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INVESTIGATION OF THE EFFECT OF THE MOTIVATIONAL LANGUAGE USED BY SCHOOL ADMINISTRATORS ON SCHOOL CLIMATE AND ACADEMIC ACHIEVEMENT

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Abstract

The current research examines how the motivational language utilized by school principals affects teachers' views of the school climate alongside students' academic success. Furthermore, it investigates whether teachers' perspectives on motivational language vary based on demographic characteristics, including gender, teaching field, professional seniority, and academic background. The study adopts a relational survey model, representing a quantitative methodology intended to analyze the associations between these variables. The target population for this study consists of all teaching staff working at public and private middle schools situated in Hakkari province over the 2023–2024 educational year. A total of 635 teachers were chosen from this target group via a simple random sampling technique. Research data were collected utilizing three distinct tools: a "Personal Information Form," the "Motivational Language Scale," and the "School Climate Scale." To evaluate student achievement, the mean scores derived from the High School Transition System (LGS) central examination for the corresponding academic period were utilized. The collected data were processed using SPSS and AMOS statistical software, applying descriptive statistics, independent samples t-tests, one-way ANOVA, and Pearson correlation coefficients. The findings indicate that teachers' evaluations of motivational language positively and meaningfully predict the school climate. Additionally, variations were detected concerning demographic factors such as age, gender, subject area, years of teaching, and educational degree. Moreover, the results demonstrated a favorable and meaningful predictive impact of roughly 10% on students' academic success. The outcomes also highlight that directive language is the predominant motivational tactic adopted by school administrators.

Keywords: Academic Achievement, Motivation, Motivational Language, School Climate, School Administrators.

Okul Yöneticileri Tarafından Kullanılan Motivasyonel Dilin Okul İklimi ve Akademik Başarı Üzerindeki Etkisinin İncelenmesi

Öz

Bu araştırma, okul müdürleri tarafından kullanılan motivasyonel dilin, öğretmenlerin okul iklimine ilişkin algıları ve öğrencilerin akademik başarıları üzerindeki etkisini incelemektedir. Ayrıca, öğretmenlerin motivasyonel dile yönelik görüşlerinin; cinsiyet, branş, mesleki kıdem ve eğitim düzeyi gibi demografik özelliklere göre farklılaşıp farklılaşmadığı da araştırılmıştır. Çalışmada, değişkenler arasındaki ilişkileri incelemeyi amaçlayan nicel bir yöntem olan ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini, 2023–2024 eğitim-öğretim yılında Hakkâri ilinde bulunan resmi ve özel

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ortaokullarda görev yapan tüm öğretmenler oluşturmaktadır. Bu evrenden basit tesadüfi örnekleme yöntemiyle toplam 635 öğretmen seçilmiştir. Araştırma verileri; "Kişisel Bilgi Formu", "Motivasyonel Dil Ölçeği" ve "Okul İklimi Ölçeği" olmak üzere üç farklı araç kullanılarak toplanmıştır. Öğrenci başarısını değerlendirmek amacıyla ise ilgili eğitim-öğretim dönemine ait Liselere Geçiş Sistemi (LGS) merkezi sınavı ortalama puanları kullanılmıştır. Elde edilen veriler SPSS ve AMOS istatistik programları aracılığıyla analiz edilmiş; betimsel istatistikler, bağımsız örneklemler t-testi, tek yönlü varyans analizi (ANOVA) ve Pearson korelasyon katsayısı kullanılmıştır. Araştırma bulguları, öğretmenlerin motivasyonel dile ilişkin değerlendirmelerinin okul iklimini olumlu ve anlamlı düzeyde yordadığını göstermektedir. Ayrıca, yaş, cinsiyet, branş, mesleki kıdem ve eğitim düzeyi gibi demografik değişkenlere göre farklılıklar tespit edilmiştir. Bunun yanında, sonuçlar motivasyonel dilin öğrencilerin akademik başarısı üzerinde yaklaşık %10 düzeyinde olumlu ve anlamlı bir yordayıcı etkiye sahip olduğunu ortaya koymaktadır. Elde edilen bulgular, okul yöneticileri tarafından en çok kullanılan motivasyonel dil türünün yönlendirici dil olduğunu da göstermektedir.

***Anahtar Kelimeler**:* Akademik Başarı, Motivasyon, Motivasyonel Dil, Okul İklimi, Okul Yöneticileri.

Introduction

The significant changes brought about by our era have triggered a rapid process of social transformation, which is reflected in many organizations. Educational institutions are among the key organizations affected by this process and striving to adapt successfully (Toğa & Özmusul, 2022). These institutions are required to make special efforts to meet the demands of the age. Indeed, the responsibility of raising individuals equipped with the competencies required by the contemporary world necessitates such efforts in educational settings. Educational institutions are a fundamental tool contributing to the sustainable development of both individuals and society (Yenipınar & Yıldırım, 2022). Therefore, they must mobilize all their material and moral resources to achieve the goals determined in line with their individual and social responsibilities.

Evaluating the effectiveness of the resources put forth by educational institutions has a critical importance in transforming the investments made in education into social benefits. It is known that investments in education not only increase the effectiveness of education, but also increase the welfare level of society (Benos & Zotou, 2013; Liao et al., 2019). Therefore, this important role of educational institutions in increasing the level of social welfare also contributes to the development of social and human capital and the transfer of social values to future generations (Çakmak, 2008; İçli, 2001). Ensuring this contribution in a sustainable manner can only be possible by conducting educational processes in a healthy communication and interaction environment.

School administrators play a important role in establishing a healthy communication environment and a sustainable interaction network in educational institutions. The school administrator is the person who organizes all the staff in the school, gives them directive instructions, directs, coordinates and supervises everything in order to achieve the goals of the school, and aims to manage the educational institution in the most effective way within the framework of the educational philosophy and goals of the countries (Gürsel, 1997). A healthy communication and interaction environment is necessary for the realization of these goals. It is one of the responsibilities of school administrators to use communication in the most efficient way to ensure motivation in the school environment. The language used by school administrators while communicating is reflected in teachers' attitudes and behaviors, motivates teachers (Gürbüz, Erdem & Yıldırım, 2013), and thus, teachers who are motivated by their administrators' use of positive, supportive and constructive language tend to contribute to the school's goals and individual goals more decisively and confidently (Gemalmaz, 2014). In this context, the use of motivational language stands out as a critical element that determines the general atmosphere of the educational environment. Motivational language as a theory was first proposed by Sullivan in 1988 and further developed by Mayfield, Mayfield and Kopf (1995). According to this theory, motivational language enables managers to establish meaningful and motivating communication with their employees and increases their commitment to organizational goals (Sullivan, 1988; Demir, 2018).

Mayfield, Mayfield and Kopf (1995) categorize motivational language into three sub-dimensions: directive language, empathic (encouraging) language and meaning-making language. Sullivan (1988), on the other hand, expresses this classification as pragmatic, expressive and directive acts. Using these three dimensions together and in a balanced way increases the effect of motivational language (Sullivan, 1988; Karaaslan, 2010). Directive language is a form of communication that clarifies how tasks are to be done, reduces ambiguity and makes employees' responsibilities clear. This language enables employees to focus on the goal and increases their task performance (Akgül & Şahin, 2020; Demir, 2018). It is generally used in daily tasks and is effective in increasing job satisfaction and productivity. Empathic language is a communication style in which the manager sees employees as individuals and addresses their feelings. This language plays a critical role in the development of organizational commitment and sense of belonging. The purpose of empathic language is to establish an emotional connection with the employee and to provide a human communication. This approach makes it easier for employees to feel valued and develop emotional attachment to the organization (Mayfield & Mayfield, 2009; Mert, 2011; Demir, 2018). Meaning-making language provides information about organizational culture, norms and values. It is mostly used to facilitate the social adaptation of newcomers to the organization. Stories, symbols and traditional narratives are the main tools of this language. Through this language, employees internalize the values of the organization and shape their behaviors accordingly (Mayfield et al., 1995; Özen, 2013).

The motivational language used by school administrators reflects directly or indirectly on all elements of the school. This draws attention to the importance of motivational language in school climate. School climate is defined as “all of the physical, psychological and social elements that include the formal and informal interaction between each member within the educational institution, the relationships between the members of the organization, the way of perceiving the organization, beliefs about the organization, organizational values, organizational functioning and progress” (Sönmez, 2018). In other words, school climate is defined as “a set of elements that differentiate an educational institution from other schools, affect the behaviors of individuals working in the educational institution and are continuous” (Karabeke, 2022). School administrators can directly affect the school climate through the communication they establish in their interactions with students, teachers and other stakeholders who are at the center of the educational process. In this context, the use of motivational language stands out as a critical element that determines the general atmosphere of the educational environment. Motivational language refers to administrators' adoption of positive, supportive and inspiring discourses in their communication with teachers and students. These discourses directly contribute to academic achievement by making the educational environment more constructive, safe and success-oriented (Ryan & Deci, 2000).

One of the main goals of all activities carried out in schools is to bring students' academic achievement to an ideal level. The concept of academic achievement is explained as a description of the performance of students, whose cognitive competence and skill levels are aimed to be measured, and the percentage of correct answers they give to the tests applied in the course phase (Kurtuluş, 2012). In other words, the concept of achievement in education is generally defined as the expression of the skills or knowledge acquired by students in school and evaluated by teachers, including grades, test scores or both. One of the main goals that countries set with education is to raise qualified students. The level of students' qualifications should also be determined according to certain criteria. In this context, the level of academic achievement has an important impact on the process of evaluating students' developmental characteristics (Uzun & Çokluk-Bökeoğlu, 2019).

In education, it is seen that the scores obtained from exams during the academic year are used to determine the academic achievement level of students. Therefore, it is thought that it is possible to evaluate the academic success or lack of success of students in concrete terms. In the education system, it is said that the academic achievement of students from primary school until they graduate from higher education is an important issue both for themselves and for their families (Nartgün & Çakır, 2014).

The motivational language used by school administrators in their communication processes with students and teachers is among the main factors affecting school climate and student achievement (Hoy & Tarter, 1997). In schools, which are composed of school administrators, teachers, students, support staff and other stakeholders, there is an organizational climate as in every organization. The language used by the school principal is of great importance in shaping this climate because the language and communication style of the principal directly affect the general atmosphere of the school (Mayfield et al., 1995; Özer, 2015; Özen, 2013). School administrators use motivational language both to remind their duties and responsibilities and to motivate teachers and students. When the motivational language used by the school administrator is constructive and inclusive, it can be said that teachers are more attached to the school, students reach their goals more, and the school contributes to achieving its goals (Yavuz, 2018). Thus, the strategic communication of the administrator gains importance.

School climate not only contributes to making schools, which are the basic elements of the education system, more effective, but also contributes to increasing the academic achievement levels of students. As it is known, increasing the academic achievement levels of students is among the main objectives of the education given in schools. Students' academic achievement levels are influenced by school-related factors as well as individual and family-related factors. Since academic achievement includes not only success in courses but also students' self-confidence, problem-solving skills and social responsibilities, improving the school climate and using the right motivational language stand out as key elements to increase this success. The strong communication and support provided by school administrators with teachers and students contribute greatly to students' achievement of their academic goals.

In the literature, there are studies addressing the general effects of language use and motivational communication strategies of school administrators with different variables. For example, Yuva (2023) examined the relationship between the motivational language used by administrators and teachers' organizational citizenship behaviors. In the study conducted by Bıçak (2021), the relationship between the motivational language used by school administrators and teachers' organizational commitment levels was examined. The study conducted by Yakut (2020) aimed to examine the effects of motivational language used by school administrators on teachers' organizational commitment. However, no study was found to examine the effects of motivational language used by school administrators on school climate and academic achievement. There is a lack of comprehensive research on how motivational language shapes the school atmosphere and how it affects students' academic achievement. While most research has addressed the general effects of motivational language on educational environments, studies examining the specific relationship of school administrators' language strategies to school climate and academic achievement are limited. This gap makes it difficult to better understand the effects of the language used by school administrators and to use this understanding in a practical way to improve school climate and increase students' academic achievement. Therefore, this study aims to fill this gap in the literature by exploring the effects of school administrators' motivational language on school climate and academic achievement. Moreover, a thematic and methodological review can be of great importance in terms of contributing to the

understanding in this field and creating a solid foundation for future research. In this framework, the following questions were sought to be answered.

- What are teachers' perceptions about the motivational language used by school administrators?
- Do teachers' perceptions about the motivational language used by school administrators vary according to age, gender, branch, years of service and educational status?
- What are teachers' perceptions of school climate?
- Do teachers' perceptions of school climate vary according to age, gender, branch, years of service and educational status variables?
- What is the relationship between the motivational language used by school administrators and school climate?
- What is the effect of the motivational language used by school administrators on students' academic achievement?

Methodology

Research Model

This study investigates how school principals' motivational language (directive, encouraging, and meaning-making) correlates with academic success and school climate dimensions (democracy, leadership, achievement factors, sincerity, and conflict). Additionally, it evaluates the predictive relationships among these elements. Employing a quantitative relational survey model, the research examines the existence and degree of covariance among these distinct variables (Karasar, 2011).

Population and Sample of the Study

The study's universe encompasses 1,418 educators working at public and private middle schools across Hakkari's central zone, as well as the Yüksekova, Şemdinli, and Derecik districts, based on 2024 records from the regional national education directorates. To determine the minimum participant threshold, Karasar's (2011) sampling formula was utilized:

$$n = (Nt^2pq) / (d^2(N-1) + t^2pq)$$

Here, N represents population magnitude, n is the sample size, t denotes the theoretical significance value, p and q indicate occurrence probabilities, and d specifies the accepted error margin.

Applying a 95% confidence level (t=1.96) and a 0.05 acceptable error margin, the baseline required cohort for 1,418 individuals was calculated at 302. Exceeding this requirement to increase reliability, the actual sample comprised 635 teachers from the specified regions. Participants were recruited through simple random sampling, guaranteeing an independent and equal selection chance for every educator within the target universe.

Demographic characteristics of the teachers who voluntarily participated in the study are presented in Table 1.

Table 1. *Findings related to demographic characteristics of teachers*

Features		n	%
Age	20 - 25 years	89	14,02
	26 - 30 years	314	49,45
	31 years and over	232	36,53

Gender	Female	303	47,72
	Male	332	52,28
Branch	Numerical Courses	161	25,35
	Verbal Courses	309	48,66
	Applied Courses	165	25,98
Professional Seniority	1 - 5 years	314	49,45
	6 - 10 years	209	32,91
	11 years and above	112	17,63
Education level	Undergraduate	581	91,50
	Master's degree	54	8,50

Table 1 details the demographic profile of the participants, In terms of gender distribution, 47.72% of the participants were female and 52.28% were male.. Age distribution reveals that nearly half the educators were 26–30 years old (49.45%), followed by those aged 31 and above (36.53%), and the 20–25 age bracket (14.02%). To streamline the analysis of diverse subject areas, teaching fields were consolidated into three distinct domains. "Verbal Courses" (Turkish, Social Studies, English, Religious Culture and Ethics, Arabic, and Living Languages/Dialects) constituted the largest group at 48.66%. "Applied Courses" (Music, Physical Education, Visual Arts, and Technology Design) accounted for 25.98%, while "Quantitative Courses" (Science and Elementary Mathematics) represented 25.35% of the cohort. Professionally, roughly half of the educators possessed 1–5 years of teaching experience (49.45%), with 32.91% having 6–10 years, and 17.63% reporting 11 or more years of service. Academically, the vast majority were bachelor's degree holders (91.50%), while 8.50% had obtained a master's degree.

Data Collection Tools of the Research

In the current investigation, the required data were gathered utilizing three distinct instruments to ensure a comprehensive evaluation. These instruments include a "Personal Information Form" designed by the researchers, the "Motivational Language Scale," and the "School Climate Scale. Student achievement data were derived from school averages based on the 2023–2024 High School Transition System (LGS) central exam results.

Personal information form.

A five-question Personal Information Form (Appendix 1) prepared by the researcher was used to learn the demographic characteristics of the teachers included in the study, such as age, gender, branch, years of service and educational status.

Motivational language scale (MLS).

The 24-item Motivational Language Scale for School Principals, developed by Mayfield et al. (1995, p. 329) and adapted to Turkish culture by Özen (2013, p. 87), has a three-factor structure. This scale allows the participants to rate their perceptions as "Strongly Disagree=1", "Disagree=2", "Slightly Agree=3", "Agree=4", "Strongly Agree=5" using a 5-point Likert-type system. There are no evaluations related to negative statements in the scale. In the original form of the motivational language scale, there are 24 questions; directive language acts consist of 10 items, encouraging language acts consist of 5 items and belongingness-forming language acts consist of 9 items. The results of confirmatory factor analysis conducted by Mayfield, Mayfield, and Kopf (1995) showed that the scale met the conditions of goodness of fit index.

Validity and reliability analyses for the adaptation of the Motivational Language Scale into Turkish were conducted by Mert and colleagues (2011) and Özen (2013). Both studies indicated that the scale successfully met the validity and reliability criteria. In the evaluations made for the sub-dimensions of the scale, the reliability coefficients were calculated as follows: 0.94 for "Directive Language", 0.93 for "Empathic Language (belonging)" and 0.88 for "Meaning Forming Language" (Özen, 2013). These results reveal that all three main dimensions of the scale provide a high internal consistency.

School climate scale.

The school climate scale developed by Canlı, Demirtaş, and Özer (2018) based on teachers' perceptions consists of 5 sub-dimensions and 23 items in total. There are reverse items in the school climate scale and these items are items 20, 21, 22 and 23. These items should be scored in reverse order when totaling. There are 6 items in the sub-dimensions of the school climate scale; democratic and school dedication dimension and these items are (items 1, 2, 3, 4, 5 and 6). There are 6 items in the dimension of leadership and eciplication and these items are (items 7, 8, 9, 10, 11 and 12). There are 4 items in the success factors dimension (items 13, 14, 15 and 16). There are 3 items in the dimension of sincerity and these items are (items 17, 18 and 19). There are 4 items in the conflict dimension and these items are (items 20, 21, 22 and 23). In the school climate scale, a Likert-type five-point scale consisting of 5 degrees as "Never=1", "Rarely=2", "Sometimes=3", "Mostly=4", and "Always=5" was preferred.

Reliability and validity studies were conducted for the school climate scale and its sub-dimensions used in this study. As a result of the studies, the internal consistency coefficient (Cronbach Alpha) reliability was calculated as 0.908 in the democracy and dedication to school dimension, and the internal consistency coefficient (Cronbach Alpha) reliability was calculated as 0.897 in the leadership and interaction sub-dimension. Subsequently, the internal consistency coefficient (Cronbach Alpha) reliability in the success factors sub-dimension was 0.753, the internal consistency coefficient (Cronbach Alpha) reliability in the sincerity dimension was 0.852, the Cronbach Alpha reliability in the conflict sub-dimension was 0.89 and the total scale internal consistency coefficient (Cronbach Alpha) reliability value was calculated as 0.730.

When the reliability coefficient in the scales is measured as 0.70 and higher, it indicates that the measured test scores are sufficient in terms of reliability.(Büyüköztürk, 2012).When the results of the reliability analysis of the scale were examined, it was determined that the Cronbach alpha internal consistency coefficient was 0.70 and higher in all sub-dimensions. Therefore, it is stated that the scale is reliable.

Academic success.

To assess student achievement, school-level average scores from the 2023–2024 High School Entrance Exam (LGS) were utilized. The LGS is a nationwide standardized examination administered annually by the Turkish Ministry of National Education to eighth-grade students and is widely recognized as an objective indicator of academic performance. Unlike school-based grades, which may vary across schools and teachers, LGS scores are obtained under standardized testing conditions, providing a more reliable and comparable measure of academic achievement.

For this study, school-level LGS data were obtained from official school records through the participating schools and the Hakkari Provincial Directorate of National Education with the necessary administrative permissions. Academic achievement was calculated by dividing the total LGS scores of

all students in each school by the number of students, resulting in an average school-level score. In the LGS system, student performance is evaluated on a scale ranging from 100 to 500 points. These average school-level LGS scores were used as an objective indicator of academic achievement to examine whether school principals' motivational language was associated with differences in students' academic performance. Because the study focused on organizational variables, including principals' motivational language and school climate, academic achievement data were analyzed at the school level rather than at the individual student level.

Data Analysis

IBM SPSS 26 and SPSS AMOS 24 software packages were used to analyze the data. Before proceeding to hypothesis testing, the dataset was examined for missing data and outliers. The normality of the data distribution was first assessed using the Kolmogorov–Smirnov test. The test results were $p < .001$ for academic achievement, $p = .032$ for the Motivational Language Scale, and $p = .017$ for the School Climate Scale. However, given the effect of sample size, the skewness and kurtosis values were primarily considered in the normality assessment. Since the skewness and kurtosis coefficients for all variables fell within the range of −1.5 to +1.5 (Tabachnick & Fidell, 2013), it was assumed that the assumptions of parametric analyses were met.

The participants' demographic characteristics and scale scores were summarized using descriptive statistics such as mean, standard deviation, frequency, and percentage. The independent samples t-test was used to compare two groups, while one-way analysis of variance (ANOVA) was used to compare variables involving three or more groups. In cases where ANOVA results indicated significant differences, appropriate post hoc tests were applied to determine which groups accounted for the differences. Additionally, Pearson correlation analysis was conducted to examine the relationships between school climate, school principals' motivational language, and academic achievement. A significance level of $p < .05$ was used in all statistical analyses.

Findings

In this section, the statistical analyses conducted to address the sub-problems of the study are presented, and the results are interpreted in detail.

Findings on Teachers' Perceptions of Administrators' Motivational Language

This part outlines teachers' views regarding the use of motivational language by school administrators. The results are reported both for the overall Motivational Language Scale and for its three subdimensions: directive language, belongingness-creating language, and encouraging language. The detailed findings are summarized in Table 2.

Table 2. *Descriptive statistics of academic achievement, motivational language scale and school climate scale*

	Descriptive Statistics					
Variables	**N**	**Min**	**Max**	**Mean**	**Sd**	**Cronbach's Alpha**
Directive Language	635	3,10	5,00	4,23	0,43	0,85
Belongingness Creative Language	635	2,11	5,00	4,05	0,51	0,87
Encouraging Language	635	2,60	5,00	4,09	0,51	0,71
Motivational Language Scale Total	**635**	**3,08**	**5,00**	**4,13**	**0,42**	**0,92**

The data presented in Table 2 show that participants' scores on the Motivational Language Scale ranged from 3.08 to 5.00. The overall mean for the scale was calculated as 4.13 (SD = 0.42).

When the subscales were examined, the mean score for directive language was 4.23 (SD = 0.43), for belonging-creating language 4.05 (SD = 0.51), and for encouraging language 4.09 (SD = 0.51).

In the study in which the scale was developed, Cronbach's alpha internal consistency coefficients were reported as .94 for the directive language subscale, .93 for the motivational language subscale, and .88 for the belonging-creative language subscale. In this study, however, Cronbach's alpha internal consistency coefficients were calculated as .85 for the directive language subscale, .71 for the encouraging language subscale, and .87 for the belonging-creative language subscale. Accordingly, the internal consistency of the motivational language subscale is at an acceptable level, while that of the directive language and identity-building language subscales is at a good level.

Evaluation of Motivational Language Scale Scores by Demographic Variables

This section details how the participants' overall and sub-dimension scores on the Motivational Language Scale vary depending on personal characteristics such as age, gender, subject branch, professional seniority, and education level. To determine whether the participants' views on motivational language differed by age, a one-way ANOVA was applied. The outcomes of this procedure are detailed in Table 3.

Table 3. *ANOVA test results of motivation language scale/subdimension total scores regarding age variable*

Scale/subdimensions	Age	N	Mean±Sd	Source	SS	df	MS	F	P
Directive Language	20 – 25 years	89	4,22±0,47	BG	,195	2	,097	0,514	0,599
	26 - 30 years	314	4,22±0,43	WG	119,722	632	,189		
	31 years and over	232	4,25±0,43	Total	119,916	634			
Belongingness Creative	20 - 25 years	89	3,98±0,57	BG	,669	2	,334	1,264	0,283
	26 - 30 years	314	4,07±0,49	WG	167,092	632	,264		
	31 years and over	232	4,06±0,52	Total	167,761	634			
Encouraging Language	20 - 25 years	89	4,01±0,45	BG	1,451	2	,726	2,855	0,068
	26 - 30 years	314	4,08±0,5	WG	160,618	632	,254		
	31 years and over	232	4,15±0,53	Total	162,069	634			
Motivational Language Scale Total	20 - 25 years	89	4,08±0,44	BG	,377	2	,189	1,091	0,337
	26 - 30 years	314	4,13±0,41	WG	109,346	632	,173		
	31 years and over	232	4,16±0,42	Total	109,724	634			

** p<0,05 Oneway ANOVA (One-way Variance)*

An examination of Table 3 reveals that teachers' perceptions of the motivational language used by school administrators do not show a statistically significant difference based on the age

variable [F(1,091)=0.337, p>.05]. According to this result, teachers' ages do not have a significant effect on their levels of perception of the motivational language used by school administrators. Similarly, no statistically significant differences were found among age groups in the subdimensions of motivational language—directive language, belonging-promoting language, and encouraging language ($p > .05$).

An independent samples t-test was executed to observe whether gender influenced the motivational language scores. The resulting data are presented in Table 4.

Table 4. *T-Test results of motivation language scale/subdimension total scores regarding gender variable*

Scale/Subdimensions	Gender	N	Mean±Sd	t	Df	p
Directive Language	Female	303	4,22±0,44	-0,607	633	0,544
	Male	332	4,24±0,44			
Belongingness Creative Language	Female	303	4,04±0,54	-0,926	633	0,355
	Male	332	4,08±0,5			
Encouraging Language	Female	303	4,1±0,51	-0,042	633	0,967
	Male	332	4,1±0,51			
Motivational Language Scale Total	Female	303	4,13±0,43	-0,704	633	0,481
	Male	332	4,15±0,42			

*P<0,05 *Independent sample t-testi*

As seen in Table 4, the average scores obtained from the Motivational Language Scale showed no statistical variance based on gender ($p > 0.05$). Furthermore, male and female teachers reported highly similar perceptions regarding the directive, belongingness-creating, and encouraging language sub-dimensions ($p > 0.05$). These results suggest that school administrators' motivational communication is perceived equally by both genders. To examine if the subject branch had any effect on these perceptions, another one-way ANOVA was utilized. The findings are summarized in Table 5.

Table 5. *One-Way analysis of variance (anova) results of motivation language scale/subdimension total scores regarding subject variable*

Scales	Teaching Subject	N	Mean±Sd	Source	SS	df	MS	F	p
Directive Language	Numerical Courses	161	4,20±0,43	BG	,327	2	,163		
	Verbal Courses	309	4,26±0,44	WG	55,35	632	,088	1,868	0,155
	Applied Courses	165	4,19±0,42	Total	55,67	634			
Belongingness Creative Language	Numerical Courses	161	4,00±0,52	BG	,689	2	,344		
	Verbal Courses	309	4,08±0,53	WG	167,58	632	,265	1,300	0,273
	Applied Courses	165	4,05±0,48	Total	168,27	634			
Encouraging Language	Numerical Courses	161	4,05±0,49	BG	,733	2	,143		
	Verbal Courses	309	4,13±0,53	WG	,160,52	632	,254	1,443	0,237
	Applied Courses	165	4,07±0,47	Total	161,25	634			

Motivational Language Scale Total	Numerical Courses	161	4,10±0,40	BG	,286	2	,143	1,851	0,158
	Verbal Courses	309	4,17±0,43	WG	97,55	632	,154		
	Applied Courses	165	4,11±0,39	Total	97,834	634			

** p<0,05 One-way Variance (Oneway ANOVA)*

The statistics in Table 5 reveal that the subject branch variable did not lead to any significant differences in the general scale scores ($p > 0.05$). The sub-dimensions also yielded similar non-significant results across different branches ($p > 0.05$). This implies that teachers assess their administrators' communication styles similarly, regardless of the academic subject they teach. Next, an ANOVA was carried out to check for variations based on professional seniority, which is displayed in

Table 6.*One-Way analysis of variance (anova) results of motivation language scale/subdimension total scores regarding years of service variable*

Scales	Year of Service	N	Mean±Sd	Source	SS	df	MS	F	P	Difference
Directive Language	1-5 years (a)	314	4,22±0,47	BG	,281	2	,141	0,860	0,424	
	6-10 years (b)	209	4,21±0,40	WG	119,305	632	,189			
	11 years and over (c)	112	4,27±0,39	Total	119,586	634				
Belongingness Creative Language	1-5 years (a)	314	3,99±0,55	BG	2,324	2	1,162	4,204	0,015*	
	6-10 years (b)	209	4,11±0,48	WG	161,438	610	0,265			
	11 years and over (c)	90	4,12±0,46	Total	163,762	612				
Encouraging Language	1-5 years (a)	314	4,07±0,52	BG	,720	2	,360	1,685	0,186	-
	6-10 years (b)	209	4,08±0,48	WG	156,624	610	,257			
	11 years and over (c)	90	4,17±0,52	Total	157,344	612				
Motivational Language Scale Total	1-5 years (a)	314	4,10±0,45	BG	,743	2	,371	2,104	0,123	
	6-10 years (b)	209	4,14±0,39	WG	107,203	610	,176			
	11 years and over (c)	90	4,20±0,37	Total	107,946	612				

**p<0,05 Oneway ANOVA (One-way Variance)*

Table 6 shows that professional seniority did not significantly alter the overall motivational language scores ($p > 0.05$). While the directive and encouraging language sub-dimensions also showed no meaningful variance, a statistically significant difference emerged in the belongingness-creating language factor ($F = 4.207$, $p < 0.05$). A post hoc LSD test indicated that teachers with 11 or more years of experience had significantly higher scores in this dimension compared to those with 1 to 5

years of service. Table 7 presents the independent t-test results analyzing the impact of educational status.

Table 7. *Independent groups t-test results of motivational language scale/subdimension total scores regarding educational status*

Scale/Subdimension	Education Status	N	Mean±Sd	T	df	p
Directive Language	Undergraduate	581	4,22±0,44	-1,311	633	0,190
	Master's degree	54	4,3±0,48			
Belongingness Creative Language	Undergraduate	581	4,05±0,52	-1,316	633	0,189
	Master's degree	54	4,15±0,51			
Encouraging Language	Undergraduate	581	4,08±0,5	-3,530	633	0,001*
	Master's degree	54	4,33±0,55			
Motivational Language Scale Total	Undergraduate	581	4,08±0,5	-2,072	633	0,039
	Master's degree	54	4,33±0,55			

*P<0,05 *Independent sample t-testi*

According to Table 7, possessing a bachelor's or master's degree did not significantly affect the total scale scores, nor did it impact the directive and belongingness-creating sub-dimensions ($p > 0.05$). However, a meaningful difference was detected in the encouraging language dimension ($t = -3.530$, $p < 0.05$), where teachers holding a master's degree ($M = 4.33$, $SD = 0.55$) scored higher than those with an undergraduate degree ($M = 4.08$, $SD = 0.50$).

Findings Related to School Climate According to Teachers' Perceptions

This section presents the descriptive statistics regarding how the participants perceive their school's climate. The calculated values for the entire scale and its individual dimensions are summarized in Table 8.

Table 8. *Descriptive statistics for the school climate scale*

Variables	Descriptive Statistics					
	N	Min	Max	Mean	Ss	Cronbach's Alpha
Democracy and dedication to school	635	3,00	5,00	4,19	0,42	0,73
Leadership and interaction	635	2,33	5,00	4,28	0,45	0,78
Success factors	635	2,00	5,00	4,26	0,49	0,73
Sincerity	635	2,00	5,00	4,02	0,51	0,75
Conflict	635	3,00	5,00	4,34	0,45	0,74
School Climate Scale	**635**	**3,13**	**5,00**	**4,23**	**0,37**	**0,91**

The data in Table 8 demonstrate that the School Climate Scale scores ranged from 3.13 to 5.00, yielding a general mean of 4.23 with a standard deviation of 0.37. For the specific sub-dimensions, the mean scores were calculated as 4.19 (SD = 0.42) for democracy and dedication, 4.28 (SD = 0.45) for leadership and interaction, 4.26 (SD = 0.49) for success factors, 4.02 (SD = 0.51) for sincerity, and 4.34 (SD = 0.45) for conflict. The relationships between the teachers' demographic characteristics and their school climate evaluations were also analyzed. Table 9 displays the ANOVA results comparing these perceptions across different age groups.

Findings Regarding the Evaluation of School Climate Scale Total and Subscales in Terms of Some Variables

In this section, the results concerning teachers' total and subscale scores on the School Climate Scale are presented in relation to demographic variables including age, gender, branch, years of service, and educational status. The outcomes of the one-way analysis of variance (ANOVA) conducted to determine whether significant differences exist in teachers' perceptions of school climate according to age are reported in Table 9.

Table 9. *ANOVA Test Results of School Climate Scale/Subdimension Total Scores with Age Variable*

Scales	Age	N	Mean±Sd	Source	SS	df	MS	F	p
Democracy and commitment to school	20-25 years	89	4,20±0,51	BG	,842	2	,421	2,379	0,093
	26-30 years	314	4,15±0,39	WG	111,765	632	,177		
	31 years and over	232	4,23±0,42	Total	112,607	634			
Leadership and interaction	20-25 years	89	4,23±0,51	BG	,354	2	,177	0,879	0,416
	26-30 years	314	4,27±0,43	WG	127,282	632	,201		
	31 years and over	232	4,30±0,45	Total	127,636	634			
Success factors	20-25 years	89	4,19±0,58	BG	,841	2	,420	2,333	0,073
	26-30 years	314	4,26±0,47	WG	153,365	632	,243		
	31 years and over	232	4,30±0,48	Total	154,205	634			
Sincerity	20-25 years	89	3,93±0,56	BG	,849	2	,424	1,732	0,178
	26-30 years	314	4,04±0,49	WG	162,035	632	,256		
	31 years and over	232	4,03±0,51	Total	162,884	634			
Conflict	20-25 years	89	4,38±0,50	BG	1,156	2	,578	2,895	0,066
	26-30 years	314	4,30±0,44	WG	126,253	632	,200		
	31 years and over	232	4,39±0,43	Total	127,409	634			
School Climate Scale Total	20-25 years	89	4,20±0,43	BG	,402	2	,201	1,475	0,229
	26-30 years	314	4,21±0,35	WG	86,080	632	,136		
	31 years and over	232	4,26±0,36	Total	86,482	634			

** p<0,05 Oneway ANOVA (One-way Variance)*

The values in Table 9 confirm that age does not create a statistically significant variance in the teachers' general school climate scores ($p > 0.05$). This non-significant pattern remained consistent across all sub-dimensions, including democracy and dedication, success factors, leadership and interaction, sincerity, and conflict. Table 10 provides the t-test outcomes assessing the role of gender in school climate evaluations.

Table 10. *T-test results of school climate scale/subdimension total scores regarding gender variable*

Scale/Subdimension	Gender	n	Mean±Sd	t	df	p
Democracy and commitment to school	Female	303	4,19±0,43	0,020	633	0,984
	Male	332	4,19±0,43			
Leadership and interaction	Female	303	4,29±0,45	0,640	633	0,523
	Male	332	4,27±0,46			
Success factors	Female	303	4,27±0,49	0,252	633	0,801
	Male	332	4,26±0,51			
Sincerity	Female	303	4,03±0,54	0,356	633	0,722
	Male	332	4,02±0,49			
Conflict	Female	303	4,33±0,44	-1,023	633	0,307
	Male	332	4,37±0,46			
School Climate Scale Total	Female	303	4,24±0,37	0,115	633	0,908
	Male	332	4,23±0,38			

*P<0,05 *Independent sample t-testi*

As illustrated in Table 10, no statistical differences were found between male and female teachers concerning the overall School Climate Scale ($p > 0.05$). This consistency was also observed across all five sub-dimensions. To test whether the teaching branch caused any shifts in climate perceptions, an ANOVA was conducted, with results shown in Table 11.

Table 11. *One-Way analysis of variance (anova) results of school climate scale/sub-dimension total scores regarding subject variable*

Scales	Teaching Subject	N	Mean±Sd	Source	SS	df	MS	F	p
Democracy and commitment to school	Numerical Courses	161	4,14±0,40	BG	,845	2	,423	2,468	0,086
	Verbal Courses	309	4,22±0,44	WG	108,265	632	,171		
	Applied Courses	165	4,16±0,40	Total	109,110	634			
Leadership and interaction	Numerical Courses	161	4,22±0,47	BG	1,080	2	,540	2,623	0,087
	Verbal Courses	309	4,33±0,46	WG	130,183	632	,206		
	Applied Courses	165	4,25±0,40	Total	131,263	634			
Success factors	Numerical Courses	161	4,17±0,51	BG	1,787	2	,893	3,923	0,098
	Verbal Courses	309	4,32±0,50	WG	143,941	632	,228		
	Applied Courses	165	4,24±0,44	Total	145,728	634			
Sincerity	Numerical Courses	161	3,97±0,53	BG	,559	2	,280	1,111	0,330
	Verbal Courses	309	4,03±0,53	WG	158,918	632	,251		
	Applied Courses	165	4,05±0,42	Total	159,477	634			
Conflict	Numerical Courses	161	4,35±0,43	BG	1,083	2	,541	2,800	0,062
	Verbal Courses	309	4,38±0,46	WG	122,138	632	,193		
	Applied Courses	165	4,27±0,44	Total	123,221	634			
School	Numerical Courses	161	4,18±0,36	BG	,645	2	,322	2,469	0,072

Climate Scale Total	Verbal Courses	309	4,27±0,39	WG	82,523	632	,131
	Applied Courses	165	4,21±0,33	Total	83,168	634	

**p<0,05 Oneway ANOVA (One-way Variance)*

Based on Table 11, the subject branch did not generate any significant differences in either the total school climate scores or its sub-dimensions ($p > 0.05$). Likewise, no statistically significant differences were found across the subdimensions of leadership and interaction, democracy and dedication to school, conflict, achievement factors, and sincerity. These findings indicate that teachers' perceptions of school climate do not vary by branch. To assess whether teachers' perceptions of school climate varied by years of service, a one-way ANOVA was conducted. The results are presented in Table 12.

Table 12. *One-Way analysis of variance (anova) results of school climate scale/subdimension total scores regarding years of service variable*

Scales	Year of Service	N	Mean±Sd	Source	SS	df	MS	F	p
Democracy and commitment to school	1 - 5 years	314	4,17±0,46	BG	,223	2	,112	0,651	0,522
	6 - 10 years	209	4,21±0,38	WG	108,381	632	,171		
	11 years and above	112	4,19±0,38	Total	108,604	634			
Leadership and interaction	1 - 5 years	314	4,26±0,48	BG	,244	2	,122	0,589	0,555
	6 - 10 years	209	4,30±0,41	WG	130,919	632	,207		
	11 years and above	112	4,29±0,42	Total	131,163	634			
Success factors	1 - 5 years	314	4,24±0,53	BG	,379	2	,190	0,825	0,439
	6 - 10 years	209	4,28±0,46	WG	145,271	632	,230		
	11 years and above	112	4,30±0,44	Total	145,650	634			
Sincerity	1 - 5 years	314	3,97±0,54	BG	1,301	2	,650	2,591	0,076
	6 - 10 years	209	4,07±0,48	WG	158,960	632	,251		
	11 years and above	112	4,05±0,46	Total	159,960	634			
Conflict	1 - 5 years	314	4,35±0,49	BG	,421	2	,211	1,091	0,336
	6 - 10 years	209	4,31±0,41	WG	121,936	632	,193		
	11 years and above	112	4,38±0,38	Total	122,357	634			
School Climate Scale Total	1 - 5 years	314	4,21±0,40	BG	,205	2	,0103	0,781	0,459
	6 - 10 years	209	4,25±0,34	WG	82,995	632	,131		
	11 years and above	112	4,25±0,32	Total	83,200	634			

**p<0,05 Oneway ANOVA (One-way Variance)*

When the findings in Table 12 are examined, it is seen that the overall mean scores of teachers on the School Climate Scale do not differ significantly according to years of service ($p > 0.05$). Similarly, no statistically significant differences were found across the subdimensions of leadership and interaction, democracy and dedication to school, sincerity, success factors, and conflict ($p > 0.05$).

To determine whether teachers' perceptions of school climate varied by educational status, an independent samples t-test was conducted. The results of this analysis are presented in Table 13.

Table 13. *T-test analysis results of school climate scale/subdimension total scores regarding educational background variables*

Scale/Subdimension	Education Status	N	Mean±Sd	t	df	p
Democracy and commitment to school	Undergraduate	581	4,19±0,43	-0,668	633	0,504
	Master's degree	54	4,23±0,39			
Leadership and interaction	Undergraduate	581	4,27±0,46	-1,584	633	0,114
	Master's degree	54	4,38±0,43			
Success factors	Undergraduate	581	4,26±0,50	-1,313	633	0,190
	Master's degree	54	4,35±0,45			
Sincerity	Undergraduate	581	4,03±0,51	1,035	633	0,301
	Master's degree	54	3,96±0,57			
Conflict	Undergraduate	581	4,34±0,45	-1,656	633	0,098
	Master's degree	54	4,44±0,46			
School Climate Scale Total	Undergraduate	581	4,23±0,38	-1,169	633	0,243
	Master's degree	54	4,29±0,35			

*P<0,05 *Independent sample t-testi*

According to Table 13, it is observed that the total mean scores of the school climate scale of the teachers who participated in the study did not differ statistically significantly according to their educational background (p>0.05). When the findings presented in Table 13 are analyzed in terms of the sub-dimensions of the school climate scale, it is observed that there is no significant difference between the sub-dimensions of democracy and school dedication, leadership and interaction, success factors, sincerity and conflict in terms of years of service (p>0.05).

Findings Related to Academic chievement

In this section, descriptive statistics regarding the academic achievement variable used in the study to examine its relationship with school principals' motivational language and school climate are presented. As explained in the Method section, academic achievement data were obtained from the school average scores of the 2023–2024 High School Entrance Examination (LGS). The data are given in Table 14.

Table 14. *Descriptive statistics on academic achievement*

Variables	Descriptive Statistics				
	N	Min	Max	**Mean**	Sd
Academic Success	**635**	**201,11**	**341,65**	**267,41**	**35,67**

As shown in Table 14, the academic achievement scores of the schools included in the study ranged from 201.11 to 341.65. The mean academic achievement score was 267.41 (SD = 35.67). This finding indicates that there was variation in academic achievement levels among the participating schools. The academic achievement scores obtained were subsequently used in the analyses conducted to determine the relationships among school principals' motivational language, school climate, and academic achievement.

Findings for the Structural Equation Model of the Scales

To investigate the structural connections linking academic success, school climate, and motivational language, a path analysis was conducted using the AMOS 24 software. The proposed theoretical model testing these interactions is illustrated in Figure 1. The fit indices determining the adequacy of this structural model are provided in Figure 1.

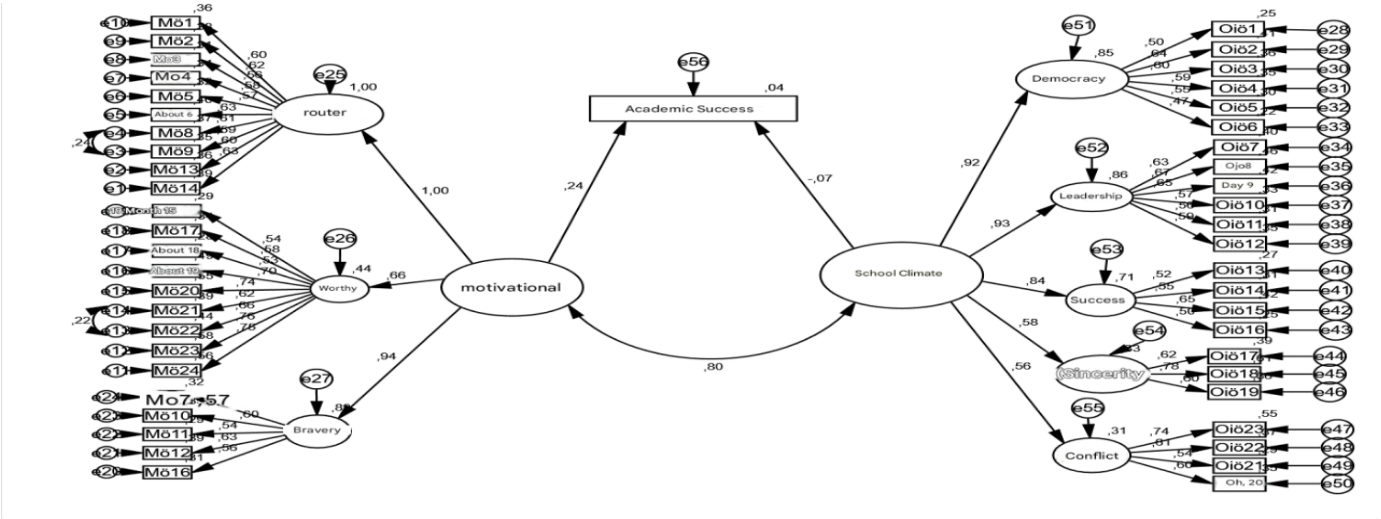


Figure 1. *Structural Equation Model for Variables*

Figure 1 shows the first level confirmatory factor analysis of motivational language, school climate and academic achievement conducted with AMOS program and the standardized measurement findings after modification are given in Table 15.

Table 15. *Fit Indices After Structural Equation Modeling*

Fit Index	Value After Modification	Acceptable Compliance	Good Fit
CMIN/df	2,584	≤5	≤3
GFI	0,833	≥ 0.85	≥ 0.90
IFI	0,840	≥ 0.90	≥ 0.95
TLI	0,830	≥ 0.90	≥ 0.95
CFI	0,840	≥ 0.95	≥ 0.97
NFI	0,763	≥ 0.90	≥ 0.95
RMSEA	0,050	≤ 0.08	≤ 0.05

Kaynak: Hooper,vd. (2008). "Structural Equation Modelling: Guidelines For Determining Model Fit", Dublin Institute of Technology Articles, s.55.

When the fit index scores of the model created to determine the change in the Motivational Language scale, its sub-dimension scores and the sub-dimensions of the school climate scale on academic achievement were examined, it was determined that CMIN/df and RMSEA values and other scores were at a good acceptable fit level. The fit values in the measurement model (CMIN/df=2,584, RMSEA=.050, GFI=.833, CFI=, 840) were between the desired values.

Table 16. *Structural equation model path coefficients generated within the model*

Relationships			Standard Regressio	Regression Weight	S.E.	t	p
Directive Language	<--	Motivational	1	1			
Belongingness Creative	<--	Motivational	0,662	0,825	0,069	11,893	***
Encouraging Language	<--	Motivational	0,943	0,813	0,071	11,501	***
Conflict	<--	School Climate	0,558	0,88	0,104	8,492	***
Leadership and interaction	<--	School Climate	0,929	1,286	0,127	10,115	***
Success factors	<--	School Climate	0,842	1,171	0,135	8,705	***
Sincerity	<--	School Climate	0,577	0,785	0,097	8,066	***
Democracy	<-	School Climate	0,924	1			
Academic success	<-	Motivational	0,242	20,79	7,321	2,84	0,005
Academic success	<-	School Climate	-0,065	-7,831	10,313	-0,759	0,448

*** p<0,01 *p<0,05

The path coefficients in Table 16 demonstrate that the school climate and motivational language variables jointly account for roughly 4% of the variance in student success. Specifically, motivational language produced a meaningful and positive impact on academic achievement (β=0.242, t=2.840, p<0.05). Conversely, the direct effect of school climate on student success was not statistically significant (p>0.05).

Correlation Analysis for the Relationship of Scale Scores

The relationships among academic achievement, the Motivational Language Scale and its subdimensions, and the School Climate Scale and its subdimensions were examined using the Pearson correlation coefficient.

The Pearson correlation coefficient is a statistical measure used to assess the strength and direction of the linear relationship between two variables. Correlation analysis determines whether a significant relationship exists between variables and whether this relationship is positive or negative, independent of any causal inference. The coefficient, denoted as r, ranges from −1 to +1, with values indicating both the direction and magnitude of the relationship (Büyüköztürk, 2010).

In interpreting the relationships between variables, specific value intervals of r are taken into consideration.

- $0.00 \leq r < 0.25$ means a very weak relationship (no relationship).

- $0.25 \leq r < 0.50$ means a weak relationship.

- $0.50 \leq r < 0.70$ means a moderate relationship.

- $0.70 \leq r < 0.90$ means a high relationship.

- $0,90 \leq r \leq 1,00$ means that a very high relationship is accepted (Kalaycı, 2005:116).

Table 17. *Correlation analysis results regarding the examination of the relationship between academic achievement, motivational language scale/subdimension and school climate scale/subdimension scores*

		A. Success	1	1-1	1-2	1-3	2	2-1	2-2	2-3	2-4
Academic Success	r	1									
	p										

Motivational Language (1)	r	**,179****									
	p	**0,001**									
Router Language (1-1)	r	**,151****	,903**	1							
	p	**0,001**	0,001								
Belongingness Creative (1-2)	r	**,155****	,865**	,616**	1						
	p	**0,001**	0,001	0,001							
Encouraging Language (1-3)	r	**,165****	,811**	,719**	,527**	1					
	p	**0,001**	0,001	0,001	0,001						
School Climate (2)	r	**,115****	**,719****	**,748****	**,504****	**,631****	1				
	p	**0,004**	**0,001**	**0,001**	**0,001**	**0,001**					
Democracy (2-1)	r	**0,043**	**,530****	,569**	,339**	,494**	,837**	1			
	p	**0,282**	**0,001**	0,000	0,001	0,001	0,001				
Leadership and interaction (2-2)	r	**,128****	**,634****	,632**	,464**	,568**	,917**	,647**	1		
	p	**0,001**	**0,001**	0,001	0,001	0,001	0,001	0,001			
Success factors (2-3)	r	**,100***	**,585****	,590**	,416**	,532**	,894**	,627**	,944**	1	
	p	**0,012**	**0,001**	0,001	0,001	0,001	0,001	0,001	0,001		
Sincerity (2-4)	r	**,098***	**,390****	,342**	,350**	,313**	,571**	,424**	,398**	,365**	1
	p	**0,014**	**0,001**	0,001	0,001	0,001	0,001	0,001	0,001	0,001	
Conflict (2-5)	r	**,103****	**,733****	,851**	,461**	,588**	,713**	,533**	,554**	,523**	,259**
	p	**0,010**	**0,001**	0,001	0,001	0,001	0,001	0,001	0,001	0,001	0,001

**p<0,05 **p<0,01 r: pearson correlation coefficient*

Based on the matrix in Table 17, student success displayed a weak but positive correlation with both motivational language (r = 0.179, p = 0.001) and school climate (r = 0.115, p = 0.004). Furthermore, a strong positive association emerged between general motivational language and school climate (r = 0.719, p = 0.001).

When examining specific dimensions, directive language exhibited moderate positive links with school dedication and democracy (r = 0.569, p = 0.001), interaction and leadership (r = 0.632, p = 0.001), and achievement factors (r = 0.590, p = 0.001). It also showed a weak positive connection with sincerity (r = 0.342, p = 0.001) and a remarkably strong positive correlation with conflict (r = 0.851, p = 0.001).

The belongingness-creating language dimension correlated weakly and positively with democracy and dedication (r = 0.339, p = 0.001), leadership and interaction (r = 0.464, p = 0.001), achievement factors (r = 0.416, p = 0.001), sincerity (r = 0.350, p = 0.001), and conflict (r = 0.461, p = 0.001).

Similarly, encouraging language yielded moderate positive correlations with leadership and interaction (r = 0.568, p = 0.001), achievement factors (r = 0.532, p = 0.001), and conflict (r = 0.588, p = 0.001). It demonstrated weaker associations with democracy and dedication (r = 0.494, p = 0.001) and sincerity (r = 0.313, p = 0.001). Lastly, among the motivational language factors themselves, directive language correlated moderately with belongingness-creating language (r = 0.616, p = 0.001)

and strongly with encouraging language ($r = 0.719$, $p = 0.001$). Belongingness-creating language and encouraging language also shared a moderate positive relationship ($r = 0.527$, $p = 0.001$).

Discussion and Conclusion

The findings of this study indicate that, according to teachers' perceptions, school administrators use motivational language at a high level. This result is consistent with previous research by Özen (2013), Demir (2018), Sivik (2018), Karaaslan (2010), and Mert (2011), who similarly concluded that school administrators frequently employ motivational language. However, Sönmez (2018) reported medium and low levels of use, suggesting that contextual and sample differences may influence perceptions of administrators' communication styles.

When the subdimensions of motivational language are examined, directive language) emerges as the most frequently used type, followed by encouraging language and belongingness creating language. These findings align with Özen (2015), though other studies (Latifoğlu, 2015; Sönmez, 2018) report different rankings, placing belongingness creating language first. The predominance of directive language in this study may reflect administrators' focus on leadership, coordination, and clarifying responsibilities within the school context. Directive language may be perceived as necessary for maintaining organizational order, guiding less experienced teachers, and strengthening institutional functioning.

The analysis revealed that teachers' perceptions of motivational language did not differ significantly according to age, gender, or branch. These findings are consistent with studies by Sivik (2018), Sönmez (2018), Yavuz (2018), Özen (2014), and Demir (2018), which also reported no significant differences across these demographic variables. This suggests that motivational language may be perceived similarly regardless of personal characteristics and that administrators tend to communicate in relatively consistent ways with different teacher groups.

Regarding years of service, no significant differences were found in the total motivational language scores or in the directive and encouraging subdimensions. However, a significant difference emerged in the belongingness creating language subdimension, favoring teachers with 11 or more years of experience. This may indicate that more experienced teachers are more sensitive to or appreciative of language that fosters belonging and shared identity. It may also reflect that administrators interact differently with senior teachers due to their professional experience and institutional knowledge.

With respect to educational status, no significant differences were found in total motivational language scores or in directive and belongingness creating language. However, a significant difference was identified in the encouraging language subdimension, favoring teachers with master's degrees. This finding suggests that teachers with higher educational attainment may perceive or value encouraging communication more strongly. Similar results were reported by Yakut (2020) and Yavuz (2018), although other studies (Özen, 2015; Sivik, 2018; Sönmez, 2018; Çolak, 2016) found no differences according to educational level. These inconsistencies may reflect contextual variations or sample characteristics.

The results concerning school climate indicate that teachers perceive the overall school climate at a high level across all subdimensions. This finding is consistent with studies by Canlı (2016), Yüner (2018), and Getmez (2018). High scores were observed in democracy and dedication to school, leadership and interaction, achievement factors, sincerity, and conflict dimensions. Notably, the highest mean score appeared in the conflict dimension. Since this dimension includes reverse coded items, a high score indicates low levels of conflict and disciplinary problems. This suggests that

teachers perceive a positive and orderly school environment characterized by constructive communication and limited interpersonal tension.

Although the overall findings regarding school climate align with the literature, some differences emerged in the ranking of subdimensions. For example, Avcı (2022) and Sallabaş (2021) found the highest averages in achievement factors and the lowest in conflict, whereas this study reported the highest mean in conflict. Such variations may be attributed to contextual factors, including regional characteristics, teacher demographics, and organizational culture.

No significant differences were found in school climate perceptions according to gender, age, years of service, branch, or educational status. These results are consistent with studies by Memduhoğlu and Şeker (2010), Yıldız (2021), Bakkal and Radmard (2020), and Hoy and Miskel (2005), although some researchers have identified limited differences in specific subdimensions. The absence of demographic differences in this study suggests that school climate is perceived relatively uniformly among teachers, possibly due to shared institutional experiences and professional norms.

A key finding of the study is the strong positive relationship between motivational language and school climate ($r = 0.719$). This indicates that as administrators' use of motivational language increases, teachers' perceptions of school climate improve significantly. This result is consistent with Sönmez (2018) and aligns with the work of Hoy and Tarter (1997), who emphasized the importance of supportive leadership behaviors in fostering positive school environments.

At the subdimension level, directive language showed moderate positive relationships with leadership and interaction, democracy and dedication to school, conflict, and achievement factors. Belongingness creating language was positively associated with leadership and interaction, achievement factors, and conflict, though generally at a lower level. Encouraging language demonstrated positive relationships with leadership and interaction, achievement factors, and conflict. These findings suggest that different types of motivational language contribute to various dimensions of school climate and reinforce organizational functioning.

The study also found that motivational language significantly predicts several school climate dimensions, including democratic participation, leadership and interaction, achievement factors, sincerity, and conflict management. This highlights motivational language as an important leadership skill that can enhance organizational culture and improve interpersonal relations within schools.

Regarding academic achievement, motivational language and school climate together explained approximately 10 percent of the variance in student performance. Motivational language had a positive but modest effect on academic achievement ($r = 0.179$), suggesting that administrators' supportive and encouraging communication may indirectly enhance student outcomes by increasing teacher motivation and organizational coherence. However, school climate did not show a statistically significant direct effect on academic achievement in this study. This finding differs from studies by Hoy and Miskel (2008) and Özdemir (2002), which reported positive associations between school climate and student achievement. The discrepancy may be related to contextual, socioeconomic, or cultural factors specific to the research setting.

Overall, the findings indicate that motivational language plays a significant role in shaping school climate and contributes modestly to academic achievement. Although it is not the sole determinant of student performance, it represents an important leadership behavior that supports positive organizational functioning. The results suggest that administrators should consciously use directive, encouraging, and belongingness creating language in a balanced manner to strengthen school climate and enhance educational outcomes. However, motivational language should be

considered within a broader framework that includes institutional support, teacher competence, and contextual factors influencing academic success.

Recommendations

Overall results demonstrate that administrative motivational language favorably impacts both student achievement and the broader school environment. While largely aligning with established organizational behavior and leadership paradigms, slight deviations may stem from specific sample demographics or regional contexts. Drawing upon these conclusions, the following actionable suggestions are offered for future academic investigators and active educational practitioners.

Based on the findings of the study, recommendations for both those who want to conduct research and practitioners who want to work in the field of education are listed below.

Recommendations for Researchers

1. As the literature on the motivational communication of school administrators is quite limited, future research can include different organizational variables to expand this field.
2. Mixed research models, in which qualitative and quantitative methods are used together, can be preferred in future studies to obtain more detailed and comprehensive results.
3. Since the sample of this research is limited to middle schools in Hakkari province, similar studies can be conducted in different geographical regions and cities to compare the findings.
4. The indirect effects of motivational language and school climate on academic achievement can be examined in more depth through longitudinal research designs.
5. This research model can be applied to different educational stages, such as primary schools, high schools, and higher education institutions, rather than being limited to middle schools.

Recommendations for Practitioners

1. School administrators should use motivational language more frequently in their daily practices, as it has been found to have a highly positive effect on the school climate.
2. To increase trust and solidarity within the school, administrators can organize regular meetings that support open and supportive communication with teachers.
3. Since school administrators' communication skills indirectly affect student achievement, constructive feedback practices should be developed within the school to increase students' learning motivation.
4. Although a direct relationship between school climate and academic success was not found in this study, administrators should continue to support democratic management and sincerity to maintain a positive school environment.
5. The results indicate that school administrators mostly use meaning-making language. Therefore, the Ministry of National Education or local directorates can provide in-service training to administrators specifically on using empathetic and encouraging language.
6. Necessary social and psychological support should be provided to teachers in order to keep their professional motivation and institutional commitment high.

Statement of Research and Publication Ethics

All rules of research and publication ethics were followed in this study.

Authors' Contributions to the Article

This study is based on the first author's thesis. Conceptualization, data collection, data analysis, and writing were carried out by the first author. The supervisor provided scientific guidance throughout all stages of the research process; contributed to the development of the research design and methodology; played a guiding role in the data analysis and interpretation of the findings; and contributed to the review and improvement of the manuscript to enhance its academic quality.

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Conflict of Interest Statement

The authors declare that there is no potential conflict of interest with respect to the research, authorship, and/or publication of this article.

Ethical Considerations

This study was approved by the Hakkari Scientific Research Ethics Committee (approval no. 2023/124) on 14 November 2023. All participants provided written informed consent prior to participation in the study.

Data Availability Statement

Data availability is permitted by the authors.

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