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Schools as Family- Friendly Organizations from Teachers' Perspectives*

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1. INTRODUCTION

The private and professional lives of employees are now acknowledged to reciprocally affect one another. The situations experienced by employees in their professional lives have an impact on their private lives. In addition, the situations in their private livse also affect their professional lives. This relationship between their private and professional lives has been regarded as significant both in terms of the employee and organization. In the relationship defined by Clark (2000) as work- life balance, the fact that the conflict between the roles of employees apart from their professions and professional lives is at minimum level has been considered to be positive with regards to the organization and employee.

The growing number of working spouses with developing industrial society, labour force participation of divorced parents and complexification of gender roles lead to a transition to a bigger life balance in the values of employees (Verma, 2013). Particularly, conflicts between the roles undertaken in family and professional life are caused by more and more difficult working conditions and their negative reflections on individuals with the increasing competition in professional life (Başoğlu, Şekeroğlu & Altun, 2016). In the literature, there have been certain ampirical studies asserting that work- family conflict has an adverse effect on job satisfaction Turunç & Erkuş, 2011; Türker & Çelik, 2018), life satisfaction (Akın, 2008; Türker & Çelik, 2018), decision to quit (Toraman, 2009; Karatepe & Kılıç, 2007; Turunç & Çelik 2010; Akkoç, Turunç & Çalışkan, 2013), burnout (Yıldırım, 2019) and work stress (Turunç & Erkuş, 2011).

To deal with the conflicts between work and family, which are considered an important determinant of the performance of employees and organizations (Hammer, Saksvik, Nytrø, Torvatn & Bayazit, 2004), developing organizational strategies is

required. In this regard, employers are obliged to adopt and apply family- friendly policies such as child and elderly care (Özmete & Eker). Family- friendly policies in the organizations aim at providing flexible working conditions in order to help employees carry out their family responsibilities, thus supporting them to exhibit better performance both in their family and professional life (Afonja, 2009). Provided that family- friendly programs focus on important problems of the employees, this is highly beneficial for organizations as well as employees (Major & Cleveland, 2007). Accordingly, in the literature, the studies have put forth that the theoratical framework concerning decreased work- family conflict thanks to family- friendly policies is confirmed by the previous ampirical studies (Secret, & Sprang 2002; Mesmer-Magnus & Viswesvaran, 2005, Brough, O'Driscoll ve Kalliath, 2005; Shockley & Allen, 2007).

In consistent with the literature, it has been acknowledged that as the schools, whose most fundamental resource is human, become family- friendly organizations, teachers' job achievement, their school engagement, the feeling of trust towards the school and principal and positive relationships among individuals are enhanced. Therefore, the purpose of this research is to investigate the schools as family- friendly organizations from teachers' perspectives.

1.1. The Policies of Family- Friendly Organization

To date, organizations' perpectives regarding family issues of their employees have been assigned to three groups which are dissociation of work and family, integration of work and family and respect for the family by the work. The concept of family-friendly organization has caught phrase within the idea of respect for the family by the work. In this sense, the organization seeking for the synergic integration of work and family is regarded as family- friendly (Çarıkçı, 2001). OECD defines family-friendly policies as the implements facilitating the reconciliation of work and family. Hence, family- friendly operations include certain implements as additional legal leave, child and elderly care and flexible working hours provided by employer (Organization for Economic Co-operation [OECD, 2007). Besides, such programs which enable employees to balance between family and work, diminish conflict and to make certain alterations on job design, duration and workplace may be considered as family- friendly policies (Topgül, 2017).

The programs and policies developed concerning work- life balance of the employees' families, sensitivity towards employees and resilient organizational culture may be given examples of family- friendly policies (Eken, 2006; Çarıkçı, 2001). Caring about the employees would make the employees believe that they are given worth. The employees who witness that their needs are of importance may easily follow their leaders, have emotinal engagement, adopt organizational goals and values and give effort on behalf of the benefit of organizations (Oktay & Gül, 2003; Gül & Çöl, 2003). Therefore, the organizations are required to become aware of sensitivity towards their employees and make work- life policies more positive by supporting them (Poelmans & Beham, 2008; Mosca, Fazzari & Buzza, 2010).

The organization may encourage its employees and come up with practical solutions when they encounter a difficulty in balancing between their family and professional lives. Family- friendly policies developed play a major role in the participation and attendance of employees. Those policies contribute to the effectiveness of employees and organizations by balancing between work and family. In other words, employees are able to fulfill their responsibilities both in their family and professional lives (Moon & Roh 2010). The balance between work and family would provide individuals to maintain an existential life, to have positive interactions with their family and social environment and to meet the needs of the organization (Doğrul & Tekeli, 2010). In this regard, it may be suggested that this balance is a determinant of organizational effectiveness. Tosun and Keskin (2017) articulate that the organizations expect not only offering personal value but increasing organizational effectiveness as well through family- friendly implementations. According to Morley (2004), the approach to become family- friendly organizations plays an important role in organization achievement. Family- friendly policies have been observed to be utilized as a management strategy to include employees in the organization (Breaugh & Frye, 2007; Akt: Erben & Ötken, 2014). In addition some scholar (Whitener, Brodt, Korsgaard & Werner,1998) stated that principals must be sensitive towards the needs and interests of their employees, behave in a way that they seek for their benefits and avoid manipulating them for the sake of organization in order for employees to develop the feelings of trust, prosperity and engagement. Family- friendly organizations are regarded as the ones which are aware of their employees' lives, give worth to them, support the family for eliminating the problems and attempt to include family issues in the organizational culture (Çarıkçı, 2001). With this regard, teachers' efforts must be promoted and the sensitivity that teachers need in their family and professional lives must be exhibited by the principals in order for schools to achieve their goals. School principals are required to be aware of teachers' needs in their professional relationship through emotional understanding. It is worth noting that when school principals do not meet the needs of teachers, this situation has an impact on even teachers' career plans (Denig & Quinn, 2001; Beatty, 2000). Sensitive and effective school principals focus on the needs and aims of teachers. Reciprocal trust and support, healthy communication, regarding conflicts as an institutional phenomenon, believing in living with those conflicts and respecting individual differences are considered important by those principals. In such an approach, teachers are expected to provide high- level benefits (Kızmaz & Türkmenoğlu, 2010). Hence, schools principals may be thought to be primary responsible individuals for supporting teachers to balance between work and family.

1.2. Aim and Importance of the Study

In consistent with the literature, it has been acknowledged that as the schools, whose most fundamental resource is human, become more family- friendly organizations, teachers' job achievement, their school engagement, the feeling of trust towards the school and principal and positive relationships among individuals are enhanced. Therefore, the purpose of this research is to investigate the schools as family- friendly organizations from teachers' perspectives.

1.3. Research Question

It is hypothesized that there is positive relationship between family friendly organizational politics developed and implemented by educational organizations and organizational commitment and trust. In other words, it hypnotized that; changing family friendly organizational politics in educational organizations will lead to teachers to work more efficiently. For this reason this research's problem sentence is formulated as "How do teachers comment on their schools' state of being family-friendly?"

2. METHODOLOGY

2.1. Research Design

This study aiming at investigating schools as family- friendly organizations from teachers' perspectives employed qualitative research method with phenomenological approach. Phenomenological involves the detailed study of a subject and in- depth descriptions of a phonemenon (Patton, 2014). The studies using phenomenology approach evaluate phenomena interpreted by individuals' emotions and thoughts (Silverman, 2014). In other words, individuals' experiences are described in phenomenological approach (Merriam, 2015). In this regard, this paper aims to investigate schools as family- friendly organizations from teachers' perspectives.

2.2. Study Group

In the studies utilizing phenomenological approach, data are gathered from experienced individuals since those studies make inferences from individuals' experiences in their lives (Moustakas, 1994; Merriam, 2015). This study's research group consists of 22 volunteer teachers working public schools in Uşak province and having 3 years of experience in the same school. The personal information of the participnts are presented in Table 1.

Table 1. Personal ınformation of teachers

Pseudonyms for teacher	Gender	Level of schools	Seniority	Duration of working at the same school
Mustafa	Male	Primary school	11	5
Kemal	Male	Secondary school	14	7
Yiğit	Male	Primary school	18	8
Arda	Male	High Schooll	21	12
Kağan	Male	Secondary school	12	4
Barış	Male	Primary school	14	5
Furkan	Male	High Schooll	20	13
Okan	Male	Secondary school	9	4
Özgür	Male	Secondary school	5	5
Gökhan	Male	High Schooll	6	5
Hakan	Male	Primary school	12	8
Selçuk	Male	High Schooll	17	10
Ümit	Male	Secondary school	15	3
Seval	Female	Secondary school	22	13
Aylin	Female	High Schooll	17	10
Ece	Female	Primary school	7	6
Ekin	Female	Secondary school	14	5
Ayşe	Female	Primary school	4	4
Zeynep	Female	Secondary school	16	11
Sevgi	Female	Primary school	9	9
Seçil	Female	High Schooll	11	8
Alya	Female	Primary school	18	10

According to Table 1, the study includes 13 male and 9 female teachers. Of all the participants, 8 of them work at a primary schools, 8 of them at a secondary schools and 6 of them at a high schools. Their years of service vary from 5 to 22 years. They

have been working at the same school for minimum 3 and maximum 13 years. Besides, pseudonyms are used for the names of the participants in Table 1.

2.3. Data Collection Process and Instrument

The study has an ethics board confimation. Ethics board approve is Usak University Social and Humanities Scientific Research and Publication Ethics Board 12.02.2021 date and 2021-25 number for the study. The data were collected from semi- structured interview form developed by the researchers. The semi- structured interview form was examined by two language experts in terms of grammar rules and intelligibleness; necessary corrections were made based on the feedback from the experts. The pilot study was conducted with two teachers who were not included in the study group of the research. Following these processes, the main interviews were performed. Questions existing in the semi-structured interview form are; Do you think that your school managers are aware of how your family life effects your work? Do your school managers make any effort to help you balance your family life and work? Do your managers take into account your family life while they assign you in-school? Are there any studies related to your staff's families in your school? Do you have any informal relationship with your school managers out of school? What would you like your school to do to be family-friendly? The face- to- face interviews lasted between 34- 52 minutes. Audio- recording was carried out with the teachers who gave their consent, the researchers also took notes during the interviews. Detailed note- taking method was used by the researchers during the interviews when teachers did not give their consent for audio- recording.

2.4. Data Analysis

Content analysis technique utilized in qualitative research was used for data analysis of the study. Content analysis is a research tool used to determine the presence of certain concepts or words within some given qualitative data. The researchers interpret the messages in the texts concerning obtained words or concepts (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2014). In short, the main purpose of content analysis is to determine the concepts that explain the obtained data and reveal the relationship among them (Yıldırım & Şimşek, 2016). With this aim, the audio- recordings and notes taken by the researchers were transferred into computer and codes were obtained. Those codes resulted from participants' perspectives were gathered under certain sub- themes. The sub- themes determined to be under the same category were grouped into themes. Working in the same school, researchers analyzed the data in accordance with their knowledge and experience. In the current study, participant confirmation was received for validity. With this aim, interview forms were sent to the participants who were requested to evaluate whether those forms provided the information they are required to deliver. The research data were presented in detail with direct quotations. In addition, the data obtained were coded seperately by the researchers in order to ensure consistency for reliability during data analysis; the same codes used by the researchers were assessed as 'agreement', however, the different codes were regarded as 'disagreement.' For this paper, consistency between reserachers' coding was calculated using the formula described by Miles & Huberman (1994) [Reliability = Agreement / (Agreement + Disagreement) x 100]. Accordingly, the percentage of compliance was calculated as 89%.

3. FINDINGS

The sub- themes grouped under the theme of 'Formal', 'Informal' and 'Organizational Culture' were stated in Figure 1.
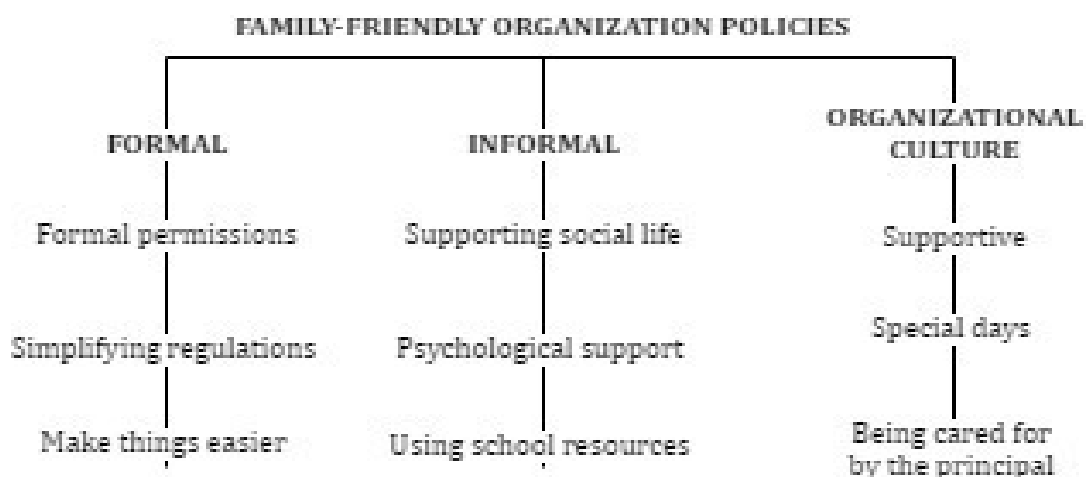
Figure 1. The themes and sub- themes regarding family- friendly organization policies

3.1. Findings About School Principals' Family- Friendly Organization Policies Under the Theme of "Formal"

Within the sub- theme of "*Formal permissions*", school principals' behaviours concerning teachers' right to leave such as compassionate, accompaniment, maternity, paternity and educational leaves were asked to the participants. It was stated that school principals' positive and facilitating behaviours were considered by the teachers' as motivating and engaging towards the

school. Besides, it was emphasized that school principals treated in a more sensitive way in cases of leave demands due to their family. Ayşe Teacher who stated this situation asserted that '*Our school principal make decisions on our leave demands by taking our family lives into consideration.*' and Ayşe Teacher said that '*Our school principal is aware that our family life affects our professional life. When one of my children gets sick, s/he supports me to take care of them and helps me take leave. This is very relieving for me. Although I am already worried about my children, asking for leave does not make me stressed.*' In consistency with teachers' answers, school principals' facilitating behaviours towards teachers' leave enhance their motivations and engagement.

Regarding the sub- theme of *"Simplifying regulations"*, it was stated that school principals' priority was teachers' family lives in which they encountered problems rather than certain bureaucratic processes as official correspondence, request for leave or document delivery. In this context, Arda Teacher stated that '*…our school principal immediately takes my request for leave into process without waiting for me to bring the sick report to the school when I or any member of my family get sick and I hand the report in when my leave is over.*' In addition, Kağan Teacher said that '*… My mother had a health problem when I had to deliver my annual plan. Our school principal sent a message about the deadline of the plans. However, s/he phoned me long before I called him/ her and said that the deadline was not valid to me. This supportive manner made me very happy in such a difficult period.*' Accordingly, the fact that school principals take initiatives as well as taking teachers' psychological status into account has been seen to yield positive results in terms of organizational climate.

Concerning the last sub- theme of *"Make thnigs easier"* it was determined that school principals make plans on curriculum, school guard duty, school hours, meeting times and duration by considering teachers' family lives. Moreover, it was observed that school principals make positive discrimination through considering teachers who have special cases. Özgür Teacher stated that '*… our school principal considers our family life while making plans. Since I am on the eve of wedding, they take it into consiration while making plans.*' Mustafa Teacher emphasized that '*… my wife works at the other village very close to here and since it is a primary school, their schools finishes earlier than ours. Our school principal is aware of this situation and tries not to charge me afternoon classes.*' Ece Teacher stated that ' *…since I visit my family at the weekends, our school principals puts my courses on weekdays. Thus, I can see my parents and this makes me very happy. On Mondays, I come back to school happily.*' Therefore, it was observed that it was possible for school principals to show tolerance while making formal plans by considering teachers family lives. In this regard, it may be alleged that the fact that school principals take teachers' family lives into account in terms of decentralization is a determinant of teacher effectivity.

3.2. Findings About School Principals' Family- Friendly Organization Policies Under the Theme of "Informal"

Based on the sub- theme of *"Suppoerting social life"*, it was stated that a social enviroment where teachers spent time with their family is generated by the school principals during certain informal communication processes as family visit, picnic and meals. Besides, it was found in the study that teachers attach importance to the fact that school principals support them in their family lives when they are in need of help. In this regard, Selçuk Teacher stated that '*… I had difficulty in finding an apartment with central heating since the place where I was assigned was a small town. However, our school principal tried to help me find a suitable apartment and, then, found an apartment where I could stay with my family comfortably. Although householder was abroad, our school principal immediately made contact with him/ her and resolved this problem.*' In addition, Barış Teacher said that '*Our school principal always visit my family every year. Similarly, s/he visits my other colleagues' families. We meet his/ her family and s/he meets ours.*'

Regarding the sub- theme of *"Psychological support"*, it was stated that the fact that school principals were aware of teachers' psychological status was perceived positively by teachers. Especially, it was highlighted that the teachers who had difficulty in balancing between their work and family life needed their school principals' support. In this context, Kemal Teacher said that '*… I had difficulty in my family life. Last year, I broke up with my wife and this has a negative effect on me. During those difficult times, my school principal and other executive- level staff phoned me. At first, I thought that there was a problem with my documents, but they were just worried about me. I have never had such an experience before. Now, I do not ask to be assigned to any other place even if the school is away from my home since I am happy with my school environment.*' In light of these findings, it may be asserted that the psychological support provided by school principals ehances teachers' organizational engagement.

Concerning the sub- theme of *"Using school resources"*, it was found that school resources were utilized by teachers' families as well. The fact that teachers' family members make use of school courses, information resources and counselling services in consistent with current legal framework are regarded positive by teachers. In this context, Aylin Teacher said that '*… my child attends to another pre-school. Sometimes, since my husband works as well I have difficulty in taking care of my child when his/ her child take leave from school. I explained it to our school principal and s/he appreciated and said that I could bring my child to class in such a situation.*' In addition, Ekin Teacher emphasized that '*… my spouse wanted to participate in folk dance course in our school and our school principal accepted this. S/he also added that other teachers' spouses and children could join this course.*' Accordingly, the fact that school resources are utilized by teachers' families based on legal framework is considered to affect positively the association between organization and its members.

3.3. Findings About School Principals' Family- Friendly Organization Policies Under the Theme of "Organizational Culture"

Within the context of *'Organzational Culture'*, the sub- themes of *'supportive'*, *'special days'* and *'being cared for by the principal'* include the statements which were regarded by the teachers.

Regarding the sub- theme of *"supportive"*, when teachers' responses were examined, it was found that school principals' attitudes toward teachers' personal development, career plans and changes in their family lives were positive. Accordingly, Barış Teacher stated that *'... school administrators phone me when they hear of my family and try to help. They usually hear of the changes and situations in my family from my colleagues.'* Nevertheless, Kemal Teacher emphasized that *'... last year, I had serious problems in my family life. Since school administrators were aware of those difficulties, they did not give difficult responsibilities to me and showed tolerance. This is very relaxing.'* Teachers' answers showed that a supportive environment generated by school administrators was a significant prerequisite to develop peaceful organizations.

The sub- theme of *"Special Days"* includes not only the celebrations held with the participation of teachers and students but also special celebrations with the participation of the families of all members in the school encouraged by school administrators. The fact that school principals organize special celebrations wtih the participation of families is regarded as school culture by the teachers. In this context, Hakan Teacher said that *'... I have never witnessed such a unity as in this school. In the past, we used to celebrate such special days as Teachers' Days like other schools, but I was very suprised at this school at first. For example, we visit the senior teacher of our school in every feast. All my colleagues except the ones in other cities attends with their families. It is the first time I have seen such thing.'* In light of the teachers' answers, school principals developing family- friendly policies are considered as prominent individuals. Accordingly, developing the family- friendly policies as an organizational culture may be asserted to be siginificant in order to generate a healthy organizational culture and enhance teachers' motivation.

When the questions addressed to the sub- theme of "*being cared for by the principal"* have been examined, the fact that school principals consider teachers both as an individual and as a family is perceived as an important determinant by teachers. Teachers' organizational engagement is determined to be affected positively by the fact that school principals take teachers' special cases in their family lives into consideration while making decisions. Kağan Teacher stated that *'... I have to take care of my mum because of her illness. Our school principal appreciated it and supported me to take care of my mum during lunchtime. In addition, he often asks about her and give me moral support. Maybe, this is the thing that make me engaged in this school. I would have difficult if I worked at another school. Therefore, I do not want to be assigned to any other place. Perhabs, I would want to go if our principal was assigned to another school.*

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

The purpose of the present study is to investigate schools as family- friendly organizations from teachers' perspectives. With this aim, 3 main themes have been identified as followed "Formal", "'Informal" and "Organizational Culture".

When the findings regarding the theme of 'Formal' were examined, it was found that the sources of school principals' behaviours were law and regulations. In other words, it was observed that school principals make implementations within the framework of law and regulations in order for teachers to balance between work and family. The sub- themes of formal permissions, simplifying regulations and make thnigs easier are grouped under the theme of Formal. According to the sub- themes formed towards formal theme; teachers see their schools as family-friendly. Teachers stated that their managers behave more sensitively when they ask permission for family affairs and their managers take their family life into account while assigning teachers in- school duties. Also, teachers expressed that during the applications which require bureaucratic necessities, their managers give priority to the teacher's family life rather than bureaucratic necessities. According to the sub- theme of formal permissions, the fact that school principals facilitate teachers' leave by using their initiatives enhances their motivation and job engagement and prevents work- family conflict. Muasya (2016) stated that teachers developed emotional engagement toward their principals when their request for leave due to an emergency was confirmed by the principal. In this regard, it may be asserted that teachers' organizational engagement is positively affected by school principals who take their family issues into consideration in terms of formal permissions procedures. Moreover, with regard to the sub-theme of simplifying regulations, it was concluded that the fact that school principals took teachers' psychological status into account when fulfilling implementations by taking initiatives yielded positive results in terms of organizational climate. According to Jones and Taylor (2013), schools are required to identify current needs of their members since developing organizational policies supporting those needs is of high importance in work and life balance. On the other hand, when those needs are not supported legally and school principals do not take necessary initiatives, the teachers are affected negatively together with low motivation, thereby decreasing organizational performance. According to the sub- theme of make thnigs easier, it was found that school principals were capable of showing tolerance while making formal plans by considering teachers' family issues. In this context, it may be alleged that the fact that school princpals take teachers' family issues into consideration is a deerminant of teacher effectiveness. Saltzstein, Ting and Saltzstein (2011) stated that family- friendly policies in organziaitons enhanced job satisfaction through balancing between work and life. Similarly, Avşar and Çarıkçı (2005) highlighted that certain implementations as flexible, part-time and distance working and work sharing improved employee motivation, satisfaction and engagement.

As for the findings regarding the second theme of the study were examined, it was revelaed that informal processes developed between teachers and principals within the context of family- friendly policies must be considered in managerial processes. In the literature, it was found that the fact that informal relations were adopted by the administrators was regarded as positive by the employees and also a determinant of organizational effectiveness. For instance, Ferrer and Gagne (2014) stated that the implementations regarding compromising work and family life demands were genrally informal implementations. In the current study, the sub- themes of suppoerting social life, psychological support and using school resources are grouped under the theme of Informal. It can be said that teachers again see their school as family-friendly according to the sub-themes which formed in accordance with their informal theme. It is stated by the teachers that school managers build an atmosphere including social partnership with teachers' families during informal communication processes. Again, teachers expressed that the school managers make them feel cared for their psychological mood. Besides this, teachers expressed that their families can also benefit from school sources within the limits of legal frame.

When opinions about suppoerting social life sub-theme towards informal theme are evaluated; When the opinions on the sub-theme of suppoerting social life were examined, informal maintenance of the interpersonal communication developed formally in the school environment has been concluded to contribute to the happiness among the employees and in the organization. According to Sungur (2007), the policies that may conduce to work- family balance must be developed based on employees' expectations. Consequently, certain organizational behaviours as organizational happiness, engagement and citizenship must be developed by generating policies contributing to work- family balance with a broad academic perspective (Quinn, Yen, Riskin & Lange, 2014). The second sub- theme of the theme of Informal is psychological support. Accordingly, the psychological support provided by school principals affects teachers' organizational engagement positively. Breaugh and Frye (2007) showed that working with a principal who provided supportive policies relating to employees' families ensured less work- family conflict and more job satisfaction. Moreover, another study posited that family- friendly policies supported employees to balance between work and family in addition to enabling them to reduce job stress and to gain energy (Akın, 2019). As for the opinions on the last sub- theme of using school resources, it was concluded that school resources would be made available for teachers' families based on legal framework and this situation had a positive effect on the association between teacher and school. Sands and Harper (2007) stated that strategic human resources administration was the key element of family- friendly organization policies, these policies would prepossess the employees and prevent the likelihood of quitting. In this regard, it is worth noting that arranging programs with employees' families by taking informal relationships into consideration during the process of development of family- friendly policies plays a major role in terms of employees' prosperity.

The last theme of the current study is organizational culture known as adoption of family- friendly policies by the schools. It is seen that school managers' family-friendly school policies are based on "supportive", "special days", and "caring" which are sub-themes of organizational culture theme. According to the school managers' sub-themes formed in accordance with organizational culture, it can be expressed that the teachers see their school as a family-friendly organization. According to teachers' beliefs school managers have supportive attitudes towards teachers' personal development and changes occurred in their life. It has been understood that, in schools some special celebrations which teachers' families can also attend are held, teachers are cared for and in all decision- making processes special needs of teachers' families are taken into consideration. These policies are then assumed as organizational culture. It was educed that teachers' organizational engagement was increased as they were aware that they would be cared about their school principals without being concerned in cases of urgency in their families when family- friendly organization policies were perceived as a school culture. Besides, Bagilhole (2016) emphasized that adopting formal policies merely during the process of development of family- friendly organization policies would not be adequate; in addition, it would be even ineffective. Bagilhole (2016) also added that added that certain attempts towards changing the culture of an organization must be made in order to develop effective family- friendly policies. The sub- themes of supportive, special days and being cared for by the principal were grouped under the theme of organizational culture. When the participants' answers about the sub- theme of supportive were examined, it was found that a supportive culture developed by school principals in family- friendly organization policies would be the prerequisite for the development of contented organizations. Sungur (2007) who highlighted the importance of culture in family- friendly organization policies stated that the structure and approach of family- friendly organization policies reduced job stress and enhanced employee performance. With regard to the sub- theme of special days, the findings revealed that the principals who developed family-friendly organization policies were regarded as prominent individuals. In this regard, it may be argued that the fact that school principals attempted to transform family- friendly policies into an organizational culture is of importance in order to generate a healthy organization and increase teacher motivation. According to Muasya (2016), schools must be more resilient, seek for solutions to decrease teachers' workload, build nursery schools for teachers' children in addition to focusing on children's needs. When these strategies were implemented, teachers' emotional support and trust towards their school principals would increase. In the current study, however, as for the sub- theme of being cared for by the principal, it was revealed that caring for teachers' families and private lives enhanced the sense of belonging towards their schools. Çakır (2002) alleged that positive working styles increased employee motivation and effectiveness while decreasing absence from work, thereby supporting employees' to balance between work and private life and enhancing job satisfaction and effectiveness by reducing job stress. In addition, Çarıkçı (2001) emphasized the significant outcomes of developing an organizational structure respecting both private life and family in terms of individual and organization.

Study group of the research are from different school levels and this can be a constraint of the research. For in- depth researches, study group can be composed of teachers working in the schools which have same level and similar features. The results of the

study indicated that teachers' emotional commitment was increased when school principals took initiatives and pushed bureaucratic requirements into the backgorund in cases of urgency about teachers' families. In this regard, it may be recommended that their authorities must be expanded to support teachers in cases of urgent situations with their families. Moreover, the legal framework to develop family- friendly organization policies is recommended to be prepared by the senior management. The further research concerning investigation of teachers' needs may be suggested in order to contribute to the process of developing policies in terms of being a roadmap for generating family- friendly organization policies.

Research and Publication Ethics Statement

This study has been prepared adhering to the principles of research and publication ethics, and this is stated by all three authors.

Contribution Rates of Authors to the Article

In this article, each author contributed equally.

Authors' Contribution Rates to the Article

The researchers contributed equally to the article.

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