Organizational trust and organizational support as a predictor of job satisfaction

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Abstract

This research, by determining teachers' organizational trust level and perception of organizational support, aims to determine how much these variables predict job satisfaction. The research has been designed within correlational screening model. The population of the research is the teachers work in public primary, secondary and high schools in Yenimahalle District of Ankara City. Sampling of the research has been done with 497 teachers determined with simple random sampling technique. "Job satisfaction scale", "organizational trust scale" and "perceived organizational support scale" has been used to collect data. Descriptive statistics, Pearson correlation coefficient, simple and multiple regression analysis has been used in the analysis of the collected data. As a result of the research, it has been established that teachers' job satisfaction is medium level. As for perceived organizational support, organizational trust and organizational sub-dimensions; these variables have been determined to be at mostly level. The relation between job satisfaction and perceived organizational support has been determined to be at positive direction and at medium level. There is a positive and medium level relation among organizational trust, trust in managers, trust in colleagues and trust in stakeholders. According to the findings of the research, perceived organizational support is a significant predictive of job satisfaction. While organizational trust, trust in managers and trust in colleagues is a significant predictive of job satisfaction; it has been established that trust in stakeholders is not a significant predictive of job satisfaction.

Keywords: Teacher, Job satisfaction, Organizational Trust, Organizational Support

1. Introduction

Employees spend a considerable part of their life in their workplace. Professional life has an important place with regard to economic, social and philological aspects. This workplace as for teachers is mostly their school; and the experience they undergo in their schools may directly affect the aim of the school; i.e. the students. The most important determinant of quality of the outcome in schools where human relations exist intensively is the teachers. The experiences and emotions that teachers go through has an

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uncontroversial importance at their desired contribution to the aims of their schools. The more the researches on organizational behaviour and organizational psychology get the more important human-centred institutions and administration types has started to get. Particularly, features such as emotions, perceptions and happiness of employees has become indispensable elements of organizational life; and the importance of positive emotions and perceptions has risen.

Job satisfaction is one of these positive emotions and its high-level presence depends on organizational, administrative and individual variables. Managers' attitude and behaviours toward employees concerns job satisfaction closely. Positive manners represented to teachers by managers, healthy communication and the thought of being valued by their managers ensure teachers get satisfied by the job they do (Bilir, 2007).

The most important feature of job satisfaction is that it is an emotional concept rather than an intellectual one. The most important thing that a manager can do, because of its being individual, is to help his or her employees achieve an optimum satisfaction. The concept in researches on job satisfaction; has been considered in terms of organizational behaviour development and as a factor that provides productivity increase in general (İşcan and Timuroğlu, 2007). In this research, the concepts of organizational trust and organizational support, which are thought to be possible to affect teachers' job satisfaction, has been considered and studied. From this point of view, firstly, job satisfaction, then organizational support and organizational trust concepts has been explained and an application has been made in order to determine the level that perceptions of organizational support and organizational trust predict teachers' job satisfaction. Accordingly, the aim of the research is to establish whether teachers' organizational trust levels and organizational support perceptions predict teachers' job satisfaction levels by determining these variables.

Job Satisfaction

Although there are many definitions about job satisfaction, Hoppock's definition in 1935 that the individual emotional response of the employee to the job he/she serves as a whole can be accepted as the first in this field (Mercer, 1997; cited in Taşdan and Tiryaki, 2008). Hackman and Oldham (1975) defined job satisfaction as the happiness and satisfaction that individuals feel about their work. One of the comprehensive definitions of job satisfaction that comes about is the one that has been made by Locke (1976) that positive and delighted feelings as a result of the individual's evaluation of his/her job and experiences gained from the job. Ugboro and Obeng (2000), on the other hand, defined job satisfaction as the sense of satisfaction and positive attitude of the person towards his/her work as a result of the working life or of the harmony between him/her and working conditions.

Job satisfaction is an important variable which can give us an idea about the individual's general feelings and thoughts about his/her work and workplace. Job satisfaction is a symptom of personal, physiological and mental emotions, along with physical and cognitive health that occur as a result of work in employees (Keser, 2005: 79). Employees with high job satisfaction are more focused on their jobs and show high performance due to their increasing motivation (Akkoç et al., 2012: 111). It would not be wrong to say that job satisfaction is the expression of the attitudes by emotional or physical response. Since the positive or negative consequences of this will determine the future of the organization rather than the individual, measures to increase job satisfaction should be taken by the managers of the institution.

Job satisfaction is considered as a key factor in improving school performance (Bogler and Nir, 2012; Sargent and Hannum, 2005), and in this case, ensuring job satisfaction of teachers is an important task of school management. Job satisfaction creates positive individual and organizational outcomes, but satisfaction is not a simple result of an intensive program. Therefore, managers should focus on methods that provide job satisfaction (Turk, 2007). In order for teachers to be successful and happy, it is important to have perceptions such as positive correlations, trust and support between school managers and teachers. Teacher achievement is a result of these perceptions. In this respect, school managers should act in the direction of the school, taking into account the results of all kinds of actions. In some researches, it is seen that teachers working in successful schools have the characteristics such as dedication to their professions, being hard working, commitment to the school where they work and high job satisfaction. The fact that teachers perform their duties enthusiastically, working with colleagues that they enjoy in a peaceful environment and receiving adequate wages affect the quality of education directly and positively by increasing their job satisfaction (Akbulut, 2015; Turan, 2003).

Organizational Trust

Confidence is defined as the motive of a person effective in thinking and making an effort without hesitating from unexpected results that are possible to encounter and as a person's being confident that the opposite person will not do harm or he/she will not cause danger (Polat, 2007: 29). According to Ouchi (1999), if a working environment based on sincerity and sincerity among the employees is to be established in organizations, the prerequisite for this is trust. Organizational trust can be defined as having a positive expectation that employees will not be harmed by their colleagues, managers and stakeholders of the institution.

Organizational trust is a psychological environment that should be created with the participation of all members within the organization. The attitude of the executive staff

is an important factor in ensuring the trust environment. Individual and organizational trust felt by employees is a necessity for all employees of the organization (Asunakutlu, 2002). The created trust environment ensures employees to exhibit sharing behavior (Özer et al., 2006). Employees' trust in the leader and the organization and trust-oriented correlations in the organizations; can create employees who feel themselves belonging to the organization, gain satisfaction with the work and have desire to remain in the organization (Demircan and Ceylan, 2003).

It is seen that the organizations which ensure high level organizational trust, have organizational structures more harmonious, have the strategic alliance stronger, are more effective in forming teams and perform more effective crisis management (Tüzün, 2006). It is observed that high trust organizations are more successful, easy to adapt and innovative organizations than low trust organizations. Intra-organizational trust plays an important role in organizational activities and processes such as collaborative behaviour development, performance appraisal, goal-building, leadership, team soul-building, organizational commitment and contribution to employee satisfaction (Huff & Kelley, 2003). In this direction, the main element of social capital is trust, the basic glue that holds relations within the organization together. No institution can achieve its goal without trust. It cannot run anything well. Trust is also an important element of effective correlations. Mutual trust is vital (İşcan and Sayın, 2010).

Organizational Support

Schools, that are human-centred organizations, need motivated and committed teachers to improve the quality of education. The perception that the teachers are supported by the organization occurs as a result of working in a work environment in which they will exhibit a positive attitude and feeling that they are seen as important by the school administration. As a result of this, the concept of organizational support, which is a concept based on perception and which can be defined as "Employees' feeling safe and knowing that there is an organization behind them" emerges (Derinbay, 2011: 3). Organizational support is an individual's perception of being appreciated by its being good and being valued by other employees in the organization (Yoshimura, 2003; Eisenberger, Huntington, Hutchison and Sowa, 1986). The employee, who is approved, respected, paid for his labour and given all kinds of help he/she deems necessary by the organization he/she works for, will show a high level performance in order to realize the aims of the organization (Rhoades and Eisenberger, 2002).

Perceived organizational support can ensure achieving desired results by creating the feeling of necessity to help to achieve organizational goals, emotional commitment to the organization, trust in skills, belief that the organization will help when needed and the hope of being rewarded for the efforts (Akalın, 2006: 9). Organizational support that

emerges in the organizations which are aware of the importance of human resources, creates a sense of happiness and pride in the employee because they are cared for and the level of prosperity increases (Akın, 2008: 142). On the other hand, undesirable results such as feelings of worthlessness, poor performance, lack of job satisfaction and resignation may occur in employees whose perceived support from the organization is not sufficient (Derinbay, 2011).

The Correlation between Job Satisfaction, Organizational Support and Organizational Trust

The source of the employee's contribution to the organization without any coercion and above expected is usually the job satisfaction that he/she experiences as a result of perceived trust. The employee who trusts the work environment and gets satisfaction with the work will be a productive factor on the way to the goals and objectives of the organization. Whether the correlations established by individuals within the organization is based on trust or not affects their job satisfaction. Employees' trust has a positive effect on their expectations from the job, satisfaction with doing their job, their talents and skills. The trust felt by the individual in the organization enables him/her to make a natural effort for a purpose, to be interested in the work, to be as dependent on the job as not be able to quit and to have high motivation. An employee with a sense of trust will have these positive emotions more quickly and to a greater extent (Demirdağ, 2015; Bogler and Nir, 2012; İşcan and Sayın, 2010).

When the literature is examined, there are researches conducted mostly in establishments that determine a positive correlation between job satisfaction and organizational trust (Çelebi and Tatık, 2019; Bil, 2018; Reçiça and Doğan, 2018; Çiçek and Şahin-Macit, 2016; Demirdağ, 2015; Yalçın, 2014; Tengilimoğlu and Semercioğlu, 2012; Gider, 2010; İşcan and Sayın, 2010 Yılmaz and Sünbül, 2009; Yazıcıoğlu, 2009). As can be observed from the studies, organizational trust is a phenomenon that is closely related to job satisfaction and causes changes that affect the organization positively such as increase in performance, decreased discontinuity and decrease in stress level (Bil, 2018).

One of the important factors affecting job satisfaction is perceived as perceived organizational support. Starting from the social interaction theory, the support provided by the organization and the value given to the employee's contribution to the organization constitute a sense of satisfaction in the employee. As a result, job satisfaction is positively affected (Polatçı, Ardıç and Koç, 2014). The fact that the organization gives importance to the contributions of the employees, cares about their interests and satisfies their personal needs, results with the job satisfaction in the employee. This is directly proportional to the interests of the organization. Employees

who feel that their contributions are valued think that they are accepted within the organization. Consequently, the employee has a positive attitude towards the job and job satisfaction increases. Thus, the employee's desire to stay in the organization and high performance can be observed (Çakar and Yıldız, 2009: 76).

Many studies have revealed a significant and positive correlation between job satisfaction and perceived organizational support (Sökmen and Ekmekçioğlu, 2016; Demirci, 2016; Oktar, 2015; Kulualp, 2015; Polatçı et al. 2014). Researches on teachers (Greenglass, Fiksenbaumand Burke, 1996; Littrell, Billingsley and Cross, 1994) have revealed that organizational support affect teachers' job satisfaction positively.

2. Method

In this section, the research model, population and sampling, data collection tools and data analysis are given.

2.1. Research Design

The predictive relational scanning pattern that examines two or more variables to determine the correlations between them (Büyüköztürk, et al. 2016) has been used in the researc . The predicted variable of the research is job satisfaction and predictive variables are organizational trust and organizational support perception.

2.2. Population and Sample

The research population of the study consists of primary, secondary and high school teachers who work in Yenimahalle District of Ankara City. According to the statistics of Ankara Provincial Directorate of National Education, there are 5113 teachers working in public primary, secondary and high schools in Yenimahalle District in 2017-2018 academic year. Taking into account the formula given by Büyüköztürk et al. (2010: 94), the sample size was calculated according to 95% reliance and 5% error margin and found to be 358.

2. n= [n0/(1+((n0-1)/N))   N = Population Size

3. $n0 = (t\,2PQ)/d\,2$ n = Sample Size

4. d = Deviation Value (.05)

5. t = Reliance Scale Table Value (1.96)

6. PQ = Sample percentage for the biggest sample size (.50 x .50=0.25)

In order to reach the sample size, 720 scales was distributed to the teachers in 40 schools located in various neighbourhoods of Yenimahalle District according to

random sampling method. When the returned scales were examined, scales with missing or double-answer data were not included in the evaluation and a total of 497 scales were subjected to the analyses

2.3. Demographic Information of Teachers in the Sample

Table. 1 Demographic Information of the Participants

Variables	Groups	F	%
Gender	Female	313	63
	Male	184	37
	Total	497	100
Age	25-29	71	14,3
	30-35	109	21,9
	36-40	109	21,9
	41-49	113	22,7
	50 and above	95	19,1
	Total	497	100
Marital Status	Married	379	76,3
	Single	118	23,7
	Total	497	100
Status of Education	Bachelor's Degree	412	82,9
	Graduate Degree	85	17,1
	Total	497	100
Year of Service	0-4 years	52	10,5
	5-9 years	73	14,7
	10-14 years	134	27
	15-19 years	57	11,5
	20 years and above	181	36,4
	Total	497	100
Branch	Class Teacher	287	57,7
	Branch Teacher	210	42,3

Total	497	100

When the demographic information of the teachers participated in the study is examined, it is seen that 63% is female and 37% is male. 14.3% of the participants is in the 25-29 age range, 21.9% is in the 30-35 age range, 21.9% is in the 36-40 age range, 22.7% is in the 41-49 age range and 19.1% is over 50 years old. 76.3% of the participants is married and 12.7% is single. While 82.9% of the participants has bachelor's degree, 17.1% has graduate degree. When the rates in terms of year of service are examined, 10.5% is between 0-4 years, 14.7% is between 5-9 years, 27% is between 10-14 years, 11.5% is between 15-19 years and 36.4% is over 20 years. 57.7% of the participants are class teachers and 42.3% are branch teachers.

3.4 Data Collection Tools

Personal information form, Job Satisfaction Scale, Organizational Trust Scale and Perceived Organizational Support Scale were applied to collect data. Detailed information about the scales is given below.

3.5 Job Satisfaction Scale

The job satisfaction scale was developed by Hackman and Oldham (1975) and adapted to Turkish by Silah (2002). The applicability of the scale for teachers was conducted by Taşdan (2008). Job Satisfaction Scale consists of 14 items and is a 5-point Likert type. The scale is answered within the range of 1- Does not satisfy me at all and 5- Satisfies me very much. Scale scoring ranges are as follows: "14–24 points: Very low level", "25–35 points: Low level", "36–48 points: Medium level, "49–59 points: High level " and" 60– 70 points: Very high level satisfying". Factor load values of the items in the scale range from .69 to .86 and item total correlations range from .66 to .84. The total variance explained by the scale is 64%. The Cronbach-Alpha internal consistency coefficient of the scale is .95.

For this research, the reliability analysis of the scale was repeated and Cronbach-Alpha internal consistency coefficient has been calculated as .872.

3.6 Organizational Trust Scale

Organizational trust scale was developed by Yılmaz (2006) based on the trust scale developed by Hoy and Tschannen-Moran (2003). The scale has three dimensions: Trust to colleagues, Trust to manager and Trust to stakeholders. There are 22 items in the scale

and it is a five-point Likert type. The interpretation of the findings was based on the arithmetic mean intervals of 1.00-1.79: "Never", 1.80-2.59: "Rarely", 2.60-3.39: "Sometimes", 3.40-4.19: "Mostly", 4.20-5.00: "Always". The Cronbach-Alpha reliability coefficient of the trust to manager dimension is .89, The Cronbach-Alpha reliability coefficient of the trust to colleagues dimension is .87, The Cronbach-Alfa reliability coefficient of the Trust to Stakeholders dimension is .82 and the Cronbach-Alfa reliability coefficient of the whole scale is .92 (Yılmaz, 2006).

For this research, the reliability analysis of the scale was re-performed and the Cronbach-Alpha reliability coefficient of the trust to Manager dimension has been .953, the Cronbach-Alpha reliability coefficient of the trust to colleagues dimension has been .918, The Cronbach-Alpha reliability coefficient of the trust to stakeholders dimension has been .900 and the Cronbach-Alpha reliability coefficient of the whole scale has been calculated as .946.

3.7 Perceived Organizational Support Scale

Perceived Organizational Support Scale was developed by Derinbay (2011). The scale consists of 29 items and is a 5-point Likert type. The interpretation of the findings was based on the arithmetic mean intervals of 1.00-1.79: "Never", 1.80-2.59: "Rarely", 2.60-3.39: "Sometimes", 3.40-4.19: "Mostly", 4.20-5.00: "Always". The Cronbach-Alpha reliability coefficient of the educational support dimension is .83, the Cronbach-Alpha reliability coefficient of the administrative support dimension is .88, the Cronbach-Alpha reliability coefficient of the justice dimension is .92 and the Cronbach-Alpha reliability coefficient of the whole scale is .95.

For this research, the reliability analysis of the scale was repeated and Cronbach-Alpha reliability coefficient has been calculated as .970.

3.8 Data Analysis

The normality test was applied to the items in order to decide whether the tests applied in the research would be parametric or non-parametric tests. In order to determine the suitability of distribution of the data according for job satisfaction, organizational trust and perceived organizational support scale mean scores to the normal distribution, average, median and mode values of each scale were analysed and Kolmogorov-Smirnov analysis was applied since the sample volume was over 50. Although it was determined that the data did not show a normal distribution, it was decided that the data did not go far beyond the normal distribution since the kurtosis-skewness values that are other assumptions of suitability for normal distribution are within ± 1.5 range, the median and mean values were close to each other and pursuant to the central limit theorem the sample volume was 30 and above. The normal distribution test results of the data are given below.

Pearson correlation coefficient was used to determine the correlation between scales. Simple and multiple regression analysis was used to obtain the data related to the inter-prediction of variables.

3. Findings

Findings about Teachers' Job Satisfaction Levels

The lowest value, highest value, arithmetic mean and standard deviation values for teachers' job satisfaction levels are given in Table 4.1.

Table 2: Teachers' Job Satisfaction Levels

Dimension	N	Lowest Value	Highest Value	$\bar{x}$	Ss
Job Satisfaction	497	1,79	4,71	3,2400	0,55

When Table 2 is examined, it is seen that teachers' job satisfaction is moderate ($\bar{X}$ = 3.24; Ss = 0.55). The responses of the participants are close to the answer "Satisfies me moderately ".

Table 3: Teachers' views on their job satisfaction levels

Job Satisfaction Items	N	Lowest Value	Highest Value	$\bar{x}$	Ss
Level of trust my job provides to me	497	1	5	3.4306	1.07
The amount of my salary and	497	1	5	2.5453	0.89
Possibility of promotion and personal development my job provides	497	1	5	2.7243	0.92
My communication with my colleagues and people I interact with	497	2	5	3.8813	0.68
Level of respect and fair behaviour accorded to me by the managers	497	1	5	3.5956	0.82

Emotion of appreciation for my work	497	1	5	3.1449	0.89
Chance of getting to know friends that I work with	497	1	5	3.664	0.79
Guidance and support I get from the managers	497	1	5	3.326	0.97
Adequateness level of the money I receive in return for the work I do	497	1	5	2.4044	0.94
Possibility to implement independent thought and behaviours of my own	497	1	5	3.3078	0.96
Level of my school's ability to meet my future expectations	497	1	5	2.9698	0.88
Opportunity to help my co-workers in the school	497	2	5	3.6278	0.81
Opportunity of competition in	497	1	5	3.1227	0.82
Attitude of School Administration towards employees	497	1	5	3.6157	1.01
Job Satisfaction Level in	497	1.79	4.71	3.2400	0.55

When Table 3 is analysed, the item that teachers participate the most for job satisfaction is "My communication with my colleagues and people I interact with" ($\bar{X}$ = 3.88). The item received a value close to the participants' response of 'I am quite satisfied'. On the other hand, the item that teachers participate the least is "The Adequateness level of the money I receive in return for the work I do'" ($\bar{X}$ = 2.40). This item received a value close to the participants' response of "It does not satisfy me enough".

Findings about the Organizational Support Teachers Receive

The lowest values, highest values, arithmetic mean and standard deviation values for teachers' perceived organizational support levels are given in Table 4.3.

Table 4: Levels of Teachers' Perceived Organizational Support

Dimension	N	Lowest Level	Highest Level	$\bar{x}$	Ss
Perceived Organizational Support	497	1.17	5	3.4968	0.72

When Table 4 is examined, it is seen that teachers' perceived organizational support levels are mostly at the level ($\bar{X}$ = 3.49; Ss = 0.72). The responses of the participants are close to the answer of "I agree partially ".

Table 5: Teachers' Views about levels of their perceived organizational support

Organizational Support Dimensions	N	Lowest Level	Highest Level	$\bar{x}$	Ss
I can take decisions that affect my work	497	1	5	3.4527	0.99
I can find opportunity to apply the information and skills I gained during professional educations	497	1	5	3.6197	0.82
School Administration does not endeavour enough for my professional development	497	1	5	3.4648	0.94
School administration appreciates my achievements	497	1	5	3.2455	0.89
I receive feedback from school administration that can improve myself	497	1	5	3.0724	0.94
School administration does not consider enough my thoughts and recommendations	497	1	5	3.6298	0.84
No matter how good I do my work, I get a feeling that school administration cares about my presence	497	1	5	3.5211	1.08
School administration provides course tools and equipment I need	497	1	5	3.5272	0.91
Physical needs in my school about working environment gets	497	1	5	3.664	0.98

upgraded according to the conditions of the time					
School administration shows tolerance when I do not come to the school due to a problem in my life (sickness, family etc.)	497	1	5	3.8008	1.00
School administration is tolerant with mistakes of staff	497	1	5	3.4789	0.85
School administration guides me in educational matters	497	1	5	3.2032	1.01
School administration does its best to make me feel happy and peaceful like home	497	1	5	3.4024	1.07
School administration makes effort to develop correlations among employees	497	1	5	3.3682	1.00
School administration defends me against unfair demands of the environment/parents	497	1	5	3.5936	1.11
School management helps in cases of the collaboration necessities with parents/environment	497	1	5	3.6157	0.96
School management is open to any kind of criticism	497	1	5	3.2072	1.09
My recommendations for development of the school are supported by the school administration	497	1	5	3.4708	1.00
School administration gives mandates to teachers equivalent to their responsibilities	497	1	5	3.4688	0.89
School administration is aware of successful teacher behaviours	497	1	5	3.5915	1.11
School administration shares necessary information and data regarding school process with teachers	497	1	5	3.6821	0.96
School administration trusts teachers	497	1	5	3.7082	1.02
School administration takes my opinion as well when they take decisions that affect me	497	1	5	3.3924	1.04

Responsibility distribution is made pursuant to personal and professional qualifications in my school	497	1	5	3.4809	0.90
Everyone benefits from school sources adequately	497	1	5	3.5795	0.94
School administration treats all teachers equally	497	1	5	3.4588	1.04
School administration acts fair in distribution of courses	497	1	5	3.7183	0.99
Only the ones who deserves get rewarded in this school	497	1	5	3.0765	1.07
All teachers can freely express their thoughts in board meetings	497	1	5	3.9135	1.01
Organizational Support Level in	497	1.17	5	3.4968	0.72

When Table 5 is analysed, the item that teachers participate most in terms of perceived organizational support levels is "All teachers can freely express their thoughts at board meetings" (X̄ = 3.91). The item has a value close to the answer of "I agree" by the participants. The items with the least participation of teachers are "I receive feedback from my school management that I can improve myself" (X̄ = 3.07) and "only the ones who deserve are rewarded in this school"(X̄ = 3.07). These items have a value close to the answer of "I partially agree" by the participants.

Tablo 5 incelendiğinde öğretmenlerin algılanan örgütsel destek düzeylerine yönelik en çok katılım gösterdikleri madde *"Kurul toplantılarında tüm öğretmenler düşüncelerini özgürce söyleyebilir"*(X̄=3,91) maddesidir. Madde katılımcılar tarafından *"Katılıyorum"* cevabına yakın bir değer almıştır. Öğretmenlerin en az katılım gösterdikleri maddeler ise *"Okul yönetimimden kendimi geliştirebilecek geribildirimler alırım"* (X̄=3,07) ve *"Bu okulda, sadece hak edenler ödüllendirilir"* (X̄=3,07) maddeleridir. Bu maddeler ise katılımcılar tarafından *"Kısmen katılıyorum"* cevabına yakın bir değer almıştır.

Findings about Teachers Organizational Trust Levels

The lowest value, highest value, arithmetic mean and standard deviation values of teachers' organizational trust levels are given in Table 4.5.

Table 6: Teachers' Organizational Trust Levels

Dimension	N	Lowest Value	Highest Value	$\bar{x}$	Ss
Organizational Trust	497	1.36	5	3.6277	0.60
Trust to Manager	497	1.14	5	3.8218	0.79
Trust to Colleagues	497	1.25	5	3.6512	0.66
Trust to Stakeholders	497	1.29	5	3.4067	0.72

When Table 6 is examined, it is seen that organizational trust levels of teachers are at "Mostly" level (X̄ = 3.62; Ss = 0.60). When the sub-dimensions are examined, It is seen that the dimensions of trust in manager (X̄ = 3.82; Ss = 0.79), trust in colleagues (X̄ = 3.65; Ss = 0.66) and trust in stakeholders (X̄ = 3.40; Ss = 0.72) are at "Mostly" level as well. The responses of the participants are close to the answer of "I partially agree" by the participants in terms of general organizational trust, trust in managers and trust in colleagues, and close to the answer of "Sometimes" in terms of trust in stakeholders.

Table 7: Teachers' view on organizational trust levels

Organizational Trust Dimensions	N	Lowest Value	Highest Value	$\bar{x}$	Ss
I trust in the school manager	497	1	5	3.8913	0.87
I trust in the friends in school	497	2	5	3.9879	0.62
I trust in the students of the	497	1	5	3.6559	0.81
I trust in the parents of my students	497	1	5	3.2414	0.91
I trust in the honesty of the school manager	497	1	5	3.8994	0.87

I never doubt that my friends in the school may behave negatively towards me	497	1	5	3.6358	0.84
I trust what my teacher friends in the school say	497	1	5	3.8954	0.63
Teachers in this school are bounded up with each other	497	1	5	3.672	0.79
The manager of this school deals with the problems of teachers	497	1	5	3.6821	0.97
The correlations between the manager and the teachers in our school are consistent.	497	1	5	3.6217	0.91
I trust what my students do in my school.	497	2	5	3.6982	0.76
The manager of our school is skilled in his/her works.	497	1	5	3.837	0.97
Teachers are open to each other in the school.	497	1	5	3.6036	0.85
I trust the support of the parents of students.	497	1	5	3.2837	1.05
The manager of our school keeps his/her promises.	497	1	5	3.8551	0.83
I trust what teachers in this school say	497	1	5	3.7746	0.78
The school manager shares the information clearly with teachers in necessary subjects (personal rights, education announcement, in-service	497	1	5	3.9658	0.86
I trust what my students say	497	1	5	3.5915	0.90
Students in my school would not behave negatively even if they find an opportunity to do so	497	1	5	3.1911	1.02
I trust what my students' parents say	497	1	5	3.1851	0.91
I trust that what is spoken in the teachers' room will stay in there	497	1	5	3.173	1.04
The correlations among the teachers in the school are	497	1	5	3.4668	0.99

General organizational trust	497	1.36	5	3.6277	0.60
Trust in manager	497	1.14	5	3.8218	0.79
Trust in colleagues	497	1.25	5	3.6512	0.66
Trust in stakeholders	497	1.29	5	3.4067	0.72

Trust in Manager Dimension Item 1, 5, 9, 10, 12, 15, 17. Trust in colleagues dimension Item 2, 6, 7, 8, 13, 16, 21, 22. Trust in stakeholders dimension Item 3, 4, 11, 14, 18, 19, 20.

When Table 7 is analysed, the item that teachers participate the most in terms of organizational trust level is "I trust my teacher friends in the school" ($\bar{X}$ = 3.98). The item received a value close to the "Mostly" response by the participants. The item that teachers participate the least is "I believe what is spoken in the teachers' room will stay in there" ($\bar{X}$ = 3.17). This item has a value similar to "Sometimes "response by the participants. When examined in terms of sub-dimensions, teachers felt the most trust in "trust in manager" dimension ($\bar{X}$ = 3.82). "Trust in stakeholders " ($\bar{X}$ = 3.40) is the sub-dimension with the least trust.

The correlation between teachers' job satisfaction levels and perceived organizational support levels

In order to determine the correlation between teachers' job satisfaction levels and perceived organizational support levels, Pearson Correlation coefficient was applied to these two variables and the results are given in Table 4.37.

Table 8: Correlation values between teachers' job satisfaction levels and perceived organizational support levels

	Job Satisfaction	Perceived Organizational Support

Job Satisfaction	**r**	1	.698**
	p		.000
Perceived Organizational Support	**r**	.698**	1
	p	.000	

**p<0.01

According to Table 8, there is a significant, positive and moderate correlation between teachers' job satisfaction levels and perceived organizational support levels (r = 0.698, p <0.01). We can say that as teachers' perceived organizational support levels increase, job satisfaction levels increase. According to the determination coefficient ($r \wedge 2 = 0.48$), it can be said that 48% of the total variance of teachers' job satisfaction stems from perceived organizational support.

The correlation between teachers' job satisfaction levels and organizational trust levels

In order to determine the correlation between teachers' job satisfaction levels, organizational trust and trust in manager, trust in colleagues and trust in stakeholder levels, Pearson Correlation coefficient was applied to these variables and the results are given in Table 4.38.

Table 9: Correlation values between teachers' job satisfaction levels and organizational trust and its sub-dimensions of trust in managers, trust in colleagues and trust in stakeholders

		Job Satisfaction	Organizational Support	Trust in Manager	Trust in Colleagues	Trust in Stakeholders
Job Satisfaction	**r**	1	.563**	.596**	.433**	.364**
	p		.000	.000	.000	.000

Organization al Support	r	.563**	1	.860**	.826**	.807**
	p	.000		.000	.000	.000
Trust in Manager	r	.596**	.860**	1	.574**	.550**
	p	.000	.000		.000	.000
Trust in Colleagues	r	.433**	.826**	.574**	1	.483**
	p	.000	.000	.000		.000
Trust in Stakeholders	r	.364**	.807**	.550**	.483**	1
	p	.000	.000	.000	.000	

**p<0.01

According to Table 9, there is a significant, positive and moderate correlation between teachers' job satisfaction levels and organizational trust levels (r = 0.563, p <0.01). As teachers' organizational trust levels increase, job satisfaction levels increase. According to the determination coefficient (r ^ 2 = 0.31), it can be said that 31% of the total variance of teachers' job satisfaction is caused by organizational trust. There is a significant, positive and moderate correlation between job satisfaction and trust in the manager (r = 0.596, p <0.01). There is a significant, positive and moderate correlation between job satisfaction and trust in colleagues (r = 0.433, p <0.01). There is a significant, positive and moderate correlation between job satisfaction and trust in stakeholders (r = 0.364, p <0.01). Accordingly, as teachers' trust in managers, trust in colleagues and trust in stakeholders levels increase, job satisfaction levels increase. The correlation between job satisfaction and trust in manager is higher compared to the other dimensions. When the sub-dimensions of organizational trust were examined, the trust in manager (r^2=0.35) explained 35% of the total variance in job satisfaction, while trust in colleagues (r^2=0.18) accounted for 18% and the trust in stakeholders (r^2=0.13) for 13%.

When we look at the correlation between organizational trust and its sub-dimensions; there is a significant, same direction and high level correlation between organizational trust and trust in manager dimension (r = 0.860, p <0.01). There is a significant, same

direction and high level correlation between organizational trust and trust in colleagues (r = 0.826, p <0.01). There is a significant, same direction and high level correlation between organizational trust and trust in stakeholders dimension (r = 0.807, p <0.01).

Results about of perceived organizational support predicting job satisfaction of teachers

The results of multiple regression analysis indicating whether teachers' job satisfaction is predicted by perceived organizational support are shown in Table 4.39.

Table 10: Multiple regression analysis of prediction of teachers' job satisfaction by perceived organizational support

Variable Name	B	S. Mistake	β	t	p	R^2	Adjusted R^2	Dual R	Partial r
Constant	1.389	0.087		15.955	0.000*	0.488	0.487		
POS	0.529	0.024	0.698	21.714	0.000*			0.698	0.698

$F_{(1.495)}$=471.477   p= 0.000

*:p<0.05

When Table 10 is examined, it is seen that F value obtained from multiple regression analysis is significant at 0.05 significance level [F (1.495) = 471.477; p <0.05]. Therefore, it was concluded that the regression model of the correlation between perceived organizational support variable and teachers' job satisfaction was statistically significant. There was a moderate and positive significant correlation between perceived organizational support variable and teachers' job satisfaction (R^2= 0.488, Adjusted R^2= 0.487, p <0.05). This variable explains 48.7% of the total variance in teachers' job satisfaction points. When the t-test results related to the significance of the regression results were examined, it was seen that the perceived organizational support variable

was a significant predictor of job satisfaction (p <0.05). According to the results of regression analysis; the regression equation for predicting teachers' job satisfaction by perceived organizational support variable is as follows:

Teachers' Job Satisfaction = 1.389 + 0.529 Perceived Organizational Support

According to this equation, it can be said that Perceived Organizational Support has a positive effect on teachers' job satisfaction.

Results about organizational trust predicting teachers' job satisfaction

The results of multiple regression analysis indicating whether teachers' job satisfaction is predicted by perceived organizational support and its sub-dimensions are shown in Table 4.39.

Table 11: Multiple regression analysis of prediction of teachers' job satisfaction by perceived organizational support and its sub-dimensions

Variable Name	B	S. Mistake	β	T	p	R^2	Adjusted R^2	Dual r	Partial R
Constant	1.444	0.122		11.871	0.00*				
Manager	0.353	0.033	0.510	10.792	0.000*	0.368	0.364	0.596	0.437
Colleague	0.109	0.037	0.131	2.906	0.004*			0.433	0.130
Stakeholder	0.015	0.034	0.020	0.454	0.650			0.364	0.020

$F_{(3.493)}=95.733$ **p= 0.000**

*:p<0.05

When Table 11 is examined, it is seen that F value obtained from multiple regression analysis is significant at 0.05 significance level [F (3.493) = 95.733; p <0.05]. Therefore, it has been concluded that the regression model of the correlation between trust in managers, trust in colleagues and trust in stakeholders variables and teachers' job satisfaction is statistically significant. There is a moderate and significant correlation between the variables of trust in managers, trust in colleagues, trust in stakeholders that constitute organizational trust and teachers' job satisfaction (R^2= 0.368, Adjusted R^2= 0.364, p <0.05). These three variables together explain 36.4% of the total variance in teachers' job satisfaction points.

When the dual and partial correlations between the dependent variable and independent variables are examined, it is seen that there is a positive and strong correlation between the trust in manager and teachers' job satisfaction (r = 0.596), and when the other variables are checked, this value decreases to 0.437. It was found that there was a positive and medium level correlation between trust in colleagues, trust in stakeholder variables and teachers' job satisfaction (r = 0.433, r = 0.364, respectively). However, when the other variables were checked, the value of these variables and the correlation value between these variables and the dependent variable decreased to 0.13 and 0.02, respectively. According to the standardized regression coefficients (ß), the relative importance of the predictive variables on teachers' job satisfaction was determined as trust in managers, trust in colleagues and trust in stakeholders. When the t-test results related to the significance of the regression results were examined, it was seen that the variables of trust in managers and trust in colleagues were significant predictors of teachers' job satisfaction (p <0.05). The variable of trust in stakeholders has no significant effect on teachers' job satisfaction at 0.05 level. According to the results of multiple regression analysis; the regression equation for the estimation of teachers' job satisfaction by the variables of trust in manager and trust in colleagues is as follows:

Job Satisfaction = 1.44 + 0.353 Trust in Manager + 0.109 Trust in Colleagues + 0.015 Trust in Stakeholders

According to this equation, it can be said that the variables of trust in managers and trust in colleagues have a positive effect on teachers 'job satisfaction, but trust variable has no significant effect on teachers' job satisfaction.

4. Discussion and Conclusion

In this study, the organizational trust levels of teachers and their perceptions of organizational support were determined to find out what extent these variables predict job satisfaction. It was concluded that the job satisfaction of the teachers participating in the research was moderate and their answers were close to the answer of "Satisfies me at the intermediate level". Bilir (2007), Ersözlü (2008), Tunacan and Çetin (2009), Yalçın (2014) and Demirtaş and Alanoğlu (2015) found that teachers' job satisfaction was moderate as well in their studies. In addition to these, Demirtaş (2010) and Başaran and Güçlü (2017) concluded that teachers' job satisfaction levels were high in their studies. The reason for this difference between the results may be that teachers' job satisfaction is affected by managerial, relational or cultural differences in organizations. The item that teachers provide the lowest satisfaction is "the level of adequateness of the money I receive in return for the work I do". This finding coincides with the findings of Günbayı and Tokel (2012) on their primary school teachers. Teachers are dissatisfied with the unfairness of the money they earn, rather than less or more. Therefore, it can be concluded that the teachers compare the salary they receive with other professional groups and question its fairness. Another item that creates dissatisfaction is "the opportunity of promotion and personal development provided by my job". It can be said that teachers experience dissatisfaction due to the limited personal development opportunities and the lack of any direct opportunity for promotion in the profession.

It was observed that teachers' perceptions of organizational support were at the level of "mostly". In the study of Polatçı (2015) on academicians and in Erkol (2015), Kartal, Yirci and Özdemir (2015), Tailor and Steel (2016) Ertürk, Keskinkılıç-Kara and Zafer-Güneş (2016) and Argon and Ekinci's (2017) studies about teachers' perceptions of organizational support they have reached parallel conclusions with this finding. One of the items with the lowest perception in the perceived organizational support scale is "I get feedback from my school administration that can improve myself". It can be said that teachers are open to constructive criticism directed by the administrators and as a result of realization of this, the perception of organizational support may increase. Another item with the lowest perception is "Only the ones who deserve get rewarded in this school". It

can be said that the teachers think that merit is not the basis of the reward systems applied and that they are not rewarded in the right way.

It was found that the organizational trust levels of the teachers corresponded to the "mostly" answer. Polat and Celep (2008), Uğurlu and Aslan (2015), Akın (2015), Gürbüz and Dede (2016), Ayduğ and Ağaoğlu (2017) also found in their studies that teachers' organizational trust was high. It can be said that teachers working in a school with a high perception of trust will have a high contribution to school effectiveness and school success. Because the perception of trust in school is the basis of cooperation (Hoy, Smith and Sweetland, 2002: 47). In addition, in the study conducted by Bökeoğlu and Yılmaz (2008), it was determined that teachers had an average organizational trust level. While the answers given to the organizational trust and its sub-dimensions of the trust in manager and the trust in colleagues are closer to the answer of "I partially agree", it is closer to "sometimes" in the sub-dimension of the trust in stakeholders. The least participant item in the organizational trust scale is "I believe that what is spoken in the teachers' room will stay in there". We can say that teachers think that what they say about the subjects they speak or the criticisms they do can be used against them and therefore they think that they do not have a comfortable chat environment.

It was also concluded that there was a significant, positive and moderate correlation between job satisfaction and perceived organizational support. Demirci (2016) found that there was a positive and significant correlation between perceived organizational support and job satisfaction in his study with district employees. Kuluapl (2015) found that there is a positive and significant correlation between perceived organizational support and job satisfaction in his study on academicians and administrative employee in universities. Oktar (2015) concluded that perceived organizational support had a positive and significant effect on job satisfaction in his study with people working in institutions that serve to handicapped people. Polatçı, Ardıç and Koç (2014) reached a similar conclusion in their study on village guards and concluded that there was a positive and significant correlation between organizational support and job satisfaction. The working population of these researches is important in terms of revealing the correlation between job satisfaction and organizational support, even if not teachers, and supports the results of this research.

There is a significant, positive and moderate correlation between job satisfaction and organizational trust, trust in managers, trust in colleagues and trust in stakeholders. This result of the research is in parallel with other studies in the literature. Yazıcıoğlu (2009), İşcan and Sayın (2010), Semercioğlu, Tengilimoğlu and Semercioğlu (2012), Semercioğlu (2012), Çiçek and Şahin-Macit (2016), Bil (2018) and (Reçiça and Doğan (2018) concluded a significant correlation between job satisfaction and perceived organizational support of employees in their studies. In addition, Yalçın (2014) and

Çelebi and Tatık (2019) found a positive, significant and high-level correlation between teachers' job satisfaction levels and organizational trust levels.

According to another result of the study, perceived organizational support is a significant predictor of job satisfaction. According to the findings, perceived organizational support explains 48.7% of the total variance in teachers' job satisfaction scores. Bogler and Nir (2012) found that teachers' perceptions of organizational support increased their job satisfaction as well. Based on this result, it is seen that an important variable affecting the job satisfaction of teachers in schools is organizational support. Job satisfaction of teachers who see their schools as a place that values their contributions and cares about their well-being increases.

Finally, organizational trust, trust in managers and trust in colleagues were determined as a significant predictor of job satisfaction, and it was concluded that teachers with high levels of organizational trust perception would have higher job satisfaction. Trust in managers, trust in colleagues and trust in stakeholders explain together 36.4% of the total variance in teachers' job satisfaction scores. İşcan and Sayın (2010), Yılmaz and Karahan (2011), Top (2012), Velez and Strom (2012) and Gockel, Robertson and Brauner (2013) concluded that employees' perceptions of trust in their organizations had a positive effect on their job satisfaction as well. In addition, it was concluded that trust in stakeholders, which is one of the sub-dimensions of organizational trust, is not a significant predictor of job satisfaction.

5. Suggestions

According to the results of the research, the lowest satisfaction level of the teachers in the job satisfaction scale is the item "the adequateness of the money I receive in return for the work I do ". Teachers feel that the wages they receive are unfair. Improving salaries in accordance with today's conditions may have an effect on increasing teachers' job satisfaction levels.

In addition to wages in the job satisfaction scale, another item with a low score is "the opportunity of promotion and personal development provided by my job ". Teachers experience dissatisfaction with promotion in their profession. A promotion system where promotion criteria are specific and understandable can improve teachers' job satisfaction. In addition, the lack of personal development opportunities creates dissatisfaction as well. The availability of in-service trainings for teachers, within the extent it is possible, may have an effect on increasing job satisfaction. Therefore, it may be advisable to revise the central and local in-service training policies.

One of the items with the lowest perception on perceived organizational support scale is "I get feedback from my school administration that can improve myself". This article

shows that teachers expect constructive criticism from administrators but this does not happen. Class visits that administrators do, not for inspections but for supervisory purposes, and constructive feedback they give after, may increase the perception of organizational support.

Another item with the lowest perception on perceived organizational support scale is "In this school, only the ones who deserve gets rewarded ". Teachers are of the opinion that objective judgments do not prevail in the subjects of appreciation or reward by managers. Determining the criteria of the reward system that is considered to be implemented and applying the opinions of teachers may change this perception.

The item with the lowest participation by teachers in the trust in manager sub-dimension of organizational support scale is "The correlations between teachers and school administrators in our school are consistent". From this point of view, teachers think that managers do not approach all employees equally. The consistent approach to be established in the correlations to be established may increase the level of trust in the manager.

The item with the lowest participation by teachers in the trust in colleagues sub-dimension of organizational support scale is "I believe that what is spoken in the teachers' room will stay in there". Teachers believe that the issues they share with their colleagues can be used against them in other manners. Confidence-oriented correlations and exchanges between colleagues can change this perception.

The item with the lowest participation by teachers in the trust in stakeholders sub-dimension of organizational support scale is "I trust what the parents of my students say". This indicates a trust problem between teachers and parents. For the trust network to be established between teachers and parents, providing opportunities for social activities to join together and creating environments where they can share with each other can be a solution.

It was determined that job satisfaction, organizational trust and perceived organizational support levels of the teachers were high at the beginning of the profession and then low. Researching the possible causes of this decline may contribute to the solution of the problem.

It is known that perceived organizational support has a positive effect on job satisfaction. The deficiencies of the managers can be determined by different studies. By making cooperation protocols with experts and institutions in the field, deficiencies can be eliminated by giving various training and seminars on the deficiencies identified in the managers.

Organizational trust is known to have a positive effect on job satisfaction. The level of organizational trust in schools should be maximized in all dimensions. School administration is the primary element that should feel responsibility in this regard. Therefore, school management should play an active role in the trust environment to be established. First of all, taking measures to increase the confidence in the management; In order to achieve this, being fair, transparent, participatory and merit-based can contribute to increasing the level of organizational trust.

There are no studies found that investigate the correlation between job satisfaction and organizational trust and perceived organizational support in educational institutions. The fact that these variables with positive correlations are worthy of research in educational institutions, the continuation of research supported by different variables and the findings obtained may contribute to the literature.

Acknowledgements

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