

THE RELATIONSHIP BETWEEN THE LEADERSHIP BEHAVIORS OF SCHOOL HEADS AND TEACHERS' JOB SATISFIED

Bahar Kaplan Yurteri

Akdeniz Karpaz University, Graduate Studies, Master Program
220609007@std.akun.edu.tr

Gülsen Fırat

Akdeniz Karpaz University, Graduate Studies, Master Program
gc9473742@gmail.com

Gülzade Hayta

Akdeniz Karpaz University, Graduate Studies, Master Program
220618005@gmail.com

Assistant Professor Doctor. Azmiye YINAL

Akdeniz Karpaz University
azmiye.yinal@akun.edu.tr

ABSTRACT

The universe of this research was composed of 315 teachers working in private schools in Nicosia districts in the TRNC in the 2022-2023 academic year. The sample consisted of 141 teachers who were randomly selected from this universe and volunteered to participate in the research. In the study, data were collected with the Leadership Behavior Description Scale and the Job Satisfaction Scale. The data were analyzed in the SPSS 28.0 package program. In the study examining the relationship between the leadership behaviors of school principals and the job satisfaction of teachers, gender, marital status and professional experience variables were discussed. As a result of the analysis, no significant relationship was found between the gender variable and the sub-dimensions of leadership behaviors and sub-dimensions of job satisfaction. It was observed that there was no significant relationship between marital status and the sub-dimensions of the leadership behavior scale and job satisfaction. On the other hand, it has been determined that there is a positive and significant relationship between marital status in the total of the leadership scale. In this case, it can be said that the perception of leadership behavior of married participants is higher than that of single participants. As a result of the analysis, no relationship was found between professional seniority, leadership behaviors and job satisfaction. As a result of the analysis, it was seen that leadership behaviors affect job satisfaction statistically. In this case, it can be said that the leadership behaviors exhibited by school principals affect teachers' job satisfaction.

Keywords: School principal, teacher, leadership, job satisfaction.

1. Introduction

1.1. Problem Status

School principals have a very important role in the management of schools and the education of students. School principals manage the factors affecting the success of schools and work to improve the education quality of students (Bursalioglu, 2014). School principals lead teachers and manage teachers' work. They support teachers in order to increase their commitment to their work and increase their job satisfaction. In addition, they support the training and development of teachers and provide students with a higher quality education. School principals are also very important in terms of school management. School principals manage school budgets, recruit staff and manage the day-to-day running of the school. In addition, they manage student discipline and are responsible for the safety of the school (Maşalı et al., 2023).

School principals also interact with the school environment. They work to increase school success by collaborating with parents, local businesses, and other community leaders. They also protect the school's reputation and manage various resources for the school's improvement. As a result, school principals are important leaders who manage many factors that affect the success of schools and work to improve the education quality of students. Leadership skills of school principals play a critical role in increasing teachers' job satisfaction and students' education quality (Atıgan & Özkan, 2023).

There is a direct relationship between the leadership behaviors of school principals and the job satisfaction of teachers. School principals are important leaders who manage and motivate teachers in the school. A good school principal can make teachers feel connected and motivated, which can increase teachers' job satisfaction (Uzlu, 2023). Leadership behaviors of school principals can affect teachers' job satisfaction. A good leader appreciates and supports teachers, provides training and development opportunities, and promotes teachers' autonomy. These behaviors can increase teachers' commitment to their work and job satisfaction (Izgar, 2008).

Teachers' job satisfaction is one of the most important factors affecting success in education. Job satisfaction is related to how satisfied teachers are with their jobs, how committed they are to their jobs, and how much they enjoy their jobs (Yinal & Banje, 2023). Job satisfaction increases teachers' motivation and helps them create a better teaching and learning environment. Teachers with high job satisfaction are less stressed, happier and healthier. This, in turn, can positively affect students' learning experiences (Basaran, 2000).

Job satisfaction also contributes to the professional development of teachers. When teachers have job satisfaction, they perform better in their jobs, prepare higher quality course materials and provide better feedback to students (Aycan & Eskin, 2005). In addition, teachers' job satisfaction can also help teachers stay in their schools longer. Teachers with lower job satisfaction are more likely to drop out of schools. This, in turn, can negatively affect students' learning experiences and reduce the quality of schools. As a result, teachers' job satisfaction affects teachers' motivation, performance and professional development. High job satisfaction creates a better teaching and learning environment and positively affects students' learning experiences (Katıtaş, 2022). In the light of this information, the relationship between school principals' leadership behaviors and teachers' job satisfaction was examined within the scope of teachers' demographic variables.

1.2. Purpose of the research

The aim of this study is to examine the relationship between school principals' leadership behaviors and teachers' job satisfaction. Within the scope of the research, answers were sought for the following sub-objectives:

- Does the gender variable have an effect on the leadership behaviors of school principals and job satisfaction of teachers?
- Professional seniority Does the variable have an effect on the leadership behaviors of the school principals and the job satisfaction of the teachers?
- Does the variable of marital status have an effect on the leadership behaviors of school principals and job satisfaction of teachers?

1.3. Importance of Research

Leadership styles of school principals can affect teachers' working conditions. For example, school principals can provide a suitable working environment for teachers' needs and increase teachers' job satisfaction. In addition, school principals can manage the factors that affect teachers' workload. For example, school principals can manage teachers' student number, class size, and course load. Keeping these factors under control can reduce teachers' workload and increase job satisfaction. There is an important relationship between school principals' leadership behaviors and teachers' job satisfaction. School principals can improve their leadership styles and improve teachers' working conditions in order to increase teachers' job satisfaction. Thus, the job satisfaction of the teachers in the school increases, the education of the students in the school becomes better and the overall performance of the school increases. Therefore, this study is considered to be important.

1.4. Limitations

Research;

- 2022-2023 academic year,
- 141 teachers who volunteered to participate in the study,
- the teachers' gender , professional seniority and marital status information,
- With the scales and resources used in the study

Has been limited.

1.5. Definitions

Leader: A person who directs a group of people and helps them reach their goals (Polat and Ödemiş, 2023) .

Leadership: It is helping a person or a group of people to reach their goals by directing an organization, a community or a project (Hintschich, 2023) .

Job satisfaction : It is the satisfaction and satisfaction that an employee feels about his job (Özek & Büyükgöze, 2023) .

2. Theoretical Framework

2.1. Leadership and Leadership

A leader is someone who leads a group of people and helps them achieve their goals. A leader may be involved in managing an organization, a community, a team, or a project. It includes a range of qualities such as leadership, charisma, vision, communication, teamwork, management skills, problem solving, decision making, motivation and fairness. By taking the lead, leaders promote creativity, innovation, and compliance with ethical values. In

addition, leaders manage the talents and differences of team members, evaluate their performance, give feedback, and provide training and training opportunities to help team members develop (Saritaş & Myrvang, 2023).

Leaders also set action plans to achieve the organization's strategic goals and manage resources to implement these plans. A good leader increases the motivation of team members and provides the support they need to achieve success. As a result, leaders play a critical role in the success of an organization and play an important role in discovering and developing the potential of a community or team (Özçelik et al., 2023).

Leadership is a person or group of people directing an organization, a community or a project and helping them achieve their goals. It includes various factors such as leadership, charisma, vision, effective communication, teamwork, management skills, problem solving, decision making, motivation and fair behavior. Leaders manage the talents and differences of team members, taking into account many factors when making decisions. By taking the lead, leaders promote creativity, innovation, and compliance with ethical values. Leaders also evaluate the performance of team members, give feedback, and provide training and training opportunities to help team members develop (Demir, 2023).

Leadership is critical to the success of an organization. A good leader motivates team members, sets goals, makes strategic planning, and acts accordingly and manages results. Also, by striving to discover and develop the team's potential, leaders lay a solid foundation for the long-term success of the organization. (Sonmez, 2023).

2.2. Leadership Behaviors of School Principals

School principals are the leaders of a school and assume the administrative, pedagogical and disciplinary responsibilities of the school. Leadership behaviors can have a great impact on the success of school principals, school staff and students. Here are some of the leadership behaviors of school principals (Şentürk & Saġnak, 2012; Bozdoġan & Saġnak, 2011; Tahaoġlu & Gedikoġlu, 2009; Atıgan & Özkan, 2023) :

Having a Vision: School principals should have a clear vision for the future of the school. This vision will set the school's goals and ensure that all stakeholders (teachers, students, parents) work together to achieve these goals.

Communication: A good school principal can communicate clearly and effectively. Teachers frequently meet and exchange ideas with students and parents. This ensures a strong communication culture in the school.

Being Supportive: School principals should support teachers and other employees. They should provide support in many ways, such as easing their workload, providing training materials and responding to teachers' needs.

Evaluating Performance: School principals regularly evaluate the performance of teachers and students. This is important in order to better respond to students' needs and help teachers improve.

A Strong Education Program: School principals should organize the school's education program. Determining the school's curriculum, providing teachers' training materials, and supporting the academic development of students are important.

Discipline Management: School principals play an important role in maintaining discipline in the school. Responding quickly and effectively to disciplinary issues is essential to ensuring the safety and well-being of students.

Motivation: School principals should make an effort to motivate students and teachers. Celebrating, appreciating, and encouraging success builds students' and teachers' self-confidence.

2.3. Job Satisfaction

Job satisfaction is the satisfaction and satisfaction an employee feels about his job. Job satisfaction is affected by many factors such as the nature of the job, working conditions, wages, social relations, management relations and personal values. An employee's level of job satisfaction can affect his or her performance, retention, motivation, and overall happiness. A high level of job satisfaction can help employees feel happier and more motivated at work, which can have a positive effect on productivity and success (Çakır & Öztürk, 2023).

Job satisfaction can increase when employees feel satisfied at the point where their own values and goals meet the skills and abilities required by the job. Job satisfaction may also increase as employees feel the feedback and support they receive from management, feel part of the job, and feel fairness in the workplace. As a result, job satisfaction is a factor that significantly affects the attitudes and performances of employees towards their jobs. In

order to keep their employees' job satisfaction levels high, employers should strive to provide a good working environment, provide training and development opportunities, support their employees and understand their values and goals (Özek and Büyükgöze, 2023).

Job satisfaction is an important factor affecting the attitudes, behaviors and performances of employees towards their jobs. Job satisfaction is related to the feeling of satisfaction and satisfaction of employees towards their jobs. A high level of job satisfaction can provide many benefits (Georgellis & Lange, 2012; Bingöl, 2006) :

- Higher motivation and productivity: Employees with high job satisfaction feel more connected and motivated to their jobs and exhibit higher productivity.
- Higher job satisfaction: Employees with higher job satisfaction are more satisfied with their jobs. This, in turn, helps employees feel happier and more engaged in their work.
- Lower turnover rates: Employees with high job satisfaction are less likely to leave their jobs. This reduces the time and cost for employers to locate employees and adapt to the job.
- Higher customer satisfaction: Employees with high job satisfaction communicate better with customers and achieve a higher level of customer satisfaction.
- Higher workplace compliance: Employees with high job satisfaction adapt better to the workplace environment and are more adaptable to workplace policies. This leads to better collaboration and a higher level of teamwork in the workplace.

As a result, job satisfaction helps employees feel happier and more motivated at their jobs, improve workplace performance, and provide a range of benefits to employers. In order to keep their employees' job satisfaction levels high, employers should strive to provide appropriate working conditions and management policies in the workplace, to value and support their employees.

3. Method of Research

3.1. Universe and Sample

The universe of this research was composed of 315 teachers working in private schools in Nicosia districts in the TRNC in the 2022-2023 academic year. The sample of 141 people who were randomly selected from this population and volunteered to participate in the research. created by the teacher. Demographic information of the participants is given in the table below:

Table 1. Demographic Information

		N	%
Gender	Woman	94	66.7
	Male	47	33.3
Professional Seniority	less than 5 years	34	24.1
	5-10 years	42	29.8
	10-15 years	50	35.5
	between 15-20 years	15	10.6
marital status	Married	82	58.2
	Single	59	41.8
	total	141	100.0

When Table 1 is examined, 66.7% of the participants are female, 33.3% are male; 10-15 years of 35.5%; 29.8% of them have 5-10 years, 24.1% of them have less than 5 years and 10.6% of them have 15-20 years of professional seniority. In addition, 58.2% of the participants are married and 41.8% are single.

3.2. Data Collection Tools

In the study, data were collected through two scales:

Leadership Behavior Descriptive Scale

The scale for describing leadership behavior was developed by Hemphill and Coones (1950). It was adapted into Turkish by different researchers. It was Önal (1979) who first brought the leadership behavior description scale, which consists of the sub-dimensions of establishing the structure and showing the relationship, into Turkish. However, the researcher did not look at the validity and reliability of the scale. Ergene (1990) found test-retest reliability as $r=.82$ for constructing dimension and $r=.77$ for relationship dimension. It can be said that the scale is valid and reliable. The Leadership Behavior Descriptive Scale has two sub-dimensions, which are defined as

establishing the structure and showing understanding. It can be stated that the individual with a high score for establishing the structure is more work-oriented, and the individual with a high score for understanding is more person-oriented.

Job Satisfaction Survey

The second part of the questionnaire, which is about teachers' job satisfaction, was taken from the questionnaire named "Educational administrator's job satisfaction", which was conducted by Balcı (1985) and whose validity and reliability were tested. The questionnaire is important because it is the first study product in which job satisfaction is directly addressed in educational organizations in Turkey. Job satisfaction survey; It consists of 27 items measuring the dimensions of Interpersonal Relations, Organizational Environment, Wages, Development and Promotion Opportunities, Job and Quality and Working Conditions.

3.3. Data analysis

The data were analyzed in the SPSS 28.0 package program. In the analysis of data; frequency tables, ANOVA Test, ANOVA Tukey Test and Pearson Correlation Analysis were used.

4. Findings

4.1. Difference Analysis of Demographic Changes

The following table includes the gender variable and the difference analysis of the scales:

Table 1. Difference Analysis of Gender Variable (T-Test)

		N	\bar{X}	ss		
Leadership Behaviors						
Setting up the build	Woman	94	33,8404	5,77779		
	Male	47	32,9362	4,79313		
show understanding	Woman	94	36.0532	6.22062		
	Male	47	35,9149	5,22881		
Job Satisfaction						
interpersonal relations	Woman	94	7.9787	1.60630		
	Male	47	8.3404	1,56423		
organizational environment	Woman	94	17,6915	2,45837		
	Male	47	17.5745	2.40240		
Fee	Woman	94	9.7340	1,75472		
	Male	47	9.7872	1,88744		
Development and promotion	Woman	94	7.5532	2.12318		
	Male	47	7.4468	1,93153		
Job and its nature	Woman	94	12.4894	1,99863		
	Male	47	11.8298	2,00347		
Work conditions	Woman	94	10.3617	4,83235		
	Male	47	10.2553	3,57204		
		N	\bar{X}	ss	f	p.
Leadership total	Woman	94	72,3191	10,90941	2,108	0.149
	Male	47	71,4255	8,35293		
Job satisfaction total	Woman	94	62,1064	9.38022	2,124	0.147
	Male	47	61,4255	7.06105		

p<0.005

As a result of the analysis, no significant relationship was found between the gender variable and the sub-dimensions of leadership behaviors and sub-dimensions of job satisfaction. Looking at the arithmetic means, it was seen that female participants ($\bar{X} = 33.8404$; $\bar{X} = 36.0532$) got higher scores than men ($\bar{X} = 32.9362$; $\bar{X} = 35.9149$) in the dimensions of constructing the structure and showing understanding . In the sub-dimensions of job satisfaction scale, male participants ($\bar{X} = 8.3404$); female participants in the organizational setting ($\bar{X} = 17.6915$);

male participants in the wage dimension ($\bar{X} = 9.7872$); In terms of development and promotion, female participants ($\bar{X} = 7,5532$); It was observed that female participants had high scores in the dimension of work and its quality ($\bar{X} = 12,4894$) and in terms of working conditions ($\bar{X} = 10,3617$). In addition, it was observed that female participants scored higher than male participants in the entire leadership behavior scale ($\bar{X} = 10.90941$) and job satisfaction scale ($\bar{X} = 9.38022$).

The difference analysis of the marital status variable is given in Table 2.

Table 2. Difference Analysis of Marital Status Variable (T-Test)

		N	\bar{X}	ss .		
Leadership Behaviors						
Setting up the build	Married	82	33,7195	5.0437		
	Single	59	33.2881	6,04595		
show understanding	Married	82	35.4756	5,82931		
	Single	59	36.7458	5,94397		
job satisfaction						
interpersonal relations	Married	82	8,0244	1.60228		
	Single	59	8.2034	1,59503		
organizational environment	Married	82	17.2927	2,38559		
	Single	59	18,1525	2,42696		
Fee	Married	82	9,9512	1.60172		
	Single	59	9.4746	2,01166		
Development and promotion	Married	82	7.5854	2,03033		
	Single	59	7.4237	2.10257		
Job and its nature	Married	82	12,1098	1,82578		
	Single	59	12,4915	2,25429		
Work conditions	Married	82	10.3293	4.46123		
	Single	59	10,322	4,44678		
		N	\bar{X}	sS	F	P
Leadership total	Married	82	71.6098	10,18927	0.072	0.01*
	Single	59	72.5932	10,05179		
Job satisfaction total	Married	82	61.4756	8,92801	0.052	0.82
	Single	59	62.4407	8,30719		

p<0.005

As a result of the analysis, it was seen that there was no significant relationship between marital status and the sub-dimensions of the leadership behavior scale and job satisfaction ($p < 0.05$). On the other hand, it was determined that there was a positive and significant relationship between marital status in the sum of the leadership scale ($p = 0.001$). In this case, it can be said that the perception of leadership behavior of married participants ($\bar{X} = 10.18927$) is higher than that of single participants ($\bar{X} = 10.05179$).

In Table 3, the difference analysis of the professional seniority variable is given.

Table 3. Difference Analysis of Professional Seniority Variable (ANOVA Test)

		N	\bar{X}	ss	95% Confidence interval for mean		Minimum	Maximum	f	p
					Lower Bound	upper Bound				
Setting up the build	less than 5 years	34	33.2353	4,94245	31,5108	34.9598	24.00	46.00	0.16	0.92
	5-10 years	42	33.9524	6.52557	31,9189	35,9859	24.00	52.00		
	10-15 years	50	33,3000	5,16760	31.8314	34.7686	21.00	46.00		
	between 15-20 years	15	33.8667	4,71876	31.2535	36.4798	27.00	45.00		
	total	141	33,5390	5,46877	32.6285	34.4495	21.00	52.00		
show understanding	less than 5 years	34	35.6471	6,48954	33.3828	37,9114	28.00	56,00	1.56	0.2
	5-10 years	42	34.7857	5,61590	33,0357	36.5358	27.00	51.00		
	10-15 years	50	36,6000	5.72142	34,9740	38,2260	23.00	54.00		
	between 15-20 years	15	38.2667	5,40458	35.2737	41.2596	30.00	48.00		
	total	141	36,0071	5,89006	35,0264	36,9878	23.00	56,00		
interpersonal relations	less than 5 years	34	7.9412	1,65037	7,3653	8.5170	5.00	12.00	0.77	0.512
	5-10 years	42	8.0238	1.64522	7,5111	8,5365	5.00	13.00		
	10-15 years	50	8,1000	1,65677	7.6292	8.5708	3.00	12.00		
	between 15-20 years	15	8.6667	1,04654	8,0871	9.2462	7.00	11.00		
	total	141	8,0993	1.59600	7.8336	8,3650	3.00	13.00		
organizational environment	less than 5 years	34	17.5294	2,77691	16.5605	18.4983	10.00	24.00	1.7	0.168
	5-10 years	42	17.0476	2,49832	16,2691	17,8261	10.00	22.00		
	10-15 years	50	18,0600	2,24436	17.4222	18.6978	12.00	24.00		
	between 15-20 years	15	18.2667	1,70992	17,3197	19,2136	15.00	21.00		
	total	141	17.6525	2,43189	17,2476	18.0574	10.00	24.00		
Fee	less than 5 years	34	10,0294	1,66033	9,4501	10.6087	7.00	14.00	0.383	0.764
	5-10 years	42	9.6905	1,98148	9,0730	10,3079	4.00	13.00		
	10-15 years	50	9,6800	1,91066	9.1370	10,2230	5.00	13.00		
	between 15-20 years	15	9.5333	1,06010	8.9463	10,1204	8.00	11.00		
	total	141	9.7518	1,79346	9.4532	10,0504	4.00	14.00		
Development and promotion	less than 5 years	34	7.5588	1,72664	6.9564	8.1613	4.00	11.00	0.045	0.98
	5-10 years	42	7.4524	2,46143	6.6853	8.2194	4.00	14.00		
	10-15 years	50	7,5000	2.00255	6.9309	8,0691	4.00	12.00		
	between 15-20 years	15	7.6667	1,83874	6.6484	8.6849	6.00	12.00		
	total	141	7.5177	2,05497	7.1756	7.8599	4.00	14.00		
Job and its nature	less than 5 years	34	11.7647	2,24363	10,9819	12,5475	8.00	17.00	2.03	0.11
	5-10 years	42	12,8571	2,09030	12,2058	13,5085	8.00	18.00		
	10-15 years	50	12,1200	1,72189	11.6306	12.6094	8.00	16.00		

	between 15-20 years total	15	12.2667	1,98086	11.1697	13.3636	9.00	16.00		
	less than 5 years	34	10.2941	4,98196	8.5558	12,0324	5.00	23.00		
	5-10 years	42	10.2143	4,52384	8.8046	11,6240	5.00	24.00		
Work conditions	10-15 years	50	10,1800	4.13393	9,0051	11.3549	5.00	24.00	0.21	0.88
	between 15-20 years total	15	11,2000	4,22915	8.8580	13,5420	5.00	20.00		
	total	141	10.3262	4,43927	9.5871	11.0654	5.00	24.00		

p<0.005

As a result of the analysis, no relationship was found between professional seniority, leadership behaviors and job satisfaction. On the other hand, when the arithmetic averages are considered, those who have 5-10 years of professional experience ($\bar{X} = 33,9524$) in the sub-dimension of constructing the structure ; In the sub-dimension of showing understanding, it was seen that those who had professional experience between 15-20 years ($\bar{X} = 38,2667$) had higher averages than the others. Considering the sub-dimensions of the job satisfaction scale, in the dimension of interpersonal relations; 15-20 years ($\bar{X} = 8.6667$); 15-20 years in organizational environment dimension ($\bar{X} = 18.2667$); less than 5 years in the wage dimension ($\bar{X} = 10.0294$); Development and rise 15-20 years ($\bar{X} = 7.6667$); It has been determined that it is 5-10 years ($\bar{X} = 12,8571$) in the dimension of work and its quality and 15-20 years in the dimension of working conditions ($\bar{X} = 11,2000$).

4.2. The Effect of Leadership Behaviors on Job Satisfaction

Correlation analysis was performed to determine whether leadership behaviors affect job satisfaction (Table 4):

Table 4. Leadership Behaviors and Job Satisfaction Correlation Analysis

		leadership behaviors	job satisfaction
leadership behaviors	Pearson correlation		,983 **
	Sig. (2-tailed)		0,000
Job Satisfaction total	Pearson correlation	,983 **	
	Sig. (2-tailed)	0,000	

** . Correlation is significant at the 0.01 level (2-tailed).

p=0.001

As a result of the analysis, it was seen that leadership behaviors affected job satisfaction statistically ($r=.983$; $p=0.01$). In this case, it can be said that the leadership behaviors exhibited by school principals affect teachers' job satisfaction.

Conclusion and Recommendations

In the study examining the relationship between the leadership behaviors of school principals and the job satisfaction of teachers, gender, marital status and professional experience variables were discussed.

As a result of the analysis, no significant relationship was found between the gender variable and the sub-dimensions of leadership behaviors and sub-dimensions of job satisfaction. Looking at the arithmetic averages, it was seen that female participants scored higher than men in the dimensions of establishing the structure and showing understanding. In the sub-dimensions of the job satisfaction scale, male participants; female participants in the organizational setting; male participants in the wage dimension; In terms of development and promotion, female participants; It was observed that the scores of female participants in the dimension of work and quality and working conditions were high. In addition, it was observed that female participants scored higher than male participants in the entire leadership behavior scale and in the job satisfaction scale.

As a result of the analysis, it was seen that there was no significant relationship between marital status and the sub-dimensions of the leadership behavior scale and job satisfaction. On the other hand, it has been determined that there is a positive and significant relationship between marital status in the total of the leadership scale. In this case, it can be said that the perception of leadership behavior of married participants is higher than that of single participants.

As a result of the analysis, no relationship was found between professional seniority, leadership behaviors and job satisfaction. On the other hand, when the arithmetic averages are considered, those who have 5-10 years of professional experience in the sub-dimension of establishing the structure; In the sub-dimension of showing understanding, it has been seen that those who have professional experience between 15-20 years have higher averages than the others. Considering the sub-dimensions of the job satisfaction scale, in the dimension of interpersonal relations; 15-20 years ; 15-20 years in organizational environment dimension ; less than 5 years in the wage dimension ; Development and promotion 15-20 years ; It has been determined that it is 5-10 years in the dimension of work and quality and 15-20 years in the dimension of working conditions .

As a result of the analysis, it was seen that leadership behaviors affect job satisfaction statistically. In this case, it can be said that the leadership behaviors exhibited by school principals affect teachers' job satisfaction.

At the end of the research, the following recommendations were developed:

- School principals should support teachers and provide the resources they need. Principals can increase job satisfaction by supporting teachers' training and development.
- School principals should encourage cooperation among teachers. Principals can increase job satisfaction by helping teachers collaborate with each other and share ideas.
- School principals should regularly evaluate the performance of teachers. In the evaluation process, they can increase job satisfaction by giving feedback to teachers and focusing on areas of improvement.
- This research is a quantitative research, it can be suggested that future studies should be done qualitatively.
- It may be recommended to enlarge the population and sample and to increase the demographic information.

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