# The Effect of Motivational Language on School Culture and Work-Related Quality of Life in Turkish School Settings

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**Abstract**

The relationship between motivational language, school culture and work-related life quality was researched by structural equation modeling (SEM) in this study. The population of the research was composed of 378 school teachers teaching at different schools of in Manisa province of Turkey. The volunteer teachers were selected using convenience sampling method. A qualitative design of correlational research model was employed. The correlations among the variables, and the research questions were tested employing SEM. We offered three models. The first model was not verified but the second and the third models were verified according to the data obtained from the survey. As a result of the research, the motivational language (ML) did not have a correlation with school culture (SC) and work-related life quality (WRQoL) in model 1. WRQoL did not show a correlation with ML but it had a relationship with SC in the model 2. SC showed a good correlation with work-related life quality but it did not show a relation with ML in model 3.

**Keywords:** *Motivational language, school culture, work-related life quality, school principal, structural equation model.*

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### Introduction

When you look for convincing, persuading or changing other people's ideas, how you use the language is quite important. Each word we use is a parcel of purview from which the other person you try to communicate infers understanding. Trials sometimes becomes even more complex when words combine in the semantics of whole sentences (Vygotsky, 1965). For example, rhetorical tropes are ways of using words that may seem unusual but have a specific and desired effect which are common in eloquent speech. Language is core to all people lives. It is also arguably the sociological way that distinguishes humans apart from any other species. And on some accounts, language is the symbolic mean that allowed human culture and values to occur. Essentially, all of the context in which we live, language allows us express ourselves effectively, and gives an intellectual means of encoding subtle and complex ideas (Schneider, 2011). Finally, the messages that we want to give transmitted by speaker, and interpreted by hearer fulfills a symbolic function and effective social role. The use of effective language in the age we live, of course, is knowledge and human capital. Thus, knowledge is one of the key element for competitiveness in developing knowledge society. Human capital and knowledge are what create the human schemes and growth we take for granted. In an increasingly free world, the knowledge of language becomes indispensable. Let's think about how the advent of the democracy, motivation, communication, job satisfaction, stress, and exhaustion has changed our work lives. Those concepts have come to existence with the great effect of the use of language.

### Motivational Language Theory

With the widespread acceptance of the view that research efforts should focus on the interactions between leaders and their followers rather than the features or behaviors of the leaders. The language that the leader uses in interacting with his followers has also begun to attract attention in leadership domain. Parallel to these developments, the role of language in leadership has been explored starting from Austeen (1962), but particularly in the 1990s and beyond, and the assumptions underlying the previous research have begun to be questioned (Sullivan, 1988; Mayfield, Mayfield & Kopf, 1995). The Speech Act Theory classified the use of communication approaches into three categories: perlocutionary acts, what the speaker wants to attain; illocutionary acts, which deals with what the speaker is doing while he is talking, and locutionary acts, which focus on the meaning of the words (Austen, 1962). Sullivan's Motivational Language Theory (MLT) was developed based on Austen's Speech Act Theory. Both the Speech Act Theory and the MLT examined links among managerial communication, workers' job satisfaction and workers' performance. Sullivan's MLT (1988) implied that leaders' motivating language has three types of speech, namely, perlocutionary act (direction-giving); illocutionary act (sharing feelings); and locutionary act (explaining culture) (Mayfield & Mayfield, 2006; Mayfield & Mayfield, 2010). Three kinds of speech acts in accordance with the MLT can described as such: direction-giving language is used if leaders try to make clear

aims and elucidate the importance of each duty to followers; empathetic language is employed by leaders to show their consideration and being sympathetic to followers to communicate friendly with them or to motivate them to meet the aim; and meaning-making language is spoken by leaders to provide the rules and the culture to followers to create common points among partners and reach them or tell them stories to enhance organization culture (Mayfield & Mayfield, 2006; Mayfield & Mayfield, 2010).

### Work-Related Quality of Life

The World Health Organization (WHO) explain the quality of life as the individual's sensations of their stance in life, and in the organizations' ethos in which they live, and in relation to their aims, expectations, attachments, and apprehensions (2001). The concept quality of life could imply different things to different people, reflecting the intellectual background, experience, and values of the particular individual. Quality is linked with different practices, from the complex experiences and views of the individual to the very limited and shared categories of social life that make sense of our life styles (Patrick & Erickson, 1988; Goldschmidth, 1987; Fayers & Machin, 2000). Quality of life came to the forefront right after the World War II with the effort to show the view that having a good life is much more than just being financially secure (Clark, 2000). Definitions of quality of life have some subjective and objective indicators implying it as both physical and psychological phenomena (Lubkin, 1986).

Some major facets were proposed ranging from adequate and fair compensation to the social relevance of work that they provide a framework for analyzing some features of the work-related quality of life (WRQoL) (Walton, 1973). The first facet is adequate and fair compensation because the typical impetus for employment is earning a living. How well and fair that aim is completed affects the WRQoL. If the income from full-time work meet determined social and physical standard of the recipient, it can be accepted that adequate income is supplied. If the pay received bear an appropriate relationship to the pay received for other work, then, the fair compensation is achieved. The second facet is safe and healthy working conditions. There exist some aspects such as reasonable hours enforced by a standardized normal work period beyond which premium pay is required (Walton, 1973). The third facet is immediate occasions to use and advance human intellectual and technical skills. The revolution of industry has taken much of the meaning out of work. Work has tended to be fractioned, deskilled and tightly controlled. The planning of work has been separated from its implementation. Inclinations like autonomy, multiple capacities, emanation of knowledge and perspectives, whole tasks, planning the future have progressed in varying degrees from one job to the next. For that reason, the concept of job differs in how much employers enable employees develop their intellectual and new age technical capacity (Walton, 1973). Another facet is the future opportunity for sustainable growth and security. The term of sustainable development could be

explained as an advance that respond the needs of the recent moment without concession the skills of future generations to fulfil their own desires. In educational settings, sustainable development is mentioned to explain the learning styles and skills for the new era. Skills are not just related with work for individuals, which also serve important social aims. Intentions to excel a more inclusive country is up to young people graduating from a school with the skills they need to use in the future. If they lack such skills, their exclusion is likely to be entangled during their present and future lives (Parkin, Johnston, Buckland, Brookes & White, 2004). Prospective application is a main expectation to use expanded or newly acquired knowledge and skills in the future work assignments. Having held the availability of opportunities to excel in employees' organizational career, security with which income and employment security associated is required to maintain future opportunity for continuing growth in personal development. Finally, those facets under the name of WRQoL provide social integration to the modern life developing identity and self-esteem experiences such as freedom for prejudice, egalitarianism, mobility and supporting primary groups.

### School Culture

Culture could be defined as how things act and effect our life, and is a lens through which the phenomena is viewed. Actually it defines reality for people in society, identifies and creates a framework for occupational social learning creating ethos that chip in the unique social and psychological environment of an organization (Schein, 1965; Schein, 1992). If we need to define the organization, it can be explained as such. It is a common scene on which individuals play their role, work collaboratively to earn their life as well as a sustenance of themselves. Every organization has its distinguished working style which often constitutes its culture. The ideologies, beliefs, rituals and values of an organization form its culture. The culture of the organization controls the way employees act both amongst themselves and with people outside the organization (Deal & Kennedy, 1984). Organizational culture contains the desires, philosophy, experiences, expectations and values of the organization that hold it together, and is reflected in its self being, languages, interactions with the outside world. It is based on accepted attitudes, shared beliefs, indigenized customs, and written and unwritten rules that have been collected over time and are considered valuable.

School is an important sociological organization that bring up children having several partners. The most important and obvious characteristic of school is accepting people as fundamental human capital which is raised and goes to community to serve for the nation. The school environment could influence the prosocial behaviors of human in their life span, if the school revitalize the meaning of sharing life together in peace and in connectedness (Eisenberg, 2006). However, the school partners, students and teachers often face a customary curriculum discerned by informal syllabus plans (Wren, 1999). This customary curriculum is called as school culture (SC). It also reflects the perceived distinguished values, languages, norms, beliefs, and standards that have formed over the years (Power,

Higgins, & Kohlberg, 1989). SC is an important contextual phenomenon influencing students' ontological attachment to school, and the perception on life (Markman, 2002). SC is an important and complex concept in education. Main properties of an organizations culture to be: the subtler level of basic ideas that are owned by members of an organization, that run unconsciously, and that explain in a mere taken for granted manner an organization's view of itself and its environment. If schools establish their own cultures, they can be more permanent. If a school that is different from the other schools changes its own characteristics, it can be more successful in compromising and improving the unique behaviors of its partners. SC must have such characteristics that must distinguish its school from the others. For that reason, school principals must be the creators of the apparatus that makes the school unprecedented. SC is an important but mostly neglected part of school effectivity. It can be claimed that SC puts more influence on school improvement than practicing standardized or unstandardized exams or curriculum changing policies to determine the academic standards of students (Wagner & Madsen Copas, 2002). SC is difficult to define and involved are people of all ages, tangible structures, and intangible structures, all of which interact with each other. Based on the literature reviewed for this study SC can be defined as: The interaction of school constituents (administrators, teachers, students) and the relationships among them, influenced by a school's size, rules and regulations, traditions, and goals (Bolman & Deal, 2003; Peterson, 2002; Senge, 1990; Deal & Peterson, 1990). One way of understanding the culture of a school is to observe and study the manifestations that represent that culture, which are the ways the culture of a school is made distinguishable. Those manifestations are symbols that are the center perspectives of the concepts of meaning in school. For example, trophies, banners, shared stories in the school lived in the past (Bolman & Deal, 1991). The second manifestation is rituals which encode an enormous variety of meaning and messages in observable ways. Moreover, they are routine observances that deals how devoted a culture is to a given value. Reciting a pledge of allegiance is given as an example for a ritual (Johnston, 1985; Johnston, 1987). The third manifestation is ceremonies that are the special recognition that celebrate heroes, myths or special events. The aim of the ceremonies is to shape behaviors that transpire in informal school ethos. Graduation ceremonies are given as an example for the third manifestation (Bolman & Deal, 1991). Heroes and Myths are the fourth manifestation for school culture. Stories are the fifth manifestation which assure, prospect general direction for hopeful future. According to Bolman & Deal (1991), stories are the fairy tales to clarify dreams, entertain the partners, give knowledge and security as a means of propaganda. Values and norms are the last manifestations. School values are the core beliefs that control the way an organization operates articulating the philosophy of the institution. Norms are the members' values held by the members of the organization about what to do and not to do under certain circumstances (Mills, 1984).

The model for explaining how ML influences SC and WRQoL, SC influences ML and WRQoL, and WRQoL influences ML and SC. Thus, we constructed several research questions on the basis of variables:

1.  Research question: Does perceived ML directly influences SC and WRQoL?

2.  Research question: Does perceived SC directly influences ML and WRQoL?

3.  Research question: Does perceived WRQoL directly influences ML and SC?

**Method**

**Research Design**

We employed quantitative research design and correlational model was used in this research because we aimed to investigate the relationship between MLand WRQoL and SC in model 1. In model 2, we searched for the relationship between WRQoL and SC and ML. We searched for relationship between CS and WRQoL and ML in the model 3. It was assumed that there was cause and effect relationship among the variables. For that reason, variables were measured and the relationships were studied between them (Fraenkel & Wallen, 2003; Johnson & Christensen, 2004).

**Population and Sample**

378 school teachers teaching at schools in Manisa during the fall term of the 2017-2018 academic years were included into the research population. We employed a convenience sampling method. . Because reaching the teachers was not available and reaching these teachers was easier than other methods, we chose the convenience sampling method. Of the teachers participating in the research, 303 (36.7%) were male, 75 (9.1%) were females. Their professional length of service was 30 (3.6%) 1-5 years, 90 (10.9%) 6-10 years, 28 (10.2%) 11-15 years, 96 (11.6%) 16-20 years, 33 (4.0%) 21-25 years and 45 (5.5%) 26 and on. The length of service in their recent schools 159 (19.3%) 1-5 years, 36 (4.4%) 6-10 years, 3 (0.4%) 11-15 years, 63 (7.6%) 21-25 years, 57 (6.9%) 26 and on. As for the teachers' branches, 63 (7.6%) were Turkish and Turkish literature teacher. 39 (4.7%) were social sciences teachers. The teachers of 45 (5.5%) were Mathematics teachers. The teachers of 6 (0.7%) were branch teachers. The teachers of another were 225 (27.3).   The standard deviation (SD) of profession length of service was 1.48, length of service at school 2.56 and branch of teachers were 1.61.

**Data Collection Tools**

We collected the data using three questionnaires in this study. We designed them as a 5-point Likert scale from strongly agree, agree, neutral, disagree to strongly disagree.  The first questionnaire ML had three factors. Perlocutionary act is related with direction giving and uncertainty reducing.

When a school principal gives a feedback and information about a follower's tasks, goals, his/her job motivation is likely to increase. The second one is illocutionary act. It exists when a school principal shows empathy, encouragement, incentives through communication. The third one is locutionary act. It is also called as explanatory speech. Employing this kind of a motivational language act, a school principal could increase the partners' awareness of the organization's distinguished culture, climate, rules, norms and values. This act could be accepted as a meaning-making language style (Sullivan, 1988; Mayfield, Mayfield, & Kopf, 1995; Mayfield, Mayfield, & Kopf, 1998; Mayfield & Mayfield, 2008; Mayfield & Mayfield, 2009) We used the questionnaire called Motivational Language Scale for School Principals by Ozen (2013). Author applied some procedures to the mention scale. The first procedure was the result of an independent sampling t-test comparing the upper 27%-the lower 27%. This test showed no significant differences. The coefficients of item-total correlation were found between .56 and .83. The Kaiser Meyer Olkin (KMO) value was .946. It was found that The Bartlet Spherecity test was significant ($X^2$=4859.252, p<.01). Exploratory factor analysis (EFA) was applied and showed that 3 factors came into existence. They were greater than Eigen value 1, explaining 69% of the total variance. The Pearson Moment correlation coefficients between factors were from .67 to .78. Factor loads of the scale were from .54 to .84. Cronbach's Alpha values for factors ranged from .88 to .94. Those findings showed that the translated Turkish form of the Motivational Language (ML) Scale is valid and reliable. The second questionnaire was SC questionnaire (Terzi, 2005). Data were analyzed employing frequencies and percentages, the independent sample t-test, The Pearson Moments Correlation coefficient. Factor analysis was used for examine the cultural properties extricating the dimensions of the scale. It showed that SC is a four sub-dimension scale. They are support oriented, success oriented, bureaucracy oriented and task oriented culture of an organization. Reliability of the instrument was assessed by Cronbach Alpha (α=.84). The last questionnaire of work related quality of life scale (WRQoL) was adapted by Akar and Ustuner (2017). The Item Total correlation value of the scale were between .32 and .84, and the Cronbach Alpha coefficient was .95 showing that scale had a high reliability. Confirmatory factor analysis (CFA) was conducted to verify the construct validity of the scale. It confirmed that scale had 23 items and 6 factors ($\chi^2$ / SD=1.79; RMSEA=.05; SRMR=.05; CFI=.96; NNFI=.95). The results obtained showed that factor loads of the dimensions changed between .33 and .97. Reliability analysis were by the test-retest and Cronbach alpha internal consistency coefficients. The values of the dimensions and the total of the scale were as follows: job and career satisfaction .78; .73, general well-being .79; .81, control at work .89; .71, stress at work .70; .77, work conditions .80; .80, home-work interface .91; .75, and work-related quality of life in general .93; .88. Based on these findings, we could accept that the Turkish form of the scale was valid and reliable.

After questionnaires were made ready, there were eight high schools, and totally 516 teachers were working in those schools. 421 copies were distributed among teachers who worked at different schools. The questionnaires were administered during the daily visits. We made an appointment with the school principals. We met with the teachers at teachers' lounge without letting the principals in the lounge. Having collected the questionnaires, the questionnaires that were incomplete and perfunctory filled were discarded from the study. Finally, 378 completed questionnaires were decided to use for analyses. Cronbach's Alpha and Test-Retest was used to assess the reliability of the three scales. Table 1 presents the result of each scale. The reliability of the questionnaires was satisfactory.

**Table 1**. Cronbach's alpha and test/re-test reliability statistics of MD, SC and WRQoL scales

| Scales | Cronbach's Alpha | Test/Re-Test | Number of Dimensions |
|---|---|---|---|
| MD | .91 | .88 | 3 |
| SC | .71 | .75 | 4 |
| WRQoL | .88 | .91 | 6 |

### Procedures

The main aim of this study was to research three theoretical models surveying the relations among ML, WRQoL SC. SEM is to explain the variables in the model because these models includes latent variables formulating the theoretical models, which establish causality. The equations in the models represent the covariance among latent variables. For that reason, we aim to test the models according to hypotheses. Some ways are used to form SEM schemes. Observed variables which are measured are shown as square or rectangle. Factors have more than two signs which are called as latent variables. In SEM schemes, factors are shown in circle or oval. The correlations between variables are shown by lines. If there is no line between variable, it means that direct correlation does not exist. Lines have bilateral or unilateral arrow. Unilateral arrow means that one-way correlation exists and the variable that arrow shows is the dependent, explained variable. If the variables have unilateral arrow line, it means that two variables have covariance (Jöreskog & Sörbom, 1996; Tabachnick & Fidell, 2013).

The first statistical procedure is to form the theoretical model. Figure 1, Figure 2 and Figure 3 show the causality among ML, WRQoL and SC. The first model in Figure 1 includes one exogenous variable, ML and two endogenous variables, WRQoL and SC. ML as an exogenous variable has three observable indicators that are directive language, sense of belonging and encouraging language. One of the endogenous variable which is WRQoL has job and career satisfaction, general well-being, control at work, stress at work, working condition, homework interface. Another endogenous variable which is SC has support culture, success culture, bureaucratic culture and task culture. The second model in Figure 2 includes one exogenous variable, WRQoL and two endogenous variables, SC and

ML. WRQoL as an exogenous variable has six observable indicators that are job and career satisfaction, general well-being, control at work, stress at work, working condition, homework interface. One of the endogenous variable which is SC has four observable indicators. They are support culture, success culture, bureaucratic culture and task culture. Another endogenous variable which is ML has directive language, sense of belonging and encouraging language of observable indicators. The third model in Figure 3 has one exogenous variable, SC and two endogenous variables, WRQoL and ML. SC as an exogenous variable has four observable indicators that are support culture, success culture, bureaucratic culture and task culture. One of the endogenous variable which is WRQoL has job and career satisfaction, general well-being, control at work, stress at work, working condition, home and work interface. Another endogenous variable which is ML has three observable variables that are directive language, sense of belonging and encouraging language.
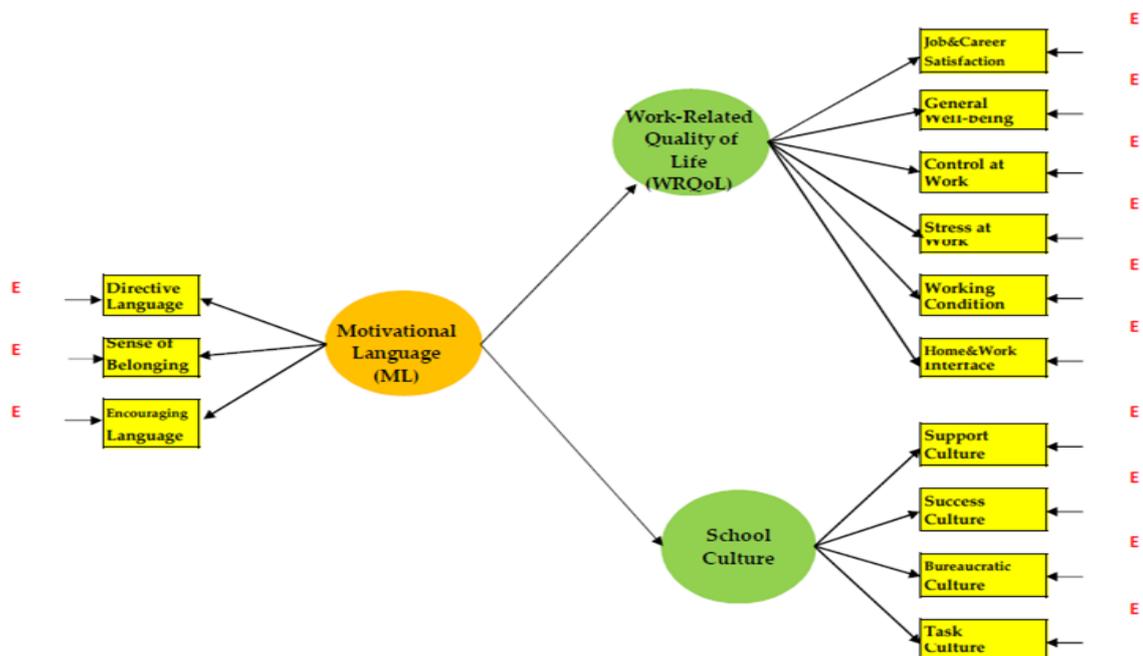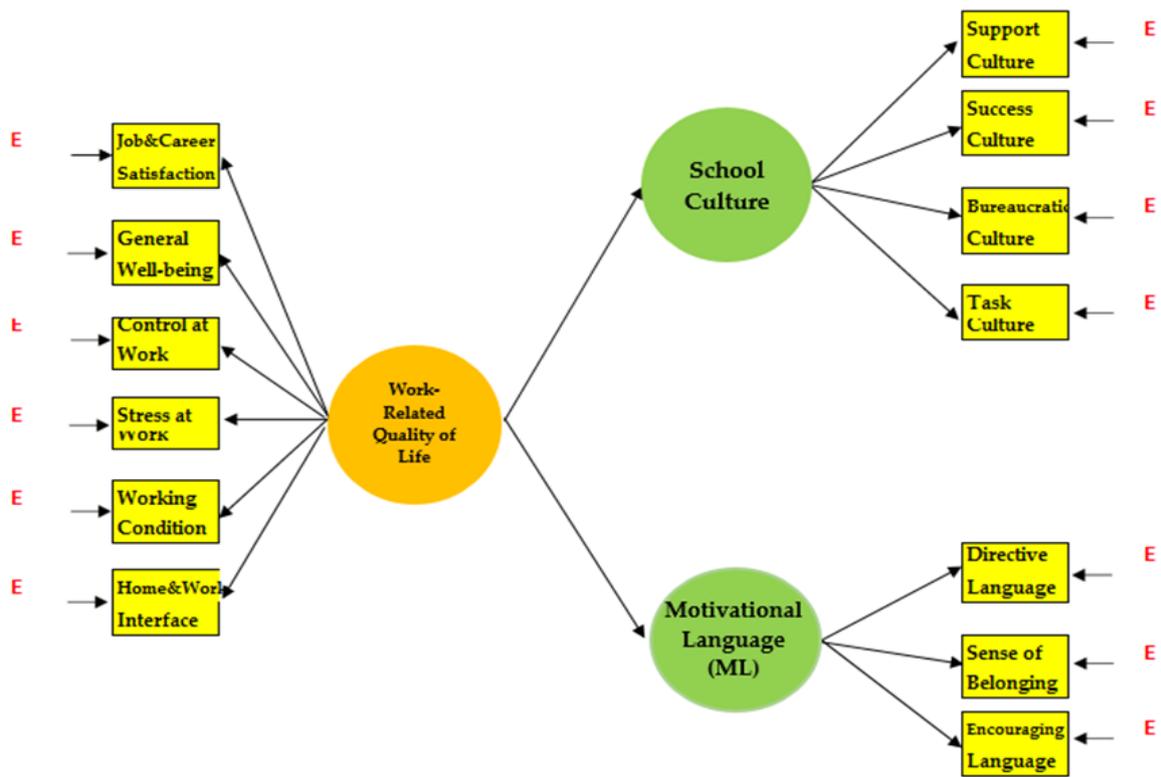


Figure 1. ML and WRQoL-SC Model
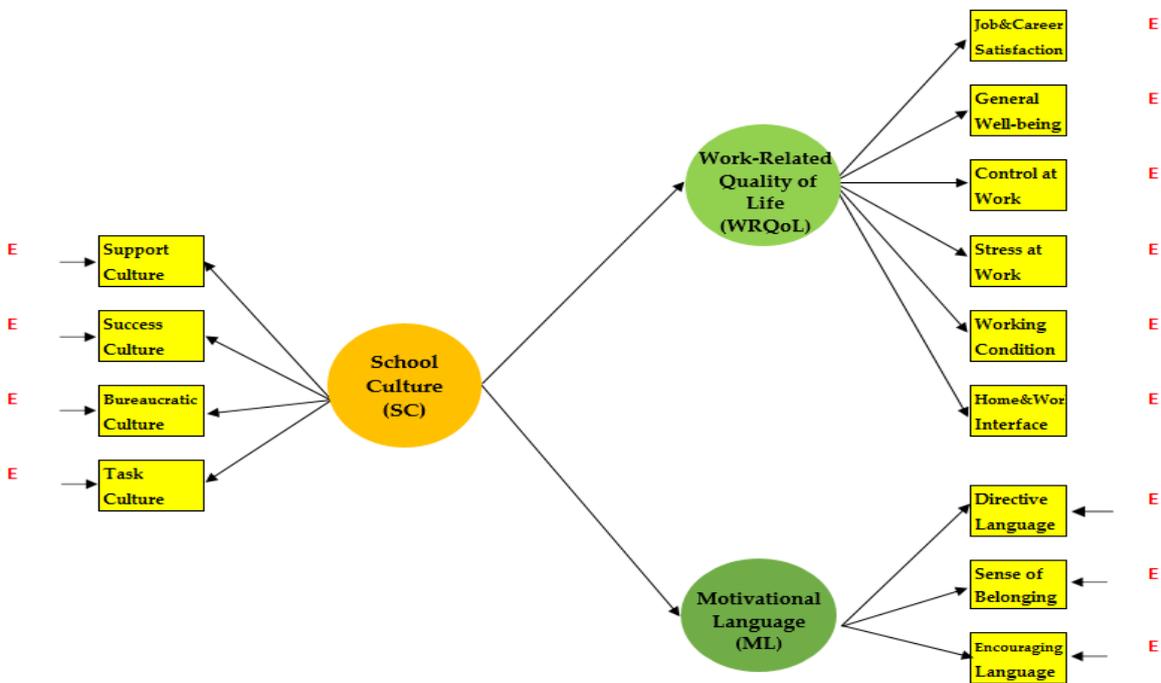
Figure 2. WRQoL and SC-ML Model



Figure 3. SC and WRQoL-ML Model

### Data Analysis

The aim of the study which was explained beforehand was to establish a model of path analysis to display the influence of MD over SC and WRQoL SC over MD and WRQoL; WRQoL over MD and SC. For that reason, Lisrel 8.51 was used. Descriptive analyses, Pearson Correlation Coefficient analysis, and Structural Equation Modeling (SEM) were employed to analyze the rapport between ML, WRQoL and SC in the study. Structural equation modeling's assumptions were taken into account, and the covariance matrix and maximum likelihood method which is a method of estimating the parameters of a statistical model assumed were opted for the analysis. Descriptive analyses and Pearson correlation coefficient analyses were carried out via SPSS 21.0 and the SEM was executed via the LISREL 8.54. Path analysis is an effective means for estimating direct and indirect effects of some variables on a specific proposed variable, which was MD, WRQoL and SC in our study. The strength of a path in a model is reflected by a coefficient conceptually equal to coefficients of standardized partial regression. A coefficient is in a range from −1 to +1. The higher the coefficient, the greater the effect one variable exerts on another. In order to value the significance of a path in a model of path model, the $t$ value which is the ratio of the unstandardized estimate to standard error is used. If $t$ is greater than 1.96, the path is significant at 0.05. If $t$ is greater than 2.56, the path is significant at 0.01. In addition to each path, the goodness of fit of a path analysis model can also be defined employing indices available for such evaluations. Those indices can be divided into two core groups: absolute fit indices and comparative fit indices. Absolute fit indices mention how well the proposed model fits the data. The model $\chi2$ value, root mean square error of approximation (RMSEA), goodness-of-fit index (GFI) and root mean square residual (RMR) are some indices categorized in this group. $\chi2$ value of the model is very sensitive to the sample size and normally its value increases as the sample size increases. To curb this problem, the ratio of the $\chi2$ value to the $df$ should be used so that a ratio lower than two is indicative of a satisfactory model fit (Wheaton, Muthen, Alwin, & Summers, 1977). RMSEA is another absolute fit index, popular because of its sensitivity and informative and easy-to-interpret nature. A RMSEA value lower than 0.07 indicates a good fit, values lower than 0.1 are indicative of mediocre fit and values higher than 0.1 represent unacceptable model fit (Jöreskog & Sörbom, 1996; Kline, 2005). In contrast, comparative fit indices explain how close the hypothesized model is to a baseline ideal model. Normed fit index (NFI) and comparative fit index (CFI) are two examples of such fit indices. Moreover, comparative fit indices with values higher than 0.95 indicate that a model has a good fit.

### Results

The main aim of the study is to test three models that point out the relationship between ML and WRQoL and SC. Before testing the hypothesized model, the descriptive statistics related to the

variables of the and the correlations between them were examined. Correlational analysis results are given in Table 2.

**Table 2.** Correlations matrices of ML, WRQoL and SC

| Variables | 1 | 2 | 3 |
|---|---|---|---|
| 1-MLT | - | .02 | .06 |
| 2-WRQoLT | .02 | - | .73** |
| 3-SCT | .06 | .73** | - |

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

If Table 2 is examined, it is seen that there are positive correlations between ML, WRQoL and SC. It was found that there is a positive relationship between ML and WRQoL (r = .02) but the value is not significant. ML has a positive correlation with SC (r = .06). However, it is not significant. WRQoL has a positive correlation with ML (r = .02) but it is not significant. It was found positive and significant correlation between WRQoL and SC     (r = .63).  We found a positive correlation between SC and ML (r= .06) but it was not significant. All correlation values are positive. This shows that WRQoL increases when SC increases, and WRQoL decreases when SC decreases, too. In addition, the relationships between all three variables are strong at a medium level since the correlation coefficients are between .02 and .73 (Green & Salkind, 2005).

**Table 3**. Various fit indices of the first, second and, third models

| Model fit index | Acceptable level | First model | Second model | Third model |
|---|---|---|---|---|
| $\chi2/df$ | > 5.00 | 18.75 | 1.71 | 1.70 |
| RMSEA | < 0.70 | 0.11 | 0.07 | 0.07 |
| GFI | > 0.90 | 0.83 | 0.89 | 0.90 |
| AGFI | > 0.90 | 0.76 | 0.90 | 0.91 |

Note: GFI = goodness-of-fit index, AGFI = adjusted goodness-of-fit; RMSEA = root mean square error of approximation

According to the hypothesis of the study, it was constructed three models affecting the school ethos that table 3 shows. We decided the good fit criteria of the submitted models according to the GFI, AGFI, RMSEA, $\chi2 /df^2$. The Goodness-of-Fit statistic (GFI) is an alternative to the Chi-Square test and assesses the variance proportion that is explained by the computed population covariance. The GFI value ranges from 0 to 1. The larger samples increase its value. The GFI value of the first model was 0.83, the second model was 0.89, and the third model was 0.90. The GFI values showed that three models had good GFI scores. Together with the GFI is the AGFI value is similar to the GFI. It adjusts the GFI based on degrees of freedom. If the model is more saturated, it reduces the model fit (Jöreskog & Sörbom, 1996; Tabachnick & Fidell, 2013). Thus, more parsimonious models are accepted when

penalized for complex models. Besides, AGFI is intended to accrue with sample size. As with the GFI, values for the AGFI also change between 0 and 1 and it is usually common that values of 0.90 or greater indicate good fit models. The AGFI value of our first model was 0,76, the second model was 0.90, and the third model was 0.91. The AGFI values indicated that the second and third models showed good fit. RMSEA informs us how well the model we established that would fit the populations covariance matrix (Byrne, 1998). In other words, the RMSEA favors parsimony because it will decide the model with the less number of parameters. Recommendations for RMSEA values range from 0.05 to 0.10 was considered an indication of fair fit and values above 0.10 indicated poor fit. The RMSEA value of the first model was 0.11, the second model was 0.07, and the third model was 0.07. As for, RMSEA values, the first model was out of limits to meet the criteria. The Chi-Square value is the common measure for calculating the model fit and, estimates the magnitude of discrepancy between the sample and fitted covariance matrices (Hu & Bentler, 1999). A good fit for a proposed model would ensure an insignificant result at a 0.05 threshold, that is why the Chi-Square statistic is often ascribed to as either a badness of fit or a lack of fit measure (Kline, 2005). The first model of Chi-Square value was 218.87, the second model was 108.06, and the third model was 107.91. Due to the restrictiveness of the Model Chi-Square alone, researchers have sought alternative indices to assess model fit. One example of a statistic that minimizes the impact of sample size on the Model Chi-Square is relative/normed chi-square ($\chi2/df$). Although there is no consensus regarding an acceptable ratio for this statistic, recommendations range from as high as 5.0 (Wheaton, Muthen, Alwin & Summers, 1977) to as low as 2.0 (Jöreskog & Sörbom, 1996; Tabachnick & Fidell, 2013). Thus, the first model $\chi2/df$ was 18.75, the second model $\chi2/df$ was 1.71, and the third model $\chi2/df$ was 1.70. The values showed that only the second and the third models indicated well fit. Shortly, we claim that the first model was not a good fit model. However, the second and third model show good fit.

**Table 4.** Standardized and unstandardized regression matrix of three models

| Path | | Unstandardized Coefficient | | Path | Standardized Coefficient | Path | t | $R^2$ |
|------|---|---|---|------|---|------|---|---|
| | | B | SE | | Beta | | | |
| Model 1 | | | | | | | | |
| ML | WRQoL | -0.54 | 0.22 | | -0.28 | | -2.41 | 0.04 |
| ML | SC | 0.17 | 0.23 | | 0.64 | | 7.11 | 0.06 |
| Model 2 | | | | | | | | |
| WRQoL | ML | -0.09 | 0.03 | | -0.01 | | -0.24 | 0.02 |
| WRQoL | SC | 0.68 | 0.07 | | 0.63 | | 9.15 | 0.21 |
| Model 3 | | | | | | | | |
| SC | WRQoL | 0.59 | 0.06 | | 0.63 | | 9.15 | 0.22 |
| SC | ML | 0.02 | 0.03 | | 0.04 | | 0.71 | 0.06 |

Table 4 shows unstandardized regression coefficient for the theoretical models. It should be stressed that ML affected the WRQoL in negative way. However, ML predicted SC in the highest level among the three conceptual models. In the model 2, WRQoL affected the ML in negative way. Yet, the prediction of WRQoL to ML is lower than the model 1. WRQoL predicted the SC. In the model 3, SC affected the WRQoL and SC but the coefficient is bigger many times than ML. Also, we offered the $R^2$ which explain the percentage of change in the latent variables as observed variables. The ML explains only 0.04 percent of the change in WRQoL. ML also explains 0.06 percent of the change in SC in the model 1. In model 2, WRQoL explains the 0.02 percent of ML in conceptual diagram. WRQoL explains the 0.21 percent of SC which is a powerful affect. In the model 3; as SC explains WRQoL in 0.22 percent, SC illustrates only 0.06 percent of ML.

**Table 5**. Unstandardized and standardized structural equation for the measurement model

| Parameter estimates | Unstandardized loading (SE) | | | Standardized loading | | |
|---|---|---|---|---|---|---|
| | Model1 | Model2 | Model3 | Model1 | Model2 | Model3 |
| ML---ML1 | 0.83 | 1.00 | 1.00 | 0.88 | 0.88 | 0.88 |
| ML---ML2 | 0.97 | 1.17 | 1.71 | 0.96 | 0.96 | 0.96 |
| ML---ML3 | 0.74 | 0.89 | 0.98 | 0.80 | 0.80 | 0.80 |
| ML---WRQoL | 0.21 | - | - | 0.12 | - | - |
| ML---SC | 0.03 | - | - | 0.06 | - | - |
| WRQoL---WRQoL1 | 1.00 | 0.55 | 1.00 | 0.88 | 0.89 | 0.89 |
| WRQoL---WRQoL2 | 0.80 | 0.43 | 0.79 | 0.75 | 0.74 | 0.74 |
| WRQoL---WRQoL3 | 0.92 | 0.50 | 0.91 | 0.68 | 0.68 | 0.68 |
| WRQoL---WRQoL4 | 0.72 | -0.40 | 0.73 | 0.43 | -0.44 | -0.44 |
| WRQoL---WRQoL5 | 1.21 | 0.64 | 1.16 | 0.69 | 0.67 | 0.67 |
| WRQoL---WRQoL6 | 1.21 | 0.66 | 1.21 | 0.77 | 0.89 | 0.89 |
| WRQoL---ML | - | 0.01 | - | - | 0.01 | - |
| WRQoL---SC | - | 0.46 | - | - | 0.86 | - |
| SC---SC1 | 1.00 | 1.00 | 0.53 | 0.82 | 0.84 | 0.84 |
| SC---SC2 | 1.20 | 1.14 | 0.61 | 0.93 | 0.90 | 0.89 |
| SC---SC3 | -0.13 | -0.14 | -0.07 | -0.11 | -0.13 | -0.13 |
| SC---SC4 | 0.77 | 0.77 | 0.41 | 0.69 | 0.71 | 0.61 |
| SC---ML | - | - | 0.03 | - | - | 0.04 |
| SC---WRQoL | - | - | 0.47 | - | - | 0.86 |

*p<0.001

Results of the unstandardized and standardized loadings for the measurement of the three structural equation models were given in Table 5. Standardized factor loading of the model 1 ranged from -0.11 to 0.96. In model 2, it changed from -0.44 to 0.96. In model 3, factor loading ranged from -

0.44 to 0.96. When Table 3which explains the estimated structural equation between the variables, it is seen that ML1 explains 77% of the perceived ML variance implicitly and ML2 explains 93% of the perceived ML variance. ML3 explains %64 variance of ML. In total, ML explains the %0 variance of perceived WRQoL. Moreover, ML predicts the %0 variance of SC. As for WRQoL, WRQoL1 explains the %77 variance of WRQoL. WRQoL2 explains the %56 variance of WRQoL. WRQoL3 explains the %46 variance of WRQOL. WRQoL4 explains the %18 variance of WRQoL. WRQoL5 explains the %48 variance of WRQoL. WRQoL6 explains the %59 variance of WRQOL. SC1 predicts the %67 variance of CS. SC2 explains the %86 variance of SC. SC3 predicts the %1 variance of SC. Finally, SC4 explains the %48 variance of SC. These findings and the model 1 offered did not verify the hypothesis 1. When Model 2 in Table 3 is examined, it is seen that ML1 defines 75% of the perceived ML variance indirectly and ML2 explains 90% of the perceived ML variance. ML3 explains %64 variance of ML. As for WRQoL, WRQoL1 explains the %79 variance of WRQoL. WRQoL2 explains the %55 variance of WRQoL. WRQoL3 explains the %46 variance of WRQOL. WRQoL4 explains the %19 variance of WRQoL. WRQoL5 explains the %45 variance of WRQoL. WRQoL6 explains the %60 variance of WRQOL. In total, WRQoL explains the %0 variance of ML. Besides WRQoL explains the %75 variance of SC. SC1 predicts the %70 variance of CS. SC2 explains the %81 variance of SC. SC3 predicts the %16 variance of SC. Finally, SC4 explains the %50 variance of SC. These findings and the model 2 offered verified the hypothesis 2. When Model 3 in Table 3 is controlled, it is seen that ML1 defines 77% of the perceived ML variance indirectly and ML2 explains 91% of the perceived ML variance. ML3 explains %76 variance of ML. As for WRQoL, WRQoL1 explains the %70 variance of WRQoL. WRQoL2 explains the %49 variance of WRQoL. WRQoL3 explains the %38 variance of WRQOL. WRQoL4 explains the %22 variance of WRQoL. WRQoL5 explains the %01 variance of WRQoL. WRQoL6 explains the %65 variance of WRQoL. SC1 predicts the %70 variance of CS. SC2 explains the %80 variance of SC. SC3 predicts the %65 variance of SC. Finally, SC4 explains the %58 variance of SC. In total, SC predicts the %30 variance of ML. Besides, SC explains the %27 variance of WRQoL. These findings and the model 3 offered verified the hypothesis 3.

### Conclusion, Discussion and Recommendation

We aimed to investigate the relationship among ML, SC and WRQoL in our study. In accordance with this purpose, In model 1, there was no relationship first between ML and WR. Second, it was found a relationship between ML and SC. Structural equation modelling found that first model was not proper model in Turkish educational settings. These findings show that no matter how much a school principal increases his/her motivational language, WRQoL and SC do not change. It is an expected situation that school principals are assigned through some procedures that are not based on competence of school principals. Turkish Ministry of National Education (MoNE) changes these

procedures frequently and performs according to ideological intimacy not to personal capability, quality and objective criteria. Besides, someone who is candidate for being a school principal should be a member of a union which is close to political power and work the oracle finding a political person to be assigned. The era in which we live is known as continuous development that depended mostly on the effective knowledge management strategies. The schools, as knowledge oriented organizations, must strive for enhancing and putting into practice the effective knowledge management strategies. The school principals with effective leadership abilities are seen as the key people who can bring innovation and improvement and change schools to learning organizations (Leithwood & Jantzi, 1999). School principals can promote some knowledge management strategies by creating effective communication and cooperation not only with the teachers, students and employees at schools, but also with the people and organizations outside of the schools as well (Ozmen & Muratoglu, 2010). ML enhances the school principals' effectivity and credibility. Despite the fact that mentioned the sentence before, our study is not consistent with Mert, Keskin & Bas (2013) because school principals do not have real power in their hand. School principals who were assigned pulling the strings, to whom teachers and the school partners do not pay respect in Turkish educational settings. Another reason is that MoNE managerial structure is highly hierarchical. Decision are given by MoNE in capital. School principals are the last part of the chain of command. Thus, they cannot show their managerial power.

In second model, it was found that WRQoL has a relationship between with ML but the relationship is very weak. The finding before mentioned there is no relationship between ML and WRQoL was based on the assignment procedures of school principals which was performed not in accordance with personnel merit but WRQoL can increase not only the satisfaction but also the ML of school principal. This can be based on the school teachers' individual competencies such as communication, desire for students' success. The relationship between WRQoL and SC is positive and high. The model it was offered is suitable for the educational settings. These findings show that the more WRQoL increases, the better SC becomes effective. A positive relationship was found between WRQoL and its last substructure named family-work life balance. When the balance is established better, the WRQoL perceived is getting higher. On the contrary, The WRQoL has a negative relationship stress at work. If the stress increases at work the WRQoL diminishes. Stress causing dissatisfaction with working life affects the teachers some time or another, regardless of position or status. The frustration, boredom, anxiety and anger common to employees can be costly to both individuals and schools. School principals seek to reduce job stress at all organizational levels, including their own. This is a complex problem, however, because it is difficult to isolate and identify the attributes which affect the quality of working life. Effective schooling of educational settings is linked to satisfaction of its work force. A school that does not measure and improve employee satisfaction and stress may face increasing turnover, declining success and limited ability to attract and

retain qualified replacements (Goldschmidth, 1987). SC has a negative relationship with school bureaucratic culture which means that when bureaucratic culture increases school climate is affected in a negative way. It can be assumed that the bureaucratic structure of schools makes it difficult to commence needed and expected appropriate changes when it is desired by organization. Disseminating the dominant culture through the education is a heated topic of social debate in a pluralistic society. Religious, cultural, and ethnic groups can feel marginalized and alienated when the teachers, students are forced to conform to bureaucratic school structures (Van Beck, 2011).

As for the model 3, we found that SC has a weak relationship with ML. We found the same result related with ML in the model 2. It can be understood that school principals' qualifications and personal merits are of great importance. Language is very important means through which humans have the capability to communicate and interact with one another. As with anything inhuman life, there are positive and negative ways of using effective language. One of the first base a school principal needs to think about when looking at language use is appropriateness which takes important personal and intellectual qualities. By appropriate, it means whether the language is suitable or fitting for him/herself, as a school principal; his/her followers; the speaking context; and the speech itself.

Besides, School culture has an important relationship with WRQoL which is the quality of relationship between employees and the total working environment, with human, technical and economic aspects (Chelte, 1983). Nanjundeswaraswamy and Swamy (2013) measured the quality of work life of employees in private technical institutions and found that work environment, organization culture and climate have strong focus on WRQoL. School principals are expected to show leadership behaviors, and should pay attention on teachers' beliefs, include them into decision making processes, to increase their school culture perceptions (Witziers, Boskers & Kruger, 2003). Hallinger and Heck (1998) also purport that school principals who try to increase the positive school culture can yield to collaborative teacher and student works, project developing soul, and partner based schools' atmosphere.

The following recommendations are presented for future works proposed by authors, based on the research discussion. The ML is an important means to form a good SC and Arlo. In order to high level of WRQoL and SC, school principals must be aware of the importance of ML. School principals are not only managers but also they are educational leaders and good role models for teachers, students. Thus, they must be assigned for their personal merits, academicals background and intellectual capacity. Support and educational opportunities such as master and doctorate degree can be offered to increase their 21. century technical and intellectual capacity. Turkish educational settings and management are highly structured, bureaucratic and politized. Moreover, teacher unions are involved in ideological obsession that keeps wisdom and human mind away from analytical and

critical thoughts. Data were collected and examined from the small city of Manisa province. Similar researches can be performed in another city. New researches can be performed using different sampling methods for the future. Part of the findings were obtained through correlational statistics methods in the research. The methods through which more deep and significant information can be obtained via qualitative researches.

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