; Kurtosis: .236), school connectedness (Skewness: -1.023; Kurtosis: -.280) and teaching efficacy (Skewness: -.116; Kurtosis: -.116) sub-dimensions. Therefore, parametric tests were used in the research. Arithmetic mean and standard deviation scores were calculated to determine teachers' views on school administrators' supportive behaviors, job satisfaction, and subjective well-being. Pearson correlation analysis was used to determine the relationships between school administrators' supportive behaviors, teachers' job satisfaction and teachers' subjective well-being while multiple regression analyses were conducted to determine the effect of school administrators' supportive behaviors on teachers' job satisfaction and subjective well-being.

Findings

Principals' supportive behaviors, teachers' job satisfaction and subjective well-being perceptions

Table 1 presents teacher perceptions of school administrators' supportive behaviors, teachers' job satisfaction, and subjective well-being.

Table 1. Principals' Supportive Behaviors, Teachers' Job Satisfaction and Subjective Well-Being Perceptions

Scales and Dimensions	N	\bar{x}	Sd
Emotional Support	289	4.20	0.38
Instrumental Support	289	5.08	0.51
Informational Support	289	4.30	0.36
Total Principal Support	289	4.28	0.41
Job Satisfaction	289	3.36	0.21
School Connectedness	289	2.90	0.35
Teaching Efficacy	289	2.84	0.24
Total Subjective Well-Being	289	2.85	0.29

According to Table 1, teachers "partially agreed" that administrators' supportive behaviors were in emotional support dimension ($\bar{x}=4.20$); informational support dimension ($\bar{x}=4.30$) and principal support scale total ($\bar{x}=4.28$). Teachers "agreed" that administrators' supportive behaviors were centered on instrumental support dimension ($\bar{x}=5.08$). This finding demonstrated that principals moderately supported teachers in emotional support and informational support dimensions as well as total principal support scale. In contrast, they were supported at high levels in the instrumental support dimension.

Teachers' job satisfaction perceptions were moderate ($\bar{x}=3.36$) and their subjective well-being levels were at the level of "often" in the dimension of school connectedness ($\bar{x}=2.90$), teaching efficacy ($\bar{x}=2.84$) and subjective well-being total scale ($\bar{x}=2.85$). These findings indicate that teachers' job satisfaction was moderate and their subjective well-being levels were high.

The relationship between school administrators' supportive behaviors and teachers' job satisfaction and subjective well-being

Table 2 presents the results of the Pearson correlation analysis for examining the relationships between school administrators' supportive behaviors and teachers' job satisfaction and subjective well-being.

Table 2. Pearson Correlation Analysis Results regarding the Relationships between School Administrators' Supportive Behaviors and Teachers' Job Satisfaction and Subjective Well-Being

Principal Support Scale and Sub-Dimensions		Job Satisfaction	Subjective Well-Being
Emotional Support	r	.541**	.772**
	p	.000	.000
Instrumental Support	r	.523**	.612**
	p	.000	.000
Informational Support	r	.702**	.752**
	p	.000	.001
Principal Support	r	.653**	.714**
	p	.000	.000

** $p < 0.01$, Note: The correlation coefficient as absolute value points to a high level relationship when it is between 0.71-1.00; to a moderate level relationship between 0.70-0.31 and to a low level relationship between 0.30-0.00 (Büyükoztürk, 2011).

Table 2 demonstrates a positive and moderate relationship between the emotional support provided by school administrators and teachers' job satisfaction ($r=.541$; $p < 0.01$) while there was a highly significant positive correlation was found between the emotional support provided by school administrators and teachers' subjective well-being ($r=.772$; $p < 0.01$). There was a moderately significant positive relationship between instrumental support from school administration and teachers' job satisfaction ($r=.523$; $p < 0.01$) and their subjective well-being ($r=.612$; $p < 0.01$), while there was a highly significant positive relationship between informational support from school administrators and teachers' job satisfaction ($r=.702$; $p < 0.01$) and their subjective well-being ($r=.752$; $p < 0.01$). There was a positive and moderate relationship between the overall principal support scale and teachers'

job satisfaction ($r=.653$; $p<0.01$) and a highly significant positive correlation between the overall principal support scale and subjective well-being ($r=.714$; $p<0.01$).

The effect of school administrators' supportive behaviors on teachers' job satisfaction

Table 3 presents the results of multiple regression analysis conducted to determine whether emotional, instrumental and informational support -the dimensions of principal support-predicted teachers' job satisfaction.

Table 3. Simple Regression Analysis Results for Predicting Teachers' Job Satisfaction by School Administrators' Supportive Behaviors

Dependent Variable	Independent Variable	β	t	p	F	p	R ²
Job Satisfaction	Constant	1.16	3.66	0.00	79.47	0.00	0.67
	Principal Support	0.69	5.86	0.00			

* $p<0.01$

According to Table 3, principal support ($F=79.47$; $p<0.01$) significantly predicted teachers' job satisfaction and explained 67% ($R^2 = 0.67$) of the total variance in teachers' job satisfaction. Examination of the p value showed that principal support was a significant predictor of job satisfaction ($p<0.01$). This finding asserts that principal support affects teachers' job satisfaction.

The effect of supportive behaviors of school administrators on teachers' subjective well-being

Table 4 shows the results of multiple regression analysis regarding whether principal support dimensions (emotional, instrumental and informational support) predicted teachers' subjective well-being levels and school connectedness and teaching efficacy sub-dimensions of subjective well-being.

Table 4. Multiple Regression Analysis Results on How School Administrators' Supportive Behaviors Predicted Teachers' Subjective Well-Being

Dependent Variable	Independent Variable	β	t	p	F	p	R ²
School Connectedness	Constant	1.16	4.19	0.00	73.25	0.00	0.59
	Emotional Support	0.39	4.79	0.00			
	Instrumental Support	0.34	5.36	0.00			
	Informational Support	0.36	5.72	0.00			
Teaching Efficacy	Constant	1.42	3.95	0.00	76.55	0.00	0.67
	Emotional Support	0.26	3.34	0.00			
	Instrumental Support	0.41	5.86	0.00			
	Informational Support	0.46	5.88	0.00			
Subjective Well-Being	Constant	1.02	3.81	0.00	68.34	0.00	0.64
	Principal Support	0.56	4.82	0.00			

* $p<0.01$

According to Table 4, the sub-dimensions of principal support predicted teachers' school connectedness ($F=73.25$; $p<0.01$) and teaching efficacy ($F=76.55$; $p<0.01$) while principal support scale total score was a significant predictor of teachers' subjective well-being ($F=75.22$; $p<0.01$). Together, principal support sub-dimensions accounted for 59% of the total variance in teachers' school connectedness ($R^2 = 0.59$) and 67% ($R^2 = 0.67$) of the total variance in teaching efficacy. Principal support scale total score explained 67% of the total variance in teachers' subjective well-being levels ($R^2 = 0.64$). When the p-values were examined, it was found that the dimensions of emotional, instrumental, and informational support were significant predictors of teachers' school connectedness and teaching effectiveness, the sub-dimensions of subjective well-being. It was also found that the total score of the principal support scale was a significant predictor of teachers' subjective well-being ($p < 0.01$). These findings show that the emotional, instrumental and informational support provided to teachers by school administrators affects teachers' subjective well-being levels, school connectedness and teaching efficacy.

Conclusion, Discussion and Recommendations

According to the results of this study, teachers received moderate emotional and informational support from their administrators while they had a high level of informational support. Özdemir (2010), Derinbay (2011), Özdemir-Demirel (2012), Doğan (2014) and Ertürk, Keskinçelik Kara and Güneş (2016) concluded in their research that teachers' perceptions of principal support were high. While it is a positive finding that the support provided to teachers by principals, who can be regarded as the most accessible administrator staff, is at moderate levels in regards to emotional and informational support and in regards to general principal support, providing higher levels of support to teachers is important to ensure job satisfaction, increase teachers' well-being levels and improve their performance. Primarily, school administrators meet the informational or emotional support needs of teachers at schools. While this finding points to the fact that school administrators support teachers at a moderate level based on teachers' opinions, it also raises questions about the competence of school administrators in supporting teachers. The factors related to school administrators' efficacy can be listed as school administrators' support for teachers' professional development, effective communication with teachers, ensuring teachers' participation in decision-making and making, and being fair, equal, and ethical. Moreover, school administrators' informational support related to the professional development of teachers in many areas, such as support in planning, teaching methods and techniques, evaluation etc., requires efficacy and competence. Employees who believe that they are supported by their administrator/supervisors contribute to the organization by taking an active role in making and implementing creative and original decisions and developing risk-taking and problem-solving skills (Üstün, 2018). Today, the heavy workload of school administrators (especially assistant principals) may have led to a decrease in their supportive behaviors towards teachers. However, most of the administrative tasks done at school can be handled easily through digital systems in the age of technology today. In this sense, school administrators can allocate time to support teachers. The fact that school administrators are responsible for supervising classes means that they need to support teachers at higher levels because ensuring professional development and providing enrichment and guidance activities are important in the 21st century supervision approach. Therefore, the support that school administrators will provide to teachers will ensure that their supervisory duties are more sensible and successful.

School administrators' supportive behaviors such as providing materials, meeting the needs in classrooms, repairing broken furniture and systems, allowing teachers to use their skills and abilities, encouraging them to take the initiative by increasing their motivation and empowering them ensure that educational activities are more efficient and effective (Ertürk, 2008) and positively affect job satisfaction and organizational commitment (Ertürk, 2021; Purcell, Kinnie, Swart, Rayton and Hutchinson, 2009). Therefore, school administrators' supportive behaviors, especially in emotional and informational dimensions, will positively affect teachers in various ways.

Teachers' job satisfaction was found to be "moderate". Although it can be regarded as a positive finding, higher job satisfaction levels will increase teachers' motivation, performance, commitment, professional dedication, student achievement and school efficiency. Employees with high job satisfaction stay in the organization longer (Shalley, Gilson and Blum, 2000), their intention to leave the organization decreases or disappears (Aghaei, Keivan and Shahrbanian, 2012) and high job satisfaction positively affects organizational productivity and employees' physical and psychological conditions (De Simone, Cicotto and Lampis, 2016). In this sense, teachers' job satisfaction can be increased to higher levels and their performance, professional dedication and subjective well-being can be improved. For this, it should be ensured that the teaching profession should be made an ideal profession by better incentives and teachers are offered better conditions to perform their profession. Moreover, higher job satisfaction will improve teachers' attitudes towards work and ensure that teachers have more positive attitudes, increase the quality of pedagogical activities and thus student and school performance, and consequently lead to a decrease in negative situations such as burnout, intention to quit work, stress, alienation and withdrawal. Indeed, the relevant literature supports this finding. The studies conducted by Miles (2010) and Makela (2014) reported that job attendance increased in teachers due to higher job satisfaction and emphasized that lower job satisfaction levels led to undesirable situations such as burnout, desire to quit their jobs and absenteeism. Demirtaş (2010) also found that as a result of the higher job satisfaction, the quality of the educational activities offered to students increased and the students' achievement levels improved.

Teachers' subjective well-being levels were at the level of "often" in the dimension of school connectedness, teaching efficacy and subjective well-being total scale which points to a high level of subjective well-being. Öztürk (2015) reported that teachers had "high" levels of subjective well-being while Sasmoko, Herisetyantri, Suroso, Harisno, Ying, Rosalin, Chairiyani, Pane and Permai (2017) concluded that they had "moderate" levels of subjective well-being. Individuals with a high level of subjective well-being may have a healthier and longer life and higher performance. Therefore, these individuals display more productive and positive organizational behaviors (Diener and Ryan, 2009; Öztürk, 2015).

When teachers' subjective well-being levels are high, both the quality of the education they provide and the relationship they establish with their students increase. They can establish a more positive communication with their students (Spilt, Koomen and Thijs, 2011; Öztürk, 2015). Subjective well-being improves social relations by creating a positive environment in schools (Diener and Scollon, 2014). In this sense, when teachers have positive assessments about their teaching efficacy and have high level of subjective well-being in general, the education they will provide to students will be of higher quality and more effective. Subjective well-being may directly or indirectly affect teachers' motivation levels, psychological states, quality of work life, and performance, therefore, a high level of subjective well-being is crucial in establishing positive relationships among teachers, creating a healthy school climate, and ensuring that teachers, who are at the center of educational activities, fulfill their duties and increase their performance.

The study found a positive and moderate relationship between school administrators' emotional, instrumental support and principal support total scale and teachers' job satisfaction and a positive and high-level relationship between school administrators' informational support and teachers' job satisfaction. This result shows that school administrators' support, especially in the informational dimension, and teachers' job satisfaction tend to move in the same direction. It can be argued that school administrators' supportive behaviors towards teaching are very important for teachers to be productive in their educational activities and to achieve job satisfaction. School administrators' support for teachers on current educational issues and encouragement for participation in congresses and symposiums for teachers to improve themselves in professional matters will facilitate the fulfillment of the profession's requirements, which will increase their job satisfaction levels. Sarıkaya (2019) and Gülbahar (2020) reported a positive relationship between administrator support and job satisfaction. In this sense, the literature supports the result of this research. In addition, school administrators' informational support can contribute to the success of teachers by ensuring that they are effective and productive. Thus they can experience the fulfillment and joy of teaching new things to their students.

The study found that principal support influences teachers' job satisfaction. This result shows that the supportive behavior of the school principal has predictive power on teachers' job satisfaction. In other words, it can be assumed that the job satisfaction of teachers who are supported by the school principal will also increase. Many studies highlighted that job satisfaction and motivation of staff who felt supported by their administrators/supervisors increased and therefore their organizational commitment and performance improved. (Aarons, Sommerfeld and Walrath-Greene, 2009; Chen, Eisenberger, Johnson, Sucharski and Aselage, 2009; Dawley, Andrews and Bucklew, 2008; Rhoades and Eisenberger, 2006). Administrator support was found to affect organizational effectiveness and employee performance (Rhoades and Eisenberger, 2002; Emhan, Kula and Töngür, 2013), sense of belonging (Özbek and Kosa, 2009) and job satisfaction (Ingersoll, 2001; Şahin, 2013; Şahin and Dursun, 2009; Tillman and Tillman, 2008; Waseem, 2010).

School administrators' supportive behaviors in emotional, instrumental and informational dimensions affect teachers' subjective well-being levels, school connectedness and teaching efficacy. School administrators' supportive behaviors were found to have a predictive power on teachers' well-being, school connectedness and teaching efficacy. Therefore, it can be argued that the subjective well-being levels of teachers supported by school administrators will increase. The studies on the organizational and individual effects of administrator/supervisor support in the literature concluded that administrator/supervisor support affected employees' psychological well-being (Ertürk et al., 2016) and their intention to quit work (Payne and Huffman, 2005; Tekleab, Takeuchi and Taylor, 2005; Telli, Telli, Ünsar and Oğuzhan, 2012). Moyle (1998) reported that administrator/supervisor support positively affected the well-being of employees. Üstün (2018) stated that administrator/supervisor support perception had a negative and significant effect on employees' intention to quit their jobs. Therefore, school administrators' support to teachers will increase their teaching efficacy and school connectedness; thereby their subjective well-being levels. Employees who believe their administrators support them are more likely to experience integration and identification with the organization (Üstün, 2018). Since administrative support is the belief of employees that they are cared for by their administrators and that their administrators value their contributions to the organization (Pohl and Galletta, 2016), it can be argued that teachers' subjective well-being is naturally positively influenced by administrators' supportive behaviors. As a result, it was found that school administrators' supportive behaviors significantly affect teachers' job satisfaction and subjective well-being levels. School administrators' supportive behaviors were also found to affect teachers' job satisfaction, subjective well-being levels. In this study, the finding regarding moderate levels of emotional and informational support provided to teachers by school administrators was noteworthy and the finding that teachers' job satisfaction was moderate. The fact that the support provided to teachers by school administrators predicted both job satisfaction and subjective well-being revealed the importance of school administrators' supportive behaviors. Therefore, it would be beneficial for school administrators to support teachers in emotional, informational and instrumental dimensions to increase their job satisfaction and maintain their high-level subjective well-being. Considering that

teachers' job satisfaction affects their performance, intention to quit work, burnout, absenteeism, quality of pedagogical activities and students' achievement (Demirtaş, 2010; Miles, 2010; Makela, 2014), teachers' moderate job satisfaction is not satisfactory because teachers are the most important and the only factor that directly affects the quality of pedagogical activities. The following recommendations can be made in line with the findings and results obtained in the research:

1-In order to increase teachers' principal support perceptions; the school administrators;

a) should give their full attention to teachers while listening to them, be more honest and frank with the teachers, support teachers' decisions, and make them feel valuable (emotional support dimension).

b) should ensure that teachers are aware of current teaching methods and techniques by offering suggestions for the improvement of teaching in their classroom practices, be able to guide teachers' planning, implementation and evaluation activities and support their participation in activities that will contribute to their professional development such as conferences and symposiums (informational support dimension)

2- It is necessary to make the teaching profession more ideal with incentives to increase teachers' job satisfaction to higher levels. For this, teachers' salaries and prestige in the society can be increased and teachers can be provided with the opportunities to develop themselves as required by the profession.

3- Since school administrators' supportive behaviors positively affect teachers' subjective well-being, school administrators should continue providing emotional, informational and instrumental support to teachers. As concluded by this study, the moderate level emotional and informational support provided to teachers (as concluded by this study) should be increased.

4- A qualitative research may be conducted to explore the opinions of both teachers and school administrators about school administrators' support to teachers.

Limitations of the Research

This research is limited to the opinions of 289 teachers employed in the center of Bolu and their responses to the items on the Principal Support Scale, Teaching Satisfaction Scale and Teacher Subjective Well-being Questionnaire.

References

- Aarons, G. A., Sommerfeld, D. H., & Walrath-Greene, C. M. (2009). Evidence-based practice implementation: The impact of public versus private sector organization type on organizational support, provider attitudes, and adoption of evidence-based practice. *Implementation Science*, 4(83), 1-13.
- Aghaei, N., Keivan, M., & Shahrbanian, S. (2012). Relationship between organizational justice and intention to leave in employees of sport and youth head office of Tehran. *European Journal of Experimental Biology*, 2(5), 1564-1570.
- Akçamete, G., Kaner, S., & Sucuoğlu, B. (2001). *Burnout, job satisfaction and personality in teachers*. Ankara: Nobel Publication.
- Aziri, B. (2011). Job satisfaction: A literature review. *Management Research and Practice*, 3(4), 77-86.
- Azman, I., Sieng, L. L. C., Ajis, M. N., Dollah, N. F., & Boerhannoeddin, A. (2009). Relationship between supervisor's role and job performance in the workplace training program. *Analele Stiintifice ale Universitatii "Alexandru Ioan Cuza" din Iasi-Stiinte Economice*, 56, 237-251.
- Balcı, A. (2013). *Sosyal bilimlerde araştırma, yöntem, teknik ve ilkeler. Research, method, technique and principles in social sciences*. Ankara: Pegem Academy.
- Bhanthumnavin, D. (2000). Importance of supervisory social support and its implications for HRD in Thailand. *Psychology and Developing Societies*, 12(2), 155-166.
- Bhanthumnavin, D. (2003). Perceived social support from supervisor and group members' psychological and situational characteristics as predictors of subordinate performance in Thai work units. *Human Resource Development Quarterly*, 14, 74-97.
- Bingöl, D. (1990). *Personnel management and human relations*. Erzurum: Ataturk University Press.

- Brennan, K. (2006). The managed teacher: Emotional labour. *Education, and Technology. Educational Insights*, 10, 55-65.
- Bui, H., & Baruch, Y. (2010). Creating learning organizations: A systems perspective. *The Learning Organization*, 17(3), 208-227.
- Büyüköztürk, Ş. (2011). *Data analysis handbook for social sciences: statistics, research design, SPSS applications and comment* (15th Edition). Ankara: Pegem Academy.
- Chen, Z., Eisenberger, R., Johnson, K. M., Sucharski, I. L., & Aselage, J. (2009). Perceived organizational support and extra-role performance: which leads to which?. *The Journal of social psychology*, 149(1), 119-124.
- Cihangir-Çankaya, Z. (2005). *Self-determination model: Autonomy support, need satisfaction and well being*. Unpublished doctoral thesis, Gazi University Institute of Social Science, Ankara.
- Çelik, M. (2013). The effect of communication skills of administrators working in secondary education institutions in Arnavutköy district of Istanbul on teacher motivation and academic burnout. Master thesis, Yeditepe University Institute of Social Science, İstanbul.
- Davis, K. (1982). *Human behavior in business, organizational behavior*. (Çev., K. Tosun). İstanbul: I. U. Faculty of Business Publications.
- Dawley, D. D., Andrews, M. C., & Bucklew, N. S. (2008). Mentoring, supervisor support and perceived organizational support: What matters most?. *Leadership & Organization Development Journal*, 29(3), 235-247.
- Deci, E. L., & Ryan, R. M. (2009). The "what" and "why" of goal pursuits: human needs and the self determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Demirtaş, Z. (2010). Teachers' job satisfaction levels. *Procedia Social and Behavioral Sciences*, 9, 1069- 1073.
- Derinbay, D. (2011). *The perceived organizational support level of primary school teachers*. Unpublished master's thesis, Pamukkale University Institute of Social Science, Denizli.
- De Simone, Cicotto and Lampis (2016). Occupational stress, job satisfaction and physical health in teachers. *Revue Européenne de Psychologie Appliquée/European Review of Applied Psychology*, 66(2), 65-77.
- Diener, E. (1984). Subjective well-Being. *Psychological Bulletin*, 95(3), 542-575.
- Diener, E. (2000). Subjective well-being: The science of happiness, and a proposal for a national index. *American Psychologist*, 55, 34-43.
- Diener, E., Lucas, R. E., & Oishi, S. (2002). Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder & S. J. Lopez (Eds.), *The handbook of positive psychology* (pp.63-73). New York: Oxford University Press.
- Diener, E. & Ryan, K. (2009). Subjective well-being: a general overview. *South African Journal of Psychology*, 39(4), 391-406.
- Diener, E. and Scollon, C. N. (2014). The generalist's corner the what, why, when, and how of teaching the science of subjective well-being. *Teaching of Psychology* 41(2), 175-183.
- DiPaola, M. F. (2012). Conceptualizing and validating a measure of principal support. In Michael F. DiPaola & Patrick B. Forsyth (Eds.), *Contemporary challenges confronting school leaders*. Charlotte, NC: Information Age.
- Doğan, S. (2014). *Perceptions of primary school teachers on organizational support (Case of Polatli district)* Unpublished master's thesis, Hacettepe University Institute of Education Science, Ankara.
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, L. I., & Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee refention. *Journal of Applied Psychqolog*, 87, 565-573.
- Emhan, A., Kula, S., & Töngür, A. (2013). Analysis of relationship among manager support, organizational commitment, organizational performance, and burnout with structural equation model: the case of government Sector. *Hacettepe University Faculty of Economics and Administrative Sciences Journal*, 31(1), 53-69.
- Erdoğan, İ. (1996). *Organizational behavior in business management*. İstanbul: Faculty of Business Publication.
- Ergün, E., & Sezgin Nartgün, Ş . (2017). Adaptation of teacher subjective wellbeing questionnaire (tswq) to Turkish: A validity and reliability Study. *Sakarya University Journal of Education*, 7(2) , 385-397. doi: 10.19126/suje.296824.
- Ertürk, A., Kesinkılıç Kara, S. B., & Güneş, D. Z. (2016). Emotional labor and psychological well-being: Perception of administrative support as a predictor. *Abant İzzet Baysal University Journal of the Faculty of Education*, 16(4), 1723-1744.
- Ertürk, R. (2021). *The relationship between teachers' behavioral empowerment and organizational commitment*. Unpublished doctoral dissertation, Bolu Abant İzzet Baysal University Graduate Education İnstitute, Bolu.

- Evers, C. W., & Eacott, S. (Eds.). (2016). *New directions in educational leadership theory*. Routledge, Taylor ve Francis Group.
- Gagnon, M. A., & Michael, J. H. (2004) Outcomes of perceived supervisor support for wood production employees. *Forest Products Journal*, 54(12), 172-177.
- Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24(5), 1349-1363.
- Gülbahar, B. (2020). Investigation of the relationship between teachers' supervisor support, work engagement, school effectiveness and job satisfaction perceptions. *International Social Sciences Studies Journal*, 6(63), 2277-2299.
- Günbayı, İ., Dağlı, E., & Kalkan, F. (2013). The relation between primary school principals' supportive behaviors and teachers' organizational citizenship behaviors. *Educational Administration: Theory and Practice*, 4(4), 575-602.
- Ho, C.L., & Au, W. T. (2006). Teaching satisfaction scale: Measuring job satisfaction of teachers. *Educational and Psychological Measurement*, 66, 172-185.
- House, J.S. (1981). *Work stress and social support*. Reading, MA: Addison-Wesley.
- Ingersoll, R. M. (2001). teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Jennett, H. K., Harris, S. L. & Mesibov, G. B. (2003). Commitment to philosophy, teacher efficacy, and burnout among teachers of children with autism. *Journal of Autism and Developmental Disorders*, 33, 583-593.
- Kaynak, T. (1990). *Organizational behavior*. Istanbul: Istanbul University Faculty of Business Publications.
- Keser, A. (2005). The relationship between job satisfaction and life satisfaction: An application in the automotive industry. *Journal of Labor and Society, Economy and Law*, 4(7), 77-96.
- Kıral, E. (2016). *Time management in school administrators*. Ankara: Eyuder Publications.
- Littrell, P. (1992). *The effects of principal support on general and special educators' stress, job satisfaction, health, school commitment, and intent to stay in teaching* (Unpublished doctoral dissertation). Virginia Polytechnic Institute and State University, Blacksburg, USA.
- Littrell, P., Billingsley, B., & Cross, L. (1994). The effects of support on general and special educators' stress, job satisfaction, health, commitment, and intent to stay in teaching. *Remedial and Special Education*, 15, 297-310.
- Makela, K. (2014). *PE Teachers' job satisfaction, turnover, and intention to stay or leave the profession*. Unpublished doctoral dissertation, University of Jyväskylä, Jyväskylä, Finland.
- Miles, W. L. (2010). *Correlational study of leadership style and teacher job satisfaction in two head start programs*. (Unpublished doctoral dissertation), Capella University, Minnesota, USA.
- Miner, J. B. (1992) *Industrial-organizational psychology*. New York: McGraw-Hill Book Company.
- Moyle, P. (1998). Longitudinal influences of managerial support on employee wellbeing. *Work & Stress*, 12(1), 29-49.
- Naylor, C. (2001). Teacher Workload and Stress [Electronic Resource]: An International Perspective on Human Costs And Systemic Failure. BC Teachers' Federation BCTF Research Report. Retrieved From <https://bctf.ca/Publications/Researchreports.aspx?id=5566> On 16.02.2017.
- Qureshi, M. A., & Hamid, K. (2017). Impact of supervisor support on job satisfaction: A Moderating role of fairness perception. *International Journal of Academic Research in Business and Social Sciences*, 7(3), 235-242.
- Özbek, M. F., & Kosa, G. (2009). The influence of affective commitment, organizational support, upper management support and empowerment on service quality: A study of bank employees in Kyrgyzstan. *Journal of Erciyes University Faculty of Economics and Administrative Sciences*, 34, 189-212.
- Özdemir, A. (2010). The relationship of perceived superior support and individualism collectivism with organizational citizenship behaviors in primary schools. *Educational Administration: Theory and Practice*, 16(1), 93-112.
- Özdemir-Demirel, G. (2012). *The styles of school principals' using power sources and the relationship between principle support and citizenship behaviour*. Unpublished master thesis, Gazi University Institute of Education Science, Ankara.
- Özdevecioğlu, M., & Doruk, N. Ç. (2009). The effects of work-family conflict and familywork conflict on employee's job and life satisfaction in organizations. *Journal of Erciyes University Faculty of Economics and Administrative Sciences*, 33, 69-99.
- Özkara, Z. U., Taş, A., & Aydın, B. (2019). The mediating effect of leader-member exchange in the relationship between perceived supervisor support and organizational cynicism. *International Journal of Society Researches*, 12(18. ÜİK Special Issue), 101-137.

- Öztürk, A. (2015). The predictor role of life goalteachers have and social support on subjunctive well-being. *International Journal of Turkish Educational Science*, 3(5), 338-347.
- Payne, S. C., & Huffman, A. H. (2005). A longitudinal examination of the influence of mentoring on organizational commitment and turnover. *Academy of Management Journal*, 48(1), 158-168.
- Pohl, S., & Galletta, M. (2016). The role of supervisor emotional support on individual job satisfaction: A multilevel analysis. *Applied Nursing Research*, 33, 61-66.
- Purcell, J., Kinnie, N., Swart, J., Rayton, B. and Hutchinson, S. (2009). *People management and performance*. London: Routledge.
- Rask, K., Astedt-Kurki, P. and Laippala, P.(2002). Adolescent subjective well-being and realized values. *Journal of Advanced Nursing*, 38(3), 254-263.
- Renshaw, T. L., Long, A. C., & Cook, C. R. (2015). Assessing teachers' positive psychological functioning at work: Development and validation of the teacher subjective wellbeing questionnaire. *School Psychology Quarterly*, 30(2), 289-306.
- Rhoades, L., and Eisenberger, R. (2002), Perceived organizational support: A review of the literature. *Journal Of Applied Psychology*, 87(4), 698-714.
- Rhoades, L. S., & Eisenberger, R. (2006). When supervisors feel supported: relationships with subordinates' perceived supervisor support, perceived organizational support, and performance. *Journal of Applied psychology*, 91(3), 689.
- Salahian, A., Oreizi, H. R., Abedi, M. R., & Soltani, I. (2012). Co-workers/Supervisor support and burnout. *Interdisciplinary Journal of Contemporary Research in Business*, 4(1), 141-148.
- Sarıkaya, Ş. (2019). *The perception of organizational trust and organizational support as teachers' job satisfaction predictor*. Unpublished master thesis, İstanbul Sabahattin Zaim University Institute of Social Sciences, İstanbul.
- Sasmoko, S., Herisetyantri, I., Suroso, J. S., Harisno, Ying, Y., Rosalin, K., Chairiyani, R. P., Pane, M. M. ve Permai, S.D. (2017). Am I a well being teacher? (A review of subjective wellbeing for elementary teachers). *Man in India*, 97(19), 293-300.
- Schonfeld, I. S. (2001). Stress in first-year women teachers: The context of social support and coping. *Genetic, Social, and General Psychology Monographs*, 127, 7547-8756.
- Shalley, C. E., Gilson L. L., & Blum, T. C. (2000). Matching creativity requirements and the work environment: Effects on satisfaction and Intentions to leave. *The Academy of Management Journal*, 43(2), 215-223.
- Short, P. M. (1992). *Dimensions of teacher empowerment*. 30 Mart 2020 tarihinde https://pdfs.semanticscholar.org/8cb6/03a96b57aab5b9ede0b088ab7e8a9d2b5bae.pdf?_ga=2.176043362.1118196562.1585571367-464447360.1584454271 sitesinden alınmıştır.
- Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011). Teacherwellbeing: Theimportance of teacher-student relationships. *EducationalPsychologyReview*, 23(4), 457-477.
- Şahin, H. & Dursun, A. (2009). Pre-school teachers' job satisfaction: Burdur example. *Mehmet Akif Ersoy University Journal of Education Faculty*, 9(18), 160-174.
- Şahin, İ. (2013). Job satisfaction levels of teachers. *YYÜ Eğitim Fakültesi Dergisi*, 1, 142-167.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Boston: Allyn and Bacon.
- Tok, T., & Bacak, E. (2013). The relationship between job satisfaction of teachers and their perception of transformational leadership characteristics for their school administrators. *Journal Of New Results in Science*, 10, 1135-1166.
- Toplu, Y. N. (2012). *Burnout levels of preschool and primary school teachers*. Master thesis, Adnan Menderes University Social Sciences Institute, Aydın.
- Üstün, F. (2018). Moderating role of wage and additional payments on effect of managerial support perception to turnover intention: Sample of accommodations companies. *Journal of Travel and Hospitality Management*, 15(3), 560-581.
- Tekleab, A. G., Takeuchi, R., & Taylor, M. S. (2005). Extending the chain of relationships among organizational justice, social exchange, and employee reactions: The role of contract violations. *Academy of Management Journal*, 48(1), 146-157.
- Telli, E., Ünsar, A. S., & Oğuzhan, A. (2012). The impact of leadership attitude styles on employee organizational burnout and the tendency to leave from job: A topic related application. *Ejovoc (Electronic Journal of Vocational Colleges)*, 2(2), 135-150.
- Wang, Z. (2014). Perceived supervisor support and organizational citizenship behavior: The role of organizational commitment. *International Journal of Business and Social Science*, 5(1), 210-214.
- Waseem, M. (2010). Relative importance of pay level satisfaction, career development opportunities, and supervisor support in perceived organizational support. *Journal of Yasar University*, 5(19), 3264-3277.