The relationship between teachers' and school administrators' informal relationships and their subjective well-being levels

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Abstract

Teachers and administrators feeling good about themselves will allow them to work more effectively. On the other hand, good informal relations within the school will both help teachers and school administrators feel better and will contribute significantly to the effectiveness of the school. In this study, the relationship between informal relationships of teachers and school administrators and subjective well-being levels was examined. The research was carried out with the relational screening model. The research group consists of 230 teachers and school administrators working in the provinces of Samsun, Antalya, and Kars under the Ministry of National Education. Teachers' Subjective Well-Being Level and Informal Relationships in Schools Scale were used as data collection tools in the research. Parametric tests were used as the data obtained in the study showed normal distribution. In the analysis of the research data, arithmetic mean, standard deviation, ANOVA, independent groups t-test, and Pearson Product-Moment Correlation techniques were used. According to the research findings, school administrators' views on informal relations and subjective well-being levels are very good; It is understood that teachers' views on informal relationships are moderate, and their subjective well-being levels are good. While the opinions of teachers and school administrators differ significantly according to gender and task variables, they do not differ according to the school's settlement, branch, and seniority variables. A high level of positive correlation was found between the subjective well-being levels of teachers and school administrators and their informal relationships. It has been suggested that school administrators establish more sincere relations with teachers and give more space to activities that increase informal relations.

Keywords: School administrator, teacher, subjective well-being, informal relationship

1. Introduction

1.1. Introduce the problem

The most crucial components of the school organization are the teachers and administrators. Teachers are in charge of managing the classes, while school

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administrators are in charge of managing the entire institution. People's education is the school's primary goal. Both informal and formal relationships matter in the school environment, which includes instructors, administrators, and students. Informal interactions make up the natural part of the organization, whereas formal relationships represent its formal side (Aydın, 2007). The efficacy of the school is anticipated to be significantly impacted by these ties on the workplace culture. Sincere communication between the employees is present in workplaces with positive informal relationships. A social framework containing conventions, values, and feelings is what constitutes an informal organization (Hoy & Miskel, 2010). It is thought that informal relationships will strengthen when employees, who make up the majority of the organization, feel good and pleased. Employee contribution to the achievement of organizational goals will improve in pleasant workplaces, increasing motivation, which will increase the organization's efficiency and effectiveness (Aba, 2009). The idea of subjective well-being explains most of what makes people happy.

It is commonly known that contented workers who report feeling well have greater levels of organizational citizenship behaviors and a willingness to help coworkers and perform tasks outside of their job descriptions (Diener & Biswas-Diener, 2008). In the studies, it was discovered that administrators' actions have an impact on organizational commitment (Aydemir, 2009), that school climate is a significant predictor of subjective well-being (Asıcı & İkiz, 2019), and that there is a significant link between administrators' ethical leadership actions and employees' well-being (Adnan, Batool, & Aleem, 2019). Examining the studies done in Turkey reveals that they mostly focus on the formal side of the organization. There is no research on the connections between teachers' and administrators' subjective well-being levels and their social connections. This study is anticipated to advance the field in this way.

1.2. Informal Relationships and Subjective Well-Being

It might be argued that administrators that employ a modern management style and are understanding of the issues faced by instructors will boost employees' loyalty to the organization. Sincere partnerships, or informal interactions, between school leaders and teachers can lead to organizational commitment. Informal communication between teachers and school administrators becomes more significant in this situation. According to research by Gökkaya, İzgüden, and Erdem (2018), academics' informal interactions have a favorable and significant impact on organizational commitment in the dimensions of affective and normative commitment. Because of this, school managers ought to value interpersonal relationships and abstain from actions that will destabilize the learning environment. According to Arslan, İknur, and Erhan (2013) and Akbaba & Örs (2015), it is challenging for a manager with a traditional understanding, who is strict and devoid of pleasant emotions, to succeed in today's working environment.

Teachers that are psychologically well have a joyful and calm disposition (Doan, 2006). This circumstance, which is referred to as subjective well-being, will boost teachers' organizational commitment and have a beneficial impact on their interpersonal interactions. Organizational commitment and psychological well-being are positively and significantly correlated (Köylü & Gündüz, 2019). The official side of the organization, however, will greatly benefit from highlighting informal interactions between instructors and administrators and dedicating some of their time for casual visits (Luria & Morag, 2012). Managers can see employees' actual requirements and how they are oriented toward company goals through such visits (Emmons, 2006: as cited in Airawahdeh, 2012).

1.3. Informal Relationships

As social beings, humans continue to live in communities and take part in different groups within society. Family comes first among these groups. The individual then continues his/her life in different professional groups throughout school and work life. Robbins and Judge (2019) define a group as a community of two or more individuals who come together to achieve common and specific goals and who are in mutual commitment. In short, people primarily come together to achieve certain goals. There are important reasons that make it necessary to form groups. Some of these reasons are that people have doubts about security, they want to realize their psychological and social needs and personal goals, the group purpose is compatible with individual goals, and they have personal interests such as economics and prestige (Kara, 2008). Apart from these, individuals may meet different groups as a result of their work and social life. The fact that the individual feels lonely and wants to get rid of this and strives to be successful and that groups support the individual to enter such environments can also be added to the reasons affecting group formation. The common purpose of the group increases cooperation and solidarity among individuals (Kidwell & Valentine, 2009).

The concept of group can be analyzed from different perspectives. There are many criteria in this regard. These are the purpose of establishment, the relationships between group members, the personal nature of the relationships, the size of the group, and the duration of existence (Bottomore: 1977; as cited in Gönüllü, 2001). According to these explanations, groups can be classified as follows: according to their relationships (primary-secondary), according to their status (membership-reference), and according to their structure (formal-informal). *Primary groups* are those in which individuals meet face-to-face and interact frequently (daily or weekly). In these groups, members know each other's characteristics and roles. Family members and friend groups can be given as examples (Erdoğan, 1997). Groups consisting of more members than primary groups are *secondary groups*. In these groups, personal relationships are less established, and members generally act with a focus on goals and tasks (Aşan & Aydın, 2006). People

working in a workplace are examples of these groups. In terms of group relations, it is possible to consider the concept of group under two headings: groups of which the individual is a member and reference groups. The groups in which the individual is a member are the groups in which the individual participates in various activities. The groups of which the individual is not yet a member and of which he/she is considering becoming a member are considered reference groups (Eren, 1989). In other words, reference groups should be perceived as groups that the individual aspires to be a member of and would like to be a member of. In working life, groups are considered formal and informal. *Formal groups* are groups that come together according to the system established by organizations. In these groups, the work and relations of the members are based on rules and regulations determined by the organization (Erdoğan, 1997). *Informal groups* are groups formed by individuals whose formal structure is not established by an authority or organization and who come together to meet social needs (Robbins & Judge, 2019).

The beginning of the studies on informal groups is shown in Howthorne research. In this research, it was understood that people are the most important element of the organization. The factors that determine the behavior of people in the organization are their perceptions and their status as a member of the group rather than formal structures. In other words, individuals' beliefs, goals, habits, value judgments, and traditions determine group characteristics. Considered in this context, the impact of the social system on individuals is greater than physical factors (Ekinci, 2019). Studies conducted by Mayo et al. revealed that the effect of the wage given to the individual on productivity is much lower than the emotions and behaviors of the group, security, and being a member of a group.

As a result of the research, individuals who were concerned about the group knowing the purpose of the research and being reprimanded for dismissal or decreased performance based on the research results adhered to group norms. These norms included behaviors such as not underworking, not shirking work, not calling each other names, and so on. Thus, individuals tried to follow the group rules in order not to be excluded from the group and behaved according to the group norms even if the physical conditions changed. This reduced the impact of predicted factors on performance (Robbins & Judge, 2019).

The more individuals in an organization know each other, the more binding the group norms become. In a way, individuals who do not comply with these norms are excluded from the group. Of course, the group leader has important responsibilities in group relations as much as the individuals. While establishing norms within the group, the group leader should check whether norms that affect productivity and performance emerge and should be a guide for the formation of positive norms (Varoğlu, 2013).

1.4. Subjective Well-Being

The concept of well-being, which is generally used by psychologists and defined as happiness, life satisfaction, or pleasant mood, is used to define subjective evaluations of an individual's own life (Gencer, 2018). The subjective state of someone's health fluctuates according to their emotional responses to assessments of their lives. If the individual frequently experiences positive emotions and has fewer negative emotions, this state is considered as high life satisfaction (Diener, 1984; Myers and Diener 1995). Positive psychology includes subjective well-being as one of its research focuses. This idea first came to be when people began to wonder why some individuals are happier and calmer than others and how they should live their lives. According to the cognitive and affective dimensions of subjective well-being, life satisfaction represents the cognitive dimension and happy and sad feelings represent the affective dimension (Argyle, Martin, & Crossland, 1989, Lyubomirsky, 2007).

As a result of feeling good about themselves, organizational employees have more energy. On the other hand, feeling good about oneself also helps them build better relationships with others and may even lengthen one's life. Subjective well-being is very important for companies (Diener & Chan, 2011; Lyubomirsky, King, & Diener, 2005). In this context, it was discovered that individuals who frequently participate in sports had greater subjective well-being levels than those who do not, and that female students have higher subjective well-being levels than male students (Sezer, 2011). Teachers with high levels of subjective well-being are anticipated to build more positive relationships with students (Öztürk, 2015), and the subjective well-being levels of people who participate in sports rise (Downward & Rasciute, 2011).

Academic success, autonomy, setting future objectives, having good expectations, and social expectations are a few ideas connected to psychological well-being (Gizir, 2007). However, ideas like individuality, social equality, and financial level are all directly associated to subjective well-being (Diener & Fujita, 1995). In comparison to students with indifferent and overprotective parental attitudes, students with democratic parental views were found to have greater levels of subjective well-being (Tuzlugöl-Dost, 2004; Hassoun, 2022). Extraversion, accepting responsibility, mildness, and being open to new experiences were found to have favorable relationships with subjective well-being, but persons with neurotic personality traits were found to have negative relationships (Doğan, 2013).

Business life is significantly impacted by subjective well-being as well. Employee motivation is significantly impacted, and impolite behavior in the workplace lowers productivity and innovation. Employees that engage in such harmful practices experience mental health problems and exhibit anti-work conduct (Pearson & Porath, 2005; Cortina et al., 2001). From this perspective, managers must use greater caution. More than

rudeness from coworkers, rude managerial actions have an impact on employees' subjective well-being levels (Küçük & Çakıcı, 2018). It cannot be ignored that informal relationships have a significant impact on the formal side of the organization.

1.5. The Relationship between Informal Relationships and Subjective Well-Being

Schools are organizations where informal as well as formal relationships are intensely experienced and sincere relationships are established between individuals and groups rather than written rules based on legislation (Kösterelioğlu & Argon, 2010). One of the important reasons for this is that school employees graduate from similar educational institutions and receive the same level of education. In this respect, although there is a hierarchical subordinate-superior relationship between school administrators and teachers, horizontal communication is preferred. The communication between teachers is expected to be more sincere.

When it comes to the effectiveness of relationships amongst school personnel, organizational communication is crucial. Individual information selection in organizational communication uses people's attitudes, beliefs, and perceptions as a filter (Jensen, 2003). In other words, having a positive relationship with oneself is a prerequisite for having a positive relationship with others. As a result, those who report high subjective well-being are more able to comprehend others and build genuine (informal) relationships with them. People with high levels of positive affect are more likely to participate in social activities and enjoy them more than people with low levels (Burger, 2006). When the literature is analyzed, it becomes clear that studies on the formal organizational features of school employees have been done, but that there have been few studies on the connections between the informal organizational characteristics and the levels of subjective well-being of school employees. This investigation is anticipated to close this gap and advance the field. In this regard, it's crucial to determine whether there's a connection between employees' subjective well-being levels and the informal interactions between administrators and teachers.

1.6. State hypotheses and their correspondence to research design

This study aims to shed light on the connections between teachers' and school administrators' informal relationships and wellbeing. For this purpose, answers to the following questions were sought:

1) What is the level of teachers' and school administrators' views on informal relationships and their subjective well-being?

2) Are there significant differences between teachers' and school administrators' views on informal relationships and subjective well-being according to the variables of gender, position, seniority, school location, and branch?

3) Is there a significant relationship between informal relationships and the subjective well-being of teachers and school administrators?

2. Method

2.1. Identify subsections

In this section, participant (subject) characteristics, measures and covariates, research design, experimental manipulations or interventions are included.

2.2. Participant (subject) characteristics

The study group consisted of 230 teachers and school administrators working in public schools affiliated with the Ministry of National Education in Samsun, Antalya, and Kars in the 2021-2022 academic year. Information about the teachers and administrators participating in the study is given in Table 1.

Table 1. Personal Information of the Participant Teachers and School Administrators

Variable	Category	f	%
Gender	Woman	141	61
	Man	89	39
Title	Administrator	48	21
	Teacher	18	79
Location of the School	Village	51	22
	City	17	78
Branch	Form Teacher	98	42
	Branch Teacher	13	58
Seniority	1-10 year	71	31
	11-20 year	96	42
	> 21	63	27
Total		230	100

When the information about the teachers and administrators who participated in the study is analyzed, it is seen that the majority of them are female and married. The majority of the participants are teachers and live in the city. It is understood that the majority of the participants have 11-20 years of seniority and are field teachers. When the number of teachers in their schools is examined, it is understood that they are working in schools with less than 30 teachers.

2.2.1. Measures and covariates

In this study, the independent variables of the research were included in the information form developed by the researchers. In addition, the Informal Relationships in

Schools Scale, developed by Memduhoğlu and Saylık (2012) and consisting of 17 items, and the Teachers' Subjective Well-Being Level Scale, developed by Renshaw et al. (2015) and adapted into Turkish by Ergün and Nartgün (2017) and consisting of 8 items, were used.

The Informal Relationships in Schools Scale is a Likert-type five-point rating scale. The scale consists of the options of not at all, a little, moderately, a lot, and completely agree. It consists of two sub-dimensions: "Internal informal relations (items 1-10)" and "External informal relations (items 11-17)". There are no reverse items in the scale and both sub-dimensional and total scores can be obtained. The construct validity of the scale was tested by exploratory and confirmatory factor analysis. Exploratory factor analysis revealed that the items in the scale were grouped into two sub-dimensions. Cronbach's Alpha Reliability Coefficient of the scale was calculated as internal, 91; external, 86 and total, 90. In confirmatory factor analysis, it was seen that the fitness level of the items was at the desired level (χ^2=25.93; sd=11; RMSEA= 0.000; CFI=1.00; GFI=0,84; RMR=0.072; NFI=0.84 ve AGFI=0.79). According to the results of the reliability analysis conducted in this study, the Cronbach Alpha Reliability Coefficient of the Informal Relationships Scale was calculated as, 797.

Teachers' Subjective Well-Being Scale is a Likert-type four-point rating scale. The scale consists of never, sometimes, often, and always options. It consists of two sub-dimensions: "School Commitment (items 1-3-5-7)" and "Teaching Efficacy (2-4-6-8)". There are no reverse items in the scale and both sub-dimensional and total scores can be obtained. The construct validity of the scale was tested by exploratory and confirmatory factor analysis. Cronbach Alpha Reliability Coefficient of the scale was calculated as, 79 for the teaching efficacy dimension, 81 for the school engagement dimension, and, 82 in total. In confirmatory factor analysis, it was seen that the fitness level of the items was at the desired level (χ^2=56,01; sd=18; RMSEA= 0.07; NFI=0,97; NNFI=0,96; CFI=0,98, GFI=0,96, AGFI=0,93; SRMR=0,04). According to the results of the reliability analysis conducted in this study; Cronbach's Alpha Reliability Coefficient of the Subjective Well-Being Scale was calculated as, 748.

2.2.2. Research design

In this study, the relationship between teachers' and administrators' informal relationships and their subjective well-being was examined. For this purpose, the relational survey model was used. In the relational survey model, statistical comparisons are made with sample scores to reveal the relationship between variables and to predict possible results (Tekbıyık, 2014; Karasar, 2018).

2.2.3. Experimental manipulations or interventions

The data were analyzed with SPSS 17 program. Before analyzing the data, Kolmogrow-Smirnov normality test was performed. It was checked whether the data

showed a normal distribution. The fact that the measures of central tendency are close to each other (arithmetic mean and median) and the skewness and kurtosis values are between +2 and -2 indicates that the distribution is normal (George & Mallery, 2010). Manager informal relations kurtosis-skewness (-,055 and -108), manager subjective well-being kurtosis-skewness (-1,106 and -,194); teacher informal relations kurtosis-skewness (,167 and,000), teacher subjective well-being kurtosis-skewness (-,399 and -,177). Based on these values, it was decided that the distribution was normal and parametric tests were used. Arithmetic mean, frequency, and standard deviation values of the data were calculated and an independent samples t-test was used for pairwise comparisons. The relationship between dependent variables was calculated by Pearson product-moment correlation. A significance level of .05 was accepted.

3. Results

3.1. Findings on Teachers' and School Administrators' Informal Relationships and Subjective Well-Being Levels

In presenting the findings obtained from the data on teachers' and school administrators' informal relationships and subjective well-being levels, the order in the sub-problems of the study was taken into consideration.

The findings regarding the informal relationships and subjective well-being levels of teachers and school administrators are given in Table 2.

Table 2. Informal Relationships and Subjective Well-Being Levels of Teachers and Administrators

Scales	Sub-Dimensions	Administrator		Teacher	
		$\bar{x}$	ss	$\bar{x}$	ss
Informal relationships	Inside the organization	3,58	,70	3,16	,84
	Outside the organization	3,07	,77	2,60	,81
	Total	3,32	,67	2,88	,75
Subjective Well-Being	School Engagement	3,08	,68	2,96	,67
	Teaching competence	2,96	,62	3,24	,92
	Total	3,38	,66	3,10	,72

According to the data in Table 2, it is seen that school administrators' views on informal relationships are at the level of very agree in the internal and external sub-dimensions, and total; teachers' views on informal relationships are at the level of totally agree within the institution, sometimes outside the institution and sometimes in total. It is understood that school administrators' subjective well-being is often in the school engagement sub-dimension, sometimes in teaching competence, and often in total; teachers' subjective well-being is sometimes in school engagement, often in teaching competence, and often in total. When the standard deviations are examined, it is seen that they are less than one and the opinions of teachers and administrators are similar.

In summary, it can be said that school administrators' informal relationships are very good and their subjective well-being is good; teachers' informal relationships are moderate and their subjective well-being is good.

3.2. Comparison of Teachers' and Administrators' Views According to Some Variables Statistics and data analysis

The views of teachers and school administrators on informal relationships and subjective well-being levels were compared according to some variables. In these comparisons, since school administrators are not considered a profession in Turkey and their main profession is teaching, comparisons were made without distinguishing between teachers and administrators. The findings are presented below.

3.2.1.Gender

The comparison of the opinions of school administrators and teachers according to gender variable is given in Table 3.

Table 3. Comparison of Teachers' and School Administrators' Opinions According to Gender Variable

Scales	Gender	N	x	ss	d	t	p
Informal relationships	Woman	141	2,78	,76	228	,95	000*
	Man	89	3,27	,63			
Subjective Well-Being	Woman	141	2,99	,72	228	,58	000*
	Man	89	3,42	,62			

P<,05

It is seen that school administrators' and teachers' views on informal relationships and subjective well-being differ according to gender variables. In both scales, the difference is in favor of male teachers and school administrators (p<.05). In other words, male teachers and administrators reported that their informal relationships and subjective well-being were better than female teachers and administrators.

3.2.2. Title

The comparison of the opinions of teachers and school administrators according to the title variable is given in Table 4.

Table 4. Comparison of Teachers' and School Administrators' Opinions by Title Variable

Scales	Title	N	x	ss	d	t	p
Informal relationships	Administrator	48	3,33	,68	228	3,72	000*
	Teacher	182	2,88	,75			
Subjective Well-Being	Administrator	48	3,38	,66	228	2,38	018*
	Teacher	182	3,10	,72			

P<,05

It is seen that teachers' and school administrators' views on informal relationships and subjective well-being differ according to the task variable. It is understood that the difference in both scales is in favor of school administrators (p<.05). In other words, school administrators stated that their informal relationships and subjective well-being were better than teachers.

3.2.3. Location of the School

The comparison of teachers' and administrators' opinions according to the residential area of the school is given in Table 5.

Table 5. Comparison of Teachers' and Administrators' Opinions According to the Variable of Residence

Scales	Location	N	x	ss	d	t	p
Informal relationships	Village	51	2,96	,77	228	,14	,889
	City	179	2,98	,75			
Subjective Well-Being	Village	51	3,05	,66	228	,18	,239
	City	179	3,19	,73			

P>,05

Teachers' and school administrators' views on informal relationships and subjective well-being do not differ according to the place of residence variable (p>.05). In other words, the views of teachers and school administrators living in the village and in the city are similar to each other.

3.2.4. Branch

The comparison of the opinions of teachers and school administrators according to the branch variable is given in Table 6.

Table 6. Comparison of Participants' Opinions by Branch Variable

Scales	Branch	N	x	ss	d	t	p
Informal relationships	Form	98	3,00	,77	228	.46	.644
	Branch	132	2,96	,75			
Subjective Well-Being	Form	98	3,13	,70	228	.43	.661
	Branch	132	3,17	,73			

p>,05

The views of teachers and school administrators on informal relationships and subjective well-being do not differ according to the branch variable (p>.05). In other words, the views of classroom and subject area teachers and school administrators are similar to each other.

3.2.5. Seniority

The comparison of the opinions of teachers and school administrators according to the seniority variable is given in Table 7.

Table 7. Comparison of Teachers' and School Administrators' Opinions According to the Variable of Seniority

Dependent Variable	Source of Variance	KT	Sd	KO	F	p
Informal relationships	Intergroup	,116	2	,058	,100	,905
	Intragroup	131,008	227	,577		
	Total	131,123	229			
Subjective Well-Being	Intergroup	,798	2	,399	,769	,465
	Intragroup	117,670	227	,518		
	Total	118,467	229			

p>,05

It is seen that teachers' and school administrators' views on informal relationships and subjective well-being do not differ significantly according to the seniority variable (p>.05). In other words, teachers and school administrators with different seniority have similar views.

3.3. The Relationship between Informal Relationships and the Subjective Well-Being of Teachers and School Administrators

The relationship between informal relationships and subjective well-being levels of teachers and school administrators is given in Table 8.

Table 8 The Relationship between Teachers' and School Administrators' Views on Informal Relationships and Subjective Well-Being Levels

Sub-dimensions	School engagement	Teaching competence	ÖİO total
Inside the organization	,647(**)	,952(**)	,916(**)
Outside the organization	,962(***)	,587(***)	,910(***)
Infor. Relations total	,913(***)	,851(***)	,839(***)

p<,001*** p<,005**

When the relationship between informal relationships and subjective well-being levels of teachers and school administrators is examined, it is seen that there is a high positive relationship between the total scores, which is significant at the level of .001 (r=.839). This finding means that if informal relationships are very good at school, the subjective well-being of teachers and school administrators will also increase. It is seen that there is a medium-level relationship (r=,647) between the intra-organizational relations sub-dimension of informal relations and school engagement of subjective well-being and a high-level relationship (r=,952) between teaching competence. Good informal

relationships within the school will contribute positively to the teaching and learning competencies of teachers and school administrators. However, although these relationships contribute to school engagement, they will not be at a high level. It is seen that there is a high-level relationship (r=,962) between the external relations sub-dimension of informal relations and school engagement and a medium-level relationship (r=,587) between subjective well-being and teaching competence. Improving the informal relationships of teachers and school administrators outside the school will increase their commitment to their institutions. However, although this will contribute to education and training, it will not be too much.

4. Discussion

The findings of the study, which sought to identify the connections between teachers' and administrators' informal interactions and their well-being, were reviewed in light of the literature, and some conclusions were drawn.

School administrators typically have positive informal ties both inside and outside of the company. The core of informal relations is informal communication. The persons who employ the communication process in schools are the administrators. In order to effectively implement the educational process, school administrators primarily use organizational communication channels. Contrarily, informal communication is employed for dispute resolution, issue solving, coordination, and information sharing (Koçel, 2014). Unplanned face-to-face contacts, which make up the majority of informal communication, are known to improve group dynamics and create and uphold nonverbal conventions inside a company (Campbell & Campbell, 988). (Levitt & March, 1998). According to Kandemir and Özdaşlı (2019), informal communication has a good and significant impact on employee empowerment and workplace happiness. Leader-member interactions are positively impacted by the informal relationships managers develop with other employees in the organization (Kılıklı, 2019). In this regard, the school administrator's growing informal relationships with teachers in the school will aid in fostering greater collaboration during group meetings and problem-solving sessions. According to empirical research, a welcoming workplace and friendly interpersonal relationships within the company are known to increase organizational commitment (Kinnear & Sutherland, 2000; Maertz & Griffeth, 2004) and that some factors, such as a welcoming workplace and healthy personal relationships, increase retention. Memduholu and Saylık (2012) discovered that administrators had more informal connections than teachers did in their evaluation of the literature. School administrators reportedly prefer informal contact to formal communication because they believe that it enhances success, according to Himmetoğlu, Ayduğ, and Bayrak (2020). According to Buluç (2009), schools are institutions with bureaucratic traits. Bureaucracy in schools is required because certain duties must be completed at specific times (Erdoğan, 2012). However, informal

relationships are just as significant as formal relationships in educational institutions like schools where there is a high level of interpersonal interaction. Strengthening informal ties both inside and outside of the organization is demanded of school administrators. It would be helpful for the school administration to plan events like vacations, picnics, and celebrations for this reason so that teachers can fulfill their social needs, have a nice time, relax, and enjoy themselves. According to Allen and Shanock (2013), true connections among employees of the same organization boost organizational commitment.

Within the organization, teachers' opinions on informal interactions are favorable; but, outside the organization, they are middling overall. Positive ties between teachers and the administrator or their friends within the company will influence their motivation. High job satisfaction is a result of teachers feeling appreciated at work, according to Yılmaz and Beyciolu (2017). Informal connections foster friendships, strengthen organizational loyalty, and are linked to job happiness (Morrison, 2004). According to comparable research, it was discovered that informal ties within the school were more prevalent and those with people outside the school were less so (Saylık, 2012). The significance of how informal organizations affect teachers' favorable views regarding their work is stressed once more (Uyguralp-Gizdem & Kartal, 2016). Similar to the research's findings, Doğan's (2017) study found that instructors largely agreed with the statement that "we have many meetings and chats with my colleagues at school." Outside of the organization, teachers' informal relationships with their coworkers are not very strong. In this situation, the school administrator may be able to mend these connections by bringing the school employees together outside of school hours. The results of several investigations do not match those of this study. Arslan and Afat (2019) found that teachers' informal communication levels are high, while Sabău and Bibu (2012) reported that formal communication is preferred

School administrators' subjective well-being is good in school engagement, moderate in teaching competence, and generally good. It is important for school administrators to feel good about themselves. School administrators should have an effect that unites teachers around common goals. To have this effect, the school administrator should feel happy and peaceful. The fact that administrators are happy and cheerful and have a positive outlook on life will have positive reflections on the organizational environment (Goleman, Boyatzis, & Mckee, 2002). It can be said that people with high subjective well-being are more energetic and more willing to talk. Since school administrators with high subjective well-being will be willing to share their feelings with their environment, they will be able to establish more positive relationships with teachers. Such school administrators will also have high organizational commitment. In a study, it was found that school principals had high levels of psychological well-being and positive relationships with teachers (Erdoğan, 2022). The moderate level of school administrators' views on the dimension of teaching competence can be explained by the fact that school administrators see

themselves as administrators rather than teachers. In a study confirming this, it was stated that the most common problem faced by school principals was the profession-duty dilemma (Turan, Yıldırım, & Aydoğdu, 2012). It has been observed that the subjective well-being levels of school administrators implementing dual education are lower than those of schools implementing full-day education (Yolcu & Soner, 2019). This situation can be attributed to work intensity and work stress. Stress is among the factors that negatively affect subjective well-being.

Teachers' views on their subjective well-being levels are good in the school engagement sub-dimension, very good in the teaching competence sub-dimension, and very good in general. In other words, teachers feel connected to the school. In Çakınberk, Derin, and Demirel's (2011) research, teachers embrace their schools. In other words, it is understood that teachers' commitment to the school is good. Looking at the literature, in Çetin's (2019) study, teachers' subjective well-being levels were found to be high. There are studies in the literature where teachers' subjective well-being levels are high (Çetin, 2019; Dilekçi & Limon, 2020; Solmaz, 2015). In Yerlioğlu's (2020) study, the subjective well-being level of lecturers was found to be high. Rosa, Yutzil, María, Monica (2017) state that the factors limiting their subjective well-being should be revealed to improve the conditions of teachers who raise new generations and to ensure that they live humanely. It is stated that emotional commitment has an important place in teachers' organizational commitment (Boylu, Pelit, & Güçer, 2007; Karacaoğlu & Güney, 2010). Teachers who feel emotionally well will also have good subjective well-being. Teachers' feeling very good about themselves in the sub-dimension of teaching competence can be attributed to different reasons. While teachers' having a profession (Çınkır & Kurum, 2017) positively affects their well-being, there are findings that anxiety about finding a job negatively affects subjective well-being (Gündoğdu & Yavuzer, 2012; Çetin, 2019). For example, in a study conducted in Indonesia (2017), teachers' subjective well-being was found to be moderate. It is meaningful that teachers consider themselves very good at teaching competence. Teachers' subjective well-being will have a positive impact on many areas at school (Yurcu & Atay, 2015). Teacher efficacy is one of the important determinants of creating positive classroom discipline and a productive learning environment (Atıcı, 2011).

In Turkey, the school management is not seen as a profession. School administrators are also teachers by profession. The number of female school administrators in public schools is very low. In this respect, the teacher-administrator distinction was not considered in the comparisons. The views of teachers and school administrators on informal relationships differ according to the gender variable. Male teachers and administrators have higher scores than female teachers and administrators. It can be said that male teachers and administrators have more informal relationships at school than female teachers and administrators. Looking at the literature, Memduhoğlu and Saylık (2012) found that the views on informal relationships in schools varied according

to gender and that the average of males was higher than females, which is similar to the findings of this study. Nacar and Tümkaya (2011), Şara and Güney (2015), Aküzüm and Gültekin (2017) found that women's informal communication skills were higher than men. The fact that women use behaviors such as sharing their feelings and thoughts more causes informal communication to occur more (Gouveia et al., 2005). In other words, it is reported that women open up to others more easily and are more willing to share information than men. However, in addition to the findings in the literature that informal relationships do not vary by gender (Afat & Arslan, 2019; Saylık, 2012), there are also studies that teachers' informal communication levels do not differ by gender (Polat, 2014; Kurt, 2014; Deniz & Uğurlu, 2016).

It is seen that the views of teachers and school administrators on their subjective well-being differ in favor of male teachers and school administrators according to their gender. When the literature is examined, some studies are similar to the findings of this study. Psychological well-being levels of research assistants (Cenkseven, 2004; Karabeyeser, 2013) and the well-being levels of university students show significant differences according to gender variables (Gülcan & Bal, 2004). Studies show that subjective well-being differs according to gender (Tümkaya, 2011; Yavuz-Güler & İşmen-Gazioğlu, 2008). The fact that men are more emotionally consistent affects well-being positively and boys feel better than girls (İlhan, 2005). When the literature is examined, it is found that there are very few differences between the subjective well-being of men and women (Cheng & Furnham, 2003; Goodstein, Zatura, & Goodhart, 1982; Wilson, 1967). In another study, the significant effect of optimism on subjective well-being was emphasized, and the fact that female teachers in Yogyakarta are constantly hopeful about the future positively affects their subjective well-being (Seligman, 2003). The subjective well-being of lecturers (Yerlioğlu, 2020) and teachers does not differ significantly according to their gender (Demirtaş, 2016; Tütüncü, 2012).

The views of teachers and school administrators on informal relationships and subjective well-being show a significant difference in favor of administrators according to the task variable. According to school administrators, informal relationships at school are good and subjective well-being is high. When the literature is examined, it is determined that the informal communication perception levels of school administrators and teachers working in vocational and technical high schools are at the medium level (Cülha, Kaya, & Delibalta, 2021). In a study examining the informal relationships of high school teachers, informal relationships of teachers were found to be lower than those of school administrators. The reason for this was attributed to the high number of teachers, the independence of curricula, and the inability of teachers to establish sincere relationships with each other (Doğan, 2017). As the initiators of the communication process, school administrators can establish more informal relationships both among themselves and with teachers. Primary and secondary school teachers and school administrators stated that they mutually shared their problems and gave importance to face-to-face

communication and that formal and informal communication channels were open at school (Doğan, Uğurlu, Yıldırım, & Karabulut, 2014).

Teachers' and school administrators' views on informal relationships at school and subjective well-being do not show a significant difference according to the location of the school, branch, and seniority variables. In other words, whether teachers and school administrators live in a village or a city does not cause a significant difference in their views on informal relationships and subjective well-being. In addition, it is understood that there is no significant difference according to the seniority and branch variables of teachers and school administrators. When the literature is examined, there are studies in which teachers' informal communication levels do not differ according to the seniority variable (Arslan, 2018; Baydar-Posluoğlu, 2014; Bayirli, 2012; Cop, 2020; Polat, 2014; Üstün & Bostancı, 2021; Cülha, Kaya, & Delibalta, 2021). There are studies in which the subjective well-being of teachers and lecturers differed according to the seniority variable (Uzakgiden, 2019; Yerlioğlu, 2020). The findings of these studies are not parallel with this study. In the sub-dimension of personal and social reasons for teachers' participation in informal groups, the opinions of teachers and administrators do not differ according to the branch variable (Beyhan, 2019). In the research on the communication problems of primary school teachers and administrators, no difference was found according to seniority and branch variables (Bingöl, 2013).

Informal interactions and overall ratings of teachers' and school administrators' subjective well-being were found to have a high-level positive association. The results suggest that teachers and school administrators who build informal relationships at school will feel better about themselves, and those who feel better about themselves will form more sincere relationships. The informal relationships sub-dimension within organizations and the subjective well-being sub-dimension of teaching competence were found to be highly correlated. Favorable informal communication has a positive substantial impact on workplace happiness, according to a study involving research assistants (Kandemir & Özdaşlı, 2019). It will help instructors fulfill their tasks more effectively if informal relationships between teachers and school administration are improved. The efficacy of instruction provided at educational institutions is indirectly influenced by the school administrator (Can, 1998). In other words, through enhancing the environment and cultivating genuine relationships with instructors, he/she supports teachers. Therefore, if the school administrator gives teachers the required administrative support, it will have a favorable impact on their psychological health. According to a study (Ertürk, Keskinkılıç-Kara, & Zafer-Güneş, 2016), instructors reported high levels of administrative support and psychological well-being. Informal relationships and the school involvement sub-dimension of subjective well-being were found to have a moderate association. In other words, even when they do, informal contacts do not significantly raise teachers' levels of school engagement. In a study, it was found that pre-service teachers had a moderate sense of professional belonging

(Keskin & Seferoğlu, 2017). Rosenholtz and Simpson (1990) note that although informal relationships influence teachers' and school administrators' organizational commitment, tasks, performance, physical rewards, autonomy, educational opportunities, and school administration are organizational elements that boost commitment (Kul, 2010). In conclusion, the results can be read as indicating that the growth of informal relationships inside the school will significantly aid in the education of teachers and school administrators and, albeit to a lesser amount, boost school engagement.

The informal interactions between teachers and school administrators' external relations sub-dimension and the school engagement sub-dimension of subjective well-being were shown to be highly correlated. The organizational commitment of teachers is related to their involvement in the classroom. Private school teachers have been found to be highly engaged in their education in various research (Doğan & Aydın, 2012; Cömert, 2014). Once more, it was discovered that staff members at private universities had strong organizational commitment (Kipkebut, 2010). According to the studies, this circumstance indicates that staff members of private institutions have higher self-esteem. Employees in private institutions typically choose to work there on their own volition. In informal interactions in schools, the relationship between administrators and teachers is crucial. Organizational commitment is increased by teachers' trusting the school administration, communicating with him or her, and receiving care and attention (Sağlam-Arı, 2003). Outside of the organization, informal contacts should be formed in organizations. Teachers who participate in a variety of extracurricular activities might improve their self-esteem and strengthen their dedication to the school. The informal interactions between teachers and school administrators' external relations sub-dimension and the teaching competency sub-dimension of subjective well-being were found to have a moderate relationship. In other words, even though there is a relationship between teachers' and administrators' informal relationships outside of the institution and their subjective well-teaching being's competence, the reason why this relationship is weak is because teaching competence is more among the activities for the institution. Outside of the workplace, informal connections can foster long-lasting friendships and improve people's self-esteem. In conclusion, it can be concluded that although teachers and school administrators' informal contacts outside of the classroom improve their dedication to their organizations, the contribution these interactions provide to education and training is indirect and minimal.

5. Conclusions

School administrators typically have positive informal ties both inside and outside of the company. Within the organization, teachers' opinions on informal interactions are favorable; but, outside the organization, they are middling overall. School administrators' subjective well-being is good in school engagement, moderate in teaching competence,

and generally good. Teachers' views on their subjective well-being levels are good in the school engagement sub-dimension, very good in the teaching competence sub-dimension, and very good in general. The views of teachers and school administrators on informal relationships differ according to the gender variable. It is seen that the views of teachers and school administrators on their subjective well-being differ in favor of male teachers and school administrators according to their gender. The views of teachers and school administrators on informal relationships and subjective well-being show a significant difference in favor of administrators according to the task variable. Teachers' and school administrators' views on informal relationships at school and subjective well-being do not show a significant difference according to the location of the school, branch, and seniority variables. Informal interactions and overall ratings of teachers' and school administrators' subjective well-being were found to have a high-level positive association. The informal interactions between teachers and school administrators' external relations sub-dimension and the school engagement sub-dimension of subjective well-being were shown to be highly correlated.

The following recommendations can be given to school leaders and instructors in light of the findings: It was discovered that female instructors and administrators had lower subjective well-being scores and informal interactions than male counterparts. It is advised to incorporate activities that strengthen informal interactions in order to increase these. It would be beneficial for instructors to meet up for lunch or outside of school for this purpose. Teachers have less positive subjective well-being and less positive informal interactions than administrators. It is recommended that administrators build more genuine relationships with teachers and take steps to boost their intrinsic motivation in this regard.

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