The Relationship between Supportive School Culture and Teacher Job Satisfaction: Mediating Role of Professional Network Intentions[*]

Destekleyici Okul Kültürü ile Öğretmenlerin İş Doyumları Arasındaki İlişki: Meslektaşlarla Bağlantı Kurma İsteğinin Aracı Rolü

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ABSTRACT

This study aims to examine the relationships between supportive school culture, teacher job satisfaction and teacher willingness to connect. A total of 312 teachers working in Ankara participated. The study data were gathered through the School Culture Scale, Social Network Tendency Scale and Job Satisfaction Scale. Structural equation modelling (SEM) technique was used to determine the mediating role of teacher willingness to connect in the relationship between supportive school culture and teacher job satisfaction. The results of the study indicated that there are positive and significant relationships between independent and dependent variables. Moreover, supportive school culture seems to predict teacher willingness to connect and job satisfaction positively and significantly. In addition, teacher willingness to connect is a positive and significant predictor of job satisfaction. Finally, it was determined that the mediating role of teacher willingness to connect in the relationship between support culture and teacher job satisfaction was statistically significant. The results of the study statistically supported the theoretical model.

ÖZ

Bu çalışma, destekleyici okul kültürü, öğretmenlerin iş tatmini ve öğretmenlerin bağlantı kurma istekliliği arasındaki ilişkileri incelemeyi amaçlamaktadır. Araştırmaya Ankara'da görev yapan toplam 312 öğretmen katılmıştır. Araştırmanın verileri Okul Kültürü Ölçeği, Sosyal Ağ Eğilim Ölçeği ve İş Doyumu Ölçeği aracılığıyla toplanmıştır. Destekleyici okul kültürü ile öğretmenlerin iş doyumu arasındaki ilişkide öğretmenlerin bağlantı kurma istekliliğinin aracı rolünü belirlemek için yapısal eşitlik modellemesi (YEM) tekniği kullanılmıştır. Araştırmanın sonuçları, bağımsız ve bağımlı değişkenler arasında pozitif ve anlamlı ilişkilerin olduğunu göstermiştir. Ayrıca, destekleyici okul kültürü, öğretmenlerin bağlantı kurma istekliliğini ve iş doyumunu olumlu ve anlamlı bir şekilde yordamaktadır. Ek olarak, öğretmenlerin bağlantı kurma istekliliği, iş doyumunun pozitif yönlü ve anlamlı bir yordayıcısıdır. Son olarak destek kültürü ile öğretmen iş doyumu arasındaki ilişkide öğretmenlerin bağlantı kurma istekliliğinin aracı rolünün istatistiksel olarak anlamlı olduğu belirlenmiştir. Çalışmanın sonuçları istatistiksel olarak teorik modeli desteklemiştir.

Anahtar Sözcükler: *Öğretmen iş doyumu, Öğretmen bağlantı kurma istekliliği, Destekleyici okul kültürü.*

INTRODUCTION

In the field of educational administration, interest in teacher job satisfaction has existed for many years. Although many studies have been conducted on teacher job satisfaction, it is noted that this area of research is still incomplete (Kim & Loadman, 1994). In the context of ensuring effectiveness in schools, job satisfaction is attributed great importance in terms of reducing the turnover rate of the teacher workforce and attracting qualified candidates to the teaching profession (Liu & Ramsey, 2008). The literature points to the existence of a supportive school culture and relationships among teachers in increasing teachers' job satisfaction. However, school culture is important in the development of interpersonal relations at school (Terzi, 2005). It is emphasized that teachers' job satisfaction levels are higher when school culture (Zhu, Devos & Li, 2011), which is seen as an essential factor in explaining teacher behaviors, is supportive (Abedi & Mozaffarie, 2015; Gligorović, Nikolić, Terek, Glušac & Tasić, 2016; You, Kim & Lim, 2017).

Similarly, it can be stated that supportive school culture in schools plays a decisive role in relations between teachers and job satisfaction.

Although job satisfaction is high in organizations with a high culture of cooperation and support, job satisfaction is low in organizations with competition (Lund, 2003). When this situation is examined for educational organizations, similar results are encountered. It is seen that teachers' job satisfaction is high in a school culture where solidarity and academic climate among teachers are robust and supportive leadership behaviors are exhibited, and physical facilities are good (You et al., 2017). On the contrary, it can be said that teachers may experience difficulties in their professional lives due to differences of opinion and this situation is reflected negatively in the school environment (Şahin Toptaş, 2023).

In addition to culture, another factor that impacts job satisfaction is professional relationships. Although job satisfaction is seen to be related to individual characteristics, You et al. (2017) stated that this phenomenon is also related to social unions and the bonds formed by these unions, based on Bronfenbrenner's ecological systems theory. Accordingly, teachers' job satisfaction in schools is not considered a result of individual outcomes but from mutual interaction and relationships. In studies based on theoretical approaches, in which the school is mainly considered as a center of collective interaction, the perceptions of school employees regarding trust, innovation, commitment, and change are presented as outputs of social capital (De Jong, Moolenaar, Osagie & Phielix, 2016; Penuel, Riel, Krause & Frank, 2009; Van Maele, Moolenaar, Daly, DiPaola & Hoy, 2015). Hurlbert's (1991) research showed that social networks affect job satisfaction. Accordingly, informal and formal relationships with colleagues have essential effects on change intention, performance, and attitudes and behaviors towards work. One of the critical concepts that determine teachers' social capital is the willingness to establish relationships with colleagues. The willingness to connect is used as the precursor of social capital in the study. The willingness to connections can have significant effects on individual satisfaction. Stokes' (1983) research revealed that individuals' close

relationships in the network, rather than the density of their networks, were significantly related to their job satisfaction.

In the current study, school culture was considered as a dynamic and supportive factor, and its role on job satisfaction was examined through the relations between colleagues. Examining the variables of school culture and teachers' job satisfaction (Bektaş, Öçal & İbrahim, 2012; Gligorović et al., 2016; Sadeghi, Amani & Mahmudi, 2013; You et al., 2017), which are frequently examined in the literature, through the tendency of teachers to make connections constitute the original aspect of this research. The number and quality of studies conducted with the social capital approach, which states that the collective capacity in schools is more than the sum of individual capacities, is limited (Coburn & Russell, 2008; Daly et al., 2010; Penuel et al., 2009). Turkey is a society with a high level of collectivism and a certain degree of femininity in Hofstede's (2001) cultural classification. In the context of collectivism, the support of teachers by the school culture may be seen as more important than in cultures with individualistic characteristics. However, in the context of femininity, the relationships that teachers develop with their colleagues in their schools are culturally important. Therefore, the study aims to contribute to the literature by investigating the supportive culture as an organizational variable on teachers' job satisfaction and the willingness to connect as a determinant of interpersonal relations. In an organization where the culture is supportive and encourages cooperation, it is expected that the willingness to connect will be higher, and thus job satisfaction will be higher.

THEORETICAL FRAMEWORK

The study examines the mediating effect of the social network intentions on the relationships between supportive school culture and teacher job satisfaction. This study was guided by a large body of study that identifies the empirical links between supportive school culture, teachers' job satisfaction, and professional relationships (Aalterman et al. 2007; Liu, Bellibaş & Gümüş, 2021; You et al. 2017). This research identified a direct relationship between school culture and teachers' job satisfaction. Also, teacher

professional relationships, teacher collaboration, and professional learning networks are associated with school culture and teachers' job satisfaction (Reeves et al., 2017; Torres, 2019). Teacher job satisfaction linked with organizational and individual constructs. Hence, supportive school culture is the independent variable of this study.

Supportive School Culture

Cooperation in organizations is defined as the help or support that members of the organization seek and provide to each other to achieve work-related goals (Srivastava & Banaji, 2011). Supportive culture, which is also defined as the culture of cooperation, emphasizes the mutual relationship, trust, and commitment among the organization members (Terzi, 2005). A supportive school contributes positively to its members in many ways. In such a culture, it is seen that teachers' well-being levels are high (Aelterman, Engels, Van Petegem & Pierre Verhaeghe, 2007), and their job satisfaction increases (Liu et al., 2021). Research reveals that learning organizations have a supportive culture (Leithwood, Leonard & Sharratt, 1998; Nugroho, 2018). Garvin, Edmondson, and Gino (2008) emphasize the supportive role of school leaders in creating a learning-based culture in schools. In addition, studies have found that there are positive relationships between supportive school culture and student achievement. For example, Mitchell and Willower (1992) showed that successful schools have a supportive environment as an essential feature. You et al. (2017) focused on school administrators' role in forming a culture of support in schools and stated that administrators could significantly impact creating an environment where teachers support each other. Similarly, it is essential to develop this culture in schools that teachers support each other and the community supports school members. In this study, supportive school culture refers to the relationship and commitment between teachers based on supportive behaviors.

Social Network Theory and the Willingness to Connect

The foundations of social network theory are based on social capital theory. Social capital consists of the social relations of a system. These relationships can be established as professional or friendship networks (Penuel et al., 2009). Unlike the resources of a

particular individual, social capital deals with the resources in social relations between individuals (Daly et al., 2010). When social networks are considered in the school context, a network perspective on teachers' interactions draws attention not only to the social structure of the school but also to the expertise and resources shared through interactions between teachers that take place in meetings, teacher's room, corridors, and classrooms (Penuel et al., 2009).

Strong networks created between school administrators and teachers or among teachers have positive effects on the school. It can be claimed that conflict is less experienced in schools with strong social networks (Nelson, 1989). It is also seen that teachers' collective efficacy perceptions are positive, and student's academic success is high in schools where social network interactions are high (Moolenaar, Sleegers & Daly, 2012). Organizational trust is high in schools where social networks among employees are robust. (Er & Çalık, 2017). Educational reforms are better implemented (Daly et al., 2010), and teachers are more willing to invest in change and the creation of new knowledge or practices (Moolenaar, Daly & Sleegers, 2010) when school administrators have a strong social network position in terms of degree (how many people are involved in the social network with the school administrator), proximity (to what extent the school administrator has a direct connection with those in the social network) and betweenness (linking between non-affiliated employees).

Social network tendencies in organizations consist of actively seeking relationships, willingness to connect, establishing correct relationships, and evaluating relationships (Cohen, Klein, Daly & Finnigan, 2011). In this research, social network tendencies were examined within the scope of "willingness to connect." It can be stated that a teacher with a high willingness to connect is someone who is consulted for support. Similarly, someone who is consulted for support has a high tendency to be a mediator in the network between others and bring people in need of networking and the right people (Moolenaar et al., 2014). In this study, the desire to connect refers to teachers' desire to establish formal and informal relationships with colleagues.

Job Satisfaction

Most of the research on teachers' job satisfaction is based on the pioneering work of Herzberg, Mausner, and Snyderman (1959, as cited in Bogler, 2001), which determines the factors that satisfy (motivate) and cause dissatisfaction (hygiene). Job satisfaction arises with the effect of working environment, psychological (behavior, attitude, personality), or demographic (age, gender) factors. It is related to the fact that individuals find their job attractive, find it financially and psychologically satisfying, and want to continue it (Crossman & Harris, 2006).

Job satisfaction is a fundamental component of employees' psychological and general well-being (Yang & Kassekert 2010). Teachers with high job satisfaction experience less psychological distress and job stress (Ho & Au, 2006). Teachers stated that their job satisfaction increased in an environment where information was shared with them, and their opinions were sought with a participatory approach. Perceptions of teachers about their profession, student success, the type and size of the school they work in, factors such as age, professional seniority, and gender also affect job satisfaction (Bogler, 2001; Crossman & Harris, 2006). In their study, Klassen and Chiu (2010) also found that teachers who have high-level classroom management skills have high job satisfaction. All these results show that teacher job satisfaction is open to influences from different aspects. Job satisfaction in the teaching profession refers to situations such as seeing the teaching profession as the ideal profession, seeing the conditions as perfect, being happy to be a teacher, gaining significant gains from the teaching profession, and not thinking about an alternative profession (Ho & Au, 2006).

Purpose of Research and Theoretical Model

The study purposed to find out the mediating effect of teachers' willingness to make connections on the relationship between supportive school culture and teachers' job satisfaction. Thus, the following hypotheses were determined (Figure 1).
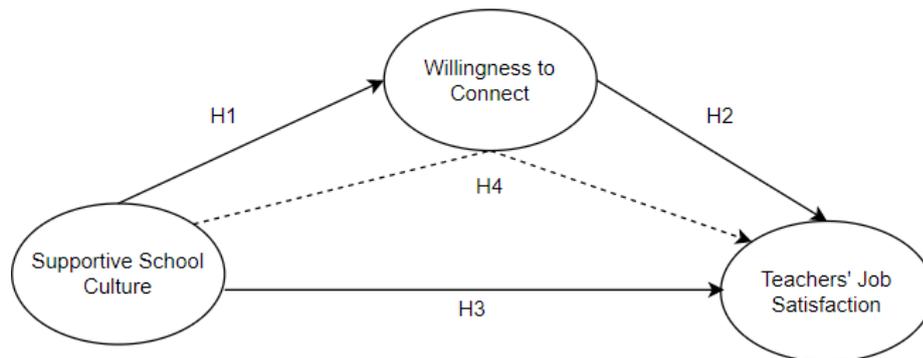
> H1. Supportive school culture is a positive predictor of teacher willingness to connect with their colleagues.

H2. Teacher willingness to connect with their colleagues is a positive predictor of their job satisfaction.

H3. Teachers' job satisfaction is a positive predictor of supportive school culture.

H4. Teacher willingness to connect with their colleagues has a mediating role in the relationship between supportive school culture and teachers' job satisfaction.

Figure 1. Theoretical (Hypothesis) Model

METHOD

Research Design

This research was designed to reveal the causal relationship between independent and dependent variables. A structural equation model was established to test this relationship. Structural equation models allow to develop, predict, and test multivariate models that include both direct effects between variables and indirect effects between two variables caused by the effect of an intermediary variable (İlhan & Çetin, 2014). Thus, in this study, it was examined to what extent the independent variable (supporting culture) predicted the dependent variable (job satisfaction) both directly and through the mediating variable (willingness to connect).

Participants

The participants consist of 312 teachers working in primary and secondary schools in the central districts of Ankara. An appropriate sampling strategy was used in the study. Researchers collected the questionnaires online through school administrators and teachers due to the COVID-19 pandemic. Online forms were delivered to teachers via e-mail and WhatsApp. Of the participating teachers, 190 (60.9%) were female, and 122 (39.1%) were male. In addition, 245 (78.5%) of the participants are branch teachers, and 67 (21.5) are classroom teachers. Finally, the teachers' average seniority was 12.52.

Measures

In the study, three scales were used. These scales are described in detail below.

School Culture Scale. This scale was developed by Terzi (2005). It consists of 29 items in four dimensions: supportive culture (8 items), success culture (6 items), bureaucratic culture (9 items), and duty culture (6 items). Only the "supportive culture" dimension was used in this study. Some of the items of the scale prepared in Likert rating type (1 = Never, 5 = Always) are as follows: "People are valued in this school," "The feeling of one for all and all for one is dominant in this school," and "The consequences of the mistake are discussed in this school, not who did the wrong." Confirmatory factor analysis (CFA) was conducted to test the construct validity of the supportive culture in the study. DFA results show confirmation of the construct: $\chi^2/\text{df} = 2.79$; RMSEA = .07; GFI = .96; AGFI = .92; NFI = .96; CFI = .97. The Cronbach's Alpha coefficient calculated for the scale's reliability was calculated as "α = .89," and it was determined that the item-total correlations ranged from .40 to .67. In this context, it can be said that the scale is a valid and reliable measurement tool.

Social Network Tendency Scale. The original form of the scale, developed by Cohen et al. (2011) and adapted into Turkish by Er (2017), consists of 4 dimensions and 14 items. In the adaptation study carried out by Er (2017), the scale has a 3-dimensional structure consisting of 12 items [willingness to connect (4 items), being seen as a resource (4 items), and evaluating the relationship (4 items)]. The scale explained 59.4% of the total

variance. In this research, only the dimension of "willingness to connect" was used. Some items of the scale prepared in Likert rating type (1 = I totally disagree, 5 = I totally agree) are as follows: "I try to improve my professional relations at school.", "I like to meet people with the right people when they need it." In the research, CFA was conducted to test the construct validity of the willingness to connect. DFA results show that the construct was confirmed: χ^2/df = 1.69; RMSEA = .05; GFI = .99; AGFI = .97; NFI = .99; CFI = .99. The Cronbach's Alpha coefficient calculated for the scale's reliability was calculated as "α = .82," and the item-total correlations were found to vary between .43 and .64. In this context, it can be said that the scale is a valid and reliable measurement tool.

Job Satisfaction Scale. The validity study of this scale, which was developed by Ho and Au (2006) and adapted by Demirtaş (2010), was conducted again by Alanoğlu and Demirtaş (2019). The scale consists of one dimension and five items. In the study of Alanoğlu and Demirtaş (2019), it was concluded that the scale explained 58.8% of the total variance. Some of the items of this scale, which was prepared in a Likert rating type (1 = I strongly disagree, 5 = I completely agree), are as follows: "My conditions for being a teacher are excellent" and "I am satisfied with being a teacher." CFA was used to test the construct validity of the study. DFA results show construct confirmation: χ^2/df = 4.88; RMSEA = .11; GFI = .98; AGFI = .91; NFI = .97; CFI = .98. The Cronbach's Alpha coefficient calculated for the scale's reliability was calculated as "α = .84," and it was determined that the item-total correlations ranged from .40 to .69. In this context, it can be said that the scale is a valid and reliable measurement tool.

Data Analysis

Structural equation modeling was used to test the effect of supportive culture on job satisfaction through the willingness to connect. SPSS and AMOS programs were used in the analysis of the research data. Data analysis in the research was carried out in three stages. First, the data set transferred to SPSS was extensively examined in terms of missing, incorrect, or empty values. In this direction, no missing, erroneous, or blank data

was found in the study. Secondly, the assumptions required for structural equation modeling were examined. In this context, a series of studies such as normality of distribution and multicollinearity analysis were carried out (Cokluk, Şekercioğlu & Büyüköztürk, 2012). Kolmogorov-Smirnov analysis (p > .05) and skewness and kurtosis (-1, +1) coefficients were used to analyze the normality of the distribution of the research data (Tabachnick & Fidell, 2007). The Kolmogorov-Smirnov analysis found that the distribution did not meet the normality assumption (p < .05). In addition, when the skewness and kurtosis coefficients of the data are examined, supportive culture (-.113; -.313), connecting (-.659; -.325), and job satisfaction (-.563; -.251) data were found to meet the assumption of normality. Then, multicollinearity analysis was conducted. Accordingly, the correlation value between the variables was calculated as .38 at most. In addition, the VIF value was determined as 1.14, the tolerance value as .87, and the condition indexes as "11.60, 20.43" in the relations between the variables. Accordingly, it was determined that the values met the assumptions and that there was no problem of multiple connectivity (Cokluk et al., 2012). Finally, path analysis was performed within the scope of structural equation modeling in the indirect and direct predictive analysis between the variables. Path analysis was carried out in the AMOS program. In evaluating path analysis model fit, χ^2/df, RMSEA, AGFI, GFI, CFI, IFI, and NFI fit indices were used.

FINDINGS

The relationships between the perceived supportive culture at school, teachers' willingness to connect, and job satisfaction are given in Table 1.
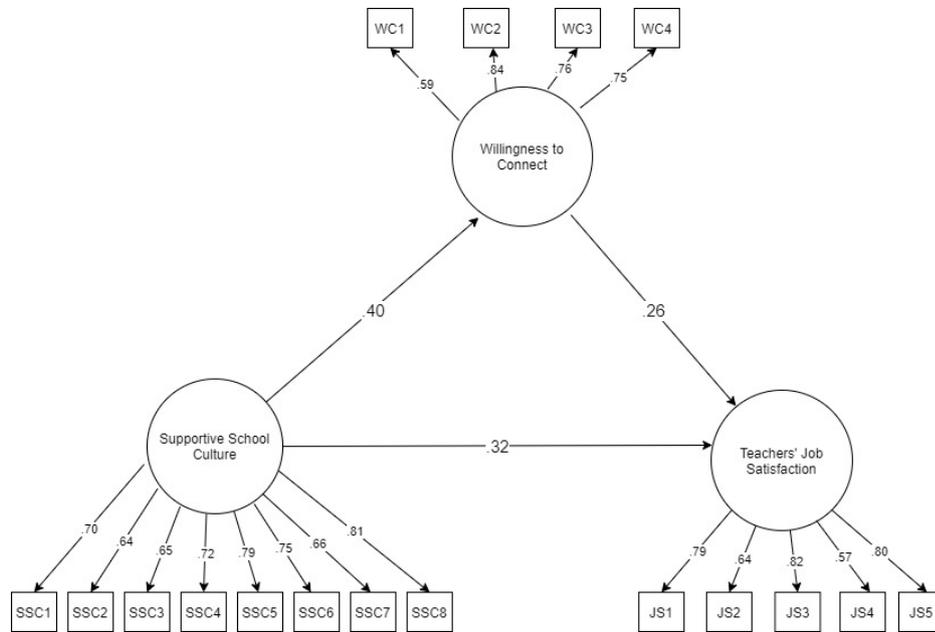
Table 1. Relationships between Variables

Variables	M	sd	1	2	3
1. Supportive Culture	3.65	.72	1.00	.36[**]	.39[**]
2. Willingness to Connect	4.42	.53		1.00	.34[**]
3. Job Satisfaction	4.05	.73			1.00

** $p \leq .01$

According to Table 1 all variables are significantly and positively related to each other at a moderate level. There were moderate positive correlations between supportive culture at school and teachers' willingness to connect (r = .36; p ≤ .01) and job satisfaction (r = .39; p ≤ .01). Similarly, moderate positive correlations were found between teachers' willingness to make connections and job satisfaction (r = .36; p ≤ .01).

In the study, path analysis was carried out to determine the predictive power of the supportive culture on job satisfaction through the willingness to connect. When the goodness fit indices of the model were examined, it was found that χ^2/df = 2.20, RMSEA = .06, AGFI = .89, GFI = .92, CFI = .94, IFI = .94, NFI = .90 values showed acceptable fit (İlhan & Çetin, 2014). It can be said that the theoretical model constructed in this direction is compatible with the obtained data and verified. The tested structural model is presented in Figure 2.

Figure 2. Path Diagram for Predicting Teachers' Job Satisfaction

In addition, the regression and standard error values of the structural equations between the variables are presented below (Table 2).

Table 2. Regression Values and Standard Errors in the Model

Standardized Direct Effects	**Estimate**	**Standard Error**	***p***
SC ⟶ WC	.40	.05	.00
SC ⟶ JS	.32	.07	.00
WC ⟶ JS	.26	.11	.00
Standardized Indirect Effects			
SC ⟶ WC ⟶ JS	.10		.00

Note: SC: Supportive culture, WC: Willingness to connect, JS: Job satisfaction

The standardized regression values obtained in the model confirmed the theoretical model (Table 2). In this context, according to standardized regression values, supportive culture predicts teachers' willingness to connect (.40; p < .01) and job satisfaction (.32; p < .01) positively and significantly. Teachers' willingness to connect, which is both an independent and mediating variable in the model, is a positive and significant predictor of job satisfaction (.26; p < .01). In addition, although the mediating role of teachers' willingness to connect in the relationship between supportive culture and teacher job satisfaction was low, it was found to be statistically significant (.10; p < .01).

DISCUSSION AND CONCLUSION

In this study, four hypotheses were tested. It has been claimed that with the increase of supportive culture in schools, teachers' willingness to connect with colleagues (H1) and job satisfaction (H3) will increase. In addition, it has been hypothesized that teachers with a high willingness to make connections will have higher job satisfaction levels (H2). Finally, it has been hypothesized that supportive school culture will increase teachers' job satisfaction through their willingness to make connections (H4). Research results confirmed all hypotheses.

First, it was found that supportive school culture was positively related to teachers' willingness to connect with their colleagues, and a supportive school culture positively and significantly predicted to teachers' willingness to connect with their colleagues. Accordingly, a supportive culture has decisive effects on interpersonal relationships. In support of these findings, Srivastava and Banaji (2011) argued in their study on culture and social networks that the dynamics of self-presentation triggered by a robust collaborative culture have an impact on their view of the self as a social actor. When the school's bureaucratic structure is not restrictive but facilitating, teachers' social tendencies also increase (Sahin & Yenel, 2021). The support provided by school administrators and teachers positively affects teachers' well-being (Aelterman et al., 2007), while teachers with high well-being have high job satisfaction (Kurt & Demirbolat, 2019).

Secondly, it was concluded that teachers with a high willingness to connect with colleagues have high job satisfaction. Similar to the results of this study, Skaalvik and Skaalvik's (2011) study also found that teacher job satisfaction is positively related to teachers' connectedness with their colleagues. Considering the view that the willingness to connect is a kind of social support (Moolenaar et al., 2014), the results of Huebner's (1994) study also support this finding in a way. This study concluded that school psychologists who received social support from their close environment (friends, colleagues) had higher job satisfaction. Similarly, Ryan and Deci (2000) stated that relationships are necessary for one's well-being at work and a prerequisite for occupational functionality. In addition, Flap and Völker (2001) associate inter-employee relationships and attempts at making connections with higher job satisfaction. Speelman Klop (2021), in his research conducted at a teacher training faculty, concluded that the participants needed relationships and wanted to establish connections to gain or maintain passion and enthusiasm for their profession. These studies support the research findings.

This study revealed that supportive school culture increases teachers' job satisfaction. Similar results have been found in previous studies between supportive school culture and teacher job satisfaction. For example, You et al. (2017) found in their research that in the context of school culture, teachers have high job satisfaction in a culture where they can easily seek help from their colleagues, share their values and beliefs and work together. Similarly, other empirical studies have found that teachers with adequate environmental support (e.g., a collaborative and participatory school environment) have high job satisfaction (Johnson, Kraft & Papay, 2012; Liu & Onwuegbuzie, 2012). In the school context, cross-cultural evidence indicates that a poor school culture is an important predictor of low teacher job satisfaction (OECD, 2014). Therefore, it can be said that a supportive school culture is important in increasing teacher job satisfaction.

Finally, it was concluded that supportive culture increased teachers' job satisfaction through their willingness to connect. Johnson et al. (2012) obtained findings consistent with this result in their research and stated that one way to protect teachers from burnout is to encourage them to communicate with their colleagues and supervisors and increase

their job satisfaction by creating a supportive school environment. Fairman and Mackenzie (2015) touched upon issues such as the importance of relationships, cooperation, trust, and collegiality among teachers to support school development. In this research, they found that teachers take leadership to create a supportive environment. In addition, they found that supportive conditions at school contributed to establishing and deepening professional working relationships in various fields of leadership activity. This study emphasizes the importance of collective efforts and professional collaborations for learning and teaching. In support of the research findings, Leithwood et al. (1998) stated that ideas and materials are shared informally among teachers in collaborative and supportive cultures. It is predicted that teachers' commitment to institutional goals and job satisfaction will increase, primarily through these informal exchanges.

This study showed that supportive school culture was positively related to teacher job satisfaction, both directly and through the willingness to connect. This result reveals the importance of creating a supportive culture in our schools. There is a collective understanding of supportive school culture. However, this situation seems far from the idea of acting with a collective understanding. Because there are also studies showing that collective effectiveness is negatively related to teacher job satisfaction (Klassen, Usher & Bong, 2010), it is possible to comment on the research result as follows: A supportive culture that brings together the unique activities of individuals is needed to ensure job satisfaction. Therefore, it would be appropriate to see schools as places where diversity is provided and reinforced, rather than places that act with a uniform understanding and common mind dominates. Therefore, it can be argued that giving more autonomy to schools and not limiting schools with strict bureaucratic and legal processes will contribute to forming a supportive culture (Pheysey, 1993) and increasing job satisfaction. In other words, it can be claimed that a school culture that supports autonomy is essential for the job satisfaction of employees (Sadeghi et al., 2013). In particular, school principals should encourage an environment where teachers support each other. Teachers need to develop themselves to support each other, as no one will be supported if everyone expects the other to provide support. In addition, supportive communities can

be created among classroom teachers at all grade levels. Supportive environments can become more meaningful to increase job satisfaction by developing relationships and connections between employees. In this respect, various activities, sharing platforms, joint projects, and formal or informal environments that encourage learning can be designed to improve relations between teachers.

Although this research confirms the hypotheses put forward, it has some limitations due to the tools used, sample selection, and self-reporting. First of all, it is not easy to identify a difficult phenomenon to define, such as culture with a scale tool. Because process evaluation cannot be made in scales, instantaneous perception reactions reflected on the scales are taken into account. Therefore, this research has an important limitation as it was conducted in the survey model. In addition, a sample determined with more people and random methods is likely to produce more generalizable results with higher confidence values and lower margins of error. Another limitation of the study is the cross-sectional collection of research data. In-depth analyses can be made with longitudinal studies in this regard. Finally, all research variables reflect teachers' self-evaluations. Possible biases in self-evaluations are also a limitation for this research. Despite these limitations, it is thought that this research will contribute significantly to the literature on school culture, teachers' social network tendencies, and job satisfaction.

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GENİŞ ÖZET

Okul kültürü, bütün çalışanların birlikte ürettikleri ve örgütsel çıktıları etkileme potansiyeli taşıyan dinamik bir etmendir. Okuldaki davranış normları, neyin önemli ve dikkate değer olduğu kültür aracılığıyla belirlenir (Peterson & Deal, 2009). Okulda bireylerarası ilişkilerin gelişiminde okul kültürü etkili olmaktadır (Terzi, 2005). Öğretmen davranışlarını açıklamada önemli bir faktör olarak görülen okul kültürü (Zhu, Devos & Li, 2011), destekleyici olduğunda öğretmenlerin iş doyumu düzeylerinin daha yüksek olduğu vurgulanmaktadır (Abedi & Mozaffarie, 2015; Gligorović, Nikolić, Terek, Glušac & Tasić, 2016; You, Kim & Lim, 2017). Buna göre okullarda destekleyici okul kültürünün öğretmenler arası ilişkiler ve iş doyumu konusunda belirleyici rol oynadığı söylenebilir.

Öğretmenler arasında dayanışmanın ve akademik iklimin güçlü olduğu, destekleyici liderlik davranışlarının sergilendiği ve fiziki olanakların iyi olduğu bir okul kültüründe öğretmenlerin iş doyumunun da yüksek olduğu görülmektedir (You vd., 2017). Kültürün yanı sıra iş doyumu üzerinde etkili olan bir diğer faktör mesleki ilişkilerdir. İş doyumu her ne kadar bireysel özelliklerle ilişkili görülse de You ve diğerleri (2017) Bronfenbrenner'ın ekolojik sistemler teorisinden yola çıkarak bu fenomenin sosyal birlikler ve bu birliklerin oluşturduğu bağlarla da ilişkili olduğunu ifade etmişlerdir. Buna göre okullarda öğretmenlerin iş doyumları bireysel çıktıların sonucu olarak değil karşılıklı etkileşim ve ilişkilerin bir sonucu olarak ele alınmaktadır.

Mevcut çalışmada okul kültürü dinamik ve destekleyici bir etmen olarak ele alınmış olup, meslektaşlar arasındaki ilişkiler üzerinden iş doyumunun sağlanması üzerindeki rolü incelenmiştir. Literatürde sıklıkla incelenen okul kültürü ile öğretmenlerin iş doyumu değişkenlerinin (Bektaş, Öçal & İbrahim, 2012; Gligorović vd., 2016; Sadeghi, Amani & Mahmudi, 2013; You vd., 2017) öğretmenlerin bağlantı kurma eğilimleri aracılığıyla incelenmesi bu araştırmanın özgün yönünü oluşturmaktadır. Okullarda bireysel kapasitelerin toplamından daha fazlası olduğunu ifade eden sosyal sermaye yaklaşımına göre gerçekleştirilen çalışmaların sayısı ve niteliği sınırlıdır (Coburn & Russell, 2008; Daly vd., 2010; Penuel vd., 2009). Bu bağlamda mevcut çalışmada öğretmenlerin iş doyumları üzerinde örgütsel bir değişken olarak destek kültürü ve bireyler arası ilişkilerin belirleyicisi olarak bağlantı kurma isteğinin incelenmesiyle literatüre katkı sağlanması amaçlanmıştır. Kültürün destekleyici olduğu ve iş birliğini teşvik ettiği bir örgütte bağlantı kurma isteğinin daha yüksek olması ve böylece iş doyumunun da daha yüksek olması beklenmektedir.

Bu araştırmada destekleyici okul kültürü ile öğretmenlerin iş doyumları arasındaki ilişkide öğretmenlerin bağlantı kurma isteklerinin aracı etkisini ortaya koymak amaçlanmıştır. Bu amaçla araştırmada aşağıdaki hipotezler ileri sürülmüştür.

H1. Destek kültürünün yüksek olduğu okullarda öğretmenlerin meslektaşlarıyla bağlantı kurma istekleri de yüksektir.

H2. Öğretmenlerin sosyal ağlar bağlamında çalışma arkadaşlarıyla bağlantı kurma isteği arttığında onların iş doyum düzeyleri de artar.

H3. Destekleyici bir okul kültüründe öğretmenlerin iş doyum düzeyleri de yüksektir.

H4. Destekleyici bir okul kültürü bağlantı kurma isteği aracılığıyla da öğretmenlerin iş doyumlarını etkilemektedir.

Yöntem

Bu araştırma, bağımsız ve bağımlı değişkenler arasındaki nedensellik ilişkisini ortaya koymak üzere ilişkisel tarama modelinde tasarlanmıştır. Bu ilişkiyi test etmek için yapısal eşitlik modeli kurulmuştur. Araştırmaya Ankara merkez ilçelerinde bulunan ilköğretim kurumları ile liselerde görev yapan toplam 312 öğretmen katılmıştır. Araştırmada, uygun örnekleme stratejisi kullanılmıştır. Araştırmada destek kültürünün bağlantı kurma isteği aracılığıyla iş doyumu üzerindeki etkisini test etmek için yapısal eşitlik modeli kurgulanmıştır.

Bulgular

Araştırmanın bulguları tüm değişkenlerin birbiriyle anlamlı, pozitif yönlü ve orta düzeyde ilişkili olduğunu göstermiştir. YEM çerçevesinde uyum indekslerine göre oluşturulan modelin gerekli uyum ölçütlerini sağladığı görülmüştür. Modelde ulaşılan standardize edilmiş regresyon değerlerine göre kuramsal model doğrulanmıştır. Bu bağlamda standardize edilmiş regresyon değerlerine göre destek kültürünün öğretmenlerin bağlantı kurma isteğini ve iş doyumunu pozitif yönde ve anlamlı düzeyde yordadığı görülmüştür. Bu bağlamda birinci ve üçüncü hipotezler doğrulanmıştır. Modelde hem bağımsız hem de aracı değişken olan öğretmenlerin bağlantı kurma isteği ise, iş doyumunun pozitif yönde anlamlı bir yordayıcısıdır. Böylece, ikinci hipotez de doğrulanmıştır. Buna ek olarak öğretmenlerin bağlantı kurma isteğinin destek kültürü ve öğretmen iş doyumu arasındaki ilişkide aracılık rolü düşük düzeyde olsa da istatistiksel olarak anlamlı olduğu saptanmıştır. Bu bulgu dördüncü hipotezi de doğrulamıştır.

Sonuç ve Tartışma

Bu araştırmada, dört hipotez kurgulanmış ve test edilmiştir. Bu doğrultuda okullardaki destek kültürünün artmasıyla öğretmenlerde meslektaşlarla bağlantı kurma isteğinin (H1) ve iş doyumunun (H3) artacağı iddia edilmiştir. Ayrıca, bağlantı kurma isteği yüksek olan öğretmenlerde iş doyum düzeylerinin yüksek olacağı da hipotez olarak öne sürülmüştür (H2). Son olarak destekleyici okul kültürünün bağlantı kurma isteği aracılığıyla öğretmenlerin iş doyumunu artıracağı hipotezi ileri sürülmüştür (H4). Araştırma sonuçları, tüm hipotezleri doğrulamıştır.

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Contribution of Researchers

All authors contributed equally to this study.

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Conflict of Interest

The researchers do not have any personal or financial conflicts of interest with other individuals or institutions related to the research.

Ethics Committee Declaration

This study was conducted with the approval of Gazi University Ethics Commission dated 22.03.2022 and numbered 06.

Appendix 1

Evrak Tarih ve Sayısı: 30.03.2022-E.324730

T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : E-77082166-604.01.02-324730   30.03.2022
Konu : Değerlendirme ve Onay

Sayın Arş. Gör. Dr. Emre SÖNMEZ
Eğitim Yönetimi Anabilim Dalı Başkanlığı - Araştırma Görevlisi

Araştırmacı grubu Emre SÖNMEZ, Emre ER ve Fatih ŞAHİN'den oluşan *"Destekleyici Okul Kültürünün Öğretmenlerin İş Doyumuna Etkisi: Mesleki Ağ Eğilimlerinin Aracılık Rolü"* başlıklı araştırma öneriniz Komisyonumuzun **22.03.2022** tarih ve **06** sayılı toplantısında görüşülmüş olup,

Çalışmanızın, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2022 - 399

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

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