

## The Effect of Value Climate and Trust in the School Principal on Students' Well-Being

Değer İklimi ve Okul Müdürüne Duyulan Güvenin, Öğrencilerin İyi Oluş Durumlarına Etkisi

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### Abstract

In the well-being of the students; teachers, families, schools, environment, cultures, value climate and leader are important factors. It is necessary to know how much these factors affect students' well-being. In this study, the assumption tested is the effect which value climate and the students' trust in the school principal has on the students' well-being. Firstly, the Well-Being Model (WBM) is proposed. In this study a quantitative measurement method called correlational pattern model is used. A sample of 256 is included in this model which uses structural equation model and path analysis. The data were collected using the scale of EPOCH (Measure of Adolescent Well-Being), scale of Positive Values (PVS) and the scale of Trust in Principal. For the first stage of the Structural Equation Model (SEM), which is the measurement model, CFA was performed. Then, structural equation is constructed for (WBM) via latent variables and four hypotheses were tested. Compliance indexes showed that WBM was compatible with the data. When the model is examined, the value climate of the school positively and strongly predicts the well-being of the students. The predictive power of the trust in the school principal, however, turned out to be weak. Value climate at school positively affects students' well-being. However, poor trust in the principal has a negative effect on well-being.

**Keywords:** Value, trust, well-being

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## Öz

Öğrencilerin iyi oluşlarında; öğretmen, aile, okul, çevre ve kültürler arası farklılaşma önemli faktörlerdir. Bununla birlikte okullarda değer iklimi ve lider gibi iki önemli faktör vardır. Bu faktörlerin öğrencilerin iyi olma durumları üzerinde ne kadar etkili olduğunun bilinmesine ihtiyaç vardır. Bu çalışmada değer iklimi ve okul müdürüne duyulan güvenin öğrencilerin iyi oluş durumlarına etkili olma durumu araştırılmıştır. Sonuçlara bağlı olarak okullar gerekli tedbirleri almalıdır. Öncelikli olarak İyi Oluş Modeli (İOM) ileri sürülmüştür. Bu çalışmada korelasyonel model adı verilen nicel ölçüm yöntemi kullanılmıştır. Yapısal eşitlik modeli (YEM), yol analizi (PATH) kullanılan bu modelde 256 örneklem yer almıştır. Araştırmada üç ölçme aracı kullanılmıştır. Tüm ölçeklere, YEM in ilk aşaması olan ölçme modeli için DFA yapılmış veri ile orijinal ölçek yapısının uygunluğu test edilmiştir. Daha sonra gizil değişkenler ile İOM için yapısal eşitlik oluşturulmuş ve dört hipotez test edilmiştir. Bu hipotezler doğrultusunda öğrencilerin değer iklimi ve okul müdürüne duyulan güvenin öğrencilerin iyi olma durumlarını yordama gücü test edilmiştir. Kabul edilebilir düzeyde olan uyum indeksleri İOM modelinin verilerle uyumlu olduğunu ortaya koymuştur. Model incelendiğinde okulun değer ikliminin öğrencilerin iyi olma durumlarını pozitif ve kuvvetli bir şekilde yordadığı görülmüştür. Araştırma sonuçlarına göre, okullardaki değer ortamları öğrencilerin iyi oluşlarını doğrudan etkilemektedir. Öğrencilerin bireysel sorumluluklarını yerine getirmeleri okulun değer iklimini olumlu yönde etkiler.

**Anahtar kelimeler:** Değer, güven, iyi oluş

## Geniş Özet

### Giriş

Okulların sosyal iklimi, sadece akademik başarı için değil aynı zamanda toplumların gelecek inşası için önemlidir. Öğrenciler ancak olumlu okul ortamlarında kendilerini gerçekleştirebilirler. Olumlu okul ortamında; bağlılık gerçekleştirebilme, kararlı ve iyimser olabilme, ilişkilerdeki düzen ve mutlu olabilme imkânlarının olması öğrencilerin iyi oluşlarını ve psikolojilerini pozitif etkilemektedir. Okul iklimindeki bu imkânlar ahlaki gerekçelere bağlı olarak eyleme dönmektedir. Böylece farklı kişisel ve toplumsal değerlere yönelik eğitimsel faaliyetler ortaya çıkmaktadır. Bunlar aynı zamanda okulun değer iklimini zenginleştirmektedir. Değerler eğitimi ile birleşen bu zenginlik toplumun geneline yayılan iyilik ilişkisi ortaya çıkarmaktadır. Değer iklimi ile öğrencilerin iyi oluşları arasındaki ilişkinin boyutu önem kazanmaktadır. Şüphesiz ki okulu yöneten müdürün de öğrenciler üzerinde dolaylı veya Doğrudan ciddi etkileri vardır. Bu yüzden; okulun değer iklimi ve müdüre duyulan güven ile öğrencilerin iyi oluş durumları arasındaki ilişkinin nasıl olduğu açıklanması gereken bir problemidir.

Bu çalışmanın amacı, okul müdürüne duyulan güven ve değer ikliminin ortaokul öğrencilerinin iyi oluş durumları üzerindeki etkilerini incelemektir. Bu bağlamda bu çalışmanın cevap aradığı araştırma soruları şunlardır: (H1) Öğrencilerin iyi oluşlarına ilişkin bireysel sorumluluklarının değer iklimi üzerinde pozitif etkisi var mıdır? (H2) Öğrencilerin iyi oluşlarına ilişkin başkasına karşı sorumluluklarının değer iklimi üzerinde pozitif etkisi var mıdır? (H3) Öğrencilerin iyi oluşlarına

ilişkin değer ikliminin doğrudan pozitif etkisi var mıdır? (H4) Öğrencilerin iyi oluşlarına ilişkin müdüre duyulan güvenin doğrudan pozitif etkisi var mıdır?

## Yöntem

Çalışmanın amacına bağlı olarak oluşturulan araştırma sorularına cevap aramak için nicel araştırma yöntemlerinden açıklayıcı ilişkisel (korelasyonel) desen modeli kullanılmıştır. Değişkenler arasındaki ilişkileri açıklamak için Yapısal Eşitlik Modellemesi (YEM) yol analizi yapılmıştır. Çalışmada “İyi Oluş Modeli – İOM” önerilmiştir. Araştırmanın çalışma evreni İstanbul ili Ümraniye ilçesindeki 52 ortaokulda okuyan 40057 öğrenciden oluşmaktadır. Çalışmada kullanılan değişken sayısı 45’tir. Hatalı ve eksik örneklemeler ayrıldıktan sonra kalan 280 örneklem değerlendirmeye tabi tutulmuştur. Nicel örnekleme stratejilerinden çok aşamalı tabakalı örnekleme modeli ve sistematik örnekleme modeli kullanılmıştır. Veri toplama aracı olarak; Ergenler İçin Beş Boyutlu İyi Oluş Modeli (EPOCH) Ölçeği, Pozitif Değerler Ölçeği, Müdüre Güven Ölçeği kullanılmıştır. Toplanan veriler SPSS ve AMOS programları kullanılarak analize tabi tutulmuştur. Değer iklimi ve iyi oluş ölçekleri alt boyutlarına göre SPSS te ortalamaları alınmıştır. AMOS programında normallik testine tabi tutulmuş ve bunun sonucunda birkaç örneklem analizden çıkarılmıştır. Daha sonra Doğrulayıcı Faktör Analizi (DFA) ile en çok olabilirlik (maximum likelihood) analizi ile veri ve orijinal ölçeğin uyumu test edilmiştir. Doğrulayıcı faktör analizi ile yapısal eşitlik modeli oluşturulduktan sonra yol analizi (path) ile yapısal model test edilmiştir.

## Bulgular

Doğrulayıcı faktör analizi sonucunda elde edilen veriler referans değerler ile karşılaştırılmış ve yapısal uyum doğrulanmıştır. Yol analizi yapılarak hipotezler test edilmiş ve bir tanesinin kabul edilmediği görülmüştür.  $P < 0.05$  düzeyinde hipotezlerden H4 hipotezi 0.362 bir değer ile anlamlılık ifade etmemektedir. Diğerleri “\*\*\*” iyi bir anlamlılık düzeyinde kabul görmüştür. Müdüre duyulan güven ve değer iklimi dışsal gizil değişkenleri arasındaki korelasyon katsayısının (mudguy  $\leftrightarrow$  deger .25) olduğu görülür. 0.001 düzeyinde Pozitif olarak anlamlı bulunan bu ilişkiden müdüre duyulan güven ve değer iklimi gizil değişkenlerinin birlikte değiştikleri ve dolayısıyla müdüre duyulan güven için algılanan güven arttıkça okulun değer iklimi artacak veya tam tersi algılanan güven azaldıkça okulun değer iklimi azalacağı ortaya çıkmıştır.

## Tartışma

Bu çalışmanın bulguları; okullarda değerler eğitimi geliştirmek, mutlu okul ortamları oluşturmak, öğrencilerin kendilerini iyi hissetmelerini sağlamak ve benzer araştırmalar yapmak isteyen araştırmacılar ve öğretmenler için çeşitli sonuçlar ortaya koymuştur. İyi oluşun; bağlılık, kararlılık, iyimserlik, ilişkililik ve mutluluk olmak üzere dört boyutu bulunmaktadır. Bu boyutlar iyi oluşu yüksek oranda pozitif etkilemektedir. Bu çalışma bize göstermiştir ki; okuldaki değer ikliminin öğrencilerin iyi oluşlarını pozitif yönde etkilemektedir. Okul müdürüne duyulan güven

ise öğrencilerin iyi oluşlarını etkilememektedir. Bununla beraber iletişimi kuvvetli olan müdürlere öğrencilerin daha fazla güven duyduğu görülmüştür. Öğrenciler bireysel sorumluluklarını yerine getirdiğinde okulun değer iklimini pozitif yönde etkilemektedir. Bu da öğrencilerin aynı zamanda iyi olmalarını sağlamaktadır.

## Introduction

Families expect schools to raise good individuals for social and academic expectations. In the curriculums that they announce, schools have the responsibility to develop the characters of the students, discipline them in line with the rules, and raise them as valuable persons within moral principles (Akbaş 2008). Values are mental phenomena affecting our thoughts and actions within the affective sphere. Social change made reprising the values and the importance of teaching the values inevitable (Demirci & Ekşi 2015). For this reason, schools give importance to the teaching of the values because the current climate and importance of the school is a distinctive feature.

Donnelly (1999) observed that the values of the school makes up the value climate of that school. All members of education are affected by these values, and therefore are motivated by them to create a level of social relation. Respect, acceptance, and value factors determine the belonging of the student to the school (Sari, 2015). These situations relating to the values are directly correlated with the well-being of the students. These relations strongly affect the sense of belonging to the school (Rowe & Stewart 2009). This sense of belonging is described in the literature as ecological (Rowe, Stewart, and Pattinson, 2007). Dessel (2010) considers this ecological perspective by the dependency and the quality of relationships in school groups.

School climate makes the evaluation process very difficult due to factors such as multidimensional, complex observations and group work. Still, people who spend time at school can reach a judgement about school's climate by making simple observations. Especially, a person who comes to school for the first time can clearly reach a verdict by her/him intuitions (Doğan, 2012). This gives us an idea about the values of the school. For this reason, it is of great importance to know about school's climate. Additionally, the value climate of the school, alongside the trust in school principal, affects the well-being of the students.

Trusting the executive is important in many ways. Dependency of the students and educators to the executive leads to the development of an emotional relationship (Özdaşlı & Yücel, 2010). Trust, which is as old as human history, is very striking today in terms of core values (Özer & Atik, 2014). Especially trust in the school principal is essential in order to put forward successful tasks. This trust approach affects motivation and well-being of students directly, partially and indirectly. It affects directly, indirectly and partially the motivation and well-being of the students. For this reason, school motivation cannot be differentiated from the social structure which contains it. The cultural and ethnic groups to which the students belong along with other environmental factors are the base of this social structure. Another important factor of social context is belonging, acceptance, and support (Goodenow & Grady, 1993). Naturally, the well-being of the students are affected by these.

Tschannen-Moran and Hoy (2000) state that trust is a multi-dimensional concept in the literature and it is not possible to make a single definition. Trust is to be sure of the behavior of the other party (Mayer, Davis, & Schoorman, 1995). Love (2004) describes trust as staying dependent on the person which is trusted and appealing to them. Trust is essential to any organization and is the determiner of relationships in the highest stage for all members of the organization. It is an important factor in any situation, such as risk management, the quality of education, self-fulfillment of students, and outlook of the parents. It is also the most effective component for a school (Chhuon et al., 2008). From this perspective, according to Chhuon, Gilkey, Gonzales, Daly, and Chrispeels (2008), trust is the most effective component for a school. From this component's perspective, an atmosphere without trust leads to an atmosphere where the relationships are negatively affected. Trust which is built by many leads to healthy relationships and create specific effects on the students. The reason for this is that the students who trust and are trusted will succeed in reflecting themselves. In school ecosystem, trust in school principal is a key situation.

Leaders in school setting have a special position in establishing and promoting core values, maintaining and enhancing organizational trust. A moderate relationship was found especially between spiritual leadership and trust (Taboli & Abdollahzadeh, 2016). Especially leaders with high spirituality can have an impact on organizational trust. However, spirituality manifests itself through good behavior (Terzi et al., 2020). Thus, leaders become role models for students. Students behave well and feel good about themselves. It can be thought that managers with different leadership styles may stay away from this kind of influence. Since one of the most important elements of educational goals is to increase well-being of students, effectiveness of the school leader should be taken into account. For this, it would be appropriate to analyze the factor of trust in the principal affecting well-being of student. Analyzing the factors which affect well-being of students will be appropriate. It is impossible to think of well-being of students apart from the trust they have in their school principal. In this study, determining motivation for the principal is of great importance because the trust in principal contributes this well-being. This situation also cannot be separated from the values of the school. Values are critical due to their roles of guiding (Arslan, 2018).

The entailments for and the functions of a good life have been debated over a long time. According to the studies, when we look at the descriptions for the notion of well-being, it is striking that these descriptions are always multidimensional (Seligman, 2011). For instance, Kern and colleagues (2015) stated that there is no single scale to describe well-being, but scales of different qualifications will lead to more correct results. For this reason, school climate and educator motivation should be analyzed together and relations between them and well-being should be stated.

The notion of well-being expresses ideal psychological functionality and experience. Well-being is addressed through five dimensions. These are engagement, perseverance, optimism, connectedness, and happiness (Demirci & Ekşi, 2015). Engagement is one of the key necessities of the school. Students high in engagement are valuable to school's recognition and publicity (Chen et al., 2019). Students high in engagement will take part in establishing an alumni association and protecting the social fabric. Csikszentmihalyi (1997) conceptualize high-level engagement as "flow." This state is related to not realizing how the time flew by. Most importantly, engagement plays a key part in the

well-being of students. Humans push on by keeping their morals high and fighting through. This state can be described as perseverance. Optimism, however, is all about perspective. It is, in other words, a matter of thinking positive against all the hardships that are faced. Connectedness is parallel to being accepted. Happiness is an ecosystem of satisfaction. Life is made up of many constituents. You either be happy or unhappy in the total of all. It is thought that, these five dimensions of well-being are affected by value climate of the school and trust in the principal.

### *Purpose of Study*

It can be said that, this study is important in terms of school culture. Trust is an effective parameter in school culture formation. School principal plays an important role in this trust (Robbins & Judge, 2017). The purpose of this study is to analyze effects of trust in school principal and the value climate on well-being of secondary school students. Because a school cannot develop independent of students, educators, parents, executives, and the environment. These factors are relational and create effects altogether. For instance, motivation of the students and their trust in the principal can affect their well-being. Donnelly (1999) states that school administration is part of a culture of the school. Along with that, parents and the cultural environment have big impacts on the value climate. This shows that many factors play roles in different proportions. Ultimately, these affect the well-being of students.

### *Research Questions*

For this reason, answers are searched for the following questions:

1. How are the value climate of school and the well-being of students correlated?
2. How are the trust in school principal and the well-being of students correlated?

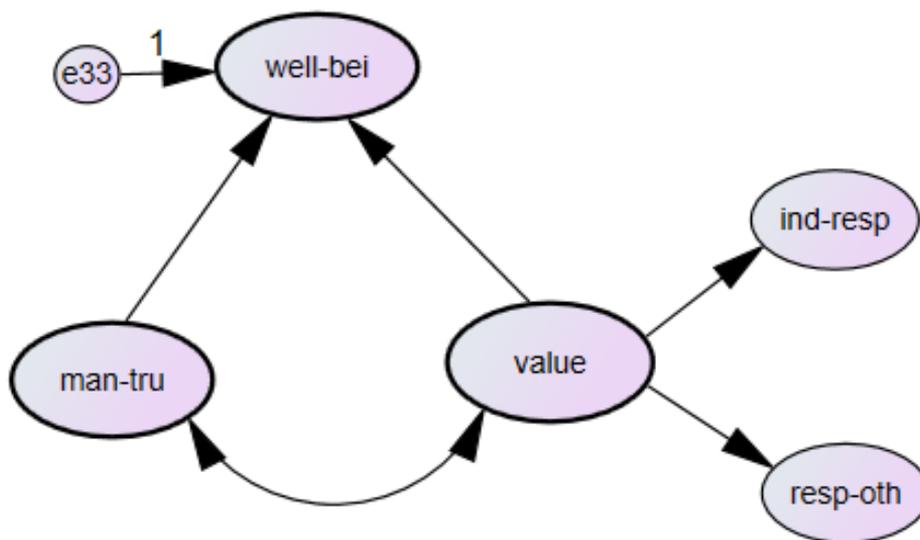
### *Method*

#### *Research Design*

Explanatory relational (correlational) design model, one of the quantitative research methods, was used following the problem situation and purpose. The purpose of the correlational research is to explain how the variables are correlated. Explanatory correlational patterns are made up relation of two or more variables (Johnson & Christensen, 2019). To explain relations among variables, structural equation modeling (SEM) is being used. SEM is a collection of methods which test correlation and causation between latent and observed variables. SEM can be described as a statistical method, reached via testing a structural notion with hypotheses (Raykov & Marcoulides, 2012; Tomer, 2003). Explanatory Relational (correlational) design model is particularly successful in testing complex models, if any, for the network of relationships in the model under consideration. SEM is used in testing various theories and developing new models for it has such qualities as including measurement errors (Dursun & Kocagöz, 2010).

Data were collected with measurement tools to explain and to create certain relationships between variables. The data were arranged with SPSS statistical program. A normality test was

performed. Since the data were distributed normally, confirmatory factor analysis was performed using the maximum likelihood method to verify the agreement between factors. Then, value climate of the school and trust in the principal as the predictor of well-being are considered relationally. This proposed model is named “Well-Being Model – (WBM)”.



*Figure 1: Proposed Well-Being Model – (WBM).* (mantru: Trust in the manager, value: Value climate, ind-resp: Individual responsibility, resp-oth: Responsibility towards others, well-bei: Well-being,

30 observed variables take place in this offered model. The observed variables of Happiness, Relationality, Optimism, Determinism, and Loyalty are made up of means. There are two latent exogenous variables (value climate, trust in principal) and three latent endogenous variables (well-being, personal responsibility, responsibility toward others).

In line with the findings we have as the result of the problem state, the hypotheses below are formed using the research model in Figure 1:

1. H1: There is a correlation between the well-being of the students and their responsibilities on  $\alpha = 0.05$  significance level. The personal responsibilities of students relating to their well-being have a positive effect on the value climate.
2. H2: There is a correlation between the well-being of the students and their responsibility toward others on  $\alpha = 0.05$  significance level. The responsibility toward others of the students relating to their well-being has a positive effect on the value climate.

3. H3: There is a direct correlation between the well-being of the students and value climate on  $\alpha = 0.05$  significance level. Value climate has a direct positive effect on the well-being of the students.
4. H4: There is a correlation between well-being of the students and trust in school principal on  $\alpha = 0.05$  significance level. The trust in school principal has a direct effect on the well-being of the students.

### *Sample Group*

The population of the research is made up of the 40.057 students who continue their secondary education in Ümraniye district of Istanbul. Structural equation model is considered when the sample size is determined. According to Eroglu (2003), some researchers accept the sample size between 200-500 in structural equation model analysis. According to Weston and Gore Jr (2006), it is enough if the sample size is more than 200. On the condition that we conform to normal distribution and there is no lost data, the sample size should be five times the number of variables. The number of variables in the research is 45, so the sample size is determined to be  $45 \times 5 = 225$ . The sampling is made according to this number within the bounds of possibility. After the faulty and deficient samples are eliminated, the remaining 256 samples are analyzed. The quantitative sampling strategies, multi-stage sampling and systematic sampling models were used. Data were collected in 2019 Fall.

### *Data Collection Tools*

The EPOCH (Measure of Adolescent Well-Being) Scale: EPOCH Measure of Adolescent Well-Being is made up of 5 dimensions (Engagement, Perseverance, Optimism, Connectedness, and Happiness) and 20 articles. The adaptation study in Turkish is made by Demirci & Ekşi (2015). In order to test the construct validity, confirmatory factor analysis is done. To test the credibility of the scale, internal consistency coefficient is calculated. Corrected article-total score correlations are analyzed for article analysis of the scale. The fit indices values are found to be acceptable in the result of the confirmatory factor analysis to determine the consistence of the five-dimensional model of the scale. ( $\chi^2 = 381.29$  sd = 160, RMSEA = .074, NFI = .96, NNFI = .98, CFI = .98, IFI = .98, RFI = .96 ve SRMR = .052). The factor loads of the articles of the scale range between 0.37 and 0.84. The internal consistency coefficients relating to the sub dimensions of the scale range between 0.72 and 0.88. The internal consistency coefficient relating to the total score of the scale is calculated to be 0.95. The corrected article total score correlation coefficients range between 0.41 and 0.77. According to the result of the research, the EPOCH scale is a reliable and valid scale to measure the adolescents' well-being and development and can be used in the research made in Turkey. High scores achieved in any of the sub dimensions of the scale shows that the individual has the quality which that sub dimension measures. The scale also gives a total well-being score. When the scale is graded, the mean of the sub dimensions and the total score is considered (Demirci & Ekşi, 2015). In this study, the Cronbach Alpha coefficient was calculated as 0.89.

Positive Values Scale: Positive Values Scale (PVS) is developed by Huang & Cornell (2016). It has been adapted into Turkish by Arslan (2018). In the process of adaptation, the grading of PVS which is made up of 9-item and two subscales (personal responsibilities and responsibility toward others) is done via 6-item liker scale. Cronbach Alfa coefficient is calculated to be 0.88. A two-dimensional model is discovered in the scale adaptation analysis. ( $\chi^2=58.77$ ,  $sd=26$ ,  $p=0.06$ ,  $RMSEA=0.06$ ,  $NFI=0.97$ ,  $NNFI=0.98$ ,  $CFI=0.98$ ,  $IFI=.98$ ,  $RFI=0.96$  ve  $SRMR=0.36$ ). In the secondary school sample which the Turkish adaptation of the positive value scales, reliable and valid statistical results are reached. As the items gained from the scale increases, the positive value level of the individual increases (Arslan, 2018). In this study, the Cronbach Alpha coefficient was calculated as 0.84.

Trust in Principal Scale: Trust in Principal Scale is developed by Barnes, Forsyth, and Adams (2003). It has been adapted into Turkish culture and language by Özer & Atik (2014). It has been implemented as 20-item in the process of adaptation into Turkish and then been reduced to 16 items at the end of analyses. The scale is made up of a single dimension. 5-item likert grading is done. Every item has these choices as item values: “1 = Never”, “2 = Rarely”, “3 = Sometimes”, “4 = Mostly”, “5 = Always”. The least items collected can be 16 and the most can be 80. An increase in item shows more trust in the principle, and a decrease shows otherwise. The Cronbach Alfa coefficient was calculated to be 0.94 in the first implementation, and 0.95 in the second. There is enough proof for the reliability and validity of the scale (Özer and Atik, 2014). In this study, the Cronbach Alpha coefficient was calculated as 0.91.

### *Data Analysis*

In this research which aims to test a model of the effect which the value climate of the students and the trust in principal has on the well-being of the students, confirmatory factor analysis and path analysis techniques are used. The scales used in the research were adapted into Turkish culture beforehand and their validities and reliabilities are approved. The collected data are analyzed using SPSS and AMOS software. The means of value climate and well-being scales are calculated using SPSS software. They are tested for normality in AMOS software and as a result, a few samples are eliminated from the analysis. The compatibility of the data and the original scale is tested with confirmatory factor and maximum likelihood analyses. Test results are generally evaluated using CMIN/DF value for  $\chi^2/sd$  statistic, and mean square error is evaluated according to comparative fit index (GFI and CFI) values. For good fit values, the numbers should be  $CMIN/DF < .03$ , GFI and CFI  $> .95$  and  $RMSEA < .05$ . For acceptable values, the numbers should be  $CMIN/DF < .05$ , GFI and CFI  $> .90$  and  $RMSEA < .08$  (Blunch, 2008). Confirmatory factor analysis is made to bring out the relation of latent structures. This confirmatory factor analysis is shown in Figure 2.

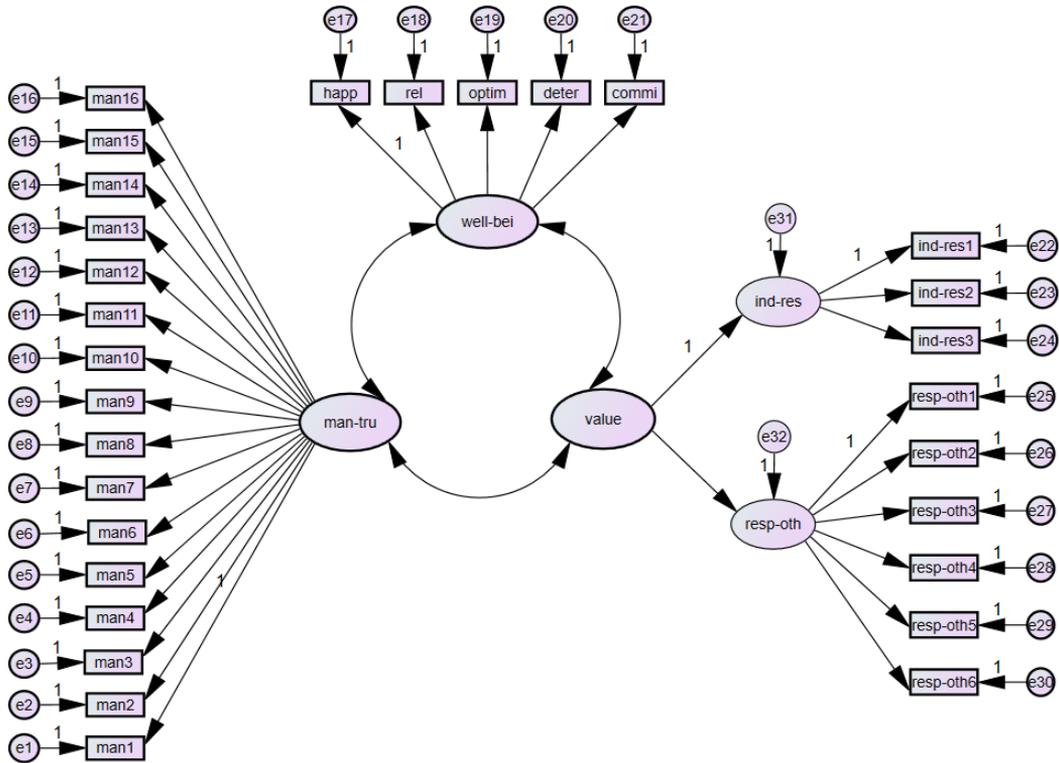


Figure 2: The Confirmatory Factor Analysis of the Well-Being Model (n=256) value: Value climate, ind-resp: Individual responsibility, resp-oth: Responsibility towards others, well-bei: Well-being, happ\_avg: Happiness, rel: Relatedness, optim: Optimism, deter: Determination, commi: Commitment

The fit index values after the combination of the measuring model with covariances are shown in Table I. The data acquired as the result of the confirmatory factor analysis are compared with reference values.

**Table 1.**  
Fit Index Values of the Measuring Model via The Confirmatory Factor Analysis

| Cohesion Criteria   | Good Fit           | Acceptable Fit        | Research Model DFA Analysis |
|---------------------|--------------------|-----------------------|-----------------------------|
| CMIN/DF $\chi^2/sd$ | $0 < X^2/sd < 3$   | $3 < X^2/sd < 5$      | 2.11                        |
| CFI                 | $0,95 < CFI < 1$   | $0,90 < CFI < 0,95$   | 0.90                        |
| GFI                 | $0,95 < GFI < 1$   | $0,90 < GFI < 0,95$   | 0.82                        |
| RMSEA               | $0 < RMSEA < 0,05$ | $0,05 < RMSEA < 0,08$ | 0.06                        |

When the model fit indices are analyzed, CMIN/DF shows perfect fit. RMSEA and CFA values show acceptable fit. GFI, however, is left out of the acceptable values. It can be said that looking at these values can show structural adjustment as a result of confirmatory factor analysis.

The structural model is tested using path analysis after the structural equation model is made using confirmatory factor analysis. The path analysis for Well-Being Model is shown in Figure 4. The fit index values of the structural model are identical to the fit index values of the measuring model.

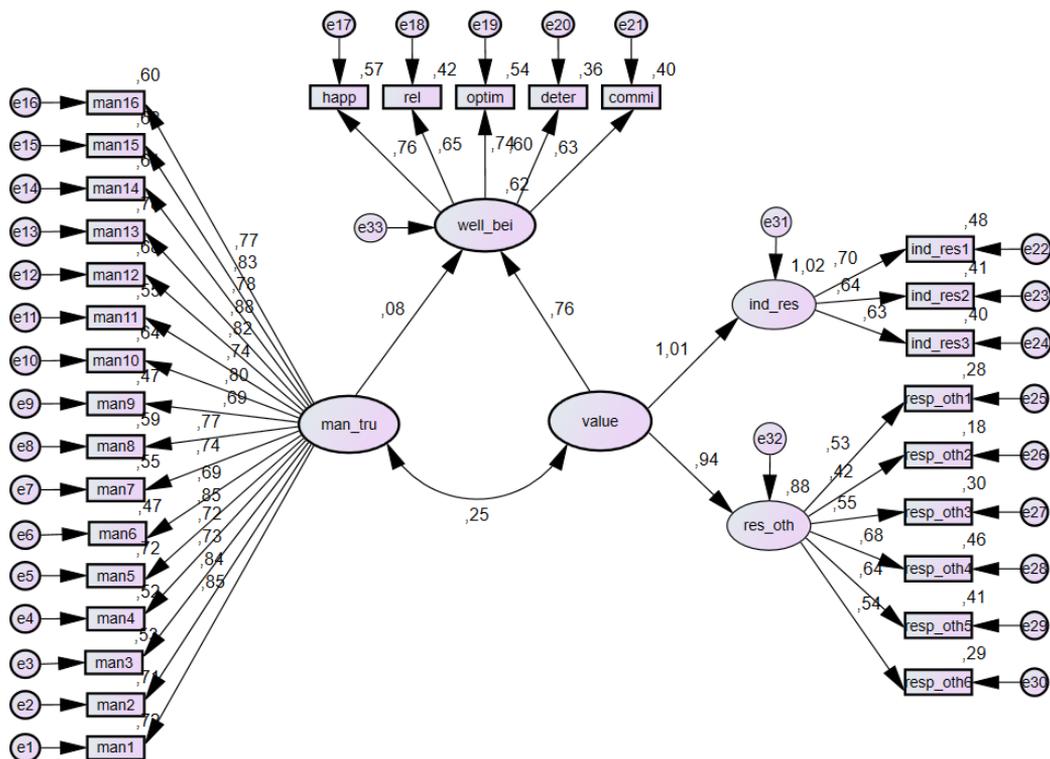


Figure 3. Path Analysis of the Well-Being Model (n=256)

Table 2.

Well-Being Model Path Analysis Standardized Regression Weights

|          |      |         | Hypothesis | Standardized Factor Load | Standard Error | Critical Ratio | P    | State    |
|----------|------|---------|------------|--------------------------|----------------|----------------|------|----------|
| well_bei | <--- | man_tru | H4         | .077                     | .043           | 1.343          | .179 | Rejected |
| well_bei | <--- | value   | H3         | .762                     | .071           | 8.183          | ***  | Accepted |
| ind_res  | <--- | value   | H1         | 1.009                    |                |                |      | Accepted |
| res_oth  | <--- | value   | H2         | .940                     | .109           | 6.929          | ***  | Accepted |

The regression weights calculated according to the path analysis of this model using 256 samples are analyzed and shown in Chart 3. The P column shows the results of the hypotheses. Standardized factor loads are manually added to the table. Factor loads state the relation between factors. It equals to one unit of change. Among values of the  $P < 0.05$  level hypotheses, the H4 hypothesis is not significant with a value of 0.362. The other ones “\*\*\*” are accepted within an acceptable range.

When Table II is considered, the correlation coefficient between the trust in principal and value climate exogenous latent variables (man\_tru  $\leftrightarrow$  value) is found to be .25. From this correlation which is positively significant on 0.001 level, we can deduct that the latent variables of value climate change simultaneously and therefore, when perceived trust for the trust in principal increases, the value climate of the school also increases; on the opposite hand, when the perceived trust decreases, the value climate of the school decreases. The total effect factors are stated below.

The value climate exogenous latent variable has a positive effect on the well-being intrinsic latent variable (well\_bei  $\leftarrow$  – value .762). This situation shows us that the positive increase in the value climate in schools increases the well-being of students.

The value climate external latent variable has a positive effect on the individual responsibility latent variable (ind\_res  $\leftarrow$  – value .1). This situation shows us that the positive increase in the value climate in schools positively increases the responsibilities of the students.

The value climate external latent variables has a positive effect on the liability to other latent variable (res\_oth  $\leftarrow$  – value .94). This situation shows us that the positive increase in the value climate in schools positively increases students' responsibilities towards others.

The well-being model hypothesis is stated below, considering their possibilities of effectuation according to the result of the analyses.

1. “H1: There is a correlation between the well-being of the students and their responsibilities on  $\alpha = 0.05$  significance level. The personal responsibilities of the students relating to their well-being have a positive effect on the value climate” hypothesis is accepted on  $\alpha = 0.05$  significance level, and is approved to have a significant effect.
2. “H2: There is a correlation between the well-being of the students and their responsibility toward others on  $\alpha = 0.05$  significance level. The responsibility toward others of the students relating to their well-being has a positive effect on the value climate” hypothesis is accepted on  $\alpha = 0.05$  significance level and is approved to have a significant effect. The responsibility toward others of the students relating to their well-being has a positive effect on the value climate and has a predictive power of 0.94.
3. “H3: There is a direct correlation between the well-being of the students and value climate on  $\alpha = 0.05$  significance level. Value climate has a direct positive effect on the well-being of the students” hypothesis is accepted on  $\alpha = 0.05$  significance level and is approved to have a significant effect. The value climate has a direct positive effect on the well-being of the students and has a predictive power of 0.76.

4. “H4: There is a correlation between well-being of students and trust in school principal on  $\alpha = 0,05$  significance level. Trust in school principal has a direct effect on the well-being of students”. Hypothesis is higher than  $\alpha = 0.05$  significance level with  $\alpha = 0.17$ . That is why it is not accepted. It has no significant effect.

## Discussion, Conclusion, and Recommendations

With this study, the Well-Being Model which is developed to investigate the effect which the trust that students have in the school principal and the value climate of the school has on the well-being of the students is tested. For this, the mean values of the scales were subjected to confirmatory factor analysis, and path analysis is made after the renewal of the model.

The concept of well-being is highly important to describe in scientific research and in our everyday lives (Ryan & Deci, 2001). The research made about well-being and the scales made are usually for adults. Such research can encourage studies on children and adolescents (Casas, 2011). In this sense, this study is important for its well-being research. Well-being is one of the indicators of a positive school environment. Non-social actions and positive values of the individuals are indicators of positive school environment (DomíNquez et al., 2013). One of the most important duties of the school administrators is to maintain positive school environment (Kaso et.al., 2021). Effective education can only happen with a positive school environment (Xu & Law, 2015). Value climate is key to a positive school environment. According to the results, the value climate has a 0.76 ratio of positive effect to one unit of increase. The positive effect on the students' value state also contributes to their mood. Programs designed to develop values help decrease the disciplinary problems (Christofferson & Callahan, 2015). Positive school environment and the value climate supporting it are the most important elements of the school ecosystem. This research will contribute to similar research in the literature.

In the Well-Being Model, it has been proposed that trust in principal affects the well-being of the students. Trust is essential to live in conversational, complex, and dependent societies. We trust architects for the construction of our buildings, other people in traffic, the government for underground and security (Tschannen-Moran & Hoy, 2000). In a positive school environment, the number one person to trust is the school principal. In the result of the analysis, however, there is not a significant effect of the trust in principal on the well-being of the students. With the value of  $\alpha = 0.36$ , it was rejected on ile  $\alpha = 0.05$  significance level. This might relate to the own dynamics of the school. When the model is implemented in other school, other results might come out. We talked about a situation where the value climate and the trust in principal affects the well-being of the students. Contrary to what we have thought, there is no effect of school principal on the well-being of the students. Well-being has key components. These are what we have on our scale: engagement, perseverance, optimism, connectedness, and happiness. Positive sense of self, good relationships, personal freedom, a meaningful life, and emotions reflect well-being. The components of well-being affect well-being of students strongly, directly, and positively affect the well-being of the students. Effect values: bag\_ort=0.63, kar\_ort=0.60, iyi\_ort=0.73, ili\_ort=0.65, mut\_ort=0.75. When

we analyze from the perspective of effect, the happiness of the students contribute the most to their well-being. The least effective is found to be perseverance.

When the standardized total effect of the observed variables of the trust in principal is analyzed, the highest predictive power is found to be (mud13  $\leftarrow$  - mudguv) .881. The principals talking to their students maintains a high level of trust. A school principal who has high levels of communication increases the trust. Schools are not independent of the society and the culture that they are in. Values are encountered as different kinds: social, communal, cultural, group values, and organizational values. For this reason, alongside institutional studies, value-focused studies are also speeding up (Hofstede, 1998). One of the subcomponents of the value climate of the school, execution of personal responsibilities make school more valuable. When the standardized regression coefficients of the observed variables for personal responsibilities, we see a predictive power of (deg\_bs1  $\leftarrow$  - deg\_bs) .695. Students telling the truth even when it is difficult to do so is the highest item of their personal responsibilities. When standardized regression coefficients of the observed variables for responsibility toward others, we see a predictive power of (deg\_bks4  $\leftarrow$  - deg\_bks) .678. Being kind to others is the highest item of their responsibility toward others.

This Well-Being Model made using path analysis turns out to be of great importance for students. It can lead the way for various education activities. Schools can test this model and use it in the renewal of school culture according to the power of the coefficients.

## Limitations and Future Research Directions

The most important limitation of this study is that the research was conducted in only one district. School curriculum, parent profile and regional differences limit this study. School principals should be in contact with students. Educational programs and places should be organized for students to be well. In schools; values education practices on happiness, optimism and responsibility should be done. In studies to be conducted elsewhere, the relationship between trust in the manager and well-being can be revealed. Because, supporting findings have been reached in the literature review. One of the most important conclusions that this study showed us is about how being responsible changes the school environment. However, well-being of students will also bring academic success with it. It will help the student to self-fulfill both socially and individually. The results and correlations between the variables of the Well-Being Model research that the schools will implement themselves can be compared to the ones of this research. It will highly benefit the school ecosystem.

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