



Understanding Teacher Encouragement: Effects and Strategies of School Administrators¹

Feride KARASU², Bilgen KIRAL³

Abstract

Since ancient times, the concept of courage has been regarded as a virtue contributing to the advancement of humanity. In schools that enable the progress of society, encouraging teachers holds significant importance. This qualitative study aimed to determine topics of teacher encouragement, its effects, and the strategies used by school administrators. A qualitative research was used, and data was collected through interviews. The participants consist of 12 teachers and 6 school administrators working in qualified high schools in the western of Türkiye. In the study, teachers are encouraged by school administrators in areas such as projects, trips, professional developments, trainings, materials, resources, cooperation etc. It is evident that school administrators play a crucial role in encouraging teachers by maintaining open lines of communication. School administrators encouraging teachers has positive effects on both individuals and the organization; therefore, school administrators use various strategies as psychological and support strategies. This study, which touches on the importance of encouraging teachers to work more efficiently, provides clues to school administrators and ministries of education. School administrators can be provided with teacher encouragement trainings, and teachers can be encouraged to simplify the permission process for trips, projects, and activities, and to provide more financial support for projects.

Keywords: Courage, encouragement, teacher, teacher encouragement, administrator

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² School counselor, Ministry of National Education, Cine/ Aydin, TÜRKİYE, ferideztrk9@gmail.com, ORCID: 0000-0002-0811-1042

³Corresponding author: Prof. Dr., Aydin Adnan Menderes University, Efeler/ Aydin, TÜRKİYE, bilgen.kiral@adu.edu.tr, ORCID: 0000-0001-5352-8552

Introduction

Encouragement is affirming someone verbally or non-verbally to instill confidence, determination, courage, and inspiration in coping with a difficult situation or realizing one's potential. It is to enable individuals to make free choices in mutual trust and respect by accepting others and oneself as they are (McCormick, 2019). The most fundamental purpose of encouraging individuals is to instill perseverance, hope, inspiration, and confidence in them (Wong, 2015).

In organizations, encouragement occurs when employees' new and different ideas are heard and evaluated, risk-taking is supported, innovation is emphasized, and creativity is reinforced through rewards (Birky et al., 2006). Managers' encouragement contributes to the creation of a positive work environment. Encouragement significantly enhances employees' emotional commitment (Sahin, 2022). By supporting new ideas, encouragement plays a crucial role in forming a vision for the organization and fostering internal collaboration (Cekmecelioglu, 2006). This is also valid for educational organizations.

Encouragement aims to provide individuals with a sense of determination, hope, inspiration, and confidence (Wong, 2015). In organizations, it means that management supports employees' professional and individual development, values their ideas (Nachshoni, 2024), creates an equitable and fair work environment, and enables employees to express their ideas freely (Eren & Gunduz, 2002). The concept of incentive is among the topics addressed directly and indirectly by management (Kitana, 2016), motivation theories (Arogundade & Akpa, 2023). According to the Modern Management Approach and motivation theories (Vroom's Expectancy Theory, Alderfer's ERG [Existence-Relatedness-Growth] theory etc.) which sees people as complex structures, individuals are encouraged and supported physically, socially, and psychologically (Kitana, 2016). The theories demonstrate that addressing encouragement is important for the continuous development and transformation of the organization and the creation of a courageous work environment.

When the concept of encouragement is considered in terms of school administrators encouraging teachers, it is believed that teachers' productivity, commitment to work, and professional development will increase to higher levels; this situation will positively reflect on education and teaching activities. It has been observed that encouraged individuals experience increased self-esteem, greater satisfaction, and become more inclined to cooperate within the organization. Encouragement returns to the organization as productivity and contribution (Eyal & Roth, 2011). It has been observed that the issue of encouragement is not sufficiently addressed in Turkiye and that encouragement is addressed in the context of a technique of Adlerian Therapy (Tekinalp, 2016).

When examining studies on encouragement in the literature, encouragement has been associated with creativity in organizations (Eren & Gunduz, 2002), organizational climate, and job satisfaction (Cekmecelioglu, 2006). When examining studies on encouragement conducted in educational organizations, it can be said that encouragement is associated with topics such as teaching methods and distributive leadership (Serin & Sengun, 2023). However, studies on encouragement in educational organizations in the literature are quite limited. There are more studies (Antypasi, 2021; Birky et al., 2006; Okimb, 2019; Richards, 2005) on the teachers' encouragement in the literature. Research has identified school principals' methods of encouraging teachers, leadership skills, and student achievement as topics related to encouragement. Given this gap in the literature, this study aims to shed light on the encouragement of teachers in educational organizations and to be one of the first studies on this topic.

The study aims to help both teachers and school administrators understand importance of encouragement. It is predicted that understanding the importance of encouraging teachers will ultimately have a positive effect on education and teaching activities. This study, which examines the experiences of school administrators and teachers regarding the encouragement of teachers, is expected to draw attention to the importance of school administrators encouraging teachers, contribute to the literature, and pioneer further research in this field. Administrators in Turkiye focus solely on teachers' technical skills, assuming that the work they do is merely their mandatory duty. However, they overlook the fact that the most important factors driving teachers toward extraordinary

achievements and visionary approaches stem from being encouraged. When encouraged, teachers can achieve more successful outcomes, find fulfillment, and foster their own professional growth. The primary responsibility here lies with school administrators. Knowing and implementing encouraging strategies depends on administrators' management knowledge and leadership skills. This study clearly demonstrates the effects of encouragement, outlines the encouragement strategies that school administrators should adopt, and presents a framework for how to break the passive influence of bureaucratic school structures on teachers and how to move teachers beyond routine to achieve success. Therefore, this study reveals the interpretations of the concept of encouragement by teachers and school administrators; it clarifies the topics and effects of encouragement and presents how school administrators can encourage teachers based on the experiences of the participants. Based on this information, answers are sought to the following questions. According to the experiences of teachers and school administrators:

- 1) What are the purposes, topics and effects of school administrators encouraging teachers?
- 2) What are the encouragement strategies of school administrators?

Teacher Encouragement (TE)

Teachers, the cornerstone of education, require the support and encouragement of school administration regarding professional status, the creation of school culture, the management and communication style of school principals (Ha et al., 2024), school climate, physical conditions, resources, student characteristics, parent-school interaction, parental attitudes and behaviors, and individual factors (Taylor, 2013). The purposes of encouragement vary for teachers and administrators depending on the role and nature of the work. Teachers are encouraged to love and build commitment to their profession, establish positive relationships with students, contribute to school activities and projects, and fulfill their educational duties to the best of their ability (Faxridinovna, 2025). Administrators, on the other hand, encourage teachers to maintain classroom and school discipline, support their professional development, ensure students adhere to general rules, and achieve educational goals (Berhanu, 2025).

Encouraging teachers contributes to the creation of a positive communication network within the school and the improvement of teaching quality (McCormick, 2019). Emotionally, it supports teachers' self-esteem and self-confidence and helps them build positive relationships (Ha et al., 2024). It fosters mutual and interpersonal trust, and ultimately, empowerment (Richards, 2005). It enables students to collaborate with other colleagues, school administrators, families, and students (Muijs & Harris, 2003). Effective collaboration demonstrates trust between teachers and school administration and a positive school climate (Sahin, 2022). Encouraging teachers contributes to their creativity and provides autonomous environments where ideas can be freely expressed (Cekmecelioglu, 2006). To achieve this, school administrators must value the ideas teachers present and create a fair and equitable environment (Eren & Gunduz, 2002). Therefore, the importance of school administrators encouraging teachers is undeniable.

The Importance of School Administrators in TE

School administrators are considered facilitators and enablers of change and development in schools (Tshabalala, 2024). Administrators should be willing to undertake tasks such as encouraging teacher behavior, providing teachers with necessary resources and materials, and contributing to their autonomy (Taylor, 2013) and professional development. These roles also include respecting teachers and their wishes, providing them with responsibility, and providing opportunities for decision-making (Bibi et al., 2025). Furthermore, being accessible and visible in the school and providing teachers with both instructional and other guidance contributes to their motivation (Richards, 2005).

According to Papakonstantinou (2008; as cited in Antypasi, 2021), school principals who aim to encourage their teachers should create a positive school climate, facilitate communication among stakeholders, monitor educational processes, establish good relationships with the external environment of the school, and provide the necessary resources for the school. In addition, principals

encourage teachers through an open-door policy, honesty, fairness, and sincerity (Hughes et al., 2015), by helping teachers develop skills in reward systems, effective and positive communication (Abbaspour et al., 2024), including them in decision-making, adopting an egalitarian and democratic approach, respecting their opinions, and acknowledging them when appropriate (Dor-Haim & Nir, 2025). As a result, teachers develop a sense of belonging, take ownership of the institution, and strive to achieve better outcomes. This process strengthens teachers in many aspects (Berhanu, 2025; Kiral, 2025). Based on the above, it can be argued that school administrators' encouragement of teachers is crucial for enhancing teachers' self-esteem, improving their self-efficacy perceptions, motivating them, and promoting devoted behaviors.

Method

This study was conducted using the phenomenology design to determine how school administrators encourage teachers. Phenomenology is used to understand individuals' experiences regarding a concept, phenomenon, or occurrence. The homogeneity of participants, selection of participants in accordance with ethical guidelines, and ensuring that participants have experienced the phenomenon in some ways are critical factors for conducting reliable research (Creswell, 2021). In this study, TE was examined through the experiences of school administrators and teachers working in schools of the same type. The phenomenon of this research is TE.

Participants

The participants of the study consisted of teachers working in qualified public high schools in the western of Turkiye during the 2023–2024 academic year. The criterion sampling method, one of the purposive sampling techniques, was employed in selecting the schools. Criterion sampling is a method in which all cases meeting predetermined or researcher-defined criteria are included in the study (Creswell, 2021). The criterion for school selection was that the schools must be qualified high schools that admit students based on scores. Teachers and students in qualified high schools tend to have higher academic achievement, greater societal and familial expectations, more aptitude for foreign languages, and a stronger desire to actively participate in projects and activities. Therefore, the participants of this study were teachers and administrators working in qualified high schools. Reasons why disadvantaged schools were not selected include a lack of resources, students' reluctance to participate in projects, and high rates of school absenteeism. Taking these factors into account, this study selected qualified schools.

Criterion and convenience sampling methods were applied. Two criteria were set for selecting teachers and administrators. The first criterion was that teachers must have worked with the same school administrator for at least two years, and school administrators must have been serving at the same school for at least two academic years. This two-year minimum period was considered sufficient for participants to become familiar with their colleagues, the institution, and its operations. The second criterion for selecting teachers was that they were from Literature, English, German, Science, and Mathematics, subjects more likely to participate in school activities and projects. Due to the nature of their branch, these teachers are required to communicate and collaborate more frequently with school administrators and collaborate with them.

The criterion for inclusion in the study group was that teachers had worked with at least two different school principals on a permanent basis at their own school. This criterion provided teachers with the opportunity to observe different principal behaviors over a long period of time. The reason for selecting teachers from specific subject areas was that Literature teachers play an active role in official holidays and ceremonies, while English and German teachers are thought to be more active in projects such as Erasmus+ and e-Twinning. Science and Mathematics teachers, on the other hand, are considered to be subjects more frequently focused on by students in exam preparation groups for university, and therefore, their teachers are more active. Convenience sampling is a sampling method that employs participants who are close to the researcher and easy to reach. It adds speed and practicality to the research. The study was conducted with teachers and school administrators who volunteered to participate in the study at schools selected according to predetermined criteria. Code names were used instead of the real names of the participating teachers and school administrators. The

study consisted of 18 participants, including 12 teachers and six school administrators, working at public high schools. Eight of the participants were female and 10 were male. The participants, who came from different disciplines, had worked with the current administrator or worked as an administrator, ranging from two to 21 years.

Data Collection

The study was conducted during 2023-2024 academic year. Interviews were used to determine teachers' and school administrators' experiences with encouragement. A semi-structured interview form, prepared by the researchers for teachers and school administrators, was used. Before creating the interview form, a literature review was conducted on the subject. Based on the literature, a draft question list for the semi-structured interview form was prepared. Four experts in the field of educational administration and a Turkish teacher were consulted to transform the question list into an interview form. The interview form was finalized after the feedback received. A pilot interview was conducted with a teacher to measure the understandability and distinctiveness of the questions. The interview form was completed after receiving feedback that the questions were understandable and clear. After completing the interview form, approval from the Ethics Committee and then a research permit from the Ministry of National Education were obtained. This process took approximately two months, then the interviews began. The interview form consists of two sections: personal information and interview questions. The first section, personal information, includes the researchers' gender, professional experience, branch, and working with the current administrator. The second section contains eight questions related to sub-objectives.

Data Collection and Analysis

The interview technique was used in the data collection process. Interviews allow individuals to express themselves verbally. It is preferred over written communication because it reduces the risk of misunderstanding, allows for unlimited clarification of answers, and is more practical. Semi-structured interviews, which are intermediate between structured and unstructured interviews, allow the interviewer to ask additional questions in advance but also allow for the opportunity to ask additional questions as needed (Qu & Dumay, 2011).

Appointments were made with volunteer teachers and school administrators before the interviews; the interviews were conducted either face-to-face or online. A total of 18 interviews were conducted; five were conducted online via Zoom, one was recorded, and 12 were conducted in person. One in-person interview was conducted outside the school, and the others were conducted at the participants' schools. Before the interviews began, participants were informed about the purpose of the research, audio and video recording, confidentiality, and data security. With the participants' permission, the interviews were audio and video recorded, and notes were taken where necessary. The audio and video recordings totaled 239 minutes. The audio-recorded interviews were transcribed into written documents, totaling 72 pages. The interviews were conducted in a comfortable and confidential environment, and participants were encouraged to provide relaxed and candid responses.

The transcribed interviews were analyzed using content analysis. The purpose of content analysis is to guide future studies on the topic and to identify trends in the topic (Ultay et al., 2021). The written documents were read twice, cover to cover, and thoroughly digested before analysis. Participants' experiences were coded in accordance with the literature, and subthemes were identified. The researchers made the necessary corrections to the subthemes and codes together. The interpretations were made jointly by the researchers.

Validity and Reliability

Transparency in the research process and obtaining accurate information in line with research objectives are fundamental to reliability and validity (Creswell, 2021). To ensure reliability and validity of this study, the whole research process was documented in detail. Researchers reached a consensus when determining the codes and categories. Care was taken to ensure that the codes and categories were consistent both internally and throughout the study.

To ensure the reliability and internal reliability of the study, preliminary interviews were conducted with participants, and trust was established. During the interviews, participants' consent for audio recording was obtained, and field notes were taken. When the interviews were transcribed into written documents, participants' statements were verified, and participants were given the opportunity to review their responses to ensure internal reliability. Audio recordings and written documents are stored in accordance with confidentiality requirements. It is backed up and securely stored in two separate storage areas. Participants' views are presented in the study using direct quotes, and personal information and school names have been removed from the text. Participants' real names have not been used; pseudonyms (e.g., Buket, Serkan, Ali) have been used at their request.

Participants participated in the study voluntarily, without any coercion. They were also informed that they could withdraw from the study at any time and refuse to answer any questions. Throughout the interviews and data analysis, in short, the principles of objectivity and impartiality were adhered to throughout the research process. Participants' statements were kept true to their statements, and no changes were made. The research was conducted in accordance with ethical principles.

Findings

This section presents the experiences obtained from the participants.

Topics in TE

School administrators encourage teachers in the areas of education, emotional support, resources, and ethical behavior. Examples of these experiences are presented below as direct quotes.

"...For example, what am I lacking? I have participated in TUBİTAK projects many times, and I make mistakes in some areas... they registered my name for a project preparation training." (Hilal, Education).

"...As an administrator, encouraged teachers to engage in activities beyond their written duties.... For example, a Twinning project will be conducted. The teacher may hesitate and worry that they cannot handle it. At this point, supporting the teacher is crucial. They may also be going through a difficult period, experiencing health or family issues. Encouraging behavior from an administrator is vital in such cases." (Mustafa, Emotional Support).

"...The things we discuss do not remain unaddressed. For example, I mentioned that the library's air conditioning was insufficient. The principal immediately said, Let's go check what the problem is. We inspected it, and the air conditioning was fixed immediately because I needed to open the library as soon as possible, and it was very hot. This way, what I mentioned was addressed as quickly as possible" (Hilal, Resources).

"...The school should demonstrate that it is a fair working environment. Especially with lesson schedules, there are always problems. We need to know that our principal does not discriminate and acts fairly. I think this is also encouragement. I feel more valued." (Tugba, Ethical Behavior).

Effects of TE

The experiences regarding the effects of TE, as obtained from interviews with teachers and administrators, TE of individual and organizational effects.

Individual Effects: Among the responses to the question regarding the effects of school administrators encouraging teachers, professional development stands out as the primary theme under the category of individual effects. This is followed, in order, by happiness, feeling valued, self-confidence, and motivation. Some experiences shared by teachers and administrators regarding the sub-theme of individual effects are as follows:

"...it makes teachers more enthusiastic and motivated. It helps them feel better about themselves and keeps their spirits high." (Aylin, Motivation).

"...I love my job. When I'm happy and go to school with a smile, it definitely rubs off on my students." (Buket, Happiness).

"...sharing work related to the student or their field will encourage them even more. Yes, encouragement is the right approach there. It helps them take steps toward doing what they want to do." (Hasan, Self-Confidence).

"...teachers can explore different areas. Instead of just going in and out of class, they can develop themselves, thinking, Oh, there's this training here too. I'll take that as well. Or instead of doing the same things, they can expand their variety and scope. They can take on different projects." (Tugba, Professional Development).

"...teachers who have self-confidence will want to work longer at that school as their sense of confidence grows and they feel valued." (Tugba, Self-Confidence-Feeling Valued).

Organizational Effects: The organizational effects of TE are seen as having success as their primary goal. Facilitating communication among students, teachers, parents, and administrators; increasing the variety of activities; encouraging teachers to collaborate with one another and with school administration; fostering a sense of school belonging; and promoting ethical behavior are among the organizational effects of TE.

"...We kept having so many debates and such that our festival became like a gathering of novel characters. Our goal has always been to showcase our school's success." (Hilal, Success).

"...It also improves communication among teachers. Essentially, everyone here is interacting. When you do certain things, even those who don't do them at all might feel uncomfortable." (Kemal, Collaboration).

"...school administrators ensure a better school climate. They foster healthier teacher-student relationships and teacher-administrator relationships." (Cem, Positive School Climate).

"...a teacher is happier at school. That is, they go to school willingly. When they go to school, they greet their friends because they feel valued, they have a shared social circle, or they participate in activities outside of school. If they encouraged." (Tugba, School Belonging).

"...the school should demonstrate that it is a fair working environment. Especially with lesson schedules, there are always problems. We need to know that our principal does not discriminate and acts fairly. I think this is also encouragement. I feel more valued." (Tugba, Ethic).

School Administrators' Strategies for TE

The strategies employed by school administrators to encourage teachers are categorized under psychological and support strategies. Examples from participants' experiences under these categories are presented below as direct quotations.

Psychological Strategies: It is evident that school administrators play a crucial role in encouraging teachers by maintaining open lines of communication. Their communication skills including ethical conduct, engaging with teachers outside of school, promoting situations that benefit students, reinforcing positive behaviors, involving teachers in decision-making to support them in administrative tasks, and utilizing problem-solving skills are seen to encourage teachers. School administrators motivate teachers by valuing them, establishing a relationship based on trust and respect, verbally encouraging them, and contributing to their professional development by fostering a positive school climate.

"...On Teachers' Day, they receive small gifts. I'm not sure if that's because it's a specific day or week. Of course, some of our administrators may also come to like you, depending on the teacher's approach. When they make you feel appreciated, it motivates you." (Buket, Appreciation).

"...We used to hold poetry recitals. At these recitals, the children were given participation certificates and certificates of honor. These are important for the children, and they are done. The school administration does these things too. Like taking the children out and having them applauded in front

of the students. These are important too, and they are done. Both the children and the teacher, as well as those in charge, are honored.” (Nazli, Motivating).

“...Trusting the teacher is very important; respecting the work they do is very important. If you trust them, teachers will move forward with much greater confidence in their work.” (Selin, Trust)

“...share their achievements on social media, etc. We thank them at meetings, every chance we get. By highlighting those who succeed and supporting all students throughout the process as school administrators. I’m not the kind of leader who just says, ‘Just do a TUBİTAK project, guys’ and leaves it at that. If you want a topic, let’s find one; if you want a sample report, let’s work on it together, we’re supporting you through the entire process.” (Ali, Verbal Encouragement).

“...I think that fostering this positive communication environment at school, even something as simple as exchanging greetings or saying ‘good morning’ when we run into each other in the hallway, starts with the school administration.” (Tugba, Positive Climate).

“...we can actually share our thoughts and ideas with them. Should we do it this way, or that way? But what do I see as the greatest strength behind me? I feel that my administrator has complete faith that I’m doing this job wholeheartedly, so I can share anything very easily when the time comes.” (Nazan, Communication).

“...there should be activities outside the routine. The first things that come to mind are a teachers’ breakfast or a picnic. As a principal, you should organize activities beyond written tasks so that you can also ask teachers to do things beyond their written duties. These should be spread out throughout the year.” (Mustafa, Activities).

“...honoring that person, acknowledging it in a committee meeting, speaking up, thanking them, and expressing appreciation.” (Selin, Motivation).

Support Strategies: School administrators use various support strategies to encourage teachers. They encourage teachers by supporting their participation in various activities, providing the necessary physical resources, supporting their professional development through in-service training, adjusting their class schedules and duty rosters, and rewarding them within the available means.

“...From the teacher’s perspective, for example to put it concretely the curriculum needs to be well-designed. If the curriculum is good, the teacher will be happier and more at ease.” (Aylin, Schedule Adjustment).

“...In practical terms, on certain days or weeks when you need to prepare something, once you submit the form, we don’t encounter any problems. We don’t worry about whether the principal will object if we take this.” (Hilal, Resource Support).

“...at school, for example, they guide students toward competitions within the regular curriculum. For instance, they guide students in competitions like poetry or essay writing. They actually help the teacher as well.” (Serpil, Activity Support).

“...I’ve seen that partial monetary rewards are given to individuals who have achieved certain successes or are at a certain stage in their career. This is, of course, positive. I wish everyone could benefit, but unfortunately especially given the country’s current financial conditions such situations don’t allow everyone to benefit.” (Serkan, Award Support).

“...it can be considered a building block for enhancing professional competence, that is, for encouraging teachers. Neither the ministry nor school administrations should, in my opinion, create obstacles for any teacher colleague who says they want to develop themselves. I know that, both in our district and at the provincial level, school administrations support teacher colleagues who are continuing their academic careers.” (Tarık, Education Support).

Discussion

Encouragement is a phenomenon that helps individuals realize their potential and involves emotional states such as determination, fear, and self-confidence, thereby contributing to individual

development. It was observed that most participants interpreted encouragement as providing managerial support, developing teachers' self-confidence and self-esteem psychologically, providing verbal encouragement, and supporting their autonomy. It was concluded that managers encouraging teachers by providing professional, practical, physical environment, and resource support. The strong communication skills and advanced problem-solving skills of school administrators also framed the concept of encouragement. The main purposes of communication in organizations are listed as influencing and changing people's behaviors, establishing an information network in the organization, developing interpersonal relationships, coordination, guiding individuals, and achieving the organization's goals (Vries et al., 2009). Developing teachers' personal rights and ensuring they achieve their goals has also been effective in encouraging participants to understand the concept of encouragement individually. Failure to develop teachers' personal rights and unplanned and rapid policy changes lead to negative feelings among teachers (Celik & Akar, 2020).

Based on the participants' experiences, it was determined that teachers who are encouraged work collaboratively with their colleagues in the workplace, creating a trust-based school climate. According to Konakli (2020), a positive school climate is achieved when individuals know what is expected of them, when goals and performance standards are clear, when principles of responsibility, accountability, and transparency are implemented, when a flexible and fair management structure is in place, when rewards are provided, and when an environment fosters a sense of institutional belonging is created. The findings indicate that teachers who are encouraged contribute to a positive school climate in many ways. It can be argued that a positive school climate equips individuals with skills such as goal setting, effective self-expression, and fostering organizational belonging. It also appears that teachers who acquire these skills may be more motivated and courageous in their duties. Participants' experiences indicate that teachers who are not encouraged by school administrators experience lower professional development, work in routine settings, are resistant to innovation and lack openness to development, are reluctant to participate in projects and activities, and are dependent on external sources and incapable of making their own decisions. In the study examining communication between school administrators and teachers, Ekici (2020) concluded that school administrators sometimes use their authority to give orders, engage in negative interactions, and that this situation has a negative impact on teachers.

Participants stated that school administrators encouraged teachers primarily by aiming to empower them emotionally, nurturing their self-confidence and self-efficacy beliefs, and encouraging them to like their school and profession. Increasing teachers' professional success and strengthening their communication skills were also seen as goals of encouraging teachers. Participants stated that the goals of encouraging teachers also included increasing the success of the school and students, creating a positive climate within the school, supporting cooperation, creating an environment based on mutual trust and respect, and strengthening communication between the components of education.

When teachers are supported and collaborate with their students, this motivates them (Faxridinovna, 2025). According to the research findings, school administrators' kind words and compliments to teachers are among the objectives of TE, when considered in terms of achieving educational goals. The effects of encouraging teachers are discussed under three subthemes: individual, organizational, and educational effects. The impact of encouraging teachers is felt most strongly on an individual basis, in terms of enhancing professional development. It is related to the power of the administrators.

Blase and Blase (1999) regarding this, effective leadership requires encouraging teachers through behaviors such as emphasizing their teaching and learning efforts, supporting collaboration among teachers, developing peer coaching among teachers, and encouraging risk-taking behaviors. Research indicates that teachers' professional skills include problem-solving skills, effective classroom management, ensuring student development (Celik & Akar, 2020), effective time management, keeping up with innovations in the field, parent communication, and effective use of technology (Yenen, 2022).

Onder (2024) concluded in his study investigating the importance of ethical climate in schools that the ethical competencies resulting from school administrators' professional and personal skills

affect the climate in schools. As a result of a positive school climate, student achievement increases, and teachers' job satisfaction is positively affected, leading to fewer school changes (Diri & Kiral, 2016). At the same time, the collaboration established in schools positively affects teachers' motivation, self-esteem, self-efficacy, risk-taking behavior, and creativity (Blase & Blase, 1999). In addition to individual and organizational effects, participants stated that encouraging teachers contributes to the status of the profession and improves the quality of education and teaching. The study found that encouraging teachers has educational effects as well as organizational and individual effects on teachers.

In the study, school administrators encourage teachers in terms of education and expertise, emotional support, resource and environment support, and ethical issues. Psychological well-being, project-travel-activities, in-service training, master's/doctorate degrees, collaboration, and support for teachers' freedom/autonomy, provision of a physical environment, and fair and democratic school operation are some of the supports provided by school administrators to teachers. Psychological well-being is a factor that affects teacher success, has a positive correlation with work efficiency, and also affects life satisfaction and motivation (Yurdaisik et al., 2023). Teacher autonomy is defined by teachers as feeling free, being trusted by the school administration for their subject knowledge and expertise (Kiral, 2016), being consulted on decisions, inter-departmental solidarity, being able to make decisions about students, motivation, and management support (Kilinc et al., 2018).

School administrators encourage teachers through behavioral, psychological, and support strategies. School administrators encourage teachers by acting ethically, sharing with teachers outside of school, motivating teachers, making them feel valued, addressing issues such as the curriculum with a common understanding, and encouraging them with rewards. School administrators need to reinforce teachers with rewards, support their professional development, and foster a positive school and professional culture (Sahin, 2022). Therefore, the research findings can be related to modern management theories (Kitana, 2016; Lamidi, 2015) and motivation theories (Arogundade & Akpa, 2023; Peramatzis & Galanakis, 2022). In addition, according to Sowell (2012), school administrators support teachers by supporting their professional development, conducting classroom visits, and providing an equitable working environment. If all of encouragement issues are accomplished, the school will be an excellent school (Kiral & Istantoylu, 2024).

Conclusion

TE is a topic that teachers need and on which both teachers and administrators agree. The goals of encouraging teachers are not limited to the teachers themselves; encouragement also aims to improve the school's success, interpersonal interactions, positive school climate, and teachers' professional skills. The effects of encouragement also have positive repercussions in terms of a positive school climate, an environment of trust, institutional belonging, and school success. By encouraging their teachers, school principals can increase school success and, by ensuring a positive school climate, motivate teachers, students, and the school administration to continue their activities. The research results show that encouraging teachers by school administrators has a positive effect on teachers, the school, and the education system. Therefore, it is suggested that the more conscious use of encouragement strategies by administrators contributes to this.

Limitations and Recommendations

The limitations of this study include the fact that it was conducted with 12 teachers and six school administrators, that it was carried out with teachers working in high schools that admit students based on scores, that it only addressed the high school level. Future research on this topic could increase its effectiveness by increasing the number of participants, involving teachers working in disadvantaged schools, ensuring the participation of teachers working at different school levels, or conducting the research in different provinces and districts of Turkiye. Encouraging teachers to adopt a different perspective through various research types and designs could also guide future studies.

Recommendations made to practitioners include providing in-service training and seminars on these topics to practitioners and school administrators to contribute to the encouragement of teachers, increasing interaction with parents, facilitating the process of obtaining permission for

trips, projects, and activities, providing more financial support for projects, and facilitating the leave process for teachers pursuing master's or doctoral degrees. Researchers can add different dimensions to the topic by examining barriers to TE.

Disclosure Statements

Contribution rate statement of the researchers:

Both authors contributed equally to this study.

Conflict of interest statement:

The authors declare that there is no conflict of interest.

CRediT Authorship Contribution Statement

Feride KARASU & Bilgen KIRAL : Conceptualization, methodology, data collection, data analysis, writing – review & editing.

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Ethical Declaration and Committee Approval

In this research, the principles of scientific research and publication ethics were followed.