



The impact of private school teachers' views of school climate on their perceptions of job security

Esra Turhan^{1*}, Ceren Çapanoğlu²

¹Anadolu University, Eskişehir, Türkiye

²Private Tevfik Fikret Schools, Ankara, Türkiye

*Corresponding Author: eturhan@anadolu.edu.tr

ABSTRACT

The current study examined the effects of private school teachers' views about school climate on their job security perceptions. The study was designed using the correlational model, which is one of the quantitative research methods. The study's sample group consists of 294 teachers working in private secondary schools located in the Çankaya district of Ankara. Data were collected through the "Job Security Perception Scale" and the "Organizational Climate Scale" and analyzed by using descriptive statistics, the Pearson product-moment correlation coefficient model, and multivariate linear regression analysis technique. The results obtained from the research indicate that private school teachers' job security perceptions are slightly below the moderate level, while their views on the dimensions of school climate are generally at the moderate level. There are statistically significant relationships between private school teachers' job security perceptions and their views on the school climate. According to the findings concerning the final sub-question of the research, the views of private school teachers on the school climate predict approximately 55% ($R^2=0.545$) of their job security perceptions. When the dimensions of the school climate are examined separately, it is observed that a significant portion of this effect is attributed to supportive principal behavior, which positively influences job security perceptions. Based on the results obtained from the research, it is recommended that measures be taken to inspect the working conditions of private school teachers and enhance the administrative support provided to them.

Keywords: private school teachers; job security perceptions; school climate

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INTRODUCTION

Education is a significant determinant of the development levels of countries, and it functions as a means of moving up the social ladder socioculturally and socioeconomically at the individual level. Research has indicated that as the level of education increases, individuals' employment rates and incomes also increase (Hanushek & Wößmann, 2007; OECD, 2022). In addition, the increase in the level of education and the improvement in the quality of education can also play a role in countries gaining a leading place in the world in terms of the production of information and technology. When the benefits of education at the individual and social levels are considered, the significance of the education system in a country becomes even more obvious. Although numerous factors determine the quality of a country's education system, how the system is structured, and the nature of the main components responsible for the system's functioning stand out as the primary factors.

Teachers are one of the main components responsible for the functioning of education systems. Research demonstrates that teachers have certain impacts on variables such as school effectiveness and student success (Koedel et al., 2015; Nishioka, 2019; Saavedra, 2021). Accordingly, teacher quality is regarded as one of the most important factors that accounts for the

change in a student's success (Berry, 2010). OECD (2005), one of the important institutions that closely monitor the education systems of countries and determine the road map of education policies at the international level, scrutinizes the importance of teachers in student success in their report entitled "Teachers are important!". In this report, which is based on the results of long-term field studies, it is pointed out that the issue that countries aiming to increase the effectiveness of schools and ensure that students have equal access to quality education prioritizes/should prioritize in their education policies is the policies regarding teachers. In this respect, the role that teacher quality alone can play in the success of an education system makes teachers the focus of academic studies and such policy documents.

There is a large volume of published studies examining teachers' attitudes and behaviors in the relevant literature. Within the scope of these studies, teachers' attitudes towards their profession or the institutions they work for are discussed under various concepts. For instance, in the national and international literature, numerous studies focus on the issues of teachers' motivation (Ertürk, 2016; Han & Yin, 2016; Neves de Jesus & Lens, 2005; Kurt, 2005; Receptoğlu, 2013), job satisfaction (Bashir, 2017; Bota, 2013; Karataş & Güleş, 2010; Sönmezer & Eryaman, 2013; Toropova et al., 2021), their burnout (Park & Shin, 2020; Shen et al., 2015; Uslu & Acar, 2020) or commitment (Bashir, 2017; Çağlar & Çınar, 2021; Karataş & Güleş, 2010; Khan, 2019). Yet, many of these studies investigating teachers' attitudes and behaviors focus on public school teachers. This suggests that the attitudes and behaviors of private school teachers, whose numbers are gradually increasing in the Turkish education system, are neglected.

According to the official statistics announced by the Ministry of National Education (MEB) for the 2022-2023 academic year, 1,578,233 of the 19,155,521 students in the Turkish education system study in private schools. The number of teachers in these schools is 163,975, corresponding to 14.38% of the total number of teachers in the education system (1,139,673) (MEB, 2023). These data indicate that the quality of teachers in private schools and the factors influencing this quality should be examined separately, taking into account the unique characteristics of private schools. The fact that private schools are essentially profit-oriented businesses causes them to develop different organizational features than public schools, which aim to provide free and equal education opportunities. This situation also alters these schools' structure, culture, and communication styles. All these differences can result in teachers' attitudes towards the school and their colleagues differing in private schools, thereby, their perceptions of the school climate differ from those of public-school teachers.

In its broadest sense, school climate can be expressed as a set of school-specific characteristics that distinguish a school from others. According to Hoy and Hannum (1997), school climate refers to internal features that distinguish a school from others and guide the behaviors of school members. Cohen et al. (2009) delineate school climate as an inclusive concept that determines the quality of the school and encompasses many aspects of school life, from education and training processes to physical characteristics. School climate has a structure that can change depending on the individual's perception. As everyone's experiences, relationships, and outcomes in the same environment differ, their perceptions of that environment may also differ. Based on this view, school climate is summarized as the individual's "subjective experiences and perceptions about the school". These experiences and perceptions are related to the social and physical characteristics of the school as well as its academic characteristics (Byrk & Schneider, 2002; Thapa et al., 2013). School members' experiences regarding the quality and character of the school are among the key factors that create the school climate (Freeman et al., 2007). When the definitions of school climate are evaluated together, it is seen that it is a concept that covers the multidimensional structure of the school. Furthermore, when considered within the framework of teachers' perception, school climate can be described as a concept that expresses their perception of the school, in-school communication styles, and the school's operational processes.

The school's characteristics, together with the experiences of individuals, reveal four different climate types: open climate, dependent climate, free climate, and closed climate. An open climate is the type of climate in which communication channels among employees and between employees and managers are open, and employees' motivation and harmony levels with

each other are high. A dependent climate is the type of school climate in which the administrator exhibits authoritarian and normative attitudes and does not care about the opinions of the teachers, but teachers work in harmony with each other by ignoring these negative attitudes and exhibit high performance. The free climate is the type of school climate in which the relationships within the school and the harmony between teachers are weak. Closed climate is the type of school climate in which administrators develop negative and destructive relationships with teachers and teachers with each other (Hoy et al., 1991). These types of framing of the school climate also provide clues about how teachers' perceptions of the school climate are shaped. Given this, it is understood that teachers who can establish positive relationships with their administrators and fellow teachers based on equality and understanding will also positively perceive the school climate.

In a wide sense, school climate can be considered as a reflection of teachers' school-related experiences. In light of what has been mentioned so far, one may infer that school climate will have an impact on teachers' attitudes towards the school and their profession. Indeed, studies in the existing literature also support this claim. There exist studies revealing that teachers' perceptions of the school climate affect their motivation (Bakkal & Radmard, 2020; Şahin & Atbaşı, 2020), commitment (Yusof, 2012), job satisfaction (Aldridge & Fraser, 2015), and burnout levels (Yao et al., 2015). In positive school climates, where in-school communication is positive and the development of teachers is supported, teachers feel valued, which increases their commitment to their jobs (Manlaa, 2020). The fact that teachers enjoy doing their jobs in a positive school climate is among the most critical factors that play a role in the effectiveness and success of the school (Khan, 2019). Considering the effects of school climate on teachers' behaviour, it seems essential to particularly examine the school climate in private schools, which have different operational processes than public schools, and therefore the quality of in-school communication and teachers' perceptions of the school seem likely to differ.

Among the most important factors shaping teachers' perceptions of the school and their work in private schools is that these schools are generally seen as businesses expected to generate profits. This situation may cause individuals to worry about their future in teaching, as in many professions almost everywhere in the world (Chirumbolo et al., 2020; Çetin & Çolak, 2020). The risks, such as losing their job or having various personal rights taken away due to poor performance, lie at the core of this concern (Colak & Altinkurt, 2021). Private school teachers are generally seen as workers employed on fixed-term contracts. A situation in which both the employee and the employer decide whether to renew the contract for the next academic year occurs a certain period before the end of the contract period. This situation can lead the teacher to deep anxiety about his/her future and decrease the perception of job security.

Job security refers to the protection of individuals' rights in working life and the continuity of this protection state (Özcan & Tunçbilek, 2022). However, the impact of neoliberal policies, together with the rapid changes and transformations whose effects have increased in the 21st century, have led to the dominance of uncertainty and temporality in business and working life, as in many areas (Kalleberg & Vallas, 2017). While this situation prevents individuals from finding permanent jobs, it has gradually decreased perceptions of job security, especially in the private sector (Chirumbolo et al., 2020; Gürbüz & Dede, 2018). In line with these changes, studies in the literature have generally focused on the differences in the context of job insecurity between public and private sector employees and examined the behavioral consequences that may arise when employees have low perceptions of job security or experience job insecurity (Ruvio & Rosenblatt, 1999). These studies help to make sense of the attitudes of private sector employees towards the institution they work for and their jobs as well as aiding in accurate evaluation of the emerging behavioral outcomes and organizational outputs.

In the literature, the issue of job security has generally been discussed in the context of "job insecurity". However, instead of determining employees' perception of job security as a presence-absence situation, the umbrella concept of "job security" was used in the present study, and teachers' perception of job security was interpreted according to whether it is low or high. In the literature, job insecurity, which refers to situations in which job security is absent or low, tends to be used to refer to the individual not knowing whether s/he can maintain his/her current

situation. In this context, job insecurity is associated with the individual's concerns about maintaining his/her current job and earnings from this job (Chirumbolo et al., 2020; De Witte et al., 2015). It is considered that this worrying situation about the future will bring with it many negative outcomes. Study findings in the literature also support this view. Studies indicate that job insecurity decreases employees' commitment (Ashford, 1989; Ruvio & Rosenblatt, 1999; Sverke et al., 2002), their performance (Ruvio & Rosenblatt, 1999), their trust in the organization (Witte et al., 2012), job satisfaction (Ashford, 1989; Sora et al., 2010), and organizational citizenship behaviors (Farrouk et al., 2023; Gürbüz & Dede, 2018). In addition, a high perception of job insecurity increases employees' intentions to quit (Ruvio & Rosenblatt, 1999; Sora et al., 2010). Based on these results, it is possible to infer that employees' perception of job security should be considered an important factor in organizational effectiveness. The fact that the perception of job security can be a determinant in the context of effectiveness at the individual or organizational level shows that the variables affecting employees' perceptions of job security should be examined.

One of the important factors shaping teachers' perceptions of job security is the school climate, which describes their perspectives on in-school communication styles and the school's internal environment. The fact that both school climate and perception of job security are concepts that express the subjective perspectives of employees reinforces this notion. In the literature, it is emphasized that the perception of job insecurity may vary from person to person (Gürbüz & Dede, 2018). This situation is even supported by the argument that the perceptions of job insecurity of two employees working in the same workplace may differ from each other (De Witte et al., 2012; Sverke et al. 2002). Considering that perceptions of the school climate are also subjective, it is understood that employees' fears and concerns about losing their jobs or the advantages they gain from their jobs may arise from their subjective perceptions of the work environment and their relationships in this environment. In addition, it is stated in the literature that the perception of job security is affected not only by individual factors, the downsizing of the institution, economic changes in the sector, or the economic structure of the country but also by the characteristics of the business environment and the variables that shape interpersonal relationships. In particular, the social support employees receive at work, and the characteristics that determine workplace communication are among the variables that are emphasized in this context (Blackmore & Kuntz, 2011; Sverke et al., 2006). Accordingly, study findings reveal that employees who are in supportive communication with their colleagues and administrators and feel that their work and themselves are valued have lower perceptions of job insecurity (Blackmore & Kuntz, 2011; Shoss, 2017; Vander Elst et al., 2012).

When the negative individual and organizational consequences that the perception of job security may cause are considered, it is understood that this issue should be examined thoroughly in the context of educational institutions that shape the future of societies. Yet, examining the issue of job security is considered even more important for private school teachers who, unlike their colleagues working in the public sector, are employed on fixed-term contracts and fear losing their jobs and living standards when their contract expires. In this context, it is worth examining the effects of private school teachers' views about the school climate on their perceptions of job security. This type of study can contribute to a deeper understanding of private school teachers' attitudes and behaviors that may have an impact on educational outcomes. Moreover, the limited number of studies examining the working conditions of private school teachers and the individual and organizational consequences resulting from these, especially in the national literature, highlights the need for such a study. In this context, the specific objective of this study was to examine the effects of private school teachers' views on the school climate on their perceptions of job security. In line with this purpose, answers were sought to the following questions: 1) What is the job security perception level of private school teachers? 2) What are private school teachers' views on school climate? 3) Are there statistically significant relationships between private school teachers' perceptions of job security and their views on school climate? 4) Do private school teachers' views on school climate statistically significantly predict their perceptions of job security?

METHOD

This study was designed using the relational research model within the scope of quantitative research methods. Quantitative research makes it easier to make inferences for large audiences using numerical data (Queirós et al., 2017). Relational models in this context are used to reveal whether two or more variables change together (Creswell, 2008). Since the overarching aim of the current study is to examine the relationship between private school teachers' perception of job security and their views on school climate, it was deemed appropriate to use the relational model.

The research population comprises teachers working in private secondary schools in the Çankaya district of Ankara. According to current data obtained from the official website of the General Directorate of Private Education Institutions affiliated with the Ministry of National Education, the total number of private secondary schools in Çankaya district of Ankara is 83. According to Ministry of Education statistics, the total number of teachers working in these schools is 2011, 526 males and 1485 females. All of these 2011 teachers are included in the study population. Since the distribution of these teachers according to subsets created by the branches could not be obtained from the Çankaya District Directorate of National Education, no stratification could be made, and the sample was created using the simple probability sampling technique (Lohr, 2019), in which everyone has an equal chance of being included in the sample. To decide on the sample size, the sample sizes recommended as a result of calculations done with a 95% confidence interval and .05 sampling error were considered. Considering the calculations in this context, it is seen that the lower limit of sufficient samples for the study population is 224, and the upper limit is 333. Accordingly, it was concluded that a sample group of approximately 300 people would be sufficient to represent the study population. Hence, the research sample group consisted of 294 teachers, and the analyses were carried out with the data obtained from these 294 teachers. Information on the demographic characteristics of the teachers in the sample group of the research is demonstrated in Table 1.

Table 1. Demographic information about the sample group.

Variables	Category	Number	Percentage
Gender	Female	194	66.0
	Male	100	34.0
Age (in years)	24-30	58	19.7
	31-37	86	29.3
	38-44	71	24.1
	45 and over	79	26.9
	Single	122	41.5
Marital Status	Married	172	58.5
	Educational Status	Undergraduate	195
Graduate		99	33.7
Tenure at the Current School (in years)	1-5	102	34.7
	6-10	82	27.9
	11-15	50	17.0
	16 and over	59	20.1
	Not responded	1	0.3
Total		294	100

As seen in Table 1, 194 (66%) of the teachers included in the sample are women, and 100 (34%) are men. 58 of these teachers (19.7%) are between the ages of 24-30, 86 (29.3%) are between the ages of 31-37, 71 (24.1%) are between the ages of 38-44 and 79 (26.9%) are aged 45 and over. 122 (41.5%) of the teachers in the sample are single and 172 (58.5%) are married. 195 (66.3%) of these teachers have undergraduate degrees and 99 (33.7%) have graduate degrees. When their tenure at their current school is examined, it is seen that 102 (34.7%) have between 1-5 years, 82 (27.9%) have between 6-10 years, 50 (17%) have between 11-15 years, and 59 (20%) 1) have 16 years or more of seniority.

The data collection tool used in the research consists of 3 parts. The first section contains a “Personal Information Form” containing questions concerning the demographic variables examined within the scope of the research. In the personal information form are questions about gender, age, marital status, branch, educational status, tenure at the school they are in, and the number of teachers in their school. The second part of the data collection tool includes the “Job Security Perception Scale” and the third part involves the “Organizational Climate Scale”. More detailed information about these scales is presented below.

Job Security Perception Scale

The “Job Security Perception Scale” developed by Geçdoğan Yılmaz (2020) was used in the present study. The scale consists of 6 items and was prepared in a 5-point Likert type. Validity and reliability studies of the scale were conducted by Geçdoğan Yılmaz (2020). Initially, exploratory factor analysis was executed to test the construct validity of the scale. As a result of the exploratory factor analysis, a 6-item single-factor scale was obtained with item factor loadings ranging from .55 to .80. This single-factor structure of the scale was also tested with confirmatory factor analysis. The fit indices obtained in the confirmatory factor analysis ($\chi^2/df=1.73$; RMSEA=.05; GFI=.97; AGFI=.94; CFI=.97; TLI=.97; RFI=.95) were examined and the structure of the scale consisting of 6 items and 1 factor was confirmed. To test the reliability of the scale, the Cronbach alpha coefficient was calculated and the reliability of the scale was found to be $\alpha=.91$ (Geçdoğan Yılmaz, 2020). Since the scale was used in a different sample in this study, the reliability value was recalculated and found to be $\alpha=.94$.

Organizational Climate Scale

Within the scope of the study, the “Organizational Climate Scale” adapted to Turkish by Yılmaz and Altinkurt (2013) was used. The scale, consisting of 6 dimensions and 39 items, was prepared in a 4-point Likert type with the expressions “rarely happens, sometimes happens, usually happens, and very often happens”. The 20th and 30th items of the scale are reverse-coded. Initially, exploratory factor analysis was conducted to test the construct validity of the scale. It was observed that the 6 factors obtained as a result of the exploratory factor analysis explained 51% of the total variance. The factor loading values of the 39 items in the scale vary between .46 and .82, item-total correlations range from .35 to .77, and reliability coefficients vary between .70 and .89 (Yılmaz & Altinkurt, 2013). However, since the scale was used in a different sample in this study, the reliability values were recalculated and it was found to be $\alpha=.93$ for the supportive principal behavior dimension, $\alpha=.94$ for the directive principal behavior dimension, $\alpha=.80$ for the restrictive principal behavior dimension, $\alpha=.91$ for the intimate teacher behavior dimension, $\alpha=.76$ for the collegial teacher behavior dimension, and $\alpha=.85$ for the disengaged teacher behavior dimension.

Data Analysis

Before data analysis, whether the data showed a normal distribution was examined to determine which analysis techniques were more appropriate for the data. The skewness, kurtosis coefficients, and histogram graphs were examined to decide whether the distribution deviates from the normal distribution. As a result of the examinations carried out in this context, it was seen that the skewness and kurtosis coefficients of both scales were between -1 and +1. It is stated in the literature that skewness and kurtosis values between -1 and +1 are acceptable values in terms of normal distribution (Hair et al., 2022; Harlow, 2005). Accordingly, it is seen that the data obtained in this study indicate normal distribution in terms of both the “Job Security Perception Scale” and “Organizational Climate Scale”. Skewness and kurtosis values for the scales and their dimensions are given in Table 2.

As Table 2 shows, the skewness and kurtosis values of the data vary between -1 and +1. Based on these values, it was concluded that the data showed a normal distribution, and it was determined that parametric analyses could be used when seeking answers to the research questions. Descriptive statistics were utilized when examining private school teachers’ perceptions of job security and their views on school climate.

Table 2. Skewness and Kurtosis values for the scales

Job Security Perception Scale						
Dimensions	\bar{x}	ss	Skewness		Kurtosis	
			Value	Standard Error	Value	Standard Error
Job Security Perception	2.61	0.96	-.039	.142	-.792	.283
Organizational Climate Scale						
Dimensions	\bar{x}	ss	Skewness		Kurtosis	
			Value	Standard Error	Value	Standard Error
Supportive Principal Behavior	2.08	0.62	.421	.142	.216	.283
Directive Principal Behavior	2.33	0.81	.129	.142	-.911	.283
Restrictive Principal Behavior	2.74	0.56	-.063	.142	-.529	.283
Intimate Teacher Behavior	2.37	0.51	.079	.142	.140	.283
Collegial Teacher Behavior	2.46	0.42	-.358	.142	-.035	.283
Disengaged Teacher Behavior	2.19	0.67	.442	.142	-.662	.283

Pearson product-moment correlation analysis technique was used to examine whether there were statistically significant relationships between private school teachers' perceptions of job security and their views on school climate. While evaluating the findings obtained from the correlation analysis, relationships between .00-.29 were interpreted as "weak", relationships between .30-.69 were interpreted as "medium", and relationships between .70 and above were interpreted as "high" (Büyüköztürk, 2018). Finally, multivariate linear regression analysis examined whether private school teachers' views on school climate predicted their job security perceptions.

Before conducting multivariate linear regression analysis, the assumptions concerning this analysis were tested. In this context, extreme values were checked with the Mahalanobis multiple distance value. Regarding the Mahalanobis distance value, the recommended value of 22.46 (Pallant, 2005) for the six independent variables in the regression model was considered. Since the Mahalanobis values were found to be 20.50 and below as a result of the regression analysis, it was determined that the assumption concerning extreme values was met. Tolerance and VIF values were examined while checking the condition of not having multicollinearity between the variables. The tolerance value is expected to be higher than .02, and the VIF value is expected to be below 10. It was determined that the tolerance values of the model obtained within the scope of this study varied between .65 and .93, and the VIF values ranged between 1.52 and 2.43. Finally, the Durbin-Watson value was examined to determine whether there was autocorrelation between the independent variables. It is recommended that this value be between 1 and 3 (Field, 2009). Since the Durbin-Watson value obtained was 1.98, it was decided that there was no problem with autocorrelation.

FINDINGS AND DISCUSSION

In this section, the findings obtained from the analysis of the research data are presented under subheadings in a sequence parallel to the questions sought to be answered in the research. Initially, findings concerning the level of job security perceptions of private school teachers and their views on school climate are included. Then, findings are presented concerning whether there are statistically significant relationships between private school teachers' perceptions of job security and their views on school climate. Finally, findings revealing the effects of these teachers' views about school climate on their perceptions of job security are shared.

Findings

Job security perceptions of private school teachers

In this part, the question "What is the job security perception level of private school teachers?", the first sub-objective of the research, has been answered. In this context, the data obtained using the "Job Security Perception Scale" was analyzed through descriptive statistics. The findings are presented in Table 3.

Table 3. Teachers’ perception of job security.

Variable	n	\bar{x}	ss	Minimum	Maximum
Job Security Perception	294	2.61	0.96	1.00	5.00

It can be seen from the data in Table 3 that private school teachers’ perception of job security is at the “partially agree” level (\bar{x} =2.61). However, the average level of 2.61 constitutes the starting score of the partially agree category. In other words, private school teachers’ perception of job security is at a level very close to the “disagree” category.

Private school teachers’ views on school climate

In this section, the question “What are private school teachers’ views on school climate?”, the second sub-objective of the research, has been answered. In this context, the data obtained using the “Organizational Climate Scale” was analyzed through descriptive statistics. The findings are given in Table 4.

Table 4. Teachers’ views on school climate

Variable	n	\bar{x}	ss	Minimum	Maximum
Supportive Principal Behavior	294	2.08	0.62	1.00	4.00
Directive Principal Behavior	294	2.33	0.81	1.00	4.00
Restrictive Principal Behavior	294	2.74	0.56	1.00	4.00
Intimate Teacher Behavior	294	2.37	0.51	1.00	4.00
Collegial Teacher Behavior	294	2.46	0.42	1.00	3.57
Disengaged Teacher Behavior	294	2.19	0.67	1.00	4.00

When Table 4 is examined, it can be seen that private school teachers’ views on supportive principal behavior (\bar{x} =2.08), directive principal behavior (\bar{x} =2.33), intimate teacher behavior (\bar{x} =2.37), collegial teacher behavior (\bar{x} =2.46), and disengaged teacher behavior (\bar{x} =2.19) are at the “sometimes happens” level while their views on restrictive principal behavior (\bar{x} =2.74) are at the “usually happens” level. It is seen that supportive principal behavior has the lowest mean and restrictive principal behavior has the highest mean among these dimensions.

Relationships between private school teachers’ perceptions of job security and their views on school climate

In this part, the answer to the question “Are there statistically significant relationships between private school teachers’ perceptions of job security and their views on school climate?”, the third sub-objective of the research, has been sought. In this context, the Pearson product-moment correlation coefficient measurement tool was utilized. The findings obtained in the correlation analysis are presented in Table 5.

Table 5. Correlation analysis findings regarding the relationships between teachers’ perceptions of job security and their views on school climate

No	Variables	1	2	3	4	5	6	7
1.	Job Security	1						
2.	Supportive Principal Behavior	.594**	1					
3.	Directive Principal Behavior	-.564**	-.487**	1				
4.	Restrictive Principal Behavior	-.537**	-.491**	.436**	1			
5.	Intimate Teacher Behavior	.308**	.415**	-.148	-.241**	1		
6.	Collegial Teacher Behavior	.609**	.600**	-.462*	-.470*	.566**	1	
7.	Disengaged Teacher Behavior	-.556**	-.523**	.574**	.484**	-.145*	-.541**	1

Note: **p <.01; *<.05

When Table 5 is examined, the relationships between private school teachers' perception of job security and the principal behaviors and teacher behaviors that create the school climate are statistically significant. According to the findings of the study, private school teachers' perception of job security has moderate positive relationships with supportive principal behavior ($r=.594$; $p<.01$), moderate negative relationships with directive principal behavior ($r=-.564$; $p<.01$), moderate negative relationships with restrictive principal behavior ($r=-.537$; $p<.01$), moderate positive relationships with intimate teacher behavior ($r=.308$; $p<.01$), moderate positive relationships with collegial teacher behavior ($r=.609$; $p<.01$), and moderate negative relationships with disengaged teacher behavior ($r=-.556$; $p<.01$). The school climate dimension that is most closely related to private school teachers' perception of job security is collegial teacher behavior and the school climate dimension with the lowest correlation is intimate teacher behavior.

The effects of private school teachers' views of school climate on their perceptions of job security

In this section, the findings of the multivariate linear regression analysis performed to determine whether private school teachers' views on school climate predict their job security perceptions statistically significantly, which is the last sub-question of the research, are included. The findings obtained are presented in Table 6.

Table 6. Findings on the predictive effects of teachers' views of school climate on their perceptions of job security.

Variables	B	Standard Error	β	t	p
Constant (Job Security Perception)	14.132	2.893	-	4.885	.000
Supportive Principal Behavior	.205	.057	.197	3.557	.000
Directive Principal Behavior	-.215	.053	-.210	-4.084	.000
Restrictive Principal Behavior	-.366	.101	-.178	-3.628	.000
Intimate Teacher Behavior	-.014	.082	-.009	-.169	.866
Collegial Teacher Behavior	.494	.120	.255	4.115	.000
Disengaged Teacher Behavior	-.235	.120	-.109	-1.953	.052
$R=.738$ $R^2=.545$	$F_{(6-287)}=.57.330$ $p<.05$				

According to the regression analysis results in Table 6, private school teachers' views on school climate predict approximately 55% ($R^2=.545$) of their job security perceptions. When the dimensions of school climate are examined separately, it is seen that the dimension with the highest predictive effect on the perception of job security is the dimension of collegial teacher behavior ($\beta=.255$). The effect of the collegial teacher behavior dimension on the perception of job security is positive. In the context of the predictive effects of school climate on the perception of job security, the collegial teacher behavior dimension is followed by directive principal behavior ($\beta=-.210$), supportive principal behavior ($\beta=.197$), and restrictive principal behavior ($\beta=-.178$). While the effect of the supportive principal behavior dimension is positive, the effects of the directive and restrictive principal behavior dimensions are negative. It was also determined that the effects of intimate teacher behavior and disengaged teacher behavior dimensions on the perception of job security were statistically insignificant ($p>.05$).

Discussion

Perception of job security is described as a variable that directly affects a person's quality of work and life. In this case, a low perception of job security can reduce a person's commitment to his/her job and adversely affect the ability to perform one's job properly (Kaya & Yıldız, 2020; Ruvio & Rosenblatt, 1999). Low perception of job security is not limited to bringing about negativities regarding one's work life only (Özlu Azaklı, 2011; Sverke & Hellgren, 2001). This situation may also trigger a person's feelings of anxiety and hopelessness about the future, leading to a deterioration in mental state and, thus, a decrease in the quality of life (Probst, 2002; Sümer, Solak, & Harma, 2013). In this regard, teachers' low perception of job security seems worrying,

considering the importance of their job. Teachers are the ones who are responsible for raising human resources, the most important resource of a society. Teachers' negative bond with their jobs should be seen as a situation that can affect not only teachers and the institution, they work for but also the whole of society in the long term.

Studies in the literature generally point out that individuals' perception of job security has decreased both in the public and private sectors due to globalization and neoliberal practices reflected in the public sector (Çakır, 2007). However, it is generally accepted that private sector employees are especially affected by this situation. Along with the results obtained from this study, similar studies in the literature also draw attention to the private sector employees' low perception of job security (Kaya & Yıldız, 2020). The fact that the contract between a person and the state is replaced by contracts made with individuals results in the general welfare of society no longer being a priority. Thus, private sector employees may feel alone and anxious about the future in more precarious working conditions. This situation has led to the gradual expansion of the private sector in offering education services, which were expected to be provided by the state in the past. It has made the issue of job security an important problem for teachers working in private schools.

The share of private educational institutions among educational institutions in Turkey is constantly increasing. The state's policies to encourage the private sector in education have caused this process to accelerate since the early 2010s (ERG, 2018). While the increase in the share of private educational institutions in the education sector has created employment opportunities for the graduates of education faculties who are not in state positions, it has also made the phenomenon of "job insecurity", which does not have much equivalent in the public sector, a significant threat for teachers (Chirumbolo et al., 2020). The significance of this issue is better understood when the negative consequences that may arise for individuals (Davy, Kinicki, & Scheck, 1997; Sverke & Hellgren, 2001) and for the institution they work for (Greenhalgh & Rosenblatt, 1984) as a result of their low perception of job security are evaluated. Studies conducted in this context reveal how important it is to examine the perception of job security, especially in the private sector. Indeed, it is thought that it is important to tackle the perception of job security together with the variables affecting the work environment, as in this study, to address the phenomenon of job security from a broad perspective, together with its antecedents and consequences.

In the literature, school climate is defined as a variable that brings with it many positive attitudes, such as increasing teachers' commitment to the school, increasing their job satisfaction and organizational trust levels, and decreasing their burnout levels when it is perceived as open and positive (Othman & Kasuma, 2016; Zakariya, 2020). These positive attitudes are among the important tools for schools to achieve effectiveness (Özgenel, 2020; Rapti, 2013). In this context, teachers' positive perception of the school climate can be described as an indicator that they feel they are in a peaceful work environment. Furthermore, it can be maintained that high perceptions of school climate also pave the way for behaviors that will lead to a greater extent for schools to achieve their goals.

The results obtained from the research indicate that according to teachers' views, the dimension with the lowest average among the dimensions of school climate is the supportive principal behavior dimension. This result contradicts the results obtained from similar studies in the literature. Many studies examining school climate according to teachers' views show that the dimension in which teachers' views about the school climate are most positive is, unlike this study, the supportive principal behavior dimension (Aktan, 2021; Dış & Ayık, 2016; Şenel & Buluç, 2016). Although the same data collection tool was used in these studies as in this study, such different results may have been obtained due to the differences between the sample groups. Many studies in the national literature conducted to examine teachers' views on school climate were carried out in public schools. In this context, it is possible to claim that in the Turkish education system, public and private schools differ significantly from each other in terms of the opportunities and working conditions offered.

The results also reveal that the dimension that private school teachers agree with most among the school climate dimensions is the restrictive principal behavior dimension. This

suggests that cooperation, open communication, and constructive interaction are not observed in the relations between teachers and principals in private schools. Restrictive principal behavior refers to principal behaviors that suppress teachers' innovative and creative behaviors as well as their development (Hoy, Tarter, & Kottkamp, 1991). Considering the research results in the literature, it is seen that such behaviors may lead to the prevalence of negative behaviors such as silence and burnout among teachers as well as decreasing their motivation and commitment to the school (Altinkurt, 2017; Bakkal & Radmard, 2020; Demir Polat, & İskender, 2018; Tatar & Ayık, 2020). In this context, it does not seem possible for teachers to improve themselves, their students, and the school in a climate where the school principal exhibits restrictive behaviors instead of supportive behaviors.

If an overall evaluation of the relationships observed between teachers' perceptions of job security and their views on school climate is to be made based on the results of the research, it can be stated that the relationships between positive principal and teacher behaviors within the scope of school climate and teachers' perception of job security are positive while the relationships between negative principal and teacher behaviors and teachers' perception of job security are negative. Similar to the results obtained from this study, other research results in the literature also point out that job insecurity is associated with negative outcomes towards work, the work environment, and colleagues (Eggerland & Rundmo, 2009; Geçdoğan & Yılmaz, 2020; Kaya & Yıldız, 2020). Employees' lower level of perceived job security is generally associated with negative organizational characteristics, work relations, and working conditions (Sverke, Hellgren, & Naswall, 2002) in the literature. Low perception of job security causes the individual's commitment to the organization to decrease (Ahword, Lee, & Bobko, 1989) and adversely affects the desire to contribute to the organization (King, 2000). When the results obtained from the research and the existing results in the literature are evaluated together, it is understood that the perception of job security is crucial regarding the employees' well-being at the individual level and their contributions to the organization.

According to the results obtained concerning the last sub-objective of the research, private school teachers' views on the school climate predict approximately 55% ($R^2=.545$) of their job security perceptions. When the dimensions of school climate are examined separately, it is seen that a significant part of this effect consists of the collegial teacher behavior dimension. The effects of collegial teacher behavior on teachers' perception of job security are positive. Existing studies in the literature also indicate that positive communication established in the work environment and social support felt by employees reduce perceptions of job insecurity (Blackmore & Kuntz, 2011; Roskies & Louis-Guerin, 1990; Sverke et al., 2006). Employees feeling supported in the work environment leads to a positive perception of the work environment, and a work environment with positive relationships makes employees feel less job insecurity (Blackmore & Kuntz, 2011; Kinnunen & Nätti, 1994). This result obtained from the research seems to prove that the perception of job security/insecurity is not only affected by individual characteristics or economic developments at the social or organizational level but is also a result of interpersonal relationships (Glambek et al., 2014; Shoss, 2017). Accordingly, it can be concluded that the existence of supportive and professional relationships between teachers within the school can alter teachers' perception of job security, even though the conditions of the school remain the same at the formal level.

Regarding its predictive effects on the perception of job security, the collegial teacher behavior dimension is followed by the directive principal behavior, supportive principal behavior, and restrictive principal behavior dimensions. The supportive principal behavior dimension positively affects teachers' perceptions of job security while the directive and restrictive principal behavior dimensions negatively affect them. Moreover, it was determined that the effects of intimate teacher behaviour and disengaged teacher behaviour dimensions on the perception of job security were statistically insignificant. These results, as mentioned earlier, point to the effects of the work environment and interpersonal relationships in the work environment on the perception of job security, as well as drawing attention to how relationships with administrators shape employees' perceptions. Similarly, studies in the literature point out that relationships with administrators impact employees' perception of job insecurity. Employees who are valued for

themselves and their work in the work environment feel less job insecurity. (Blackmore & Kuntz, 2011; Kinnunen & Nätti, 1994; Shoss, 2017). This situation makes the communication skills of people appointed as administrators in private schools and their positive attitudes toward teachers even more important. Based on these results, it is even possible to claim that the job security perceptions of teachers working in two different schools with different administrators will be different, even if they are subject to seemingly similar contract terms.

CONCLUSION

According to the results obtained regarding the first sub-objective of the research, private school teachers' perception of job security is at the "partially agree" level on the scale. This result indicates that private school teachers' perception of job security is slightly below the medium level. The results obtained concerning the second sub-objective of the research indicate that private school teachers' views about the dimensions that create the school climate are generally at a moderate level. The scale used in the research characterizes the school climate with positive and negative principal and teacher behaviors. In this context, a low level of views on negative dimensions indicates a positive situation regarding school climate. In contrast, high views on positive dimensions are associated with positive outcomes. According to the results obtained concerning the third sub-objective of the research, there are statistically significant relationships between private school teachers' perceptions of job security and their views on teacher behavior and principal behavior dimensions of the school climate. It is seen that private school teachers' perception of job security is moderately positively related to supportive principal behavior, and moderately negatively related to directive principal behavior and restrictive principal behavior. When the relationships between private school teachers' perceptions of job security and their views on the behaviors of their fellow teachers were examined, it was determined that the perception of job security had moderate positive relationships with intimate teacher behavior and collegial teacher behavior and moderate negative relationships with disengaged teacher behavior.

Based on the results obtained from the research, the following recommendations have been put forward for practitioners and researchers: 1) People-oriented school administrators who will make the school climate open and positive should be employed in the management of private schools instead of task-oriented administrators. 2) The working conditions offered by private schools to teachers should be inspected, and deterrent sanctions should be applied to private schools that do not comply with the standards. 3) The potential for collaboration between teachers in private schools should be used to create professional learning networks, and school administrations should support them. 4) Further studies should be conducted comparing the job security perceptions of private school teachers with the job security perceptions of public-school teachers. 5) Factors affecting private school teachers' perceptions of job security should be examined using research models that establish cause-effect and mediation relationships.

Ethical Approval: The ethics committee permission required for the study was approved by the Anadolu University Social and Human Sciences Ethics Committee with a 28.03.2023 issue date and 503359 protocol number. All the participants were informed about the research purpose and activity. The manuscript has not been submitted to elsewhere other than Participatory Educational Research. There is no conflict of interest in the conduct of the research.

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