Do Manager See Teachers' Needs*

Research Article

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To cite this article: Kahraman, U., & Sari, T., & Nayir, F. (2021). Do manager see teachers' needs, *International Online Journal of Educational Sciences, 13*(3), 649-663.

ARTICLE INFO	ABSTRACT
Article History: Received 22.06.2020 Available online: 04.06.2021	In this study, "Managerial Support for Employees' Psychological Needs: A Multidimensional Approach" scale developed by Parfyonova et al. (2019) was adapted to Turkish and Turkish culture. Within the scope of the study, it was aimed to reveal the school administrators' management status according to their needs in terms of variables of gender, seniority, school level and number of teachers in the school. At the first stage of the study, confirmatory factor analysis performed to determine the construct validity, the scale; Autonomy support (1-4), competence support (5-17) and relatedness support (18-27) were confirmed as three dimensions and 27 items and to determine the reliability of the scale, Cronbach's Alpha value was examined and the scale was found to be highly reliable. In addition, item total correlation values and Low-High t-test analysis among 27% groups; was carried out within the scope of item analysis. As a result of all analyses, it can be said that "Need-Supportive Management Scale (NSMS)" is adapted in accordance with Turkish culture and can be used in educational organizations. At the last stage of the study, teachers' opinions about need-supportive management were examined. Teachers' views on Need-Supportive management support are moderate in terms of autonomy support, competence support, and relatedness support. In other words, teachers do not think that they have received sufficient support by their administrators.

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Keywords:[^1]
Managerial Support, teacher needs, scale adaptation |

[^1]: (keyword label as printed)

Introduction

Turkish is among the most widely used languages in the world. Today more than 200 million people speak Turkish ("Language," n.d.). Furthermore, the increasing demand for the Turkish education program of Yunus Emre Institute shows the prevalence of Turkish usage. According to the records of Yunus Emre

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Institute, the number of learners of Turkish as a foreign language is over 75000 between 2009-2018 (Yunus Emre Institute, 2018). These numbers about the prevalence of Turkish usage doubled compared to ten years ago. These increasing numbers show that the scales prepared in different languages will be able to gain widespread use by transferring them to the Turkish language and culture.

School administrators can consider some of the key factors for teachers. Administrators can use these factors in the process of determining the teachers' starting process, their development, their permanence in their duties and the empowerment needs of the teachers. These factors include teacher satisfaction (Miles, 1965), school effectiveness (Hattie, 1992), improvement (Smylie, Conley, & Marks, 2001), teacher leadership (Scott, 2000), distributive leadership (Mascall, Leithwood, Strauss, & Sacks (2009), organizational learning (Mulford & Silins, 2003) and development (Mulford, 2003) covers the related field in the literature. School administrators can have a significant impact on the benefit of these empowerment activities. A manager who is talented and supports his team well can help improve the way teachers do their jobs in schools. The ability of a school administrator who wants to support their teacher to determine which aspects of the teacher need support is important. Thanks to this ability, the support provided by the manager will facilitate the achievement of its purpose. It can also contribute to the psychological well-being of teachers.

Literature Review

One of the latest studies on determining and supporting teacher needs is the "Managerial Support for Employees' Psychological Needs: A Multidimensional Approach" (Parfyonova et al., 2019). In this study, Self-Determination Theory (SDT) developed by Ryan & Deci, (2000) has been used as a guide, and a set of needs supportive management scales (NSMS) have been created. Ryan & Deci (2000) stated in the self-determination theory that people characteristically have three basic psychological needs (competence, autonomy and relatedness). They argued that meeting the mentioned psychological needs positively affects personal motivation and mental health, while preventing psychological needs leads to a decrease in the level of motivation and well-being of individuals. According to Ryan & Deci (2000), individuals need to be competence, autonomy and relatedness. Autonomy refers to an individual choosing own behaviour, being competent means adapting to the environment, and relatedness means being close to others (Ryan & Deci, 2000). In other words, individuals take action to satisfy these three needs. Failure to satisfy these needs creates lack of motivation (Nayır, 2017). Similar determinations have previously been identified by Hopkins and Stern, (1996) as identifying demands, improving staff competence, emotional support, and tolerating administrative control. However, it was observed that a scale study specifically for teachers was not available in the literature to obtain data on this subject.

SDT attempted to explain the level of responsibility and tolerance that people assumed by addressing both passive (ambient motivation) and active (self-induced motivation) issues in the pre-action decision-making phase of people. In order to determine this, Ryan & Deci (2000) attempted to determine the social conditions of human behaviour. They claimed that the conditions that support autonomy and competence from these social conditions contribute to the development of the individual, while the conditions that control the behaviour decrease the self-expression behaviour. They also argued that behaviours acquired in social conditions that do not support intrinsic motivation are not permanent. On the other hand, they stated that the conditions in which the needs of autonomy, competence and relatedness are supported reinforce the internalization and integration of behaviour compared to the conditions that do not support these needs.

Based on their findings, Parfyonova et al. (2019) stated that it would be a better approach to evaluate the management style that supports autonomy within the scope of a multidimensional structure. They reported that the Need-Supportive Management Scale they obtained was advantageous from the other two scales (the Problems at Work Scale (PWS; Deci, Connell, & Ryan, 1989), and the Work Climate Questionnaire (WCQ; Baard et al., 2004). The first of these advantages is that the scale has the flexibility to be used to

determine an overall or special support area needed. Secondly, the conditions became distinct thanks to the scale's focus on behaviour, in other words, they minimize the overlap of very close concepts (such as the need for satisfaction) (Parfyonova et al., 2019). In this context, it is thought that the adaptation of the Need-Supportive Management Scale, which is quite up-to-date and functional, to Turkish will contribute to the field.

In this study, "Managerial Support for Employees' Psychological Needs: A Multidimensional Approach" scale developed by Parfyonova et al. (2019) was adapted to Turkish and Turkish culture. Within the scope of the study, it was aimed to reveal the school administrators' management status according to their needs in terms of variables of gender, seniority, school level and number of teachers in the school. For this purpose, the answers to the following questions have been investigated.

1. Is the adaptation of the Need-Supportive Management Scale to Turkish valid?

2. Is it reliable to adapt the Need-Supportive Management Scale to Turkish?

3. What are the opinions of teachers about need-supportive management?

4. Do teachers' opinions about Need-Supportive management differ significantly based on gender, seniority, school level and number of teachers at school?

Method

This research is a descriptive research study for adapting the "Need-Supportive Management Scale" to Turkish and determining the perception of management support for teachers' needs. Descriptive studies are studies to reveal existing situations (Büyüköztürk, 2012).

Data Collection and Working Group

In the study, schools in Denizli province Pamukkale district, in Turkey were visited by researchers and data were collected with the participation of volunteer teachers. 258 teachers participated in the research. In order to perform the confirmatory factor analysis, it is sufficient that the number of participants is more than 5 times the number of items in the scale (Bryman & Cramer, 2001). Since the scale used in the study consisted of 27 items, it was decided that the study group of 258 was suitable for confirmatory factor analysis. Information about the working group of the study is given in Table 1.

Table 1. Working Group

Variable	Category	n	%
Sex	Female	155	60,1
	Male	103	39,9
School Level	Kindergarten-Primary School	138	53,5
	Secondary School	71	27,5
	High School	49	19,0
Seniority (Year)	1-10	73	28,3
	11-20	96	37,2
	21 years and over	89	34,5
Number of teachers at school	1-20	56	21,7
	21-40	64	24,8
	41 and more	134	53,5

According to the data presented in Table 1, it was found that more than half of the participants who created the working group were female teachers. When examined from the point of view of the school level, teachers working in kindergarten-primary schools constitute the majority of the teachers participating in the study. Teachers with a seniority of 11-20 years are more represented in the working group as seniority years.

More than half of the teachers involved in the study are employed in schools where 41 and more teachers are employed in terms of the number of teachers in the school.

Data Collection Tools

Need-supportive management scale

The "Need-Supportive Management Scale (NSMS)" was prepared by Parfyonova et al. (2019) based on the self-determination theory. The scale consists of 27 items and 3 sub-dimensions. "Autonomy Support" dimension is 4 items, "Competence Support" dimension is 10 items; "Relatedness Support" dimension consists of 10 items.

The development study of the Need-Supportive Management Scale developed with reference to SDT has been evaluated by Parfyonova et al. (2019) with a total of 40 items with 5-7 items per behaviour. The prepared answers were determined as 7-point Likert model (1-Strongly Disagree-7 Strongly Agree). Scale reliability and correlation studies were conducted. 13 items with a relatively low or high average, weak corrected item-total correlation and low item efficacy index were excluded from the study and obtained a scale of 27 items. It was stated that the Confirmatory Factor Analysis (CFA) of the scale after Exploratory Factor Analysis (EFA), two models with 3 and 6 factors were obtained. Although the fit values of the 6-factor model χ^2 (309, N = 318) = 681.794, p <.001, CFI = .950, RMSEA = .062, are better, some factor correlation values are close to each other (for example, Expressing Concern and Understanding Emotions, r = .99; Determining Expectations and Providing Feedback, r = .94), because the 6-factor model was considered not to have distinctive validity. Based on the study conducted by Parfyonova et al. (2019), it was stated in this study that the 3-factor model had optimum fit values to the data.

Data Analysis

The analysis of the data was done using the necessary software programs. Confirmatory factor analysis was performed to determine the construct validity of the scale. It is more accurate to perform confirmatory factor analysis without using exploratory factor analysis in adapting the scales, which are prepared in a foreign language and whose dimensions are also determined in the preparation process, to another language. Because confirmatory factor analysis is performed to verify a previously determined structure. Confirmatory factor analysis is sufficient since the factor structure of the scale prepared in a foreign language is determined (Seçer, 2018). In order to test the validity of the criteria, the differences between the item total correlation values and the item average scores of the low-high 27% groups and the results of the unrelated t-test analyses were examined. The reliability of the scale was calculated by Cronbach Alfa (α) internal consistency analysis. In order to examine the distribution of data, skewness kurtosis coefficients were examined. In the examination of teachers' Need-Supportive perceptions, t-test was used for the gender variable, ANOVA analysis was used for the variables of seniority, school level and number of teachers in the school. The significance level was taken as .05 in the difference analysis. In the ANOVA analysis, if the difference was significant, the Scheffe test was used because the variances were equal and the group numbers were not equal. when the difference is significant, the effect sizes for the significant difference were calculated. The effect size gives information about the percentage of variability explained by the independent variable and takes values ranging from 0 to 1 (Kilmen, 2015). The exact points for the effect size calculated for the t test and ANOVA are .01- low, .06 medium and .138 high. (Cohen, 1988; as cited in Kilmen, 2015; Arslan, 2019)

<div align="center">

Findings

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Construct Validity

Confirmatory factor analysis results applied to NSMS are given in Table 2 and Figure 1. It can be said that the existing structure is verified according to the fit indices values in Table 2.

Table 2. NSMS Confirmatory Factor Analysis Fit Indices Values

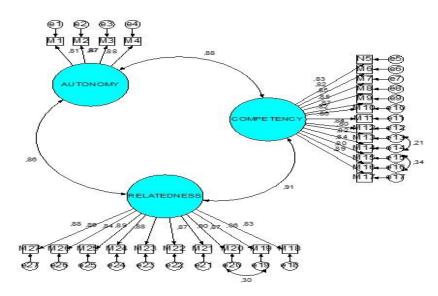| Goodness of Fit Index	Values	Suitability to acceptable level
X2 /sd	2,33	Acceptable
RMSEA	0,07	Acceptable
CFI	0,95	Acceptable
NFI	0,91	Acceptable
NNFI (TLI)	0,94	Acceptable
IFI	0,95	Acceptable

Figure 1. Confirmatory factor analysis of NSMS

Factor loads vary between 0.81 and 0.88 in the autonomy support dimension, between 0.80 and 0.89 in the competency support dimension, and between 0.83 and 0.90 in the relatedness support dimension.

Reliability of Measuring Tool

Reliability is the degree to measure what a test or scale wants to measure in a consistent and repeatable way. Cronbach's Alpha coefficient was used to determine the level of reliability in the research. There are various opinions about the level of alpha value in the studies. If the reliability coefficients of the scale dimensions are between 0,00-0,39, the scale is not reliable, if it is between 0,40-0,59, it is low reliable, if it is between 0,60-0,79, it is quite reliable, if it is between 0,80-1,00 it is highly reliable (Karagöz, 2016). According to DeVellis (2012), the reliability coefficient should be over 0.70 (Pallant, 2015). Seçer (2013) and Büyüköztürk (2012) also stated that the reliability coefficient above 0.70 was considered sufficient. The α coefficient for the "Autonomy support" sub-dimension is 0.89; The α coefficient for the "competence support" sub-dimension is 0.93; The α coefficient for the "relatedness support" sub-dimension was calculated as 0.91.

Another method of determining the internal consistency of the scale is to examine the difference between the item mean scores of the high and low 27% groups. The high and low 27% groups are determined according to the total scores of the scale. Then, the degree of significance of the difference between the item mean scores is determined using the unrelated t-test. The significance of the difference is another indication of the internal consistency of the test (Büyüköztürk, 2012). Table 3 shows the results of the t-test performed according to the item point averages of the upper and lower 27% groups.

Table 3. *t*-test Results Regarding Item Discrimination

Item	Group	n	x̄	Sd	df	t	p
1	High 27%	86	4,37	,720	170	12,310	0,00
	Low 27%	86	2,81	,927			
2	High 27%	86	4,65	,589	170	14,927	0,00
	Low 27%	86	2,85	,952			
3	High 27%	86	4,50	,569	170	13,614	0,00
	Low 27%	86	2,90	,933			
4	High 27%	86	4,50	,548	170	16,208	0,00
	Low 27%	86	2,58	,951			
5	High 27%	86	4,33	,659	170	15,430	0,00
	Low 27%	86	2,47	,904			
6	High 27%	86	4,56	,523	170	14,364	0,00
	Low 27%	86	2,84	,981			
7	High 27%	86	4,57	,521	170	18,399	0,00
	Low 27%	86	2,55	,877			
8	High 27%	86	4,69	,467	170	17,928	0,00
	Low 27%	86	2,72	,903			
9	High 27%	86	4,42	,583	170	19,953	0,00
	Low 27%	86	2,20	,852			
10	High 27%	86	4,53	,502	170	13,040	0,00
	Low 27%	86	2,80	1,125			
11	High 27%	86	4,62	,513	170	16,370	0,00
	Low 27%	86	2,56	1,047			
12	High 27%	86	4,56	,566	170	16,405	0,00
	Low 27%	86	2,58	,964			
13	High 27%	86	4,27	,726	170	17,126	0,00
	Low 27%	86	2,27	,803			
14	High 27%	86	4,41	,658	170	16,760	0,00
	Low 27%	86	2,40	,898			
15	High 27%	86	4,49	,548	170	19,251	0,00
	Low 27%	86	2,36	,867			
16	High 27%	86	4,29	,684	170	17,052	0,00
	Low 27%	86	2,26	,870			
17	High 27%	86	4,49	,569	170	21,190	0,00
	Low 27%	86	2,14	,856			
18	High 27%	86	4,50	,589	170	15,585	0,00
	Low 27%	86	2,51	1,026			
19	High 27%	86	4,26	,770	170	18,873	0,00
	Low 27%	86	2,01	,790			
20	High 27%	86	4,45	,663	170	15,485	0,00
	Low 27%	86	2,34	1,080			
21	High 27%	86	4,43	,660	170	19,059	0,00
	Low 27%	86	2,13	,905			
22	High 27%	86	4,48	,568	170	18,006	0,00
	Low 27%	86	2,33	,951			
23	High 27%	86	4,60	,559	170	15,729	0,00
	Low 27%	86	2,52	1,093			
24	High 27%	86	4,67	,541	170	16,851	0,00
	Low 27%	86	2,48	1,082			
	High 27%	86	4,41	,692			

25	Low 27%	86	2,31	1,009	170	15,862	0,00
26	High 27%	86	4,62	,557	170	14,814	0,00
	Low 27%	86	2,64	1,105			
27	High 27%	86	4,58	,603	170	16,974	0,00
	Low 27%	86	2,44	1,001			

According to these results, it can be said that the t values of the items are significant (p≤0.01), and the internal consistency of the scale in which the items distinguish individuals is provided.

Another analysis carried out within the scope of item analysis is to examine the item total test correlation values. The mean, standard deviation, and item total correlations of the scale are given in Table 4.

Table 4. Item Total Statistics

Item	$\bar{x}$	Sd	Item Total	Item	$\bar{x}$	Sd	Item Total
1	3,69	1,020	,788	15	3,48	1,134	,823
2	3,87	1,047	,781	16	3,34	1,164	,788
3	3,74	,954	,806	17	3,43	1,182	,888
4	3,64	1,076	,800	18	3,56	1,160	,800
5	3,47	1,059	,786	19	3,16	1,208	,831
6	3,69	1,000	,819	20	3,50	1,223	,821
7	3,64	1,076	,817	21	3,36	1,218	,855
8	3,75	1,063	,844	22	3,50	1,168	,853
9	3,37	1,167	,780	23	3,70	1,160	,847
10	3,77	1,065	,832	24	3,67	1,205	,844
11	3,67	1,135	,817	25	3,50	1,184	,807
12	3,64	1,086	,768	26	3,69	1,136	,820
13	3,29	1,125	,790	27	3,61	1,169	,843
14	3,44	1,139	,788				

Item total correlations ranged from 0.76 to 0.90. The item's total correlations being greater than 0.25 is interpreted as high discrimination of items (Karagöz, 2016). When the validity and reliability studies are examined in general, it is concluded that the scale is sufficient to measure the perceptions of support for teachers' needs. The scale consists of three sub-dimensions and 27 items: autonomy support (1-4), competence support (5-17) and relatedness support (18-27).

After the validity and reliability analysis of the scale, the normal distribution states of the data skewness-kurtosis coefficients were examined. Descriptive analysis and skewness-kurtosis analysis results are given in Table 5.

Table 5. Need-Supportive Management Perception Descriptive Statistics and Normality Results

Variables	n	$\bar{x}$	Sd	Skewness	Kurtosis
Autonomy Support	58	3,73	0,92	-0,83	0,39
Competence Support	58	3,53	0,94	-0,66	-0,07
Relatedness Support	58	3,52	1,04	-0,76	-0,16

When Table 5 is examined, it can be said that the perceptions of management support for teachers' needs are at a medium level. When the normal distribution results are examined, it is concluded that the data show normal distribution due to the skewness kurtosis coefficients between -2 and +2 (George & Mallery, 2010). Therefore, t-test and ANOVA analyses, which can be used if the data show normal distribution, were performed. Table 6 presents the t-test results regarding teachers' perceptions of support by gender.

Table 6. Results of Need-Supportive Management Perception by Gender

Variables	Category	n	$\bar{x}$	Sd	t	Df	p
Autonomy Support	Female	155	3,49	0,95	-5,58	256	0,00
	Male	103	4,10	0,73			
Competence Support	Female	155	3,28	0,96	-5,51	256	0,00
	Male	103	3,91	0,77			
Relatedness Support	Female	155	3,22	1,08	-6,25	256	0,00
	Male	103	3,99	0,79			

When Table 6 is examined, it is observed that perceptions of support for teachers ' needs differ significantly in the dimensions; for autonomy support [t256 = 50.58; p<0.05]; for competence support [t256 = 5.51; p<0.05] and for relatedness support [t256 = -6.25; p<0.05]. Perceptions of male teachers that their needs are supported are higher than female teachers. The effect size values obtained for the significant difference were calculated as .11 for autonomy support, .11 for competence support and .13 for relatedness support. Accordingly, 11% of the perception of autonomy support, 11% of the perception of competence support and 13% of the perception of relatedness support are explained by the gender variable in school. In other words, the gender variable has a major impact on all aspects of Need-Supportive management support.

Findings regarding the examination of the perceptions of support for teachers' needs by seniority are given in Table 7.

Table 7. Need-Supportive Management Perception Results According to Seniority

	Seniority	n	$\bar{x}$	Sd	ANOVA					
						SS	Df	MS	F	p	Sig.
Autonomy Support	1-10 year (A)	73	4,18	0,67	Inter G.	33,333	2	16,68	23,16	0,00	A-B A-C B-C
	11-20 year (B)	96	3,80	0,75	Within G.	183,517	255	0,72			
	21year/over (C)	89	3,28	1,04	Total	216,850	257				
	Total	258	3,73	0,92							
Competence Support	1-10 year (A)	73	3,99	0,74	Inter G.	37,005	2	18,50	24,86	0,00	A-B A-C B-C
	11-20 year (B)	96	3,64	0,72	Within G.	189,783	255	0,74			
	21year/over (C)	89	3,05	1,07	Total	226,787	257				
	Total	258	3,53	0,93							
Relatedness Support	1-10 year (A)	73	3,92	0,85	Inter G.	32,345	2	16,17	16,63	0,00	A-B A-C B-C
	11-20 year (B)	96	3,66	0,76	Within G.	247,976	255	0,97			
	21year/over (C)	89	3,09	1,21	Total	280,321	257				
	Total	258	3,52	1,04							

According to Table 7, perceptions of management support for teachers' needs according to seniority, autonomy support (F2-255 = 23.16; p <0.05), competence support (F2-255 = 24.86; p <0.05) and relatedness support (F2-255 = 16.63; p <0.05) shows a significant difference in dimensions. It can be said that as seniority increases, teachers' perception of support decreases and school administrators provide more support to teachers with lower seniority. The effect size values obtained for the significant difference were calculated as .15 for autonomy support, .16 for competence support and .12 for relatedness support. Accordingly, 15% of the variability in teachers' perception of autonomy support, 16% of perception of competence support and 12% of perception of relatedness support are explained by the variable of seniority. In other words, the seniority variable has a major impact on all dimensions of Need-Supportive Management.

The findings regarding the examination of the perceptions of support for teachers' needs according to the school level are given in Table 8.

Table 8. Results of the Need-Supportive Management Perception by School Level

	School Level	n	$\bar{x}$	Sd	ANOVA				
Autonomy Support	Kindergarten-Primary	138	3,82	0,85		2,453	2	1,226	
	Secondary	71	3,62	0,97	Within G.	214,397	255	0,841	34
	High	49	3,63	1,01	Total	216,850	257		
	Total	258	3,73	0,92					
Competence Support	Kindergarten-Primary	138	3,61	0,89	Inter G.	2,092	2	1,046	
	Secondary	71	3,40	0,98	Within G.	224,695	255	0,881	1,187 0,063
	High	49	3,51	0,99	Total	226,787	257		
	Total	258	3,53	0,93					
Relatedness Support	Kindergarten-Primary	138	3,67	0,97	Inter G.	6,001	2	3,001	
	Secondary	71	3,33	1,14	Within G.	274,320	255	1,076	2,789 0,307
	High	49	3,41	1,03	Total	280,321	257		
	Total	258	3,52	1,04					

According to table 8, where there are results regarding teachers' perceptions of support per school level, there is no significant difference in autonomy support (F2-255=1,459; p>0,05), competence support (F2-255=1,187; p>0,05) and relatedness support (F2-255=2,789; p>0,05) dimensions. It can be said that the perceptions of support towards the needs of teachers at all school levels are similar.

The findings regarding the examination of teachers' perceptions of support for their needs by the number of teachers working at the school are given in Table 9.

Table 9. Results of the Need-Supportive Management Perception by the number of teachers working at the school

	Number of Teachers	n	$\bar{x}$	Sd	ANOVA					
						SS	Df	MS	F	p	Sig
Autonomy Support	1-20 (A)	56	4,33	0,58	Inter G.	34,387	2	17,193			
	21-40 (B)	64	3,87	0,66	Within G.	182,464	255	0,716	24,208	0,00	A-B A-C B-C
	41 and more (C)	138	3,42	0,99	Total	216,850	257				
	Toplam	258	3,73	0,92							
Competence Support	1-20 (A)	56	4,18	0,66	Inter G.	44,703	2	22,351			
	21-40 (B)	64	3,74	0,67	Within G.	182,084	255	0,714	31,302	0,00	A-B A-C B-C
	41 and more (C)	138	3,17	0,97	Total	226,787	257				
	Toplam	258	3,53	0,93							
Relatedness Support	1-20 (A)	56	4,25	0,68	Inter G.	52,222	2	26,111			
	21-40 (B)	64	3,71	0,69	Within G.	28,099	255	0,895	29,191	0,00	A-B A-C B-C
	41 and more (C)	138	3,14	1,12	Total	280,321	257				
	Toplam	258	3,52	1,04							

According to the number of teachers working at school, perceptions of management support for teachers' needs were found to be significantly different in terms of autonomy support (F_{2-255}=24,208; p<0,05), competence support (F_{2-255}=31,302; p<0,05) and relatedness support (F_{2-255}=29,191; p<0,05). As the number of teachers working in the school increases, administrators' support for the needs of teachers decreases. It can be said that the manager, who has to work with more teachers as a result of the increase in the number of teachers, has difficulty in providing support to all teachers. The effect size values obtained for the significant difference were calculated as .16 for autonomy support, .20 for competence support and .19 for relatedness support. Accordingly, 16% of the variability in teachers' perception of autonomy support, 20% of perception of competence support and 19% of perception of relatedness support are explained by the number of teachers working in school. In other words, the variable of the number of teachers working in the school has a major impact on all aspects of need-supportive management.

Discussion Conclusion and Suggestions

In this study, the adaptation of the "Need-Supportive Management Scales" developed by Parfyonova et al. (2019) based on the theory of self-determination was carried out in Turkish and Turkish culture. The original scale consists of 27 items. As a result of this study, the scale was adapted to Turkish as 27 items. As a result of the confirmatory factor analysis performed to determine the construct validity, the scale; Autonomy support (1-4), competence support (5-17) and relatedness support (18-27) were confirmed as three dimensions and 27 items. To determine the reliability of the scale, Cronbach's Alpha value was examined and the scale was found to be highly reliable. In addition, item total correlation values and Low-High t-test analysis among 27% groups; was carried out within the scope of item analysis. As a result of all analyses, it can be said that "Need-Supportive Management Scale (NSMS)" is adapted in accordance with Turkish culture and can be used in educational organizations.

In the second stage of the study, the levels of perception of management support towards teachers' needs were examined. As a result of the analysis, school administrators provide medium support according to the teachers' perceptions. The basis of the scale used in the study is the self-determination theory (SDT) put forward by Ryan and Deci (2000). Recently, interest in self-determination theory has increased considerably to understand how employees are motivated (Gagné, 2014) and this theory has been successfully applied in the fields of education and health (Deci & Ryan, 2000; Ryan & Deci, 2017). For example, satisfying the need for autonomy, competence and relatedness has led to increased internal motivation among hospital staff (Lynch, Plant, & Ryan, 2005). Self-Determination theory emphasizes when and how employees are motivated and the support they need (Tafvelin & Stenling, 2018). Management support is at this point related to the mutual relations of employees and management (Wayne, Shore & Liden, 1997). It is known that employees expect support from the administration in the face of injustices experienced (Organ, 1988). The awareness of the employees, especially their socio emotional needs, and the satisfaction of this need causes the employees to have more confidence in their managers and the organization they work for (Eisenberger, Stinglhamber, Vandenberghe, Sucharski & Rhoades, 2002). Considering the findings of the study, it is seen that teachers think that the level of autonomy, competence and relatedness provided to them is moderate.

Autonomy is the ability of the employee to control himself and to act within the area of expertise. Teacher autonomy is that teachers have a say and influence in the processes of planning, implementing, controlling and improving the educational process (Ayral et al., 2014). Given the centrist structure in Turkey, it is known that teachers cannot be effective in producing policies related to education and do not feel autonomous (Üzüm & Karslı, 2013). In addition, there are deep gaps between the reality achieved by the dominant curriculum and education policies in educational institutions in each country and the outcomes required by SBT (Ryan, & Deci, 2020). At this point, it is expected that the views of the teachers involved in the research on the size of autonomy support will be moderate. Competence dimension is related to the

individual's environmental compliance (Ryan & Deci, 2000). When the items of the scale are taken into consideration, the teachers in this dimension stated that they expect the support from the administrators as guiding them in the works to be done, making suggestions, expressing their expectations clearly and giving feedback to the teachers. Relatedness is a concept that expresses the individual's being close to others (Ryan & Deci, 2000). When the items of the scale are taken into consideration, it can be seen that the dimension of relatedness is generally related to the situations such as emotional support, sensitivity to the other person, caring, sincere behaviour. At this point, it can be said that teachers expect the managers to behave more sincerely and faithfully, to take into account their emotional needs and to be respectful and tolerant.

When the findings of the research are examined according to the gender variable, it was revealed that male teachers think that they are supported more by the management in all dimensions. The gender variable has a major impact on all aspects of Need-Supportive management support. In the studies of Nayir (2011) and Gül (2010), it was revealed that the opinions of male teachers regarding the management support are more positive than the opinions of female teachers. Nayir (2011) attributed this situation to the expectations of female teachers and the expectations of male teachers and the fact that there are men in most of the management levels. As a result of more men at the management level, male managers cannot understand women's expectations and as a result, women may feel less management support (Nayır, 2011). However, Kurt (2020), in his study, does not show a significant difference between teachers' opinions about management support according to gender. Considering the dimensions of this study, male teachers have the perception that they are supported more. This is actually an expected situation. In an environment where men are more free and comfortable, can express themselves more easily and managers are generally men, it can be thought that women are treated more distantly. It can be said that social pressure on the relationship of male administrators with female teachers, in particular, caused the administrators to abstain from issues such as providing emotional support to female teachers and guiding them in the works to be done. This may result in female teachers perceiving manager support at a lower level.

When it is analyzed according to the seniority variable, it is seen that teachers with higher seniority perceive management support at a lower level and the seniority variable has a great effect on all dimensions of Need-Supportive management support. Similarly, Doğan (2014) has revealed that teachers' opinions about management support are more positive. This may indicate that senior teachers need less support in the school environment, or, it can also be explained by the fact that senior teachers have higher organizational commitment and there is a significant relationship between executive support and organizational commitment, as stated by Kiral (2020). However, Pekdemir, Koçoğlu, & Gürkan, (2013) reported that there was no relationship between executive support and employee seniority.

When analysed by school level, it is seen that teachers' perceptions of support towards need do not differ significantly. Similarly, Kurt (2020) revealed that the school type variable did not make a significant difference between teachers' views on management support. According to the variable of the number of teachers working at the school, it is seen that, as the number of teachers increases, school administrators meet the teacher needs less within the framework of self-determination theory. The number of teachers working in the school variable has a major impact on all dimensions of Need-Supportive management support. The high number of teachers also means that the number of students is high. In the studies in which the number of students in the school is examined as variable, it is revealed that the teachers working in the schools with the higher number of students perceive less management support (Nayır, 2011; Derinbay, 2011; Doğan, 2014). Large organizations are organizations where formal rules are more prominent and it can be said that these organizations are stricter in meeting individual needs. This may cause employees ' perceptions of support to decrease and make them feel more worthless (Dekker & Barling, 1995; Rhodes & Eisenberger, 2002).

As a result, in this study, adaptation of Need-Supportive management support to Turkish was made and teachers' opinions about Need-Supportive management support were examined. Teachers' views on Need-Supportive management support are moderate in terms of autonomy support, competence support, and relatedness support. In other words, teachers do not think that they have received sufficient support by their administrators. However, gender, seniority and the number of teachers working in the school have a great influence on the formation of this idea. At this point, administrators can support teachers about what they want to do at school, and provide counselling, guidance, giving feedback about the work done, being sincere and sincere, awareness of teachers' emotional support needs, to increase teachers' perception of management support. In the future studies, based on gender, seniority and the number of teachers working in the school, the type of management support needed by female teachers, senior teachers and teachers working in crowded schools can be investigated in order to increase awareness about management support.

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