

The Mediating Role of Teamwork in the Correlation Between Administrative Support and School Belonging

Yusuf GİDİŞ¹

Ministry of National Education

Bilgen KIRAL²

Aydın Adnan Menderes University

Abstract

The study aimed to examine the correlation between teamwork in schools, administrative support perception, and sense of school belonging, and the mediating effect of teamwork on the correlation between administrative support and school belonging. The research was designed in the relational screening model, which is one of the quantitative research designs. 319 teachers working in elementary, middle, and high schools in Turgutlu/Manisa in Turkey in the 2018-2019 academic year participated in the study. In the study, the data was collected by using Teamwork, Administrative Support, and School Belonging Scale. In the study, it was determined that there were significant and positive correlations between teamwork, administrative support perception, and sense of school belonging. It was concluded in the study that the effect of teamwork on teachers' sense of school belonging was partially realized by administrative support.

Keywords: Teamwork, Administrative Support, School Belonging, Administrator

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¹ Dr., Ministry of Education, Manisa, Türkiye, ORCID: 0000-0001-6507-0358.

Correspondence: gidisyusuf@gmail.com

² Assoc. Prof. Dr., Faculty of Education, Aydın Adnan Menderes University, Aydın, Türkiye, ORCID: 0000-0001-5352-8552
Email: bilgen.kiral@adu.edu.tr

Introduction

The possibility of individuals to be happy at work depends on the organizational setting in which they work (Sezer & Can, 2019). The fact that employees consider they are supported by the management and experience a sense of belonging enables them to work more efficiently (Aelterman et al., 2007). Besides, administrative support, the sense of belonging, and teamwork increase organizational commitment (Kalkan & Dađlı, 2021; Kırıl, 2015). It is noted that individuals who feel supported and devoted to their organization and team are willing to do the work of the team by making sacrifices and increase the team's success (Somech, 2005). The situation in schools is just the same as in other organizations. When school teams are supported appropriately, it is seen that teachers work together to sort out problems, share responsibilities, and learn new skills (Dee et al., 2002). Teamwork in schools is carried out to increase solidarity and the sense of belonging and is supported by administrators (Kırıl, 2021). For this reason, first of all, the concepts of administrative support, sense of belonging, and teamwork were discussed in the study, and then the perception levels of these concepts by the teachers, the correlations between them, and the mediating role of teamwork in the correlation between administrative support and belonging were examined.

Literature Review

Administrative Support (AS)

The employee's efforts result for the organization, the support given by the management to the employee and the employee's perception of this support is expressed as administrative support (Eisenberger et al., 1990). Administrative support is examined in three dimensions (Kalagan, 2009). The first is emotional support, which expresses the employee's perception of being supported by their manager regarding the emotional processes and experiences they face (Kalkan & Dađlı, 2021). The second is informational support, which is the belief of the employee that the manager will support them in terms of the knowledge, skills, and assistance they need for the job (Çoban, 2019). The third is financial support, which is the employee's perception of being able to reach the material and human resources that they will need in work and work-related processes (Üstün, 2018).

One of the most significant elements of administrative support of school principals is to create opportunities for the improvement of teachers (Short, 1992) and to provide support to teachers in achieving educational, professional, and personal goals (Kalkan & Dađlı, 2021). If employees feel that their ideas are taken into account and that changes are made in the organization within this framework, this creates a perception of support for them (Aselage & Eisenberger, 2003; Eisenberger et al., 1990). Employees hope that they are cared for and their achievements are appreciated (Derinbay, 2011; Özdeveciođlu, 2003). School administrators should value their teachers, ensure that they work in a comfortable and peaceful environment, improve their working conditions, take their views into

consideration, pay attention to their complaints, deal with their problems, boast about their achievements, and reward them (Derinbay, 2011). Employees have the wish to have a manager who supports them in all kinds of problems so that they can recover in the face of any kind of hopelessness they may face with thanks to the support of the manager, no matter how much burnout they have experienced in terms of their physical, cognitive, and emotional strength (Emhan et al., 2014).

School Belonging (SB)

The most important resource that organizations necessitate is human capital (Asunakutlu, 2002). In addition to having employees with certain qualifications, it is important for organizations that their employees identify themselves with their profession and organization (Aydın, 2000) and make great effort for the success of the organization (Başyigit, 2006). This can be possible with the high professional belonging levels of the employees (Keskin & Pakdemirli, 2016).

According to Mowday et al. (1982), belonging has two aspects as attitudinal and behavioral belonging. The sense of belonging, which is a significant factor in terms of the formation of an individual's behaviors and attitudes, results in situations that benefit both the individual and the organization. Individuals with a high sense of belonging have a significant impact on the effectiveness and efficiency of organizations (Koç, 2009). Organizations contribute significantly to institutional success (Mathieu & Zajac, 1990) and therefore, they make a great effort to retain employees with a high sense of belonging due to such reasons as low absenteeism rates (Greenberg & Baron, 2003), reduced turnover rates (Meyer & Allen, 2004), supporting organizational change (Öztop, 2014), and high entrepreneurship characteristics (Varlık & Günbayı, 2019). In addition to all these, through teamwork within organizations, employees' organizational belonging levels and their perception levels in terms of being supported can be increased.

Teamwork (TW)

One of the ways to increase organizational effectiveness is to set up teams within the organization (Eren, 1997; Wantaate, 2018), develop team awareness in individuals, and solve problems through teams (Forsyth, 2014). In this sense, teams are organizational structures in which individuals from different backgrounds, different strengths, and different perspectives come together (Kıral, 2021) in order to achieve common goals in cooperation as a whole and in the most effective way (Başaran, 2004; Bursalıoğlu, 2002). Teams are composed of individuals who have relationships with each other and who have formed and developed productive alliances (Dee et al., 2002; Forsyth, 2014).

Daft (2009) examined teams in two groups as formal teams and self-managing teams. Formal teams are formed by the organization as part of the formal organizational structure (Kondalkar, 2007; Thompson et al., 2017). Formal teams are formed of vertical and horizontal structures. Self-managing

teams are teams in which employees participate in the decision-making and work processes in order to increase the performance of employees (Daft, 2009).

According to Kirkman and Rosen (1999, 2000), the importance of teamwork is emphasized in making teachers more effective and successful. This indicates the empowerment of teachers. Belonging (Gibson et al., 2012) that is formed as a result of sharing the decision and responsibilities among team members and the strengthened sense of being a team combined with the feelings of the team increase organizational commitment (Ivancevich et al., 2014; Kırıl & Durdu, 2021).

In school teams, where teachers work together and share responsibilities to solve problems (Çelik, 2019; Kırıl et al., 2011) and learn new skills, relationships are built upon trust and openness, and they unite around the common interest points of communication (Atılğan et al., 2010; Çelik, 2019). Increasing cooperation in teams enhances the effectiveness of the organization in order to ensure trust and open communication (Eren, 2004). Teamwork is deemed important for organizations since it is effective in terms of determining the fate of the activity conducted and its consequences (Dee et al., 2002).

It has been determined that as administrative support perceptions increase, the desire for teamwork (Tüney, 2019) and the perception of organizational belonging increase, too (Habegger, 2007). Kırıl (2015) found a moderate and positive relationship between managerial support and teamwork. Accordingly, as administrative support increases, the level of teamwork also increases. As can be noted in the studies present in the literature, it is thought that the administrative support provided to teachers can increase organizational belonging by influencing team work. For this reason, it is considered that the current research will be worthwhile.

The Aim of the Study

The aim of the study is to examine the correlation between teamwork in schools, administrative support perception, and sense of school belonging, and the mediating effect of teamwork on the correlation between administrative support and school belonging, based on the views of teachers. Based on this aim, answers to the following questions were sought: (1) What are the teachers' perception levels of teamwork, administrative support, and sense of school belonging? (2) Is there a significant correlation between the teachers' perception levels of teamwork, administrative support, and sense of school belonging? (3) Is there a mediating effect of teamwork on the correlation between administrative support and school belonging?

Methodology

Study Group

The study was quantitative research and designed in the relational screening model. 1790 teachers working in elementary, middle, and high schools in Turgutlu/Manisa in Türkiye in 2018-2019 academic year. The sample size was calculated for 95% confidence level, at $\alpha=.05$ significance level (Balci, 2004). A total of 345 data was collected from the schools selected within the scope of the research. 10 of the data obtained were not included in the evaluation since they were filled in inappropriately, and 16 of the data were excluded as they did not meet the univariate and multivariate normality assumptions. In conclusion, a total of 319 data was put into evaluation. 171 (53.6%) were female, and 148 (46.4%) were male; whereas 104 (32.6%) were elementary school teachers, 118 (37%) were middle school teachers, and 97 (30.4%) were high school teachers.

Data Collection Tools

The data was collected by three different scales: “Teamwork, Administrative Support, and School Belonging Scale”.

Teamwork Scale: Kırıl (2015) developed this scale. The scale’s internal consistency coefficient (Cronbach’s Alpha) was determined as .97. In the scale, the participants are asked to express their views in five points in the range of “1 = Never” and “5 = Always”. The scale has one dimension and eight items. The lowest score is eight, while the highest score is 40. The high score indicates the high level of teamwork perception. The validity and reliability analyses of the teamwork scale were performed again on the data set of the current study composed of 319 participants. The information regarding the scale is presented in Table 1.

Table 1. Confirmatory Factor Analysis Fit Indices of Teamwork Scale

Model	χ^2	χ^2/sd	RMSEA	RMR	CFI	NNFI	IFI	GFI	AGFI
One-dimension	44.34	2,95	.07	.01	.98	.97	.98	.96	.91

As could be seen in Table 1, the Cronbach’s alpha value of the Teamwork Scale was calculated as .94. These results were interpreted as that the Teamwork Scale was reliable for the current research. The validity of the one-dimensional structure of the Teamwork Scale was examined by performing CFA. The results of CFA performed for the construct validity of the Teamwork Scale are as follows; [$\chi^2= 44.34$, $df = 15$, $\chi^2/df = 2.95$, $RMSEA = .07$, $RMR = .01$, $CFI = .98$, $NNFI = .97$, $IFI = .98$, $GFI = .96$, $AGFI = .91$]. The calculated CFA values were evaluated as a whole, and it was concluded that the goodness of fit indices of the single-factor and 8-item structure of the Teamwork Scale were also valid for the current study (Cole, 1987; Kline, 2011).

Administrative Support Scale: The scale was developed by Kırıl (2015). The scale's internal consistency coefficient (Cronbach's Alpha) was determined as .87. In the scale, the participants are asked to express their views in five points in the range of "1 = Never" and "5 = Always". The scale consists of one dimension and four items. The lowest score is four, while the highest score is 20. The high score shows the high level of administrative support perception. The validity and reliability analyses of the administrative support scale were performed again on the data set of the current study. The information regarding the scale is presented in Table 2.

Table 2. Confirmatory Factor Analysis Fit Indices of Administrative Support Scale

Model	χ^2	χ^2/sd	RMSEA	RMR	CFI	NNFI	IFI	GFI	AGFI
One-dimension	.22	.22	0.00	.002	1.00	1.01	1.00	1.00	.99

As could be seen in Table 2, the Cronbach's alpha value of the Administrative Support Scale was calculated as .79. These results were interpreted as that the Administrative Support Scale was reliable for the current research. The validity of the one-dimensional structure of the Administrative Support Scale was examined by performing CFA. The results of CFA performed for the construct validity of the Administrative Support Scale are as follows; [$\chi^2 = .22$, $df = 1$, $\chi^2/df = .22$, RMSEA = .00, RMR = .002, CFI = 1.00, NNFI = 1.01, IFI = 1.00, GFI = 1.00, AGFI = .99]. The calculated CFA values were evaluated as a whole, and it was found that the goodness of fit indices of the single-factor and 4-item structure of the Administrative Support Scale were also valid for the current study (Cole, 1987; Kline, 2011).

School Belonging Scale: The scale was developed by Goodebow (2015) and adapted to Turkish language by Sarı (2013). The scale's internal consistency coefficient (Cronbach's Alpha) was determined as .84 in the study by Sarı (2013). In the scale, the participants are asked to express their views in five points in the range of "1 = I totally disagree" and "5 = I totally agree". The scale has one dimension and 13 items. The lowest score is 13, while the highest score is 65. The high score obtained from the scale indicates the high level of school belonging perception. The validity and reliability analyses of the school belonging scale were performed again on the data set of the current study composed of 319 participants. The information regarding the scale is presented in Table 3.

Table 3. Confirmatory Factor Analysis Fit Indices of School Belonging Scale

Model	χ^2	χ^2/sd	RMSEA	RMR	CFI	NNFI	IFI	GFI	AGFI
One-dimension	299.84	2.28	.06	.03	.93	.92	.93	.90	.88

As could be seen in Table 3, the Cronbach's alpha value of the School Belonging Scale was found as .91. These results were interpreted as that the School Belonging Scale was reliable for the current research. The validity of the one-dimensional structure of the School Belonging Scale was examined by performing CFA. The results of CFA performed for the construct validity of the School Belonging Scale are as follows [$\chi^2 = 299.84$, $df = 131$, $\chi^2/df = 2.28$, RMSEA = .06, RMR = .03, CFI =

.93, NNFI = .92, IFI = .93, GFI = .90, AGFI = .88]. The calculated CFA values were evaluated as a whole, and it was arrived at a conclusion that the goodness of fit indices of the single-factor and 13-item structure of the School Belonging Scale were also valid for the current study (Cole, 1987; Kline, 2011).

Data Analysis

One of the effective ways of testing the theoretical model formed so as to state the effects of the teachers' administrative support perceptions (independent variable) and teamwork perceptions (mediating variable) on their sense of school belonging (dependent variable) both separately and together (direct and indirect), which is the purpose of this study, is to examine the correlations concurrently by putting the variables together with theoretical path model. Prior to performing statistical analysis, univariate and multivariate normality assumptions were tested, and it was concluded that the skewness and kurtosis coefficients calculated regarding the research variables were in the range of +1 and -1. In this regard, it can be said that univariate normality assumptions are met (Çokluk et al., 2012). The presence of the multi-collinearity problem was examined with correlation values. The finding that the correlation values between the variables are lower than .85 indicates that there is no multi-collinearity problem (Pallant, 2005).

In this study, a correlation of .80 and above was not found between the research variables. In this case, it can be said that there is no multi-collinearity problem between the research variables. The first, second, and third research questions were examined by arithmetic mean scores, while the fourth research question was examined by Pearson Product-moment Correlation analysis, and the fifth research question was examined by Structural Equation Modeling (SEM). In the interpretation of the arithmetic means in the study, the range of 1.00-1.80 was evaluated as "very low", whereas the range of 1.81-2.60 was evaluated as "low", the range of 2.61-3.40 as "moderate", the range of 3.41-4.20 as "high", and the range of 4.21-5.00 as "very high". In the interpretation of the correlation analysis, the range of .00-.30 was accepted as "low", while the range of .31-.70 was accepted as "moderate", and the range of .71-1.00 as "high" correlation. In the evaluation of the tested model and the CFA model fit, which is a kind of Structural Equation Model, the chi-square/df ratio, RMSA, SRMR, CFI, TLI, and GFI values recommended by many researchers (Bayram, 2016; Brown, 2014; Gürbüz & Şahin, 2014; Kline, 2010) were used.

Results

In this section, the results of correlation analysis and SEM performed in order to examine the correlations between the administrative support perceptions, teamwork perceptions, and sense of school belonging of the administrators are presented.

Correlation Analysis between the Administrative Support, Teamwork, and Sense of School Belonging of the Administrators

Correlation is the data analysis method that reveals the relationship between two or more variables. It takes a value between +1 and -1 (Taşpınar, 2017). The correlation coefficient is a number that describes the level and direction of the relationship between the variables. An absolute value of correlation coefficient between 1.00-0.70 can be defined as a high relationship, while a value between 0.70-0.30 can be defined as a moderate relationship, and a value between 0.30-0.00 can be defined as a low relationship (Büyüköztürk, 2012). The mean scores, standard deviations, and correlation analysis results reflecting the views of the participants regarding the independent variable of the research, which is administrative support, and the dependent variables, which are teamwork and school belonging, are presented in Table 4.

Table 4. Descriptive Statistics Results Regarding the Variables of the Research

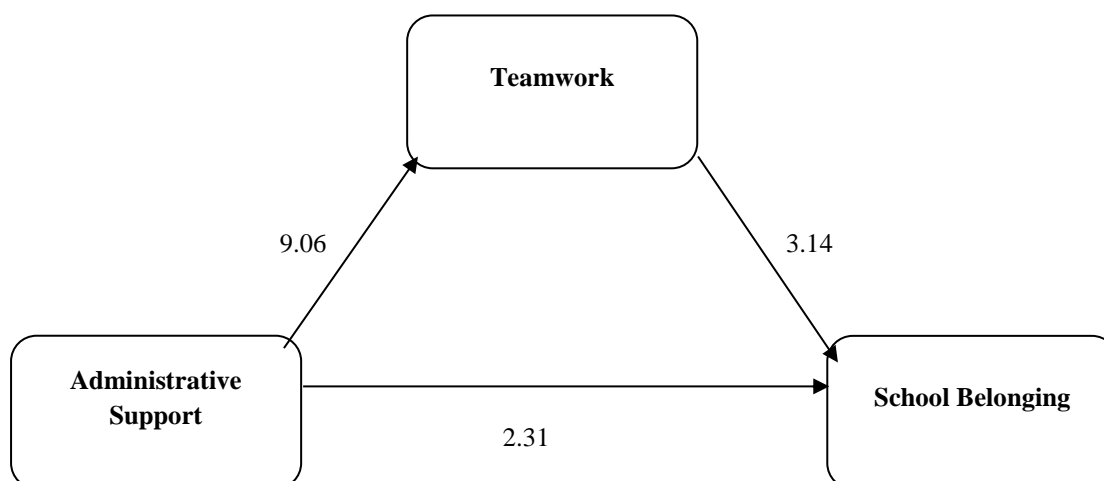
Variables	\bar{X}	SD	TW	AS	SB
TW	4.46	.622	1		
AS	4.45	.561	.630**	1	
SB	4.41	.550	.460**	.465**	1

**p < .01 (Teamwork: TW; Administrative Support: AS; School Belonging: SB)

When Table 4 was examined, it could be noticed that the teamwork perception levels ($\bar{X} = 4.46$), administrative support perception levels ($\bar{X} = 4.45$), and sense of school belonging levels ($\bar{X} = 4.41$) of the teachers attending in the research were at a very high level. Furthermore, as could also be revealed from the results of the correlation analysis presented in Table 4, there was a moderate level and positive relationship between administrative support and teamwork, between administrative support and school belonging, and between teamwork and school belonging.

The Mediating Role of Teamwork in the Correlation between Administrative Support and School Belonging

In the conceptual model, it was predicted that administrative support would predict teamwork, and this effect would predict school belonging. Administrative support was the independent variable, whereas teamwork was the mediating variable, and sense of school belonging was the dependent variable. As could be seen in the conceptual model, it was thought that administrative support would affect teamwork directly, and it would affect school belonging both directly and indirectly through teamwork. The model constructed in accordance with the theoretical background is presented in Figure 1.



Chi-Square=557.27, df=262, P-value=0.000, RMSEA=0.050

Figure 1. t values Regarding the Constructed Model

In accordance with the constructed model, path analysis was performed, and considering the data obtained in Figure 1, the model was tested. In the parameter estimations, it is deemed significant at .05 level if the t value is over 1.96, and it is deemed significant at .01 level if the t value is over 2.56 (Çokluk et al., 2014; Tabachnick & Fidel, 2013). When the values given in Figure 1 and Table 5 were examined, it could be seen that all the paths in the constructed model were significant.

Table 5. The Results of the Model Constructed Regarding the Mediating Role of Teamwork in the Effect of Administrative Support on School Belonging

Relationships Between Variables		B	Beta	S.E	CR	P
AS	TW	1.30	.83	.143	9.052	***
AS	SB	.29	.27	.128	2.273	.002
TW	SB	.24	.35	.00	3.132	.023

In Table 6, after the significance of the path coefficients in the SEM analysis, it was determined whether the model would be accepted or not by examining the fit indices. The fit indices are the criteria that should be examined for the acceptance of the model (Byrne, 2010; Kline, 2011). When the fit indices presented in Table 6 were tested ($\chi^2/df < 5$; $GFI > 0.85$; $CFI > 0.90$, $TLI > 0.90$; $RMSEA < 0.08$), it was stated that the model fit was acceptable. It could therefore be said that the model was confirmed with the data obtained from the sample group as a result of the fact that both the path coefficients were significant and the fit indices were within acceptable ranges.

Table 6. Fit Indices Regarding the Model

Model	χ^2	χ^2/sd	RMSEA	RMR	CFI	NNFI	IFI	GFI	AGFI
One-dimension	557.24	2.11	.05	.02	.94	.93	.94	.87	.84

According to Kline (2011), the path coefficients used in the analysis of the paths in the model are considered “small” if they are lower than .10, while they are considered “moderate” if they are

around .30, and “big” if they are higher than .50. In this regard, the standardized coefficients and effect sizes for the supported model are presented in Table 7.

Table 7. Standardized Coefficients and Effect Sizes for the Supported Model

Relationships Between Variables		Direct effect	Effect size	Indirect effect	Total effect
AS	TW	.82**	Big	.00	.82**
AS	SB	.26**	Moderate	.28	.55**
TW	SB	.34**	Moderate	.00	.34**

**p < .01

When Table 7 was analyzed, it was stated that one-unit increase in the standard deviation of administrative support directly increased the standard deviation of teamwork by .82 points; whereas one-unit increase in the standard deviation of teamwork directly increased the standard deviation of school belonging by .34 points. According to Table 7, it was also noticed that the positive and direct correlation between administrative support and teamwork had a “big” effect size (.82, $p < .05$); while the positive and direct correlation between teamwork and school belonging had a “moderate” effect size (.34, $p < .05$). It was also determined that administrative support had an indirect effect of .28 level on school belonging (.55, $p < .05$). Based on this finding, it could be stated that teamwork contributed significantly to the model as a mediating variable. Besides, administrative support positively affected school belonging levels both directly and indirectly. In other words, it could be said that administrative support affected teamwork, and this effect on teamwork could predict school belonging.

Discussion, Conclusion, and Recommendations

The study is aimed to examine the correlation between teamwork in schools, administrative support perception, and sense of school belonging, and the mediating effect of teamwork on the correlation between administrative support and school belonging, based on the views of teachers. The results of this study, which aimed to examine the correlation between teamwork in schools, administrative support perception, and sense of school belonging, and the mediating impact of teamwork on the correlation between administrative support and school belonging based on the views of teachers, participants had a very high level of teamwork. In the study by Toprakçı (2019), it was found that the teamwork perception level was very high, and similarly in the study by Kamuk and Doğru (2019), it was concluded that the scores for the participation in teamwork activities were high and very high in the examined categories (gender and staff status). Besides, Ceylan (2006), Güçlü and Okçu (2015), Uyar (2007), Araç (2009), Kırал (2015), and Korkmaz (2020) found that the teamwork perception levels of the participants were high. It can be said that the teachers are prone to teamwork as they cooperate in the activities such as teachers’ board meetings, coterie “same branch teachers” meetings, and branch teachers’ board meetings, and therefore their perceptions are high. Dee et al. (2002) emphasized in their study that the teams to be formed within schools play a significant role in

increasing cooperation, ensuring trust and open communication and that they have an important effect on determining the fate of the activities performed and the conclusions of events.

The current study stated that the participants' administrative support perceptions were also at a very high level. It was determined that the findings coincided with the results of the studies conducted in the literature. In the study by Toprakçı (2019), it was found that the participants' administrative support perceptions were at a very high level. In their studies, Özdemir (2010), Derinbay (2011), Özdemir-Demirel (2012), Doğan (2014), Kiral (2015), Ertürk et al. (2016), and Üstün (2018) found out that the teachers' administrative support perceptions were at a high level. It can therefore be said that the efforts and practices of the teachers within schools are appreciated by the school administrations, and this situation is perceived positively by the employees. Koçak (2011) stated that teachers should be valued, and their professional development should be supported in order to provide an effective and successful school climate. Besides, Derinbay (2011) emphasized that the support to be provided by the school administrators in the school environment would be effective in achieving organizational goals, increasing the teachers' commitment to school, and meeting the expectations of the teachers regarding the school.

It was also found that the participants' sense of school belonging was very high. In the study by Karayağız (2019), it was also found that the sense of belonging of the participants were at a high level. When the results are estimated, it can be indicated that when the teachers' ability to work in cooperation with their colleagues within the school environment and their efforts made are appreciated by the school administration, a sense of school belonging is created in them.

There were positive and significant correlations between teamwork, administrative support perceptions, and the sense of school belonging in this study. Accordingly, it can be interpreted that the support given to the teachers positively affected their willingness to work in teams and their belonging to the schools. Furthermore, it can be concluded that the teamwork practices of the teachers were effective in developing their sense of belonging to their school.

The effect of teamwork on the teachers' sense of school belonging was partially achieved by administrative support in this study. In other words, it was revealed that teamwork increased the administrative support perception, and as a result, the teachers' school belonging was positively affected. It can therefore be determined that the teamwork practices within schools will positively affect the teachers' administrative support perceptions and create a sense of school belonging in them. According to Pelit (2008), teamwork, supporting the staff, motivation, and positive communication make the employees feel committed to their organization and enable them to work more effectively.

The following recommendations have been improved in this study. The correlations between the variables can be examined again by conducting similar research in different cities, in private schools, and on different samples. By carrying out qualitative studies, the correlations between the

variables can be explored in depth. Besides, the mediating role of such concepts as organizational commitment, participation in the decision-making process, organizational citizenship, and various other similar variables in the correlation between administrative support and school belonging can also be investigated. Furthermore, various projects can be carried out with the school administrators in order to raise awareness in terms of administrative support, teamwork, and creating a sense of belonging within schools, and awareness can be raised by organizing various workshops for school administrators.

Policy Implications

Team members who have realized the benefits of friends' unique talents and who are a part of integrated team can show more performance when they get together (Davis et al., 2022). Strengthened team mentality has increased organizational commitment because of supporting to share responsibilities among team members. Team members who have devoted themselves to their team has increased team's success by making self-sacrifice (Somech, 2005). According to search results, supportive studies which school principals made have positive effects on teachers. In schools, teachers' teamworks have been effective for developing sense of belonging to their schools. It has been thought that with administrative support in schools, teamworks have increased teacher's sense of belonging to their schools and has contributed to school effectiveness.

Principals' support for teachers has increased school performance (Cunningham & Cordeiro, 2006). Giving opportunities to teachers for their development and creating team spirit have implemented strengthened teachers and schools (Melenyzer, 1990). Teachers who are supported by their principal, have motivated to their job, increased their courage and felt themselves more free/independent. In this process principals having more encouraging role have affected on teachers sense of belonging to his/her schools (Byron & Kercher, 1991). Besides, strengthening of teachers has increased their work engagement, and teacher who has work engagement has contributed to development in school (Firestone, 1993). It can be stated that Policy makers and school principals have a crucial role on preparing planning which has increased the quality of education such as teamwork in school. Frame work plans being made by policy makers, activities, projects, group activities and even various activities in classes can be prepared according to team works. Meanwhile in order to enhance principals sense of belonging to their school, it can be suggested that in encouraging decisions for team works in activities assignments in schools have been made.

Conflict of Interest

No potential conflict of interest was reported by the authors.

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Ethical Statement

Although ethics committee approval was not required for studies conducted before 2019, data was collected in accordance with the ethical rules determined by the university and the universal research ethical rules before and during the research, and voluntary and informed consent was obtained from the participants. In addition, official permission was obtained from the Ministry of National Education for the research.

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