

Research Article

The role of administrative support in the relationship between teachers' perceptions of organizational support and teacher leadership levels

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This study investigated the role of administrative support in the correlation between teachers' perceptions of organizational support and their levels of leadership. This study adopts a relational screening model. The study population consisted of teachers in elementary, middle, and high schools. The sample consisted of 304 teachers selected through convenience sampling. Data were collected using the *Organizational Support Scale*, *Administrative Support Scale* and the *Teacher Leadership Scale*. The findings indicate significant positive relationships between teachers' perceptions of organizational support, perceptions of administrative support, and their levels of leadership. When examining whether administrative support mediated the impact of organizational support on teacher leadership, significant effects were observed on the paths connecting organizational support, administrative support, and teacher leadership. Specifically, the paths from organizational support to teacher leadership through administrative support were significant, whereas the direct pathway from organizational support to teacher leadership was not, suggesting that administrative support fully mediated this model. Considering these research findings and the existing literature, it is advisable to structure organizational support and administrative practices that foster teacher leadership in both in-school and out-of-school settings by legal regulations.

Keywords: Administrative support; Teacher leadership; Administrator-teacher interaction

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1. Introduction

Teachers' leadership plays a crucial role in school achievement. Interaction between teachers and administrators is instrumental in achieving success (Cheng & Szeto, 2016). The literature consistently emphasizes the positive influence of teacher leadership on various aspects such as school development and effectiveness, colleague growth, and student achievement. By fostering professional development opportunities, teacher leadership facilitates the establishment of a learning-oriented school environment that benefits from various resources and experiences (Sawalhi & Chaaban 2019). Bostancı et al. (2019) discussed the benefits of teacher leadership in schools, such as achieving educational goals, ensuring effectiveness in learning and teaching, ensuring school development, and increasing teacher and student motivation. Teacher leadership

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directs collective efforts and activates the school community to improve teaching and learning conditions. Teacher leadership is seen as an ethical stance based on belief in teachers' capacity to make a successful difference in school outcomes to increase students' chances for a better future (Pineda- Báez et al., 2020). Therefore, teacher leadership needs to be supported by educational institutions. Organizational and administrative support are essential for the development of teacher leadership within schools. This includes initiatives such as creating opportunities for teacher leadership, promoting a collaborative culture, and involving teachers in decision-making processes (Ford et al., 2019; Hohner & Riveros, 2017; Nappi, 2014).

School administrators play a crucial role in this development by valuing teachers' opinions, sharing a vision that embraces shared power, and empowering teachers through their expanded responsibilities (Cheng & Szeto, 2016). As highlighted by Hulpia et al. (2009), a school is a leadership team consisting of employees with a formal leadership role. Supportive administrators who promote teacher autonomy, facilitate ongoing professional development, and provide mentorship opportunities positively contribute to the school's professional community. Conversely, administrators who neglect these aspects can have a negative emotional impact on teachers (Redding et al., 2019). In a study conducted by Turkish Education Association [TEA] (2014) in Turkey, it was stated that the regulations for teachers are shaped by teacher competencies, teacher training, assignment, and employment, and that achieving the goals of the education system is left only to the dedication of teachers. In addition, the study concludes that teachers do not have positive feelings toward their profession or experience problems. This study suggests that making arrangements that will direct teachers toward positive feelings toward their profession should be among the priority policies. As can be seen, the study also mentions a lack of administrative and organizational support for teachers. Again, Bostancı et al. (2019) and Balyer (2016) concluded that the determination of teachers' duties by law and the lack of definition of teachers' leadership roles in laws negatively affect teacher leadership, and that teachers should be liberated for leadership. Employees who feel valued and supported are more inclined to contribute positively to their organizations, fostering a sense of enthusiasm for work (Dawley et al., 2007; Lam & Lau, 2012).

The role of school administrators in leadership development cannot be overstated. Effective teacher leadership requires delegation and facilitation by administrators, who should integrate collaborative practices for teacher leadership into the school's culture and provide encouragement and support to teachers assuming leadership roles (Cheng & Szeto, 2016). Brown and Wynn (2009) highlighted that administrators fostering consistently supportive environments for teachers witness higher job satisfaction and increased participation in professional development initiatives (Eğinli, 2021). When administrators support their employees, they foster creativity, success, and a stronger commitment to organizational objectives (Montani et al., 2012). A school environment that supports teacher leadership and provides professional development experiences aimed at building collective teacher efficacy will enhance their leadership skills (Ford et al., 2019). Therefore, school administrators should keep in mind their fundamental responsibility to enable teachers to fulfill their leadership tasks and roles. This is crucial because the school's ability to function effectively depends on the success of the teachers' work and their ability to assume leadership roles. Teachers' high level of performance relies on practices that identify and support educational needs within the schools where they work (Bostancı & Kayaalp, 2011). This study seeks to determine the role of administrative support in the relationship between teacher leadership and the perception of organizational support in schools. The explanations of the research variables are provided in the following.

1.1. Perception of Organizational Support

Organizational support refers to employees' perception that they are valued by the organization, that the organization will support them in various situations, and that they have a belief in the organization. According to Nayir (2011), attitudes and behaviors displayed by both the

organization and employees contribute to this perception of organizational support. When employees believe that their contributions are recognized and that their well-being is important to the organization or their administrators, this results in positive outcomes for the organization. Positive treatment from the organization often leads employees to reciprocate by feeling a sense of duty and actively supporting the organization (Pazy, 2011).

According to organizational support theory, when an organization contributes to its employees and cares about their well-being, this situation increases employees' emotional commitment to the organization. Employee appreciation can lead to a higher sense of obligation to help an organization achieve its goals (Bogler & Nir, 2012). If employees feel valued by their organizations, they are more likely to dedicate themselves and work hard toward their company's goals. How employees perceive the values adopted by their organizations shapes their perception of the support they provide (Krishnan & Mary, 2012). For schools to reach their objectives, they require teachers to act voluntarily on behalf of the school. A study conducted by Al-Mahdy and Alazmi (2023) revealed that when school administrators support teachers, this leads to improved academic performance among students and enhances overall school effectiveness. Teachers must experience significant job satisfaction and receive adequate support to enhance their job performance (Bogler & Nir, 2012). A study carried out by Al-Mahdy and Alazmi (2023) revealed that when school administrators support teachers, it leads to improved academic performance among students and enhances overall school effectiveness. Employees who receive support from their organization tend to be more innovative, successful, and exert greater effort toward achieving organizational goals (Aselage & Eisenberger, 2003; Montani et al., 2012). Organizations that develop a perception of organizational support fulfill their employees' approval needs by acknowledging their contributions and demonstrating their values (Çakar & Yıldız, 2009). Additionally, when organizations address employees' social needs, including self-esteem, commitment, and identification, employees exhibit increased dedication and loyalty toward their organizational goals (Bibi et al., 2019). Research indicates that teacher leaders need support from school administrators to carry out their responsibilities effectively (Mangin, 2007).

1.2. Teacher Leadership

Teacher leadership has been advocated since the early 1990s. Recently, it has gained significant importance because of its potential to build internal capacity for sustainable school development (Bellibaş et al., 2020; Szeto & Cheng, 2017). Its impact on school development, effectiveness, and overall well-being of colleagues and students has been continually examined. Teacher leaders receive support within schools through increased collaboration, encouragement of professional growth, and assistance in implementing differentiated instruction. Teacher leadership, considered crucial for school reform, refers to teachers' capacity, individually and collectively, to influence colleagues, administrators, and other school community members for student success (Schott et al., 2020; Uribe-Flórez et al., 2014). It serves as a strategy for enhancing instructional practices within schools and a locus of expertise and control in fostering professionalized teaching and learning (Stein et al., 2016). Teacher leaders have the potential to enhance school culture by guiding their colleagues toward teamwork, collaboration, and common objectives (Pineda-Báez et al., 2020). Katzenmeyer and Moller (1996) defined teacher leadership as a form of influence that extends within or beyond the classroom, contributing to student learning, school improvement, colleague development, and a sense of belonging within the school community. This hypothesizes that teacher leaders demonstrate their leadership in three main areas: (1) mentors, curriculum experts, and innovators in instructional approaches; (2) as action researchers aiding the school's progress toward its objectives; and (3) as members of the school development team who mobilize external organizations and parent-teacher associations (Szeto & Cheng, 2017; Xie et al., 2021). Hairon and Goh (2015) group these leadership roles of teachers as creating a collegial and collaborative culture, promoting teacher development and learning, and ensuring changes in teachers' instructional practices (Visone, 2020). Teacher leaders are tasked with fulfilling various

responsibilities, including inspiring others, sharing knowledge and experiences with colleagues, collaborating, advocating for change, offering individual support, and ensuring interaction between teacher actions and the school's context (Cassata & Allensworth, 2021).

According to Crowther et al. (2009), teacher leadership is a transformative process that can trigger change within schools and society. These leaders facilitate learning, strive for pedagogical excellence, confront challenges within the school's culture and structures, and cultivate a culture of achievement, thus playing a pivotal role in school success. Research suggests that teachers possess the ability to enhance school management by promoting collaboration, sharing best practices, supporting professional development, providing assistance in differentiation, and addressing content-specific issues (Wenner & Campbell, 2017). Leader teachers are expected to fulfill their leadership roles, built upon their expertise within and beyond the classroom, obligations to colleagues and school communities, and responsibilities for school and societal improvement and change (Xie et al., 2021). The ability to provide high-quality professional development that is crucial for school success can be achieved by establishing teacher leadership roles within schools (Mangin, 2007). It is essential for the organizational environment to support these roles by showing respect to teacher leaders, valuing their leadership efforts, making teacher leadership visible, promoting shared school leadership, allocating sufficient time and resources for teacher leadership, and offering development opportunities. When these basic conditions are met, teacher leadership becomes a powerful tool for success and positive changes in education (Stein et al., 2016).

1.3. Administrative Support

The concept of administrative support has emerged from the organizational support concept, which represents employees' general belief that they will be supported by their organizations (Eisenberger et al., 1986). Organizational support and administrative support are closely related concepts. For organizational support to develop, employees' perceptions of administrative support must be well-developed (Guchait et al., 2015). In the literature related to the concept of administrative support, many definitions can be found. Pohl and Galletta (2016) define administrative support as managers valuing the contributions employees make to the organization. According to Powell (2011), administrative support refers to managers having positive feelings towards their employees. Bhanthumnavin (2003) defines administrative support as positive relationships between employees and managers. Yoon and Lim (1999) define it as the support employees receive from their managers. Therefore, the concept of administrative support can be broadly defined as the recognition and appreciation of employees' efforts by their managers. Empirical studies in the literature indicate that administrative support reduces job stress (Özlok, 2024) and intention to leave (Conley & You, 2017), while increasing organizational commitment (Ece & Gültekin, 2018) and organizational citizenship (Tenteriz & Tozkoparan, 2022).

1.4. The Role of Administrative Support in the Relationship between Teachers' Perceptions of Organizational Support and Teacher Leadership Levels

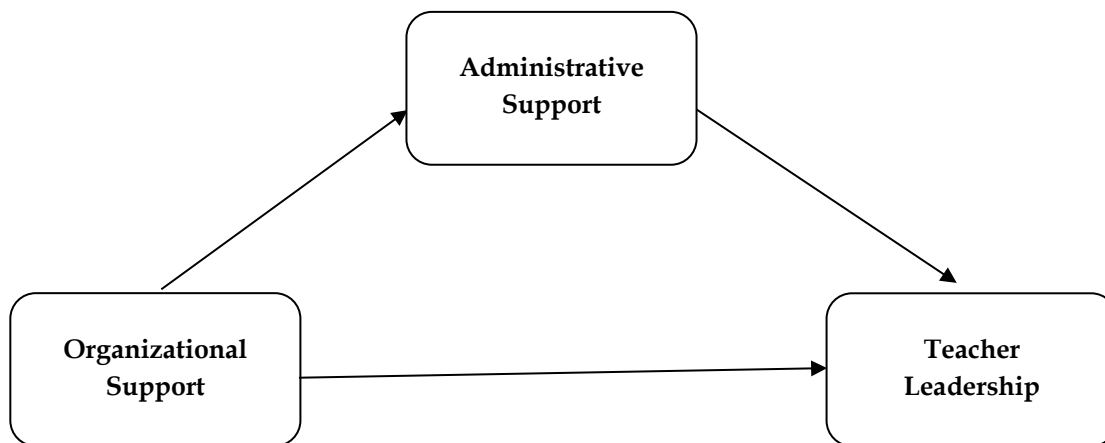
The impact of a school principal on teachers' professional development is significant, both directly and indirectly (Balsler & Carmin, 2009). According to York-Barr and Duke (2004), school administrators play three key roles in fostering teacher leadership in their interactions with teachers: "inspiring," "empowering," and "enabling" (Szeto & Cheng, 2017). Crowther et al. (2009) suggested that administrators seeking to promote teacher leadership must overcome seven challenges: (1) communicating clearly with teachers; (2) making teachers feel that they are critical in shaping the direction and values of the school; (3) enabling a different form of teacher leadership to emerge in schools; (4) fostering individual innovation in schools; (5) supporting shared leadership development; (6) creating opportunities from perceived challenges; and (7) creating a culture of success in schools. However, interactions between school administrators and teachers should be integrated as a regular aspect of daily school practices. The key elements of

common purpose, dedication, and collaboration, essential for both individual and overall school achievements, should be embedded within the school culture (Pineda-Báez et al., 2020).

In addition to creating favorable conditions for developing and supporting teacher leadership, there should be legal structures and protocols in place to foster teacher leaders' development (Visone, 2020). Muijs and Harris (2006) advocate for a supportive culture and school structures, robust administrative leadership, opportunities for action research, shared professional practices, and rewarding practices. Bellibaş et al. (2020) highlighted a significant correlation between school administrators' adoption of learning-centered leadership practices and the promotion of teacher leadership. They underscore administrators as pivotal contextual factors in fostering teacher leadership within schools, emphasizing their crucial role in facilitating professional development and the emergence of teacher leaders, as echoed in various studies. Bostancı and Şahan (2014) found that schools implement administrative support practices aimed at enhancing teacher performance, as reported by both teachers and administrators. Teacher leadership is enhanced by school administrators who support teacher leadership, actively engage with teacher leaders, articulate expectations regarding teachers' instructional development, and recognize teacher leaders as a valuable resource for improvement (Cheng & Szeto, 2016; Mangin, 2007). The achievement of school goals depends on fostering effective teacher-administrator interactions and recognizing the significance of teacher leadership, as stated in the preceding explanations. This study aims to raise awareness among school administrators, policymakers in school administration, and educators. The existing literature indicates relationships among variables such as organizational support, administrative support, and teacher leadership. Accordingly, a conceptual model indicating these relationships was designed, drawing on both theoretical frameworks and empirical evidence from scholarly works. Figure 1 illustrates the designed model.

Figure 1

The designed model



This research aims to explore the role of administrative support within the designed model, as seen in Figure 1, concerning the relationship between teachers' perceptions of organizational support and their levels of teacher leadership. To achieve this objective, the study sought answers to the following questions.

RQ 1) Are there significant relationships between teachers' perceptions of organizational support, administrative support, and levels of teacher leadership?

RQ 2) Is organizational support a significant predictor of teacher leadership?

RQ 3) Does administrative support mediate the effect of teachers' perceptions of organizational support on levels of teacher leadership?

2. Method

2.1. Research Design

This study employed a quantitative approach that utilized a relational screening model. In quantitative research, the researcher aims to test or validate a pre-existing theory rather than generate a new one. This correlational study design has also been used to predict relationships between variables, given that the relationship is sufficiently robust (Creswell & Creswell, 2018).

2.2. Population and Sample

The study population comprised teachers from elementary, middle, and high schools in the Uşak province. The sample included 304 teachers who were selected through convenience sampling. The details of the participants are presented in Table 1.

Table 1

Demographic Information on the Sample

Demographic Information	N	%
Gender		
Female	140	46.1
Male	164	53.9
Seniority		
1-10 Years	52	17.1
11-20 Years	143	47.0
21-30 Years	83	27.3
31 Years and up	26	8.6
School Level		
Elementary school	115	37.8
Middle school	58	19.1
High school	131	43.1
Education Level		
Associate Degree	17	5.6
Bachelor's Degree	251	82.6
Graduate Degree	131	11.8
Number of Teachers in the School		
1-10	27	8.9
11-20	97	31.9
21-30	71	23.4
>31	109	35.9
Duration of Employment at School		
1-3 Years	119	39.1
4-6 Years	75	24.7
7-9 Years	39	12.8
10 Years and up	71	23.4

2.3. Data Collection Tools

Three distinct measurement tools were used for data collection. The personal information form included questions about the participants' gender, experience level, educational background, school level, and duration of employment at their current schools. To gather research data, scales on organizational and administrative support, initially developed by Pazy (2011) and later adapted to Turkish by Bostancı (2013), as well as the "Teacher Leadership Scale" by Beycioğlu and Aslan (2010), were utilized. A comparison of the Confirmatory Factor Analysis [CFA] fit index values obtained from the teacher leadership scale with the accepted reference values ($\chi^2/df < 5$, RMSEA < 0.08, SRMR < 0.08, CFI > 0.90, TLI < 0.90, IFI > 0.90) validated the measurement tools in the research sample. Additionally, the CFA fit index values for the "administrative support" scale

were evaluated against the reference values ($\chi^2/df < 5$, RMSEA < 0.08 , SRMR < 0.08 , CFI > 0.90 , TLI < 0.90 , IFI > 0.90), confirming the validity of this measurement tool within the research context (Karagöz, 2016). Similarly, the CFA fit index values from the teacher leadership scale, compared to the reference values ($\chi^2/df < 5$; RMSEA < 0.08 ; SRMR < 0.08 ; CFI > 0.90 ; TLI < 0.90 ; IFI > 0.90), were also affirmed in the research sample (Karagöz, 2016).

After conducting confirmatory factor analysis on the measurement model, which examined the relationships between the variables in the research scales, it was found that the model met the criteria for a good fit ($\chi^2/df < 5$, RMSEA < 0.08 , SRMR < 0.08 , CFI > 0.90 , TLI < 0.90 , IFI > 0.90). This analysis indicated that the measurement model adequately represented the data. Consequently, with the validation of the measurement model, it was deemed suitable to proceed with the structural model testing.

2.4. Data Analysis

The skewness and kurtosis coefficients were analyzed to assess the distribution characteristics of the research data. The kurtosis values for the research variables ranged from -0.453 (lowest) to -0.875 (highest), whereas the skewness values ranged from -0.054 (lowest) to -0.656 (highest). Values within the range of $+2$ to -2 indicate a normal distribution of the data (Karagöz, 2016). Furthermore, the study investigated the VIF and tolerance values to address potential multicollinearity among the research variables. The highest VIF value was 1.538, and the lowest tolerance value was 0.650. Given that the tolerance values exceeded 0.02 and the VIF values remained below 10, no multicollinearity problem was identified (Field, 2005). Next, the measurement model for the variables was tested based on established criteria ($\chi^2/df < 5$, RMSEA < 0.08 , SRMR < 0.08 , CFI > 0.90 , TLI > 0.90 , and IFI > 0.90). The study adopted fit values recommended by various researchers to assess the model fit (Bayram, 2016; Karagöz, 2016).

3. Findings

The findings of this study were categorized into three subheadings. Initially, the relationships between teachers' perceptions of organizational support, administrative support, and teacher leadership were investigated. Next, the first structural equation model was constructed, focusing on organizational support as the independent variable and teacher leadership as the dependent variable. Finally, the results of the second structural equation model aimed to determine whether administrative support played a mediating role in the impact of teachers' perceptions of organizational support on teacher leadership levels (the main research question).

3.1. Relationships between Organizational Support, Administrative Support and Teacher Leadership

This study initially explored the relationships between these variables. Table 2 presents the correlation coefficients that indicate the relationships between the organizational support, administrative support, and teacher leadership variables.

Table 2

Correlation Table between Organizational Support, Administrative Support and Teacher Leadership

Variables	Mean	SD	Organizational Support	Administrative Support	Teacher Leadership
Organizational Support	5.56	1.067	1		
Administrative Support	5.49	1.084	.883**	1	
Teacher Leadership	3.85	.675	.592**	.592**	1

Note. ** $p < .01$; N = 327.

Upon examining the correlation values presented in Table 2, it is evident that all relationships between the variables are significant and positive at the .01 level. Specifically, significant positive relationships were observed between organizational support and administrative support at a high level, organizational support and teacher leadership at a medium level, and administrative support and teacher leadership at a medium level. Consequently, it can be concluded that both organizational and administrative support are crucial premises for teacher leadership.

3.2. Findings Related to the Prediction of Teachers’ Organizational Support Perceptions on Teacher Leadership Levels

The structural equation model in Figure 3 was analyzed to determine whether organizational support was a significant predictor of teacher leadership.

Figure 3

Model of the Effect of Organizational Support on Teacher Leadership

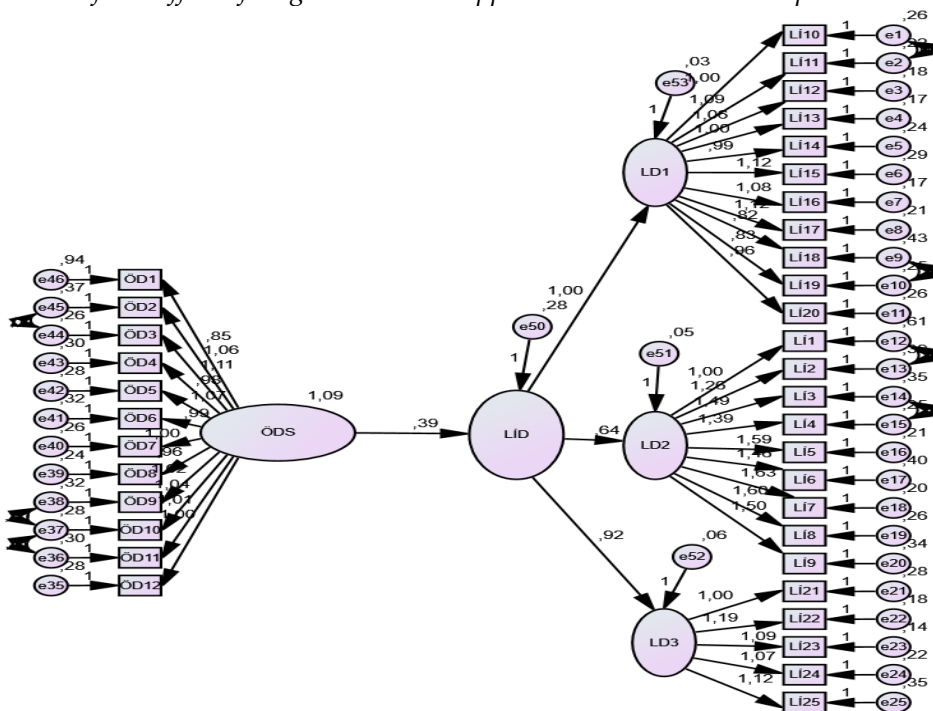


Table 3 presents the fit indices of the structural equation model, which investigates the impact of teachers’ perceptions of organizational support on their levels of teacher leadership.

Table 3

Fit Index Values of the Model for the Effect of Organizational Support on Teacher Leadership

Goodness of Fit Index	Model Value	Criterion Value (Karagöz, 2016)	Compliance with acceptable value
χ^2/df	2.33	0-5	Acceptable compliance
RMSEA	.066	≤ 0.08	Acceptable compliance
SRMR	.045	≤ 0.08	Acceptable compliance
CFI	.931	≥ 0.90	Acceptable compliance
TLI	.926	0.90 to 1	Acceptable compliance
IFI	.931	0.90 to 1	Acceptable compliance

When examining the fit index values of the model created to assess the impact of organizational support on teacher leadership, as shown in Table 3, it is evident that all values fall within the accepted criterion values in the literature (Karagöz, 2016). The significance levels of the paths between the variables in the model were scrutinized, and are presented in Table 4. Table 5 displays the standardized path coefficients illustrating the influence of organizational support on teacher leadership along with the variance values explained in the dependent variable within the model.

Table 4

Results of the Model Designed for the Effect of Organizational Support on Teacher Leadership

Relationships between Variables	β	S.E	CR	p
Organizational Support → Teacher Leadership	.386	.037	10.397	***

Note. ***p < .01.

When examining Table 4, it becomes evident that the path representing the direct impact of organizational support on teacher leadership is statistically significant at the $p < .01$ level. Therefore, organizational support serves as a significant predictor of teacher leadership.

Table 5

Standardized Effects of the Model for the Effect of Organizational Support on Teacher Leadership

Relationships between Variables	Effect Size	Explained Variance
Organizational Support → Teacher Leadership	.607	.37

Upon examining the effect values in Table 5, it becomes apparent that the direct effect value for the significant path between organizational support and teacher leadership was 0.607 units. This indicates that a one-unit increase in organizational support results in a 0.607-unit increase in the teacher leadership level. Additionally, organizational support accounted for 37% of the variance in teacher leadership, highlighting its significance as a key factor in the development of teacher leadership skills.

3.3. Findings on the Mediating Role of Administrative Support in the Effect of Organizational Support on Teacher Leadership

Figure 4 illustrates the structural equation model designed to investigate whether administrative support played a mediating role in the relationship between organizational support and teacher leadership.

Figure 4

The Model Regarding the Mediating Role of Administrative Support in the Effect of Organizational Support on Teacher Leadership

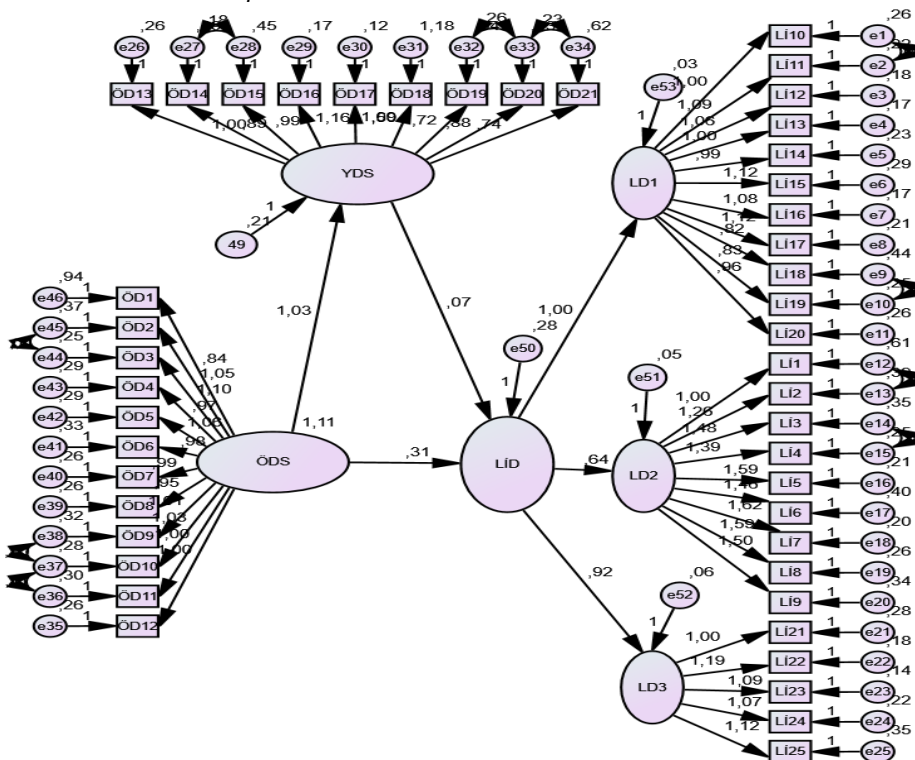


Table 6 displays the fit indices of the structural equation, investigating the mediating influence of administrative support on the relationship between organizational support and teacher leadership.

Table 6

Fit Index Values of the Model for the Mediating Role of Administrative Support in the Effect of Organizational Support on Teacher Leadership

Goodness of Fit Index	Value for the Model	Criterion Value (Karagöz, 2016)	Compliance with acceptable value
χ^2 / df	2.45	0-5	Acceptable compliance
RMSEA	.069	≤ 0.08	Acceptable compliance
SRMR	.049	≤ 0.08	Acceptable compliance
CFI	.91	≥ 0.90	Acceptable compliance
TLI	.91	0.90 to 1	Acceptable compliance
IFI	.91	0.90 to 1	Acceptable compliance

When examining Table 6, which displays the fit index values of the model developed to explore the mediating role of administrative support in the impact of organizational support on teacher leadership, all values were within the criterion values accepted in the literature (Karagöz, 2016). The significance levels of the paths between the model's variables were analyzed and are detailed in Table 7. Table 8 presents the standardized path coefficients indicating the mediating role of administrative support in the impact of organizational support on teacher leadership, along with the explained variance values related to the dependent variables in the model.

Table 7

Results of the Model Regarding the Mediating Role of Administrative Support in the Effect of Organizational Support on Teacher Leadership

Relationships between Variables	β	S.E	CR	p
Organizational Support \rightarrow Administrative Support	1.03	.047	22.098	***
Organizational Support \rightarrow Teacher Leadership	.31	.092	.3.362	***
Administrative Support \rightarrow Teacher Leadership	.07	.081	.908	.364

Note. *** $p < .01$.

Upon reviewing Table 7, it becomes evident that the relationships between organizational support, administrative support, and teacher leadership demonstrate a significant effect at the $p < .01$ level. However, the path between administrative support and teacher leadership in the model was not statistically significant. Consequently, although the paths from organizational support to teacher leadership via administrator support are significant, the direct link between organizational support and teacher leadership lacks significance, suggesting that administrator support serves as a mediator in this model.

Table 8

Standardized Effects of the Model for the Mediating Role of Administrative Support in the Effect of Organizational Support on Teacher Leadership

Relationships between Variables	Effect Size	Explained Variance
Organizational Support \rightarrow Administrative Support	.922	%85
Administrative Support \rightarrow Teacher Leadership	.488	%37

Table 8 indicates that organizational support has a 0.922 effect on administrative support. Furthermore, administrative support, assuming a complete mediating role, significantly impacted teacher leadership, with an effect size of 0.488. Consequently, a one-unit increase in organizational support resulted in a 0.922-unit increase in administrative support. Similarly, a one-unit increase in administrative support, when fully mediating, led to a 0.488-unit increase in teacher leadership.

Examining the explained variance between these variables revealed that organizational support accounted for 85% of the variance in administrative support. Additionally, administrative support in its full mediating capacity explained 37% of the variance in teacher leadership.

4. Discussion and Conclusion

This study aimed to investigate the impact of administrative support on the correlation between teacher leadership and perceptions of organizational support in school settings. The research findings include teachers' views on organizational support, the relationship between administrative support and teacher leadership, and the outcomes of the model linking the independent variable of organizational support with the dependent variable of teacher leadership, as illustrated in Figure 1, based on relevant literature. The structural equation modeling results were then presented to assess whether administrative support mediates the influence of organizational support perceptions on teacher leadership perceptions. Based on the research findings, it is evident that there are significant and positive correlations between teachers' perceptions of organizational support, administrative support, and teacher leadership levels. This mirrors previous studies that highlight the strong positive relationship between organizational and administrative support. For instance, Yüksel (2006) similarly identified a connection between perceived organizational support and administrative support. Eisenberger et al. (2002) state the existence of positive relationships between perceptions of organizational support and administrative support in the literature. Employees perceive their administrators' attitudes as an indicator of organizational support, whether it is positive or negative. Consequently, administrative support serves as a premise for the perception of overall organizational support. Krishnan and Mary (2012) highlighted the link between administrative and organizational support. Eğriboyun's (2013) study in secondary schools similarly found that teachers and administrators generally felt supported by their institutions. As evidenced by the aforementioned results, our study is supported by other research findings and the literature discussed in the theoretical framework of the research.

In this study, a positive and moderate relationship was found between organizational support and teacher leadership. Furthermore, the model's fit values regarding the impact of organizational support on teachers' perceptions of teacher leadership, the significance levels of the paths within the model's variables, and the standardized path coefficients demonstrating the effects of organizational support on teacher leadership indicate that the direct effect between organizational support and teacher leadership was significant. Accordingly, organizational support has emerged as a significant predictor of teacher leadership. An increase in organizational support is directly correlated with an elevated level of teacher leadership. This underscores the importance of organizational support as an important premise in enhancing teacher leadership. Dağlı and Kalkan (2021) discovered a significant positive moderate connection between teachers' views on teacher leadership and organizational backing. They also found that organizational support strongly predicted leadership. Similarly, Rogers and Scales (2013) indicated in their research that pre-service teachers have the capacity for leadership roles, but often lack opportunities to demonstrate these skills beyond specific activities. Numerous researchers have emphasized that teachers need culture and organizational practices that support leadership development for school success (Mangin, 2007; Sawalhi & Chaaban, 2019). In addition to developing teacher leadership, organizational support contributes to employees' professional growth, enhances job satisfaction and commitment, and diminishes negative behaviors such as work-related stress (Bibi et al., 2019; Bogler & Nir, 2012). Many studies have highlighted the positive impact of organizational support on teachers, with evidence indicating that it is the primary factor influencing teachers' high performance in their educational settings (Eğinli, 2021).

Significant positive and moderate relationships were observed between administrative leadership and teacher leadership. This indicates that both organizational and administrative support play crucial roles in teacher leadership. Parlar and Cansoy (2017) similarly emphasized

that teacher leadership culture is concentrated in the dimension of administrative support. Given the recognized significance of teacher leadership in school success, they support research that delves into school administrators' support and advancement of teacher leadership. Bellibaş et al. (2020) demonstrated that when school administrators actively support and encourage teacher leadership, teachers exhibit a high sense of responsibility and adoption to enhance instructional quality. Stein et al. (2016) have noted that several studies emphasized that school administrators positioned the role of teacher leaders in various reform initiatives and support them. Nayir's (2011) research found that teachers generally perceived high levels of support from administrators. Mangin (2007) highlights in his study that administrators who possess more knowledge about teacher leaders' responsibilities, tasks, and objectives, and who engage in extensive interaction, are most likely to offer effective leadership support. He also stated that although teachers appreciate the support they receive from administrators, they express that they need and desire more administrative support in leadership roles. According to a study by Bostancı et al. (2019), school administrators expressed their support for teachers by engaging them in decision-making, granting them authority, and distributing tasks. Conversely, teachers noted that administrators predominantly collaborate with teachers who have developed self-leadership skills in schools. They emphasized the need for encouragement and motivation for teacher leadership, active participation in management processes, enhanced teacher-administrator cooperation, promotion of democratic practices in schools, and closer collaboration with universities. Ayvalı (2021) emphasized the administrators' guiding teachers toward leadership, facilitating their professional growth, and providing motivation and encouragement. Another study revealed that teachers perceived their leadership levels as high, with correspondingly high levels of perceived support from school administrators. This study also found that as administrators' support increased, so did teachers' leadership levels, indicating a predictive relationship between support and teacher leadership (Savaş, 2016). Ovacıklı (2018) conducted a study in which school administrators demonstrated high levels of perceived support for teacher leadership. This support from administrators not only increases but also predicts teachers' leadership behaviors.

Based on the research findings, the model developed to determine the relationships between variables, as outlined in the literature, was validated. When examining the model to assess whether administrative support acts as a mediator in the impact of organizational support on teacher leadership, it was evident that the paths linking organizational support to both administrative support and teacher leadership were statistically significant. Notably, the significant paths from organizational support to teacher leadership through administrator support, in contrast with the lack of significance in the direct path from organizational support to teacher leadership, indicate that administrative support fully mediates this model. Research shows that the effectiveness of teacher leadership roles depends on the support received from administrators (Mangin, 2007). The findings of the study confirmed the model developed to analyze the relationships between the research variables, as per the existing literature. Testing the model's hypothesis on whether administrative support mediates the impact of organizational support on teacher leadership revealed significant effects on the paths between organizational support, administrative support, and teacher leadership. Notably, the paths from organizational support to teacher leadership through administrative support were significant, whereas the direct path from organizational support to teacher leadership was not. This suggests that administrative support fully mediates this model. The literature indicates that the effectiveness of teacher leadership roles depends on the support administrators provide (Mangin, 2007). Teacher leadership is emphasized to be successful if it is supported by school leadership and included in school culture by the school administrator. In particular, reform initiatives argue that school administrators should provide the necessary support for teachers to realize their demands and their potential to take on formal and informal leadership roles (Wang & Huang, 2023). School administrators should integrate and support teacher leadership and collaboration in the school culture, include teachers' opinions in decisions and practices, and encourage teachers in leadership (Cheng & Szeto, 2016). Based on the

results of this research and studies in the literature, the importance of teacher leadership in school success is undeniable. In this context, organizational and administrative support practices for teacher leadership should be structured in in-school and out-of-school environments with legal regulations.

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