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ABSTRACT
The research, which aims to determine the relationship between the supportive leadership behaviors of school administrators and organizational citizenship according to teacher perceptions, was designed in the relational survey model, which is one of the quantitative research methods. The study population of the research consisted of 465 teachers working in primary schools in the city center of Bolu in the 2021-2022 academic year, and valid data were obtained from 306 teachers. Supportive leadership scale and organizational citizenship scales were used to collect data in the research. Parametric tests were used because the research data showed normal distribution. According to the results of the research, teacher perceptions of school administrators' supportive leadership behaviors and organizational citizenship perceptions are high. According to another result of the study, there is a moderately positive and significant relationship between the supportive leadership behaviors of school administrators and organizational citizenship. Supportive leadership is a significant predictor of organizational citizenship. School administrators, as supportive leaders, can help teachers with their problems related to their lessons, make an effort to create a quality and peaceful working environment for teachers, make constructive criticism and create a fair working environment at school, be open to teachers' opinions and suggestions, appreciate their success, and enable their organizational citizenship behaviors to emerge. In order to ensure continuity in the supportive leadership behaviors of school administrators, it will be good to ensure continuity in their professional development. In this regard, they can participate in in-service trainings, workshops, panels and symposiums and congresses related to their fields.

Keywords: Leadership, Organizational Citizenship, Supportive Leadership, Teacher
INTRODUCTION

In the 21st century, there is constant change and innovation in the world. In addition to their legal duties and responsibilities, it is very important for schools to achieve their goals by integrating these innovations and changes into educational practices, and to make extra efforts in presenting educational activities to students in a qualified way. The quality of education will increase if teachers help students during rest times, take care of the classes of absent teachers, bring them to class on time and use the time effectively, organize extra-curricular activities and take part in the activities. Because it can be said that school administrators are very important for teachers to fulfill these behaviors. Because school administrators can lead, encourage and guide all school stakeholders in cultural, economic and social sense. As a matter of fact, in schools where there is a school principal who focuses on solving teachers' problems, makes constructive criticism, listens to teachers, appreciates their success, strives to provide them with a good working environment, and acts fairly and equally, teachers are expected to display extra-role behaviors outside of their legal duties. Therefore, it is thought that there is a relationship between the supportive behaviors of school administrators and organizational citizenship.

The foundation of supportive leadership is based on the path-goal theory, which is one of the ideas about leadership put forward by House and Mitchell (1974). This theory is based on four basic leadership styles. These, they are directive leadership, participatory leadership, success-oriented leadership and supportive leadership styles. Since supportive leadership involves paying attention to employees and responding to their personal needs (Rafferty & Griffin, 2004), it is similar to individualized attention, which is a sub-dimension of transformational leadership. In addition, supportive leadership refers to individual evaluation, career advice, career monitoring and contribution to development, and orientation to education (Bass, 1985). Supportive leadership is a behavior that addresses the needs and preferences of employees, is concerned about their well-being, and fosters an organizational environment of pleasant and friendly relations (House & Mitchell, 1974), a behavior that focuses on meeting the needs and well-being of employees and creating a comfortable organizational climate for interaction leadership style (Shin et al., 2016). Needs, well-being and climate are geared towards social and emotional support, which manifests itself mostly in leader behavior. The behavior of the leader is sympathy, caring, listening, etc. may be in the form of (Dyananti et al., 2022). Supportive leadership refers to the extent to which leaders support their followers through active participation in solving difficult situations, being open, honest, and fair in their interactions (Schmidt et al., 2014).

Supportive leaders are aware of their duties and responsibilities and can encourage their subordinates; they create a favorable working environment to encourage respect, trust, cooperation and emotional support (Daft, 2005; Gibson, Ivancevich & Donnelly, 2000). Supportive leaders, who try to create a friendly climate in a sensitive organization, reward the achievements of their subordinates, respect them, treat everyone equally, are friendly and approachable (House, 1971; Leana, 2013; Northouse, 2010) they improve job performance while preventing them from rising (Rowold & Schlotz, 2009). Supportive leaders, while meeting the needs of employees, also aim to develop a positive attitude towards them and gain confidence (Yu, 2017). Supportive leaders, who take into account the rewards and emotional states of employees (Lin & Lin, 2021), are friendly towards their employees and provide psychological support, information and material support (Yelamanchili, 2019). Supportive leaders care about the welfare and human needs of their subordinates and strive to make the job more enjoyable for their subordinates (Jones & George, 2011; Northouse, 2010). It can be said that when employees see a supportive attitude from their leaders, they will work more selflessly. It can be stated that the supportive behaviors of the administrators in schools will enable teachers to exhibit behaviors that will contribute to the success of the students and the school, as well as their official duties. This situation emphasizes
Organizational citizenship, one of the basic characteristics of which is behavior that is not formally rewarded by the organization, was used for the first time in the literature by Bateman and Organ (1983) (Dipola & Neves, 2009). Organizational citizenship behavior increases organizational functionality, is not explained in the official job and job description, is a volunteer who directly or indirectly makes positive contributions to the employee and the organization, whose boundaries are not clearly defined and does not require any sanction when not fulfilled, and employees exhibit more than what is expected from them (Aytürk, 2019; Çelik, 2007), which is very important in terms of organizational success and progress, is expressed as behaviors that occur voluntarily and consist of extra efforts rather than defined tasks and expectations (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). All situations in which the employee strives beyond the expectations of the employer can be considered as organizational citizenship behavior (Kumari & Thapliyal, 2017). The focus of these behaviors is the behaviors exhibited by the employee voluntarily and in order to contribute to the social and psychological environment of the organization (Lievens & Anseel, 2004).

The dimensions of organizational citizenship, which aims to have an effective process to achieve organizational goals, also provide organizational solidarity and integrity (Titrek, Bayrakç, & Zafer, 2009). It has been examined in five dimensions by organizational citizenship dimensions. These: altruism, civic virtue, conscientiousness, courtesy and courtesy. Altruism is the behavior of helping other employees voluntarily and preventing organizational problems. Civic virtue is the behavior of participating voluntarily in organizational decision-making processes, educational activities, social activities, boards and commissions, and participating in activities that will contribute to the benefit and image of the organization. Conscientiousness is the behavior that increases the effectiveness of both the individual and the group he/she is in, with behaviors such as going beyond what is expected by everyone, using time effectively, coming to work on time, continuing to work, using business hours effectively. Courtesy, which includes behaviors that help prevent problems that may arise, consists of exemplary behaviors such as warning, informing and reminding colleagues. Gentlemanship, on the other hand, is when employees work without complaining when faced with difficulties and difficult work (Organ, 1988; Podsakoff et al., 2000).

The organizational citizenship behaviors of the employees strengthen the social structure of the institution and decrease the disagreements within the institution (Sezgin, 2005). The social mechanism of the organization is facilitated, conflicts are minimized, organizational efficiency and productivity increase (Organ, 1988), it positively affects the individual’s performance and organizational efficiency, contributes to the effectiveness of the organization, and has a positive effect on the performance evaluations and career success of the employees (Allison, Voss & Dryer, 2001). As the tendency of the employees to show organizational citizenship behavior increases, it will be easier to reach the organizational goals and the level of success will increase (Demir, 2014). Organizational citizenship behavior, besides contributing to organizational communication, provides protection and efficient use of resources, increasing the service and product produced, directing the time correctly, and thus organizational savings and profitability. In addition, negative situations such as intention to leave the job, delegating the job to others or absenteeism are less common in employees who display organizational citizenship behavior (Podsakoff et al., 2000; Polat, 2007).
It can be said that it is not enough for the teachers, who are at the central point, to fulfill their official duties, but to exhibit extra behaviors beyond these duties in order for the schools to be effective and successful. Because, helping teachers with a workload, following academic and pedagogical developments, sharing related practices with colleagues, guiding new colleagues, being willing to participate in activities that are not included in the curriculum contribute to the formation of a positive school climate and increase organizational efficiency (Belogolovsky & Somech, 2010; Runhaar, Konermann, & Sanders, 2013). Teachers who have internalized and adopted organizational citizenship behaviors in schools continue to do their jobs with self-sacrifice, without giving up the obstacles they may experience, avoid all approaches that may have a negative impact on the educational atmosphere they work in, stay away from gossip, and pay attention to avoid harmful actions (Burns & Carpenter, 2008). Teachers who show organizational citizenship behavior are constantly improving themselves personally and professionally, in order to be more productive to students, to contribute more and to reach the school's goals in a shorter time than expected; He strives to make sure that his lessons are in the most effective way, he tries to make the programs, lessons and social activities in his schools extra efficient and effective, and he regularly shares his ideas and suggestions (DiPaola, Tschannen-Moran, 2001; DiPaola & Hoy, 2005). The display of organizational citizenship behavior by teachers, which contributes to individual and organizational effectiveness, contributes positively to the effectiveness of the school, educational success, and communication among employees (Sezgin, 2005). Teachers' organizational citizenship behavior enables the lessons to be more efficient and effective, the emergence of a high-quality planning and program, colleague assistance, and the teachers to work in cooperation in cooperation with the teachers without showing intimidation (Allison, Voss, & Dryer, 2001; Bogler & Somech, 2005; Nguni, Sleegers, & Denessen, 2006). Adhering to a strong team spirit and behaving with the will and awareness of "us", they become more beneficial to their institutions by showing more than expected, willingness, self-sacrifice and self-sacrifice (Bogler & Somech, 2005).

When the literature is examined, job satisfaction of supportive leadership (Arzi & Farahbod, 2014; Asamani et al., 2016; Chih et al., 2018; Kazemi & Corlin, 2020; Kulkarni, 2017; Shin et al., 2016), job performance (Hwang et al., 2015), innovative behavior (Janssen, 2005), extra role performance (Euwema et al., 2007), person-organization fit (Sökmence et al., 2015), intention to stay at work (Asamanie et al., 2016), organizational commitment (Şama & Kolamaz, 2011), school effectiveness (Namli, 2017), task performance (Shin et al., 2016), absenteeism and presenteeism (being absent at work) (Schmid et al., 2017), development of professional skills (Yu, 2017) employee voice (Eliaied, 2019) appears to be related to organizational climate (Kazemi & Corlin, 2020) and supportive climate (Kim et al., 2021). Therefore, the limited number of studies on supportive leadership in educational organizations in Turkey and abroad the fact that supportive leadership is associated with many organizational behaviors reveals the originality of the research. In this study, it was aimed to determine the relationship between school administrators' supportive leadership behaviors and organizational citizenship according to teacher perceptions. For this purpose, answers to the following questions were sought:

1- What is the level of teachers' perceptions of school administrators' supportive leadership behaviors and organizational citizenship?
2- Is there a significant relationship between the supportive leadership behaviors of school administrators and organizational citizenship?
3- Is the supportive leadership behavior of school administrators a significant predictor of teachers' organizational citizenship behaviors?
METHOD

Research Design

The research, which aims to determine the relationship between the supportive leadership behaviors of school administrators and organizational citizenship according to teacher perceptions, was designed in the relational survey model, which is one of the quantitative research methods. In the relational screening model, the researcher can investigate both the correlations between the variables and the effect of the independent variable(s) on the dependent variable(s) (Mertens, 2010). Ethical approval for this research was obtained from the Ethics Committee of Human Research in Social Sciences, Bolu Abant İzzet Baysal University, with the decision dated 27.06.2022 and numbered 2022/292.

Study Group and Sample

The study population of the research consisted of 465 teachers working in primary schools in the city center of Bolu in the 2021-2022 academic year. Since it was aimed to reach the entire universe of the study in the research, sampling was not used and valid data were obtained from 306 teachers. This number indicates that the acceptable number of teachers has been reached within the scope of the study population and sample sizes (Ural & Kılıç, 2005). The scales were delivered to the researchers online. 45.4% of the teachers were female (n=139), 54.6% were male (n=167); 88.6% (n=271) were at undergraduate level, 11.4% (n=35) were at postgraduate level; 17% are 20-30 years old (n=52), 31.4% are 31-40 years old (n=96), 35.3% are 41-50 years old (n=108) 16.3% are 51 and over (n=50).

Data Collection Tools

Supportive leadership scale and organizational citizenship scales were used to collect data in the research.

Supportive Leadership Scale

The supportive leadership scale was developed by Hoy (1991) and its reliability and validity studies were conducted by Çankaya and Aküzüm (2010). The four-point Likert scale is rated as rarely (1), sometimes (2), often (3), and very often (4). The scale consists of 9 items and one sub-dimension. The Cronbach Alpha internal consistency coefficient of the scale was determined as .89 by Çankaya and Aküzüm (2010), and the Cronbach Alpha coefficient calculated in this study was determined as .84.

Organizational Citizenship Scale

The organizational citizenship scale developed by DiPaola, Tarter and Hoy (2005) was adapted into Turkish by Taşdan and Yılmaz (2008). Consisting of one dimension and 12 items, the scale was developed in a five-point Likert style. The Cronbach Alpha internal consistency coefficient of the scale was calculated as .87 by Taşdan and Yılmaz (2008). The Cronbach Alpha coefficient of the scale calculated in this study is .89. In this context, it can be said that the reliability coefficient of the scales are high. The five-point Likert scale is evaluated as 1.00-1.80 "very low", 1.81-2.60 "low", 2.61-3.40 "moderate", 3.41-4.20 "high", 4.20-5.00 "very high".

Analysis of Data

The data obtained in the research were analyzed using the SPSS 22 program. Skewness and Kurtosis coefficients were calculated to examine whether the data showed a
normal distribution. As a result of the examination, the total scores of the Supportive Leadership Scale (Skewness: -0.281; Kurtosis: 0.473) and the Organizational Citizenship Scale (Skewness: -0.590; Kurtosis: -0.352) were found to be between +1.5 and -1.5. Therefore, the values of kurtosis and skewness between +1.5 and -1.5 indicate that the data show a normal distribution (Tabachnick & Fidell, 2013). In this sense, parametric tests were used in this study.

In the study, the Durbin-Watson coefficient was between 1.5-2.5 (d=2.32); r coefficients are lower than .80 (.63); It was determined that the variance magnification factor value varied between 6.21 and 2.88 (below VIF:10), and the tolerance values were between .29 and .54 (greater than 0.2). These values show that there is no autocorrelation, multiple co-linearity and correlation problem in the study (Field, 2009; Kalaycı, 2009; Stevens, 2009; Tabachnick & Fidell, 2013).

Ethical review board name: Ethics Committee of Human Research in Social Sciences, Bolu Abant İzzet Baysal University. Date of ethics review decision: 27.06.2022, Ethics assessment document issue number: 2022/292

**FINDINGS**

In this section, teachers' perceptions of school administrators' supportive leadership behaviors and organizational citizenship, the relationship between supportive leadership and organizational citizenship, and the findings of supportive leadership's predictive level of organizational citizenship are included.

Teachers' perceptions of school administrators' supportive leadership behaviors and organizational citizenship are given in Table 1.

**Table 1. Teachers' Perceptions of School Administrators' Supportive Leadership Behaviors and Organizational Citizenship**

<table>
<thead>
<tr>
<th>Scales</th>
<th>N</th>
<th>( \bar{x} )</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive leadership</td>
<td>306</td>
<td>3.81</td>
<td>0.41</td>
</tr>
<tr>
<td>Organizational citizenship</td>
<td>306</td>
<td>4.13</td>
<td>0.76</td>
</tr>
</tbody>
</table>

When Table 1 is examined, it has been determined that teachers' perceptions of school administrators' supportive leadership behaviors (\( \bar{x} =3.81 \)) and organizational citizenship perceptions (\( \bar{x} =4.13 \)) are high. These findings show that school administrators, as supportive leaders, help teachers with their problems related to their lessons and make an effort to work peacefully, they make constructive criticisms towards teachers, they listen to teachers effectively, they treat teachers equally, they are open to teachers' suggestions and they appreciate teachers; It can be interpreted that teachers help students in their personal time, help new teachers, are willing and willing to take part in extra-curricular activities and committees, use their class time effectively, share information with their colleagues, and make constructive criticisms for the improvement of the school.

The results of the Pearson Correlation Coefficient for determining the relationships between teachers' school administrators' supportive leadership behaviors and organizational citizenship perceptions are given in Table 2.
When Table 2 is examined, a moderately positive and significant relationship ($r=.63$; $p<0.01$) was found between the supportive leadership behaviors of school administrators and organizational citizenship according to teacher perceptions. This finding can be explained by the fact that with the increase in the supportive leadership behaviors of school administrators, teachers' organizational citizenship behaviors will also change in the same direction.

The regression results for the predictive level of organizational citizenship behaviors of school administrators' supportive leadership behaviors are given in Table 3.

When Table 3 was examined, it was determined that the supportive behaviors of school administrators were a significant predictor of organizational citizenship ($F=53.02$; $p<0.01$). Reinforcing leadership behaviors of school administrators explain 44% ($R^2=0.44$) of the total variance in teachers' perceptions of organizational citizenship. This finding shows that with the increase of supportive leadership behaviors of school administrators, organizational citizenship behaviors of teachers will also increase.

**DISCUSSION AND CONCLUSION**

According to the results of the research, teachers' perceptions of school administrators' supportive leadership behaviors are high. This result is very important in terms of supporting teachers by school administrators, who are at the most strategic point in influencing teachers. Because when employees are supported and empowered by leaders, they can provide valuable input to the school (Grant, 2011). It is claimed that the lack of support from administrators encourages teachers to leave their profession (Ingersoll, 2001).

Since the basis of supportive leadership is based on relationship-oriented behaviors, it is very important to consider the needs and feelings of employees, to accept them, and to deal with their needs (Yukl, Gordon & Taber, 2002). It is one of the most important roles of supportive leaders to support all of their positive behaviors by being in close relationship with all of the group members, to exhibit positive attitudes and behaviors in their criticism and feedback, and to make explanations while informing the employees (Okumuş, 2013). Therefore, supportive leader managers should know their human resources well, establish good relations with them and help them in solving the problems they encounter and in
achieving success in their work. In supportive leadership, employees show loyalty to their leaders regardless of financial or other power. Therefore, supportive leaders should create an organizational climate that will contribute to the development and business success of employees in line with organizational interests (Izgar, 2005). In schools where communication and interaction are very important, supportive leadership behaviors of school administrators gain importance in this sense. School administrators have important duties in supporting teachers, increasing their job satisfaction and creating a pleasant working environment at school. For example, when teachers lack confidence in their ability to complete a task and need motivation to keep going, school administrators create a friendly climate as supportive leaders and get to know teachers verbally. Also, supportive people in leadership show respect, treat everyone equally, and are concerned for the well-being of their subordinates. The supportive leader should use expertise to improve activities and school structures (Thuku, Jeremiah & Edward, 2018). When the literature is examined, it has been concluded that teachers' perception of supportive leadership is high in studies conducted by Quigney (2000) and Özdemir (2010). Çankaya and Aküzüm (2010), on the other hand, concluded in their study that teachers' perceptions of school administrators' supportive leadership behaviors were at the level of agree. In some studies (Abdurrezzak, 2015; Sarer, 2013; Özgözgü, 2015), it has been concluded that school administrators often use supportive leadership, support teachers' professional development, and appreciate positive behaviors. Katitaş, Doğan and Yıldız (2022), on the other hand, emphasized that school principals see their teachers' needs and wishes before them, value them, and are willing to support teachers' development.

According to the results of the research, teachers' perceptions of organizational citizenship are at a high level. Having a high level of organizational citizenship perception of teachers will increase the quality of education and training services offered to students and will ensure the success of students and therefore schools to be successful and effective. Because teachers who show high level of organizational citizenship behavior not only give importance to their professional development, but also support their students during rest hours, participate voluntarily in programs and activities other than teaching activities, develop suggestions and ideas for better quality education services, and help their colleagues. As a matter of fact, Burns and Carpenter (2008) emphasized that teachers with a high level of organizational citizenship behavior work with great devotion and effort by avoiding destructive, abrasive words, attitudes and behaviors that may negatively affect the school and working climate. Ertürk (2022) also emphasized that the effective use of resources by creating a positive school environment and the teachers' working in cooperation and taking part in other educational activities besides teaching works, will increase the success of the students and thus the efficiency of the school. In this context, it can be said that the organizational citizenship behaviors of teachers, one of the most important elements of schools, are very important in terms of organizational, managerial and individuality in schools.

Studies supporting the result of this research in the literature (Akdemir, 2018; Alarçın, 2020; Arlı, 2011; Çelik & Konan, 2021; Çimen, 2016; Ertürk, 2018; Ertürk, 2022; Mete & Serin, 2015; Somech & Ron, 2007; Sönmez & Cemaloğlu, 2017; Tabancalı & Çakıroğlu, 2017; Uslu & Balci, 2012), besides teachers' organizational behaviors are at very high (Buluç, 2008; Çerezci, 2019) and moderate (Bogler & Somech, 2004; Kurtulmuş, 2016; Yılmaz, 2012) levels. There are studies that have concluded that The emergence of different results in the studies may be due to the fact that the studies were conducted in different places and sample groups, and the different management styles in the schools.

According to another result of the study, there is a moderately positive and significant relationship between the supportive leadership behaviors of school administrators and organizational citizenship. Supportive leadership is a significant predictor of organizational citizenship. Although there is no study in the literature that deals with supportive leadership
and organizational citizenship behavior together, Organ et al. (2006) emphasized that supportive leadership attitudes and behaviors and the leader's empowerment attitude affect organizational behavior. Namli (2019) concluded that there is a moderately significant positive relationship between supportive leadership and collective trust and school effectiveness, and that supportive leadership has a significant effect on collective trust and school effectiveness. Şama and Kolamaz (2011) concluded that supportive and developing leadership characteristics positively affect the identification and internalization dimensions of organizational commitment; Çankaya and Aküzüm (2010) Çankaya and Aküzüm (2010) found that there is a positive relationship between supportive leadership and teachers' communication competencies, and that supportive leadership is a significant predictor of teachers' communication levels. Rallis and Goldring (2000), on the other hand, concluded that the supportive leadership roles of school administrators have a positive effect on teachers' professional solidarity and communication competencies. In addition, job satisfaction of supportive leadership (Arzi & Farahbod, 2014; Chih et al., 2018; Kazemi & Corlin, 2020; Kulkarni, 2017; Maurya & Agarwal, 2015; Shin et al., 2016; Sökmen et al., 2015), job performance (Hwang et al., 2015), innovative behavior (Janssen, 2005), extra role performance (Euwema et al., 2007), person-organization fit (Sökmen et al., 2015), intention to stay at work (Asamanie et al., 2016), organizational commitment (Şama & Kolamaz, 2011), school effectiveness (Namli, 2017), task performance (Shin et al., 2016), absenteeism and presenteeism (not being at work) (Schmid et al., 2017), development of professional skills (Yu, 2017) employee voice (Elsaied, 2019) seems to be related to organizational climate (Kazemi & Corlin, 2020). As can be seen, leadership behaviors supportive of school administrators affect many organizational behaviors positively.

Organizational citizenship positively affects performance and organizational productivity, strengthens social relations by reducing conflicts in the organization (Sezgin, 2005). In this sense, a school administrator who wants to increase the individual performance of teachers at school, increase the efficiency of the school, reduce or prevent conflicts at school can create these positive situations by displaying supportive attitudes and behaviors towards teachers. Because supportive leadership behaviors both have a positive relationship with organizational citizenship and significantly predict organizational citizenship.

As a result, it is very important for teachers to help students and new teachers in their personal time, to take part in extra-curricular activities and boards, to use their time effectively, to share information with colleagues, to make constructive criticisms for the development of the school, and to increase the success level of students in the school's effectiveness and efficiency. On the other hand, supportive leadership behaviors of school administrators are an important and meaningful predictor of teachers' organizational citizenship behavior. Therefore, school administrators, as supportive leaders, help teachers with their problems related to their lessons, strive to create a quality and peaceful working environment for teachers, make constructive criticism, create a fair working environment at school, be open to teachers' opinions and suggestions, appreciate their success, and encourage the emergence of organizational citizenship behaviors. Can provide. This situation, in addition to increasing the quality of the education offered to the students, will ensure the success of the students, the efficiency of the school and the formation of many positive outputs.

The following recommendations were developed within the scope of research findings and results:

1- In order to maintain the high level of supportive behavior of school administrators, school administrators; continue to help teachers solve their problems, listen to them when communicating with teachers, explain why when criticizing and make constructive criticism, strive to provide the resources teachers need and improve working conditions, treat teachers equally and fairly, thank teachers when necessary, should reward teachers, take into account the suggestions of teachers, support teachers to control their work and be autonomous in their
work.

2- In order to ensure continuity in the supportive leadership behaviors of school administrators, it will be good to ensure continuity in their professional development. In this regard, they can participate in in-service trainings, workshops, panels and symposiums and congresses related to their fields.

3- In order to reveal and increase teachers' organizational citizenship behaviors, school administrators should display supportive behaviors.

4- A qualitative research can be conducted to reveal the supportive leadership behaviors of school administrators.

**Limitations of the Research**

This research; It is limited to the answers given by 306 teachers working in primary schools in Bolu city center for the 2020-2021 academic year to the supportive leadership and organizational citizenship scales. The findings and results obtained in the research reflect the views of the teachers in the study universe.
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Author(s)’ statements on ethics and conflict of interest

Ethics statement: We hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. We take full responsibility for the content of the paper in case of dispute.

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