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EXAMINING THE RELATIONSHIPS BETWEEN PRINCIPAL SUPPORT, SYNERGISTIC CLIMATE, ORGANIZATIONAL ATTRACTIVENESS AND JOB SATISFACTION: A STRUCTURAL EQUATION MODELLING ¹

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Abstract

The aim of this research is to examine the relationships between the variables of principal support, synergistic climate, organizational attractiveness and job satisfaction. The sample of the research is 349 teachers working in the central districts of Battalgazi and Yeşilyurt in Malatya province in the 2022-2023 academic year. The data of the research were obtained with the questionnaires consisting of the principal support scale, the synergistic climate scale, the organizational attractiveness scale and the job satisfaction scale. The data obtained in the research were analysed by structural equation modelling. According to the findings of the research, principal support directly affects the synergistic climate of the school, its organizational attractiveness and job satisfaction of teachers at a positive and significant level. Synergistic climate directly affects organizational attractiveness and job satisfaction at a positive and significant level. Principal support explains approximately 47% of the variance in synergistic climate. Organizational attractiveness directly affects job satisfaction positively and significantly. Principal support and synergistic climate variables together explain approximately 54% of the

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variance in organizational attractiveness. Principal support, synergistic climate, and organizational attractiveness variables altogether explain approximately 56% of the variance in job satisfaction.

Keywords: Principal Support, Synergistic Climate, Organizational Attractiveness, Job Satisfaction, Structural Equation Modelling.

Müdür Desteği, Sinerjik İklim, Örgütsel Çekicilik ve İş Doyumu Arasındaki İlişkilerin İncelenmesi: Bir Yapısal Eşitlik Modellemesi

Öz

Bu araştırma kapsamında, öğretmenlerin algıladıkları müdür desteği, sinerjik iklim, örgütsel çekicilik ve iş doyumunu değişkenlerinin birbirleriyle olan ilişkilerinin incelenmesi amaçlanmıştır. Araştırmanın örneklemini Malatya ili Battalgazi ve Yeşilyurt merkez ilçelerinde 2022-2023 eğitim-öğretim yılında görev yapmakta olan 349 öğretmen oluşturmaktadır. Araştırmanın verileri müdür destek ölçeği, sinerjik iklim ölçeği, örgütsel çekicilik ölçeği ve iş doyumunu ölçeğinden oluşan veri toplama aracı ile elde edilmiştir. Araştırma kapsamında elde edilen veriler Yapısal eşitlik modellemesi ile analiz edilmiştir. Araştırma sonucunda elde edilen bulgulara göre, müdür desteği, okulun sinerjik iklimini, örgütsel çekiciliğini ve öğretmenlerin iş doyumunu doğrudan pozitif yönde anlamlı düzeyde etkilemektedir. Sinerjik iklim, örgütsel çekiciliği ve iş doyumunu doğrudan pozitif anlamlı düzeyde etkilemektedir. Müdür desteği, sinerjik iklimdeki varyansın yaklaşık olarak %47'sini açıklamaktadır. Örgütsel çekicilik, iş doyumunu doğrudan pozitif yönde anlamlı düzeyde etkilemektedir. Müdür desteği ve sinerjik iklim değişkenleri, örgütsel çekicilikteki varyansın yaklaşık olarak %54'ünü açıklamaktadır. Müdür desteği, sinerjik iklim ve örgütsel çekicilik değişkenleri iş doyumundaki varyansın yaklaşık olarak %56'sını açıklamaktadır.

Keywords: Müdür Desteği, Sinerjik İklim, Örgütsel Çekicilik, İş Doyumu, Yapısal Eşitlik Modellemesi.

INTRODUCTION

Education is one of the fundamental elements of society that lasts throughout life. It helps to create an individually and socially desired structure with the functions it has (Çalık, 2023, p. 2). Schools are special environments created to achieve educational goals according to the expectations and demands of society (Gözütok, 2021, p. 27). In other words, schools are the basic units established to achieve the goals of the education system. School principals are the people who organise, coordinate, direct and supervise teachers and other staff to achieve goals in schools (Arslan & Sevinç, 2020, p. 12).

School principals have critical roles such as providing coordination among school staff, leading staff, effectively managing educational programs and making decisions accordingly (Sarpkaya, 2021). By encouraging and guiding teachers, school principals can increase their performance and effectiveness, thereby increasing student achievement. In this respect, the support provided by principals to teachers is important (Okçu, 2021, pp. 244-245).

Principal Support

Principal support is the assurance that the school principal will help teachers when they need it to do their jobs effectively and to cope with the difficulties they will encounter (Demirel, 2012; Erdogan & Clement, 2023). Principal support is one of the important concepts that affect the success of teachers and the school. It is expected that school principals' supportive behaviour towards teachers will contribute to the success and development of the school (Demirtaş et al., 2017).

Principal support affects the organisation in many ways. The school principal should assist teachers in improving their teaching, should display an approachable, supportive and understanding attitude, and at the same time should set high standards for teachers' performance (Cemaloğlu, 2018, p. 118). Principals should aim to increase the productivity of teachers in terms of quality and quantity with the support they provide (Yaman, 2018).

The school principal plays a key role in improving the outcomes of the school by influencing the climate and environment of the school as well as the capacity and motivation of the teachers (Pont et al., 2008). In other words, the principal shapes the capacities, motivations and working conditions of teachers. In this way, the principal indirectly affects the learning environment of the students. The principal helps provide the conditions necessary for effective teaching and learning. The principal plays a key role in improving school outcomes by influencing teachers' motivation and capacity, school climate and environment (Özdemir & Kavak, 2020, p. 21).

Synergistic Climate

Synergistic climate can be defined as the existence of cooperation, solidarity, unity of goals and vision among employees in the organisation (Kaya, 2014).

The actions, tasks and mental activities that people can do alone are limited (Kaya, 2014). Humans are creatures that live collectively. Since the early periods of history, relations between people have gone beyond living together and become more complex. People who were previously able to meet their needs on their own have discovered the synergy resulting from group work and have formed partnerships to use this synergistic effect (Akın, 2021, p. 131).

Synergy means “power, common desire to do and complete a job, collaboration and additional power” (Turkish Language Association [TDK], 2023a). They form organizational structures when they need more than the sum of their individual efforts. The organisation can be efficient if it can create synergy. Therefore, creating synergy is one of the reasons why organisations are formed (Genç, 2019, p. 27).

Synergy is the coming together of parts to form a whole greater than the sum of their parts. The relationships between the parts that make up the whole have a different meaning than the parts themselves. These parts, integrated with other parts, gain meaning through the relationships between them (Cüceloğlu, 1998, p. 312).

Synergy is the combination of human energies. The energy that emerges by creating synergy is greater than the energies that created it. Thus, the energy that emerges is not just a combination of energies, but more than the existing energies. It is the management that will ensure this (Töremen, 2001). In short, synergy, which means that the whole is more than the sum of its parts, refers to the direction of organisation resources towards a common goal (Aktan, 2012).

From an organizational perspective, synergy provides the necessary power and motivation for people who come together to achieve the same goals to do things they cannot do on their own (Gürlek, 2010). The reason for creating synergy in organisations is to increase efficiency and loyalty, and to create a common vision and a positive organizational culture. The synergy created in the organisation increases the efficiency of employees and provides benefits to the organisation (Papatya, 1996).

Synergistic Climate Dimensions

While defining the synergistic climate, Kaya (2014) stated that it consists of the dimensions of unity of purpose, harmony, group dynamics, vision and solidarity. These dimensions combine to form the synergistic climate. Kaya (2014) stated that, just as in the definition of synergy, the synergistic climate created by the combination of these dimensions is greater than the sum of these parts.

The willingness to become a member of an organisation can be expressed as organizational attractiveness (Akman & Özdemir, 2018). The concept of attractiveness means “comeliness, mood, charm, allure, attraction, state of being attractive, appeal, desirable, appealingness, glamorous” (TDK, 2023b). It can be expressed as a feature that creates feelings such as sympathy and liking in people and leaves positive effects on people. In other words, emotions such as liking and sympathy are related to the attractiveness of the relevant person, group, place,

organisation or object (Dündar-Akçay, 2012). Attractiveness can be interpreted as the individual's willingness to be liked and to attract attention. In the literature, the concept of organizational attractiveness is explained as the organisation being defined as an "attractive work environment" by candidates willing to work there (Akman, 2017).

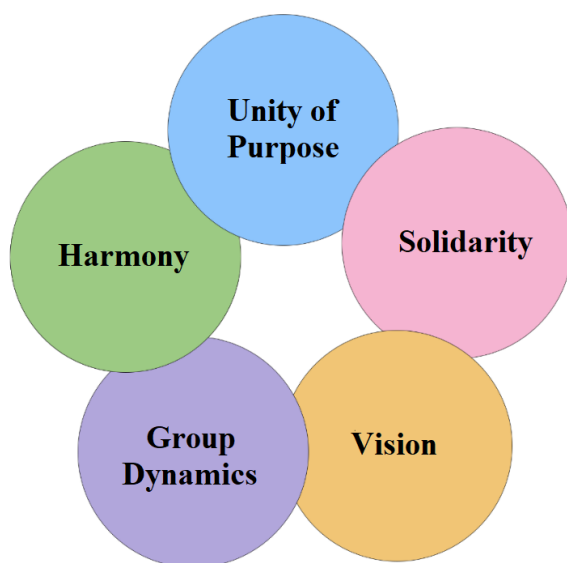


Figure 1. Synergistic climate dimensions. Adapted from Kaya (2014).

Organizational Attractiveness

When considered in the context of an organisation, attractiveness refers to the degree to which the organisation is viewed as a place to work. The attractiveness of an organisation is determined by the factors that make the organisation more attractive and appreciated compared to other organisations. Attractive organisations are preferred more by potential employees (Dündar-Akçay, 2012). Aiman-Smith et al. (2001) defined organizational attractiveness as a general positive effect or attitude toward the organisation. Attractive organisations are viewed as entities desired by individuals for the initiation of a relationship.

Job Satisfaction

Job satisfaction refers to the positive emotions, reactions, attitudes and behaviours that people feel regarding their work (Demirtaş & Çaçan, 2021). The concept of satisfaction is defined as "the state of being pleased, satiety and contentment" (TDK, 2023c). Job refers to the effort to produce goods and

services carried out in an organizational environment. A job undertaken in return for a fee takes place over a period of time and creates certain relationships. Satisfaction, on the other hand, is a type of emotional response (Akşit-Aşık, 2010).

Individuals spend most of their time working throughout their lives. Therefore, job is of great importance for people. It is known that employees, as social beings, have certain values that they care about throughout their working lives and that success will occur when these values coincide and integrate with the values of the organisation they work for (Özde, 2023).

Job satisfaction refers to the emotional responses of individuals to the tasks they are expected to perform and to the physical and social conditions of the job. It is an indicator of how well an individual meets the expectations of his/her job (Demirtaş & Ersözlü, 2010; Güçlü & Zaman, 2011).

In other words, it involves the comparison between individuals' expectations and what they achieve (Yüksel & Yüksel, 2014). Job satisfaction occurs when the employee's wishes and expectations intersect with the characteristics of the job. Therefore, it can be thought that there is a proportion between the degree to which the job meets the needs of the employees and the level of job satisfaction, and they develop together (Akşit-Aşık, 2010). Job satisfaction is the belief of employees that they do their jobs well, that they enjoy doing them, and that they are satisfied with their work in return for their efforts. It also indicates the levels of satisfaction with the workplace and the work done (Akman-Balta, 2022, pp. 2-3).

It is seen that employees with increased job satisfaction are more motivated (Polat, 2020, p. 365). The fact that employees with high job satisfaction enjoy their jobs, prioritize the goals of the organisation, increase their performance, have a high level of satisfaction, and therefore are happy, peaceful and healthy, are also factors that affect the efficiency of the organisation (Dağdeviren-Ertaş, 2020, p. 275).

Factors Affecting Job Satisfaction

There are many factors that cause and affect job satisfaction, which is related to how employees feel (Akman-Balta, 2022, p. 2). It can be said that determining the factors affecting job satisfaction and carrying out remedial studies on the ones that can be intervened in favor of teachers will have many benefits (Atik, 2021, p. 171).

These factors vary among societies, cultures and individuals (Yüksel & Yüksel, 2014). For some employees, age and length of service in the profession may have

an impact, while for others, factors such as status and wages may affect job satisfaction levels (Özde, 2023). It is possible to discuss these factors affecting job satisfaction in two groups as organizational factors and individual factors (Demirtaş & Alanoğlu, 2015).

Purpose and Importance of the Research

School principals are people who are responsible for the effective and efficient operation of schools. In this respect, it is very important for principals to guide, direct and support teachers and create a strong communication environment (Özkuk, 2017). Activities that support teachers (Kıral, 2021, p. 642), a synergistic school climate where interaction and integration are ensured (Çağırman, 2022), the school being found attractive and appealing (Dural et al., 2014), and teachers having a high level of job satisfaction (Koç et al., 2009) can make it easier to achieve educational goals by enabling teachers to do their jobs better.

Some of the variables used in the literature review to evaluate the level of achievement of school goals are the levels of principal support perceived by teachers, synergistic climate, organizational attractiveness and job satisfaction. Within the scope of this research, the relationships between these variables were examined by structural equation modelling.

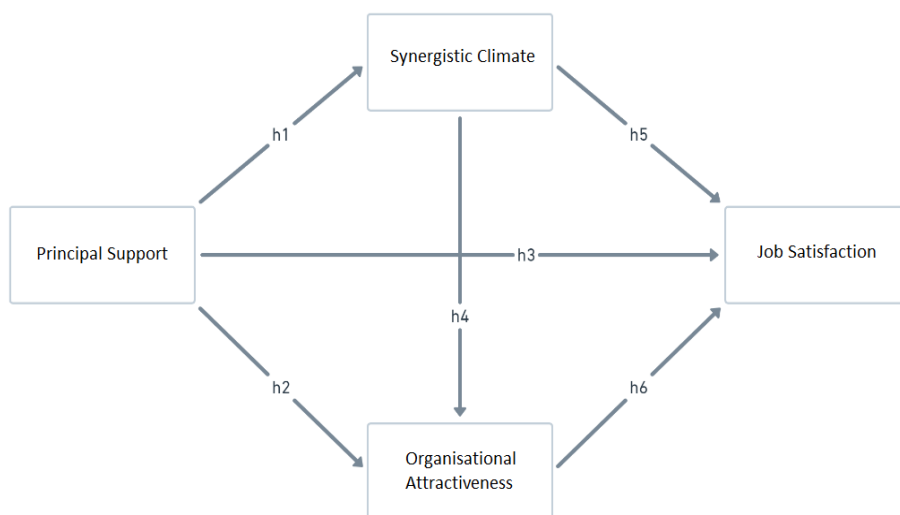


Figure 2. Structural model to be tested

The use of structural equation modelling within the scope of the research provides the opportunity to test the relationships between variables simultaneously.

Different variables used in the studies in the literature were examined together within the scope of this research. It can be stated that this will provide the opportunity to evaluate the variables as a whole.

METHOD

Research Model

This research is a correlational study that determines the relationships between teachers' perceived principal support, the synergistic climate of the school, the organizational attractiveness of the school, and teachers' job satisfaction levels.

Correlational studies are studies used to find, predict, and determine the context of relationships between two or more variables (Gliner et al., 2017, p. 46). In correlational studies, hypotheses that reveal the relationship structures between variables are tested. In this way, statistically significant and non-significant relationships between variables are revealed (Yıldırım, 2017).

In correlational studies, when examining the co-variation of more than one variable, various techniques such as cross tables, correlation analysis, regression analysis or structural equation modelling are used (Tuncer, 2020, p. 225). In this research, Path Analysis, a type of Structural Equation Modelling, was used as the analysis method to determine the relationships between variables.

Structural Equation Modelling (SEM) is widely used in evaluating the relationships between variables and in developing and testing theoretical models (Taşkın & Akat, 2010, pp. 3-4). SEM, which provides the opportunity to evaluate many variables together, is a statistical technique that enables the establishment of models in which causal relationships between variables are predicted, the collective evaluation of the effects of customized models on each other, and the evaluation of the relationships between variables in the established models with the partial parameters calculated for the model (Boysan, 2006).

Path Analysis based on Structural Equation Modelling is very useful in revealing the direct and indirect relationships between variables (Şahinler & Görgülü, 2000). The correlation coefficients calculated for variables include the effects of the variables alone and their effects together with other variables, in other words, indirect effects. Therefore, it is not possible to explain all the relationships between variables using only correlation coefficients. In this respect, it is necessary to distinguish between direct and indirect forms of influence and to define these relationships in detail. For this purpose, Path Analysis technique is used (Çokluk et al., 2021, p. 333).

Study Group

The population of the research is the teachers working in public schools in the central districts of Battalgazi and Yeşilyurt in Malatya province in the 2022-2023 academic year. According to the statistics of Malatya Provincial Directorate of National Education, a total of 8360 teachers work in public schools in Battalgazi and Yeşilyurt, the central districts of Malatya.

It is very important that the group selected from the population can represent the population, be a valid sample, in other words, give an accurate and clear picture of the population parameters. Power analysis is a highly useful guide for determining sample size (Cohen et al., 2021, p. 212). Power analysis guides the researcher in deciding on the required sample size at the beginning of the research process (Güler, 2022, p. 538). In this context, the sample size that would be sufficient for the research was determined by power analysis. The sufficient sample size of the study was calculated using the G*Power 3.1.9.7 software. As a result of the power analysis, the sufficient sample size was determined as 304 teachers with an effect size of “.10”, a representation power of 99% of the population and a margin of error of “.01”.

The sample of the research is 349 teachers working in kindergartens, primary schools, secondary schools and high schools affiliated to the Turkish Ministry of National Education in the central districts of Battalgazi and Yeşilyurt in Malatya province in the 2022-2023 academic year and determined by the convenience sampling method. In the convenience sampling method used in research that generates ideas, understanding or hypotheses (Karaca, 2021, p. 103), the sample to be selected from the population is determined by the researcher’s judgment. In the convenience sampling method, a sample is created from people who are suitable for the research (Haşiloğlu et al., 2015). Legal permission for the conduct of the research was obtained from the Provincial Directorate of National Education (Appendix 3). The research was conducted with volunteer participants. Within the scope of the research, the Principal Support Scale, the Synergistic Climate Scale, the Organizational Attractiveness Scale and the Job Satisfaction Scale were applied to the teachers. After removing the missing and extreme values in the data answered by 373 teachers, the remaining 349 data were analyzed with AMOS and SPSS packaged software. Personal information regarding the distribution of teachers included in the study according to gender, years of seniority, branch and years of working with the principal is given in Table 1.

Table 1.**Demographic characteristics of teachers participating in the research**

		N	%
Gender	Male	183	52.4
	Female	166	47.6
Years of Seniority	0-5 years	89	25.5
	6-10 years	72	20.6
	11-15 years	67	19.2
	16-20 years	68	19.5
	21-25 years	32	9.2
	26 years or more	21	6.0
	Years of Working with Current Principal	Less than 1 year	68
1-2 years		142	40.7
3-4 years		78	22.3
5 years or more		61	17.5
Total		349	100

According to Table 1, it is seen that 183 (52.4%) of the teachers participating in the research were male and 166 (46.6%) were female. In terms of years of seniority of the teachers, it is seen that 89 (25.5%) of them have 0-5 years, 72 (20.6%) of them have 6-10 years, 67 (19.2%) of them have 11-15 years, 68 (19.5%) of them have 16-20 years, 32 (9.2%) of them have 21-25 years and 21 (6.0%) of them have 26 years or more. It is seen that 68 (19.5%) of the teachers participating in the research have been working with their current school principals for less than 1 year, 142 (40.7%) have been working with their current principals for 1-2 years, 78 (22.3%) have been working with their current principals for 3-4 years, and 61 (17.5%) have been working with their current principals for 5 years or more.

Questionnaires

The data of the research was collected with a questionnaire consisting of five parts. The first part of the questionnaire of the research is the personal information form, which includes the variables of teachers' gender, years of seniority, branch and years of working with the current principal; the second part of the research is the "Principal Support Scale", the third part is the "Synergistic Climate Scale", the fourth part is the "Organizational Attractiveness Scale" and the fifth part is the "Job Satisfaction Scale". Information on each scale is given below.

Principal Support Scale

The Principal Support Scale, consisting of 40 items and four dimensions, was developed by Littrell (1992) to examine the supportive behaviours of school principals and was later updated by DiPaola (2012) by reducing the number of items. It was adapted into Turkish by Demirtaş et al. (2017). The Principal Support Scale, which aims to determine teachers' perceptions of principal support, has taken its final form consisting of 16 items and four dimensions, namely emotional support (4 items), evaluative support (4 items), instrumental support (4 items) and professional support (4 items). Demirtaş et al. (2012) found the internal consistency coefficients for the subdimensions of the scale as “.93” for the emotional support subdimension, “.93” for the evaluative support subdimension, “.92” for the instrumental support subdimension, and “.90” for the professional support subdimension. The scale was rated using a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree”. The lowest score that can be obtained from the scale is 16 and the highest score is 80. Increasing scores from the scale indicate an increase in the level of principal support perceived by teachers.

Within the scope of this research, a second level Confirmatory Factor Analysis was conducted on the original data for the Principal Support Scale. The fit indices for the second level confirmatory factor analysis are as follows: $\chi^2/df=1.92$, GFI=0.96, AGFI=0.93, NFI=0.95, NNFI/TLI=0.96, IFI=0.96, CFI= 0.96, RMSEA=0.05, RMR=0.04 and SRMR=0.05. The Cronbach Alpha internal consistency coefficient of the scale for this application was found to be “.81”.

Synergistic Climate Scale

It was developed by Kaya (2014) in two forms, Turkish and Slovak. The Turkish form of the scale was created with data obtained from 262 participants. As a result of the exploratory factor analysis, 6 items were removed from the scale form, which initially consisted of 22 items, because they did not comply with the structure of the scale or loaded strongly on more than one factor. The Synergistic Climate Scale, which aims to determine the synergistic climate level of organisations, consists of 16 items and 2 dimensions: unity of purpose-harmony dimension (3 items) and group dynamics-vision-solidarity dimension (13 items). Adaptation of the scale to school organisations was carried out by Atik et al. (2023). Atik et al. (2023) obtained a one-dimensional 11-item scale with the data obtained from 395 teachers. Atik et al. (2023) found the internal consistency coefficient of the scale as “.89”. A 5-point Likert scale was used, ranging from “Strongly Disagree” to “Strongly Agree”. The lowest score that can be obtained

from the scale is 11, and the highest score is 55. Increasing scores on the scale indicate an increase in the school's synergistic climate level.

Within the scope of this research, Confirmatory Factor Analysis was conducted on the original data for the Synergistic Climate Scale. The fit indices for the confirmatory factor analysis are as follows: $\chi^2/df=3.12$, GFI=0.95, AGFI=0.94, NFI=0.95, NNFI/TLI=0.96, IFI=0.96, CFI= 0.96, RMSEA=0.05, RMR=0.04 and SRMR=0.04. The Cronbach Alpha internal consistency coefficient of the scale for this application was found to be "0.73".

Organizational Attractiveness Scale

It was developed by Akman & Özdemir (2018). The scale form was created with data obtained from 140 participants. The Organizational Attractiveness Scale, which aims to determine teachers' perception of organizational attractiveness, consists of 11 one-dimensional items. Akman & Özdemir (2018) found the internal consistency coefficient of the scale to be ".94". A 5-point Likert scale was used, ranging from "Strongly Disagree" to "Strongly Agree". The lowest score that can be obtained from the scale is 11, and the highest score is 55. Increasing scores on the scale indicate an increase in the school's synergistic climate level.

Within the scope of this research, Confirmatory Factor Analysis was conducted on the original data for the Organizational Attractiveness Scale. The fit indices for the confirmatory factor analysis are as follows: $\chi^2/df=2.34$, GFI=0.96, AGFI=0.96, NFI=0.97, NNFI/TLI=0.97, IFI=0.96, CFI= 0.96, RMSEA=0.03, RMR=0.02 and SRMR=0.03. The Cronbach Alpha internal consistency coefficient of the scale was found to be "0.79" for this application.

Job Satisfaction Scale

It was developed by Arnett (1999) and Judge et al. (2009). The adaptation of the Job Satisfaction Scale from the version used in the study of Chen et al. (2009) into Turkish was made by Yüksel & Yüksel (2014). The Job Satisfaction Scale consists of 5 one-dimensional items. A 5-point Likert scale was used, ranging from "Strongly Disagree" to "Strongly Agree". The lowest score that can be obtained from the scale is 5, and the highest score is 25. Increasing scores from the scale indicate an increase in teachers' job satisfaction levels.

Within the scope of this research, Confirmatory Factor Analysis was conducted on the original data for the Job Satisfaction Scale. The fit indices for the confirmatory factor analysis are as follows: $\chi^2/df=1.83$, GFI=0.98, AGFI=0.93, NFI=0.98, NNFI/TLI=0.97, IFI=0.98, CFI= 0.98, RMSEA=0.01, RMR=0.05 and

SRMR=0.01. The Cronbach Alpha internal consistency coefficient of the scale for this application was found to be “0.84”.

Data Analysis

In the analysis of the data, firstly the incorrect and missing data and extreme values in the data set were corrected by taking into account the relevant data form, and then the incorrect and missing data were removed from the data set. After removing incorrect and extreme data from the 373 data obtained as a result of this process, the analysis continued on the remaining 349 data. Normal distribution checks of the data set were made. Multivariate normality analyses were performed to determine whether the data in the data set had a multivariate normal distribution and the results are shown in Table 2.

Table 2.

Multivariate normality analyses

Variables	Skewness	c.r.	Kurtosis	c.r.
Principal Support	-.84	-6.41	-.04	-.17
Synergistic Climate	-.32	-2.41	-.82	-3.14
Organizational Attractiveness	-.39	-2.98	-.63	-2.39
Job Satisfaction	-.59	-4.47	-.46	-1.76
Multivariate			.09	.13

As a result of the analysis (Table 2), it can be said that the data set meets the multivariate normality assumptions (multivariate kurtosis: “.09”, multivariate c.r.: “.13”). In the analysis, the multivariate kurtosis value being between +2 and -2 and the multivariate critical ratio value being less than 1.96 (Bayram, 2010) were taken as reference.

Within the scope of this research, Structural Equation Model analysis was carried out using a two-stage approach. As Çelik & Yılmaz (2016) stated, in this two-stage approach, the structural model and the measurement model can be analysed separately and the first stage of the two-stage approach can be considered as CFA. Confirmatory Factor Analysis (CFA) was conducted for the first stage of the two-stage approach within the scope of this research and the results of the analysis are included in the “Questionnaires” section.

FINDINGS AND INTERPRETATIONS

In this section, the hypotheses of the research were analysed using structural equation modelling and the findings obtained as a result of the analysis were interpreted.

Descriptive Analysis Results

Structural equation modelling was used to determine the levels of principal support, synergistic climate, organizational attractiveness and job satisfaction perceived by teachers and the relationships between these variables. Descriptive analysis results of the variables within the scope of the research are shown in Table 3.

Table 3.

Descriptive analysis results, correlation coefficients between variables

	M	sd	min	max	1.	2.	3.
1.PS	3.81	1.11	1	5	1		
2.SC	3.52	1.03	1	5	.68	1	
3.OA	3.19	1.13	1	5	.63	.71	1
4.JS	3.66	1.17	1	5	.57	.64	.72

PS: principal support, SC: synergistic climate, OA: organizational attractiveness, JS: job satisfaction

According to the data in Table 3, there is a moderately significant positive relationship between principal support and synergistic climate ($r=.68$, $p<.05$), a moderately significant relationship between principal support and organizational attractiveness ($r= .63$, $p<.05$), and a moderately significant relationship between principal support and job satisfaction ($r= .57$, $p<.05$). It can be said that there is a strong positive and significant relationship between synergistic climate and organizational attractiveness ($r= .71$, $p<.05$). It is seen that there is a strong positive and significant relationship between organizational attractiveness and job satisfaction ($r= .72$, $p<.05$).

Correlation coefficients between variables close to “1.0” or “-1.0” represent a strong relationship. In general, correlations with an absolute value greater than “.70” are considered strong. Correlations with an absolute value less than “.30” are considered weak. Correlations with an absolute value between “.30” and “.70” are considered moderate (Cronk, 2017, p. 52).

Additionally, looking at Table 3, it is seen that the scores of the variables vary between “1” and “5”, and the standard deviation values of the variables in the research vary between “1.03” and “1.17”.

Analysis Results for the Model

The standardised regression coefficients obtained as a result of the analysis performed on the model and the values related to the significance of the regression coefficients are given in Table 4.

Table 4.

Analysis results for the model

	Estimate	S.E.	t
Synergistic Climate ← Principal Support	.64	.04	17.46
Organizational Attractiveness ← Principal Support	.28	.05	5.46
Organizational Attractiveness ← Synergistic Climate	.57	.06	10.42
Job Satisfaction ← Organizational Attractiveness	.53	.05	9.81
Job Satisfaction ← Synergistic Climate	.22	.06	3.44
Job Satisfaction ← Principal Support	.13	.05	2.39

When the findings in Table 4 are evaluated, it is seen that all paths in the model are significant ($p < .05$). In this context, as a result of the analyses conducted within the scope of the research, the tested model can be expressed as the final model of the research. Within the scope of the research, six (6) hypotheses were accepted regarding the predictive status between the variables in the structural equation model created on a theoretical basis. In addition, it was determined that all nine (9) hypotheses of the structural equation model were accepted, along with the three (3) hypotheses regarding the mediation effects between the variables. One of the criteria used when deciding whether a model created in the structural equation model will be accepted after being tested is the goodness of fit values obtained as a result of the analysis (Byrne; 2016, p. 86; Kline, 2010). The goodness of fit values of the model obtained as a result of the analyses are given in Table 5.

Among the fit index values for the validated structural equation model in Table 5, χ^2 / sd (2.38) ratio and RMR (0.05) values have “acceptable fit” values and GFI (0.99), AGFI (0.99), NFI (0.99), NNFI/TLI (0.98), IFI (0.99), CFI (0.99), RMSEA (0.00) and SRMR (0.01) values have “good fit” values. The model verified as a result of the analysis is shown in Figure 3.

Table 5.

Goodness of fit index results for the model

Fit Index	Acceptable Fit	Good Fit	Goodness of Fit Values Obtained in the Research
χ^2/sd	$2 \leq \chi^2/sd \leq 5$	$0 \leq \chi^2/sd < 2$	2.38 (Acceptable Fit)
GFI	$0.90 \leq GFI < 0.95$	$0.95 \leq GFI \leq 1.00$	0.99 (Good Fit)
AGFI	$0.85 \leq AGFI < 0.90$	$0.90 \leq AGFI \leq 1.00$	0.99 (Good Fit)
NFI	$0.90 \leq NFI < 0.95$	$0.95 \leq NFI \leq 1.00$	0.99 (Good Fit)
NNFI/TLI	$0.95 \leq NNFI < 0.97$	$0.97 \leq NNFI \leq 1.00$	0.98 (Good Fit)
IFI	$0.90 \leq IFI < 0.95$	$0.95 \leq IFI \leq 1.00$	0.99 (Good Fit)
CFI	$0.95 \leq CFI < 0.97$	$0.97 \leq CFI \leq 1.00$	0.99 (Good Fit)
RMSEA	$0.05 \leq RMSEA \leq 0.08$	$0 \leq RMSEA < 0.05$	0.00 (Good Fit)
RMR	$0.05 \leq RMR \leq 0.08$	$0 \leq RMR < 0.05$	0.05 (Acceptable Fit)
SRMR	$0.05 \leq SRMR \leq 0.08$	$0 \leq SRMR < 0.05$	0.01 (Good Fit)

Bayram, 2010; Brown, 2006; Çelik & Yılmaz, 2016; Harrington, 2009; Hu & Bentler, 1999; Kline, 2010; Schermelleh-Engel, Moosbrugger & Müller, 2003; Sümer, 2000; Şimşek, 2007).

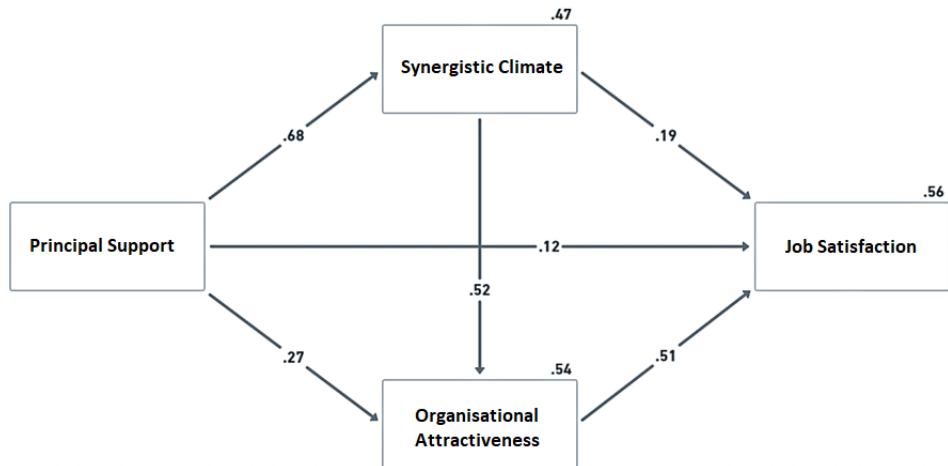


Figure 3. Path diagram, standardised path coefficient values (regression coefficient) and determination coefficient values (R^2) for the model.

In the structural equation model in Figure 3, it is seen that the main dependent (endogenous) variable is job satisfaction and other variables directly or indirectly affect job satisfaction. According to the model, principal support has a direct

positive effect on the synergistic climate of the school ($\beta = 0.68$; $t = 17.46$; $p < .05$), a direct positive effect on organizational attractiveness ($\beta = 0.27$; $t = 5.46$; $p < .05$) and a direct positive effect on job satisfaction ($\beta = 0.12$; $t = 2.39$; $p < .05$) at a statistically significant level. In addition, synergistic climate has a direct positive effect on organizational attractiveness ($\beta = 0.52$; $t = 10.42$; $p < .05$) and a direct and positive effect on job satisfaction ($\beta = 0.19$; $t = 3.44$; $p < .05$) at a statistically significant level. Principal support explains approximately 47% of the variance in synergistic climate.

Organizational attractiveness has a direct positive effect on job satisfaction ($\beta = 0.51$; $t = 9.81$; $p < .05$) at a statistically significant level. Principal support and synergistic climate variables explain approximately 54% of the variance in organizational attractiveness. Principal support, synergistic climate, and organizational attractiveness variables explain approximately 56% of the variance in job satisfaction.

Direct, Indirect and Total Effects of the Model

Direct and indirect effects are also used in the interpretation of research results in SEM. The standardised direct and indirect effects for the variables in the SEM are shown in Table 6.

When the direct effects in Table 6 are examined, it is seen that principal support directly affects synergistic climate (.68), organizational attractiveness (.27) and job satisfaction (.12). Synergistic climate directly affects organizational attractiveness (.52) and job satisfaction (.19). Organizational attractiveness directly affects job satisfaction (.51).

When the indirect effects in Table 6 are evaluated, it is found that principal support affects organizational attractiveness through synergistic climate (.36) and indirectly affects job satisfaction through synergistic climate and organizational attractiveness (.45). It can be stated that synergistic climate also indirectly affects job satisfaction through organizational attractiveness (.27).

When the findings in Table 6 are evaluated, it is seen that the direct effect on organizational attractiveness is mostly caused by the synergistic climate variable (.52), and the second largest effect is caused by principal support (.27). When the direct effects on job satisfaction are evaluated according to Table 6, it can be said that the greatest effect on job satisfaction belongs to the attitude towards school (.51), followed by the synergistic climate (.19) and principal support (.12) variables, respectively.

Table 6.

Bootstrap analysis of the effects for the model

Paths	Estimates		Bias %95 Confidence Interval	
	Coefficient	SE**	Lower Limit	Upper Limit
<i>Direct Effect</i>				
Principal Support → Synergistic Climate	.68	.04	.59	.71
Principal Support → Organizational Attractiveness	.27	.05	.16	.33
Principal Support → Job Satisfaction	.12	.06	.02	.22
Synergistic Climate → Organizational Attractiveness	.52	.05	.42	.59
Synergistic Climate → Job Satisfaction	.19	.06	.05	.24
Organizational Attractiveness → Job Satisfaction	.51	.05	.46	.63
<i>Indirect Effect</i>				
Principal Support → Organizational Attractiveness (<i>Synergistic Climate</i>)*	.36	.04	.27	.41
Principal Support → Job Satisfaction (<i>Synergistic Climate and Organizational Attractiveness</i>)*	.45	.04	.34	.48
Synergistic Climate → Job Satisfaction (<i>Organizational Attractiveness</i>)*	.27	.04	.22	.35
<i>Total Effect</i>				
Principal Support → Synergistic Climate	.68	.04	.59	.71
Principal Support → Organizational Attractiveness	.63	.04	.52	.65
Principal Support → Job Satisfaction	.57	.05	.48	.64
Synergistic Climate → Organizational Attractiveness	.52	.06	.42	.59
Synergistic Climate → Job Satisfaction	.46	.05	.34	.50
Organizational Attractiveness → Job Satisfaction	.60	.05	.53	.68
*: Mediator variable **: Standard Error				

When the total effects in Table 6 are evaluated, it is seen that the total effect of principal support on synergistic climate is .68, the total effect on organizational attractiveness is .63, and the total effect on job satisfaction is .57. The total effect of synergistic climate on organizational attractiveness is found to be .52, and the total effect on job satisfaction is .46. The total effect of organizational attractiveness on job satisfaction is .60.

According to the findings in Table 6, the greatest total effect on job satisfaction belongs to organizational attractiveness (.60), followed by principal support (.57) and synergistic climate (.46), respectively. It can be stated that the largest total effect on organizational attractiveness belongs to principal support (.63), and the second largest belongs to the synergistic climate variable (.52).

Analysis Results Regarding the Hypotheses of the Research

The findings obtained from the research regarding the hypotheses in the research are given in Table 7.

Table 7.

Acceptance and rejection of hypotheses

Hypothesis	Result
H1. Principal support is a significant predictor of synergistic climate.	Accepted
H2. Principal support is a significant predictor of organizational attractiveness.	Accepted
H3. Principal support is a significant predictor of job satisfaction.	Accepted
H4. Synergistic climate is a significant predictor of organizational attractiveness.	Accepted
H5. Synergistic climate is a significant predictor of job satisfaction.	Accepted
H6. Organizational attractiveness is a significant predictor of job satisfaction.	Accepted
H7. Synergistic climate has a mediating effect on the relationship between principal support and organizational attractiveness.	Accepted
H8. Organizational attractiveness has a mediating effect on the relationship between synergistic climate and job satisfaction.	Accepted
H9. Synergistic climate and organizational attractiveness have mediating effects on the relationship between principal support and job satisfaction.	Accepted

When the results regarding the hypotheses in Table 7 are evaluated, it is seen that all hypotheses within the scope of the research are accepted.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Education is the entire process in which individuals develop skills, attitudes and behaviors that have positive values in the societies in which they live (Tezcan, 2024, p. 19). Education is one of the fundamental elements of society that lasts throughout life. It helps to create a structure that is desired individually and socially with its functions (Çalık, 2023, p. 2). Additionally, education affects the development, progress and growth of countries (Çetin, 2014). Application areas of the education system are schools (Özdemir, 2020, p. 9). Schools are social systems that play an important role in imparting social values and norms to children, who represent the future of societies, through their educational function, and in transferring universal knowledge through their teaching function (Şenel and Buluç, 2016). There are many variables that affect the school's capacity, success, quality of outputs and level of achievement of its goals. There are many studies that reveal the importance of the variables discussed in this research in terms of the education system and schools, and some of them are mentioned in this study. It can be considered that determining the relationships of these variables, their effects on each other and their co-change status will be useful in terms of affecting the importance given to these variables and may contribute to the literature in this context. In this study, structural equation modelling was used to examine the relationships among the variables of principal support, synergistic climate, organizational attractiveness and job satisfaction. The goodness of fit values obtained as a result of the analyses showed that the model was acceptable and the model created with the theoretical basis was validated.

Predictive Results

The descriptive analysis results of the variables discussed in the study are presented below. As a result of the research, it is seen that there is;

- a positive and moderately significant relationship between principal support and synergistic climate.
- a positive and moderately significant relationship between principal support and job satisfaction.
- a positive and moderately significant relationship between principal support and organizational attractiveness.
- a positive and highly significant relationship between synergistic climate and organizational attractiveness.
- a positive and moderately significant relationship between synergistic climate and job satisfaction.
- a positive and highly significant relationship between organizational attractiveness and job satisfaction.

It can be stated that the findings obtained as a result of the descriptive analysis within the scope of the research will increase the principal support, positively affect the synergistic climate and organizational attractiveness of the school, increase the level of principal support perceived by teachers and increase the job satisfaction levels of teachers. The findings obtained in the study show similar results with the studies in the literature. It is seen that an increase in the level of principal support will lead to an effective school climate (Taymaz, 2019, p. 74) and synergy (Gürlek, 2010), an increase in the organizational attractiveness of the school (Lee vd., 2020) and an increase in the job satisfaction of teachers (Littrell et al., 1994; Randall et al., 1999).

It can be stated that synergistic climate and organizational attractiveness affect each other positively and have a significant effect on job satisfaction, that is, as organizational attractiveness and synergistic climate increase, the job satisfaction level of teachers will also increase. The findings in the study support the information in the literature. Synergistic climate and organizational attractiveness affect each other (Atik et al., 2023; Çağırman, 2022). The increase in the synergistic climate of the school increases the job satisfaction levels of teachers (Yanık & Açar, 2020).

The relationship between job satisfaction and organizational attractiveness can be expressed as organizational attractiveness has a significant effect on job satisfaction and as organizational attractiveness increases, the job satisfaction of the school will be positively affected by this increase. This result obtained in the research is parallel to the information in the literature. It can be said that the increase in organizational attractiveness will positively (Adıgüzel & Kayadibi, 2015; Coşkun & Akcan, 2018; Demirtaş & Çağan, 2021) affect the job satisfaction level of teachers.

Results Regarding the Research Hypotheses and the Model

Results Regarding the First Hypothesis

The first hypothesis of the research is “Principal support is a significant predictor of synergistic climate.” The hypothesis was accepted as a result of the analysis.

Communication and interaction between structures in organisations are important for the synergistic climate. If synergy emerges, quality, effectiveness, efficiency, profitability, etc. will emerge in the organisation. It is necessary for the synergistic effect that all resources of the organisation such as systems, equipment, people, etc. work in line with the organisation’s goals (Aktan, 2012). At this point, the roles of managers and school principals come to the fore in terms of their position and authority within the organisation. School

administrators are expected to take the lead in creating a positive school climate (Şişman, 2021, p. 220). An organizational climate that encourages synergy plays a crucial role in the survival and continuity of an organisation (Atik et al., 2023).

The elements that make up the organisation and the energy they possess should be directed by organizational managers to create synergy. Strong interaction and good relations between units can be effective in achieving the organisation's goals and creating synergy (Gürlek, 2010). This research concludes that the principal support perceived by teachers directly affects the school synergistic climate in a positive and significant way and explains approximately 47% of the variance in the synergistic climate. As a result, it can be said that the supportive behaviour of school principals will improve the quality of school outcomes by creating a positive school climate in which there is strong cooperation and strong relationships between teachers.

Results Regarding the Second Hypothesis

The perception of an organisation as attractive by highly qualified candidates is a critical element for the organisation to achieve success (Akman 2017). Likewise, the attractiveness of schools will contribute to the achievement of educational goals (Çağırman, 2022). The determinant of whether an individual continues to stay in the organisation or wants to leave is related to the extent to which the individual finds the organisation attractive. (Turban and Keon, 1993). Therefore, in order to make the organisation a preferred place, the necessary things must be learned and the attractiveness of the organisation must be ensured (Sever, 2020). From the perspective of the organisation and the individual, the positive behaviours and the fulfilment of mutual expectations ensure that it is attractive and appealing (Dural et al., 2014).

The level of attractiveness of an organisation is determined by its ability to respond to the needs of individuals. In this context, it is of great importance to create a safe and healthy work environment and to create a suitable and comfortable organizational environment in order to meet the sociological and physiological needs of the employees while they carry out their organizational activities (Özkuk, 2017). This affects employees' attitudes towards the organisation. The role of administrators is important in teachers' attitudes towards school. This research finds that principal support for teachers has a direct, positive and significant effect on organizational attractiveness. As a result, it can be said that if teachers feel the support of the principals in the schools where they work, they will find the school attractive. It is observed that employees who feel higher principal support develop stronger commitment and loyalty and their job performance increases (Eisenberger et al., 1990).

Results Regarding the Third Hypothesis

In today's competitive world, the survival of organisations depends on their ability to use their resources in the most efficient and effective way. The main factor that determines the success of an organisation is the performance and efficiency of its employees. Employees' productivity and good performance depend on the satisfaction they feel from their jobs (Akşit-Aşık, 2010). A high level of job satisfaction is an indication that the organisation is managed correctly. Job satisfaction is a measure of the ability to create a productive organizational work environment (Özde, 2023).

According to Burke (2003), job satisfaction, which indicates individuals' satisfaction with their jobs, increases with the support perceived by employees. It also has a positive effect on the emotional state of these people (Özkuk, 2017). It also appears that increased support leads to more positive work attitudes. There is a positive relationship between perceptions of support and job satisfaction (Randall et al., 1999). Supportive principals are likely to have a positive effect on teachers' commitment, job satisfaction, and retention (Littrell et al., 1994).

Job satisfaction is also very important for the effectiveness of the school. Therefore, administrators in educational organisations should be concerned with the job satisfaction levels of teachers (Demirtaş, 2010). Stakeholders in education should be regularly monitored for job satisfaction, and those with low job satisfaction should receive the necessary support (Kış et al., 2016). Additionally, it is expected that principal support will reduce burnout and stress and lead to a positive effect on job satisfaction and teacher commitment (Littrell et al., 1994). The efficiency and effectiveness of educational organisations is possible with the job satisfaction of teachers (Özde, 2023). This research concludes that perceived principal support has a direct and positive significant effect on teachers' job satisfaction. Educational organisations can be efficient if teachers are satisfied with their jobs and thus willing to act in line with school goals. This depends on school administrators and supervisors taking action to make teachers effective and identifying and eliminating the factors that cause teachers' dissatisfaction (Güçlü and Zaman, 2011).

Results Regarding the Fourth Hypothesis

Organizational climate defines the characteristics that distinguish the school from others as a formal organisation, are continuous, and affect teacher and student behaviour. It involves the "feeling" experienced by teachers and students (Aydın, 2014, p. 139). School climate is an important determinant of student outcomes (Bellibas and Liu, 2018) by affecting students' achievements, values, and

emotions (Batur, 2021, pp. 293-294). Additionally, perceiving schools as attractive enables teachers to approach the school where they work more positively. Students and parents are also affected positively by this situation. Thus, it can be said that the school will achieve its goals (Atik et al., 2023).

There is a relationship between the synergistic climate of the school and its organizational attractiveness. When organizational attractiveness is considered in terms of educational organisations, it can be assumed that the school will attract the attention of the society and increase its prestige and value. It can also be stated that teachers, students and other employees will contribute to the continuity of the school (Akman & Özdemir, 2018). In order to achieve this goal, it is essential that the human resources of schools work willingly and effectively. In this respect, the importance of a synergistic climate in schools emerges (Atik et al., 2023). In this study, it is concluded that the synergistic climate in the school has a direct and positive significant effect on organizational attractiveness. In this respect, it can be said that the high organizational attractiveness of the school is largely due to its synergistic climate (Atik et al., 2023).

Results Regarding the Fifth Hypothesis

Characteristics of schools such as human relations, management style, work environment, financial resources, organizational culture and climate can be expected to significantly affect teachers' job satisfaction (Töremen, 2001). There is a strong connection between individuals' perception of the organizational climate and the pleasure they feel from their job and work environment, that is, their job satisfaction. School climate and culture, which play an important role in ensuring school effectiveness, affect the motivation, job satisfaction levels and organizational commitment of school employees (Litwin & Stringer, 1968; Erdem & Özen-İşbaşı, 2001; Güçlü, 2003).

There are significant relationships between the type of organizational climate perceived by teachers and their job satisfaction. Satisfaction and organizational climate are concepts that affect each other and there is a significant correlation between them (Topçu, 2019, p. 82). The working environment of the people working at the school creates the school climate. School climate, which consists of many parts coming together, can sometimes mean more than the sum of its parts as a result of the harmony of these components. These environments where solidarity and cooperation exist are called synergistic climate (Sevim and Kaya, 2021).

A high synergistic climate in schools will produce positive results. These can be expressed as the increase in the performance of school personnel, especially

teachers, and the increase in their motivation, positive attitudes and job satisfaction (Atik et al., 2023). This research finds that the synergistic climate of the school has a direct and positive significant effect on teachers' job satisfaction levels. As a result, job satisfaction, which is important for the continuity, development and success of the organisation, is greatly affected by the level of synergistic climate that develops among employees (Yanık & Açar, 2020). It can be said that the synergistic climate of the school can increase the performance of teachers by making them happy with their jobs, increasing the success of students and helping schools achieve their educational goals.

Results Regarding the Sixth Hypothesis

There are many factors that affect individuals' ability to achieve their personal goals and their contributions to the organisation they work for. One of these factors that are important for individuals and organisations is job satisfaction (Demirtaş & Çaçan, 2021). The job satisfaction levels of employees in a school, company, government office or any institution are very important. The level of pleasure, satisfaction, happiness and needs met by individuals working in various institutions will affect their work efficiency and motivation to the same extent. In other words, the existence of job satisfaction is a major factor not only in meeting the happiness and satisfaction of working individuals, but also in achieving the goals of institutions as a result of this satisfaction (Özde, 2023). The positive perceptions of individuals in the organizational process about the organisation have a positive effect on the success and performance of individuals in the organisation. In this respect, it can be stated that the fact that the organisation is found attractive by its members has many positive aspects for the organisation (Sever, 2020). Teachers want to work in schools that have harmonious management, open communication channels, easy access, good physical facilities, where they are rewarded materially and spiritually, valued, disciplined, have good academic level, are qualified and provide job satisfaction (Demirtaş and Çaçan, 2021).

One of the important organizational factors affecting individuals' performance in their jobs is organizational attractiveness (Çağırman, 2022). Employees' perception of job satisfaction appears to increase when they describe the organisation as attractive (Adıgüzel & Kayadibi, 2015; Demirtaş & Çaçan, 2021; Coşkun & Akcan, 2018). In this context, it can be said that the increase in the attractiveness of the school will lead to an increase in teachers' job satisfaction, and the increase in job satisfaction will lead to an increase in organizational attractiveness. As a result of this research, it is found that the organizational attractiveness of the school affects job satisfaction positively and significantly. It

can be said that employees with high levels of job satisfaction will contribute more to the organisation and will be more willing to stay at work compared to those with low levels of job satisfaction. Job satisfaction, which shows the positive feeling, reaction, attitude, behaviour and emotion of the individual towards his/her job, is very effective in the productivity of the organisation. For reasons like these, job satisfaction is a very important variable for organisations. Therefore, it is expected that the factors that affect job satisfaction will be determined and measures will be taken to keep the job satisfaction of the employees high (Demirtaş & Çaçan, 2021).

Suggestions

Within the scope of the research, the relationships between principal support, synergistic climate, organizational attractiveness and job satisfaction variables were examined. The effects of these variables, which are discussed according to teachers' perceptions, on educational activities and their importance in terms of achieving school goals are included. In the light of the information obtained in the research, suggestions for practitioners and researchers were developed.

Suggestions for Practitioners

Through the forms where teacher and student opinions are collected, ideas should be exchanged about what activities can be done to make the school climate more productive and cooperative.

In order to increase the level of principal support, school principals can be provided with regular in-service training on their behaviour in supporting teachers. They should be made aware of how useful these behaviours are in achieving school goals. A school climate should be created in schools that will raise teachers' morale and motivation to a higher level, meet their needs, and make them feel safe. Communication between teachers, administrators, students and other employees should be improved to strengthen the synergistic climate. An open communication environment should be created. Interaction and cooperation between teachers should be increased. In order to make schools more attractive, events and activities inside and outside the school should be organised to ensure that teachers get along and a warm social environment is developed. Other stakeholders, especially parents, should be encouraged to participate more effectively in in-school and out-of-school activities.

Seminars that support the personal and professional development of teachers can be organised, but they need to be made more attractive. The qualities of these activities and the gains obtained as a result of participation should be improved, thus increasing the rates of voluntary participation. It is important to encourage

their participation in sports and artistic activities more. Teachers should be provided with opportunities to balance their work and private lives. Working hours and weekly lesson hours of some branch teachers are longer, and providing the opportunity to be more flexible in this regard can increase job satisfaction levels. Additionally, laws and regulations regarding leave days should be reviewed.

Suggestions for Researchers

The findings in this study regarding teachers' perceptions of principal support, job satisfaction levels, organizational attractiveness and the synergistic climate of the school were obtained based on teachers' opinions. A more comprehensive and extensive study can be conducted on this subject by including parents, students and other staff working at the school. Qualitative and mixed pattern studies can be conducted to reveal the variables discussed in the research and the relationships between them. Comparative analyses can be performed with the school size variable. The research was carried out with the participation of teachers working in schools in Battalgazi and Yeşilyurt districts of Malatya province. More comprehensive data can be obtained by conducting studies in different provinces and on different samples. In addition to these, private schools can be included in the studies.

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EXTENDED ABSTRACT

Objective: Within the scope of this study, it was aimed to examine the relationships between the variables of principal support, synergistic climate, organizational attractiveness and job satisfaction perceived by teachers.

Method: The population of the study consists of teachers working in public schools in the central districts of Battalgazi and Yeşilyurt in Malatya province in the 2022-2023 academic year. According to the statistics of the Malatya Provincial Directorate of National Education, a total of 8360 teachers work in official schools in Battalgazi and Yeşilyurt, the central districts of Malatya. The sample of the study consists of 349 teachers working in kindergartens, primary schools, secondary schools and high schools affiliated to the Ministry of National Education in the 2022-2023 academic year in the central districts of Battalgazi and Yeşilyurt in Malatya province and determined by the convenience sampling method. The data of the study were collected with a data collection tool consisting of five parts. The first part of the data collection tools of the research; personal information form containing the variables of gender, seniority, branch and working time with the current principal of the teachers; the second part of the research was based on the “Principal Support Scale”; the third part is the “Synergistic Climate Scale”; the fourth part is the “Organizational Attractiveness Scale” and the fifth part is the “Job Satisfaction Scale”.

Findings: The data obtained within the scope of the research were analyzed by Structural Equation Modeling. Within the scope of the research, 9 hypotheses were created for the experimental model developed based on theoretical knowledge. As a result of the analyses, all of these hypotheses were accepted.

Conclusion and Discussion: According to the findings of the study, the support of the principal directly affects the synergistic climate, organizational attractiveness and job satisfaction of the teachers at a statistically significant level. In addition, synergistic climate directly affects organizational attractiveness and job satisfaction in a positive way at a statistically significant level. Principal support explains approximately 47% of the variance in the synergistic climate. Organizational attractiveness directly affects job satisfaction in a positive way at a statistically significant level. Principal support and synergistic climate variables explain approximately 54% of the variance in organizational attractiveness. Principal support, synergistic climate, and organizational attractiveness variables explain approximately 56% of the variance in job satisfaction.

There are many variables that affect the capacity and success of schools, the quality of their outputs and the level of achieving their goals. There are many studies that reveal the importance of the variables addressed within the scope of this research in terms of the education system and schools, and some of them have been mentioned in this study. It can be thought that determining the relationships of these variables, their effects on each other and their co-change situations will be useful in terms of affecting the importance given to these variables and in this context, it can contribute to the literature. In this study, structural equation modelling was used to examine the relationships between principal support, synergistic climate, organizational attractiveness and job satisfaction variables. The goodness of fit values obtained as a result of the analyses showed that the model was acceptable and the theoretically based model was confirmed.

Conflict of Interest Disclosure

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