The Mediation Effect of the Organizational Support and Communication Skills to the Job Satisfaction in the Learning Organizations

The purpose of this research was to determine the mediation effect of the organizational support provided to the administrators and teachers and their communication skills to their job satisfactions in the schools that are a learning organization at the same time. The participants of the research were composed of the school administrators and teachers, and joined voluntarily to the research. In the research, the purposeful sampling method has been used. The research groups were comprised of 300 administrators and teachers. This research is a study in the relational screening (survey) model. The research is both descriptive and explanatory in terms of its purpose because in the theoretical framework learning organizations, communication skills, organizational support and job satisfaction have been addressed in all their parts and tried to be defined with reference to all the various perspectives and approaches. In the research, the data were collected through a scale. According to the results of the research, it was not found statistically meaningful that the learning organization practices had a relationship/regression on the job satisfaction perceptions, and the organizational support provided to the administrators and teachers and their communication skills did not mediate to the job satisfaction in the learning organizations.

Keywords: *Learning organizations, communication skills, organizational support and job satisfaction.*

Introduction

Today, the learning organizations, organizational support, communication and job satisfaction are the concepts that almost everyone knows and uses, especially in the public administration and teaching institutions. However, whether both managers and employees use these concepts superficially or if they are familiar with the theoretical foundations of the subject has become an issue that should be examined and discussed in today's management approach. The main problem of this research is the examination of the extent to which job satisfaction in the learning organizations will vary through the organizational support and communication skill provided to the managers and teachers. The main purpose of the research on this problem, which is the basis for the formation of the theoretical framework and research hypotheses, is to reveal how the evaluations of the job satisfaction in the teaching institutions, which are also a learning organization, differ according to the dimensions related to the organizational support and communication skills in their schools. In this context, it was evaluated that the managers and teachers may have meaningful relations between their perceptions of the dimensions of the learning organizations in their schools, the organizational support behaviors provided to

1   them in their institution and their assessments related their communication
2   skills and job satisfaction. For this reason, various domestic and foreign
3   sources and theoretical and etiquette research results were evaluated and
4   research model and inter concept relations were determined.

5   The organizational support and communication skills which are
6   intermediary variables, and the job satisfaction are important management
7   concepts that can be extended from the mutual individuals to the organizations
8   and even international organizations. Therefore, the problem discussed in the
9   research should be addressed in fact within the integrity of the organization.
10   When the concept of the organization is expressed in the research, it is meant a
11   system in which the activities of two or more people are (Kaya, 1999, p. 111).

12   To date, a wide range of the researches has been carried out in the
13   organization and management and are still being carried out. Considering that
14   the organization is a structure in a nutshell, the establishing a very good
15   communication in this structure in terms of cognitive, emotional or behavioral,
16   the formation of the organizational support and the positive increase of the job
17   satisfaction through this environment provided is an issue that should be
18   emphasized. Here, too, the managers have important duties because when it is
19   evaluated that the management is a process it is the managers who will
20   continue the process in a smart and positive way. In this sense, what are the
21   learning environment, learning organizations, organizational support and
22   communication skills, how they can be provided and improved, what are the
23   job satisfaction or motivators and how they should be developed are critical
24   issues that need to be examined in today's management approach, the
25   managers are on the point of being at the forefront, because the healthier the
26   relations in this regard, the more efficient the organization will be, by
27   providing the job satisfaction.

28   Here, naturally, the administrative behavior also plays an important role.
29   Burada doğal olarak yönetimsel davranış da önemli bir rol oynamaktadır. In the
30   done researches, the management activity requires working with others on the
31   one hand, on the other hand it requires achieving objectives, making the most
32   use of scarce resources, ensuring efficiency and effectiveness, and operating in
33   the changing environments (Özalp, 2006, p. 3). If it is accepted that the
34   management is also a social activity, it can be understood how much the
35   concepts investigated are related and interwined concepts. Also, as the
36   definition of management shows, a positive organizational support and
37   communication techniques should be used in order to work with others. In
38   order to realize the objectives of the organization, the employees must be well
39   directed because the satisfied employees are needed in order to provide
40   efficiency against the effectiveness. In addition, in order to use rationally the
41   limited resources the theories of job satisfaction must be fully utilized.

42   The changing environment also affects the job satisfaction. Therefore, the
43   intrinsic and extrinsic job satisfaction should be balanced very well. Of course,
44   the communication and communication skills should be used when they are
45   carried out because one of the management functions that can be effective is
46   also considered the communication when it comes to the management

1   functions in a broad sense (Berberoğlu, 2006, p. 107). The communication
2   process is at the heart of all management process. No organizational action or
3   management process can be carried out without the communication because the
4   communication is the lifeblood of the human relationship and motivation,
5   accordingly job satisfaction (Kaya, 1999, p. 107).

6   Also, the job satisfaction, as Gudanowski (1995; cited in Efeoğlu, 2006, p.
7   27) emphasized, is defined in the different ways as a happy and positive mood
8   based on the employees' work or experiences of the work, his pleasure from
9   the work which varies according to the values he has, the harmony between the
10 expectations of his work and the rewards he provides from his job, his attitude
11 towards his work, a result of his attitude towards his work and his emotional
12 reactions to his work.

13 In the recent years, the behaviors aimed at the increasing of the
14 effectiveness and efficiency in the organizations have been widely examined in
15 the literature. Especially, the issue of the organizational support has been one
16 of the issues that has gained a great importance due to the environments
17 created by competition chaos and uncertainty in the business world of the 21st
18 Century. Therefore, if the organizations should focus on the needs of their
19 employees and try to satisfy them, it will provide that the employees feel
20 themselves as valued, talented, useful and necessary. This also brings up the
21 concept of the organizational support herewith (Köse and Gönüllüoğlu, 2010,
22 p. 87).

23 In today's business world, the employees feel need to receive a support
24 within the organization where they work due to the human psychology. The
25 organizational support which is extremely important for the employees has
26 been one of the important resources for meeting the emotional needs such as
27 respect, acceptance and approval, and appreciation. With the organizational
28 support, the needs as belonging, and being respected and approved of the
29 individual are met by stating that the contributions of their employees to the
30 organization are aware, their well-being is valued and they like to work with
31 them (Armeli et al, 1998, cited in Özdemir, 2010, p. 133; Martin, 1995, cited in
32 Akın, 2008, p. 42).

33 In order to make operational the concept of the social change, Eisenberger
34 et al. (1986, p. 504) argue that are a wide variety of the situations that affect the
35 employee behaviors and that the underlying cause of these behaviors is the
36 motivators reflected in the employees' organization, and therefore they use the
37 concept of the perceived organizational support in their definitions when
38 describing the organizational support.

39 It is evaluated that the perceived organizational support which means to
40 meet employee expectations such as being valued by the organization worked
41 for, not feeling alone in the good or bad days and seeing the support of the
42 organization behind, will also be effective in connecting the employees with
43 their organizations in this context (Turunç and Çelik, 2010, p. 184).

44 In the light of these evaluations, it is thought that there should be a
45 balanced relationship between the realization of the objectives of the individual
46 and the realization of the objectives of the organization, and the

1   communication to be provided for this purpose should be a communication
2   within the scope of providing satisfaction to the managers and employees. In
3   this context, the communication skills and job satisfaction concepts in the
4   management have become a subject worth examining for both managers and
5   employees with all their dimensions, scopes, effects and results. In the
6   literature review, it is seen that there are not enough studies on this subject in
7   Turkey yet. The above-mentioned thoughts and reasons also reveal the
8   necessity of a study on this subject. Therefore, whether the perceptions of the
9   managers and employees working in the schools regarding the communication
10   skills are also a meaningful mediator of the perceptions about the job
11   satisfaction has produced another of the problem that are the subject of the
12   research.
13   According to the findings obtained as a result of the researches carried out
14   in this direction, it was evaluated that the learning organizations are also one of
15   the most important factors affecting the job satisfaction. The learning
16   organizations, communication, organizational support and job satisfaction in
17   the educational institutions are not newly discovered phenomena. These
18   applications have long been known, believed in the benefit, and implemented
19   approaches. However, these applications are limited to individuals and cannot
20   be institutionalized enough. In the literature, different researches were carried
21   out in the different fields such as psychology, business, health, tourism, etc. in
22   the relation to these applications. However, in these researches, especially in
23   the official educational institutions, the frequency of finding applications in the
24   subject highlighted above is quite limited. Therefore, in the research, the
25   perceptions of the administrators and teachers working in the schools related
26   these practices, their relationship between them and their effects on each other
27   were tried to be examined.
28
29
30   **Literature Review**
31
32   **Organizational Learning and Learning Organizations**
33
34   In the realization of the organizational learning, it is necessary to examine
35   firstly the individual learning than the learning that individuals create by
36   coming together and creating the group dynamic characteristics, and the
37   learning on the basis of the organization that the groups form together. For this
38   purpose, the learning levels are examined under the titles such as the individual
39   learning, group dynamics and team learning, learning in the organization-wide
40   (organizational learning).
41   The concept which was first used in the management science in 1990 in
42   Peter Senge's book "The Fifth Discipline" quickly became one of the most
43   frequently repeated terms in today's human resources literature, in a short
44   period of the time. According to the definitions mentioned in the book, the
45   learning organizations are briefly the organizations that know, understand and
46   think. The concept of the learning organization means that a business can draw

1 conclusions from the events that it is constantly experiencing, at the same time,
2 adapting these into a changing environmental conditions within a system in
3 which it can develop its employees, and as a result of all these, it is a dynamic
4 business that is constantly changing, developing and renewing itself.
5   Also, the organizational learning is a process by which the members of the
6 organization learn the objectives, norms, value systems, behavioral patterns,
7 and the culture of the organization, briefly (Hofstede, 1989; cited in Töremen,
8 2001). Today, the concept of the organizational learning is increasing among
9 the organizations that are more inclined to change. The learning is a dynamic
10 concept and in this context, it is emphasized that the structure of the
11 organizations is constantly changing. The goal is to make the transition from
12 the individual learning to the organizational learning at an increasing pace. Just
13 as the learning is essential for the development of the individuals, the learning
14 is essential for the development of the organizations at the same time (Fiol and
15 Lyles, 1985; cited in Töremen, 2001). The main purpose of the organizational
16 learning is to ensure that the organization as a whole adapts easily to this
17 change and, if possible, leads the way in this change, despite the changes in the
18 business environment (Martha and Victoria, 1996; cited in Yıldırımışık, 2001).
19   The organizational learning theory can also be an optimal model for the
20 educational organizations. Because the main mission of the school
21 organizations is to provide a more effective education and training service. The
22 school is an organization that is in the process of the learning directly. But the
23 main problem is the balancing of the school's learning and teaching mission.
24 Today, the school looks more like a teaching organization. However, the
25 school also has to be a learning organization as well as an organization that
26 teaches. The transformation of the school into a learning school requires a
27 radical paradigmatic change in the school culture and philosophy (Çelik, 1999,
28 p. 117).
29   Being a learning organization requires having qualities beyond the
30 organizational learning. Therefore, some elements need to come together in the
31 learning organizations. Each of these elements has respective importance and
32 in order to become a learning organization, each element must be developed
33 both separately and together. These elements will provide a vital dimension in
34 the establishment of the organizations that can actually "learn" as Senge (2003,
35 p. 15) emphasized.
36
37 **Communication and Organizational Communication**
38
39   Man tries to communicate with his environment from the moment he is
40 born. The developing technology facilitates the communication while the
41 complex world on the other hand makes the communication increasingly
42 difficult. Therefore, the communication in today has been a tool that is
43 technically known by a person and with that the person should develop his
44 skills well (Ersanlı and Balcı, 1998, p. 7).
45   The organization is often defined as a communication network. It is not
46 possible to think of an organization without a communication process. In the

organization, the management also functions as a source of the communication (Kaya, 1999, p. 106). Baltaş and Baltaş (2002, p. 19) briefly define the concept of the communication which is such an important issue as the sharing of feelings, thoughts and information with others in every conceivable way. The word "communication" is also defined by the words such as the correspondence and information, in our language. To describe it broadly, it is to provide an understanding among people through other tools which are verbal or non-verbal, in order to achieve the desired results and influence the behaviors (Can et al., 2001, p. 288).

The organizational communication, other hand, is a social process that develops as well as between the various departments and elements that make up the organization, or between the organization and the environment, and allows for the a continuous exchange of the information and thoughts or to establish the necessary relations between the departments in order to ensure the functioning of the organizations and to let achieve its goals (Demir, 2003, p. 136). The process in that the way of the information, feelings or thoughts are realized and the behavior is created is also called the communication process (Baltaş and Baltaş, 2002, p. 26).

There are also some basic features in the communication. Baltaş and Baltaş (2002, p. 19) explain that the first impression in the communication is important, that the communication is made by the person, not to the person, that the communication is a whole and that the main feature of the communication is embraced by understanding. In terms of the characteristics of the research, the interpersonal, internal and mass communication is the subject that should be emphasized. Because in order to be a communication there must be mutual two people. In addition, since the management is carried out within an organization and against an audience, the communication that is realized between both the executive-employee and the both groups is also happened the source of the job satisfaction. Considering that the communication is the most important tool of the job satisfaction, the communication covers every moment of the working process within the organization and is a phenomenon that will be needed on the every basis.

The communication also has some functions. Therefore, the managers also have to have knowledge about this issue. Demir (2003, p. 137) describes the functions of the communication as the provision of information, persuasion and influence, consolidation, and commanding and instructive functions. If it pays attention to it will also see that these are the functions which should be carried out by a good manager at the same time. Also, Türkmen (1992, p. 24) explains in more detail the basic functions of the organizational communication. However, in his explanation the most important issue concerning this research is that the organizational communication is one of the most effective tools that the management of the organization will implement in order to ensure planning, coordination, decision making, motivation and supervision in the organization.

In addition, another issue that is emphasized in terms of the communication is the tasks of the communication. Demir (2003, p. 138) also

1 sorts these tasks as a control, motivation and satisfaction, expression of the
2 emotions and transmission of the information. These tasks are also the
3 functions that the administrators perform always. The concepts that should be
4 emphasized carefully here is satisfaction because this research focuses on the
5 communication skills and job satisfaction. Varol (1993, p. 128) considers this
6 issue within the purposes of the organizational communication. When these
7 objectives are evaluated, it will be seen that they are generally the subjects that
8 are involved in the communication skills. These are;

10   - To ensure that the objectives, goals and policies of the organization are
11   known by the employees.
12   - To transfer immediately the changes in the organization to the
13   employees.
14   - To provide information about the social and economic problems of the
15   organization and to enlighten the employees about their links to their
16   general social and economic problems.
17   - To inform the employees about the jobs and process and to facilitate the
18   work and skills training in this way.
19   - To enlighten the employees about the activities, important events and
20   decision of the organization.
21   - To encourage the innovation and creativity, to regulate the flow of the
22   information between management and employees and to provide
23   feedback.
24   - To encourage and improve the mutual communication between
25   managers and employees.
26   - Here is to inform the employees about the progression opportunities in
27   the work, developments related to the employees, expectations for the
28   future.
29   - To improve the qualifications of the employees to represent the
30   organization during and after the work.
31   - With all this and other communication activities, trying to create and
32   maintain a climate, culture and identity of the organization.

34 **Types of the Communication**

36   Can et al. (2001, p. 288) stated that the organizations have two main
37 objectives of the communication. The first of these is the coordinating the
38 activities for the realization of the objectives of the organization and to
39 transmission the task to the related person concerned. The second is that the
40 members of the organization are revived to achieve the organizational plans
41 willingly and enthusiastically through the communication. If it pays attention,
42 there is a formal and informal communication here.
43   However, in this research, it will be focused on the cognitive (mental),
44 emotional and behavioral communication which are expressed as the
45 communication skills in the researches of Ersanlı and Balcı (1998, p. 9). When
46 the researches are evaluated in general, the ability to communicate can be

1   defined as being able to express one's self clearly, fully, and in the same way,
2   the understanding exactly and accurately what they are saying by listening to
3   other people. In this context, the emotional communication is considered a
4   process of the mutual influence between the feelings of people who
5   communicate (Bartsch and Hübner, 2005, p. 2). In addition, the emotional
6   communication refers to the process of the using messages so the individuals
7   can exchange the information they have with each other to affect mutually each
8   other's emotional states.

9   In the simplest way, the messages can be direct verbal or nonverbal
10 expression of the emotions such as smiling and saying "I am so happy", or they
11 can be expressed complexly and sharply or they can be emotionally weaker.
12 The messages can also be used to share the information or influence the
13 feelings of others through alerts or advice. In short, all communication, albeit
14 to varying degrees, is emotional (Planalp, 2009, p. 489).

15   The behavioral communication is a form of the communication that people
16 use psychologically in their daily behavior. It is also defined as a more direct
17 and clear form of the communication as a variable of the individual differences
18 that indirectly express the feelings, needs and thoughts of a person related to
19 the daily life (Wikipedia, 2016).

20   The cognitive communication is considered by Northeastern University
21 Traumatic Brain Injury Resource for Survivors and Caregivers (2016) as a
22 process that allows people to successfully perform their functions and enables
23 them to interact meaningfully with each other. When focusing on the cognitive
24 communication in the literature, it is seen that the focus is on knowing,
25 perception and thinking in general. In explaining the importance of the
26 cognitive communication, the American Speech-Language Hearing
27 Association (2016) emphasized the issue more by explaining what its
28 consequences and effects may be when it is missing. In this context, they stated
29 that the awareness and abilities will decrease in the provision of the effective
30 communication needs, that there will be a lack of the memory, judgment and
31 ability in the effective exchange of the routine information, that the lack of the
32 social communication skills and the required ability to manage the emotions
33 can also lead to the loss of the relationships, that the ability to perform
34 educational or professional roles will be destroyed, perhaps the potential work
35 will be lost, etc.

36   Granvold (1994, p. 224) also investigated the cognitive and behavioral
37 qualifications on the interpersonal relationship. The researcher mentioned the
38 knowledges related interpersonal relationship and detection-decision making
39 and cognitive restructuring skills as cognitive competencies, and manifesting
40 itself, initiating the relationship, maintaining the relationship and skills for
41 resolving the conflict as behavioral competencies.

42

43 **Organizational Support Theory**

44

45   The organizational support theory is a theory of the modern social change
46 that suggests that the employees show the positive results related to work in

1   exchange for the evaluated resources such as payment, education, socio-
2   emotional support from their organization (Michael vd, 2005, cited in Kaplan,
3   2010, p.41). According to the theory of the organizational support, Byrne and
4   Hochwarter (2008, cited in Kaplan, 2010, p. 41) state that the employees
5   personalize the organization by improving the changing relationships that vary
6   on the impact and strength on the attitudinal and behavioral responses, and that
7   the combining of the employees' organizational membership with their own
8   identities until the socio-emotional needs are met strengthens social change
9   relationships, and increases the performance levels. These relationships depend
10   on the psychological processes which are envisaged by the theory of the
11   organizational support and can be expressed as the employee's belief that the
12   attitude of the organization is originated due to his own desire, the feeling
13   obligated to help the organization, the satisfaction of the socio-emotional needs
14   and the expectation of the work's being succeed-reward (Rhoades and
15   Eisenberger, 2002, p. 699).
16   The theory of the organizational support also addressed the psychological
17   process that constitutes the results of the perceived organizational support. First
18   of all, the organizational support perceived on the mutual norm should reveal a
19   sense of the necessity to take care of the welfare of the organization and to help
20   the organization in achieving its objectives. Secondly, the interest, approval
21   and respect that are shown by the perceived organizational support should
22   fulfill the socio-emotional needs which are leading the employees to combine
23   their organizational membership and role status with their own social identities.
24   Third, the organizational support should reinforce the employee beliefs that the
25   organization defines and rewards the increased performance. These processes
26   have the positive results for both employees and the organization (Rhoades and
27   Eisenberger, 2002, p. 699).
28   Kaplan (2010, p. 42) also has concluded in his research related the
29   organizational support theory that the employees have developed global beliefs
30   about that the organizations evaluate their contributions and take care of their
31   well-being, in order to determine the willingness to reward the organization's
32   increased efforts and to meet the socio-emotional needs by considering the
33   development, nature and consequences of the perceived organizational support.
34   There are also different dimensions of the support in the organizations. For
35   example, the support that the staff perceives from the organization they work
36   for is called the organizational support, and the support which is perceived
37   from its managers is called the manager support (Akın, 2008, p. 143). It is
38   possible to summarize the main issues that constitute the concept of the
39   organizational support from the definition in the following form as it
40   summarized in the research of Köse and Gönüllüoğlu (2010, p. 87).
41
42   - Value the contribution of the organization's employees.
43   - Caring about the happiness of the employees of the organization
44   - The organization and its employees trust each other.
45   - Voluntary of the policies, rules and activities affecting employees.
46   - Organizational support does not change according to the instant events.

1 **Job Satisfaction**
2
3   The people spend most of their daily lives in the work from a certain age
4 in order to continue their lives and meet some psychological needs. In this
5 context, the person who achieves the expectations of his work which affects
6 not only his economic situation, but also his psychological situation closely,
7 can be happier. Therefore, the job satisfaction has an important role in the
8 human life both economically and psychologically (Bakan and Büyükbeşe,
9 2007).
10   The job satisfaction is a whole of the positive feelings towards the work of
11 the individual. When it is mentioned that a person's job satisfaction is high it
12 can be said that he loves his work and develops very positive values towards
13 his work (Ceylan, 1998, p. 125). According to Robbins (1986, p. 104), the job
14 satisfaction is the general attitude towards an individual's work. It is an
15 emotional reaction that arises from the perceptions of the person that realize his
16 important work values or help to realize it, and in that the values occur to the
17 extent appropriate for the needs of the person.
18   The purpose of the research on the job satisfaction is explained in the
19 literature to diagnose the potential problems in the organizations, to uncover
20 the causes of the absences and layoffs, to evaluate the impact of the
21 organizational changes in the attitudes of employees, to promote a good
22 communication between the management and employees, to provide accurate
23 information in the conflicts between management and the union (Karadal,
24 1994; cited in Becerikli, 2007). Based on these, it can be said that the main
25 purpose is the motivation of the human for production, participation in the
26 production, in other words, channeling the human behavior in the direction
27 desired by the management of the organization.
28
29 **Basic Approaches to the Job Satisfaction**
30
31   The issue of the job satisfaction has impressed the social science
32 researchers. More than 4000 articles were published on this subject until the
33 early 1970s. The theoretical foundations of the job satisfaction were formed by
34 Maslow's "Theory of The Hierarchy of Human Needs" and Herzberg's "Double
35 Factor Theory". Maslow's Hierarchy of Needs Theory, Herzberg's Double
36 Factor Theory and Adams's Theory of Equality are motivational theories, but
37 they are also major studies that examine the job satisfaction.
38 **Key Factors Affecting the Job Satisfaction**
39
40   Altough the factors affecting the job satisfaction were defined by different
41 authors in many different ways, Ateş (2005, p. 96-110) collected these factors
42 in thre main headings.
43
44   - Individual factors: The job worker's expectations of his/her business are
45   primarily related to their individual characteristics. The key individual
46   characteristics, the quality and quantity of expectations forthe job and

1   job surroundings are the priority limiters. Individual factors include the
2   age, gender, level of vocational education, intelligence, experience and
3   personality.
4   - Organizational factors: There eight main organizational factors that
5   shape the job attitudes of the workers; the salary, the nature of the work,
6   the opportunity for the promotion, the working groups, the working
7   conditions, the management style, the communication structure and the
8   role structure. The individual provides different satisfaction on each
9   factor.
10   - Numerical and environmental factors: Numerical and environmental
11   factors are all economic, social, technical and state-owned factors
12   affecting the individual. The individual has roles in the business life,
13   both around and outside the business. The social environment of the
14   individual outside the organization is as important as it is within the
15   organization. The level of the job satisfaction of a job worker can be
16   determined by the social groups to which it belongs. In addition, it has
17   been determined that the job satisfaction is affected by the social
18   conditions.
19

20 **The Purpose of the Research**

21

22   In the literature research, it was seen that the concepts of the learning
23 organizations, organizational support, communication skills and job
24 satisfaction in the educational institutions were partially investigated in some
25 studies, but the researches in which these concepts were discussed and
26 explained together and the relationship or effect is ascertained between them
27 were not found. In the studies on these concepts for the teaching institutions,
28 there are domestic and foreign studies that indicate that the learning
29 organizations positively affect the job satisfaction and/or that the moderation
30 effect of the learning organizations is confirmed (Bil, 2018; Nyukorong, 2016;
31 Chang and Lee, 2007; Dekoulou and Trivellas, 2015; Rose, Kumar and Pak,
32 2009; Razali, Amira and Shobri, 2013), that find that the organizational support
33 and communication skills dimensions have a positive effect on the job
34 satisfaction (Karaalioğlu and Karabulut, 2019; Afif, 2018; Tasnim and Akkaş,
35 2017; Islam et al., 2014) or that the organiational support and communication
36 skills mediate the job satisfaction (Usman, 2019).
37   In the light of these thoughts, the aim of the research is to determine the
38 mediating effect of the communication skills and the organizational support
39 provided to the administrators and teachers working in the schools which are
40 also a learning organization in Ankara, Bilecik, Bolu and İzmir, on their job
41 satisfaction. In this context, it is evaluated that the research will shed light to
42 the some extent system and the management performances within this system
43 of the education managers, and to the educators about their perspectives and
44 stances against these innovative movements in the education. In the research,
45 it is searched for an answer to the below questions to achieve this goal;
46

1   - Is there a statistically significant relationship between the learning
2   organization practices and job satisfaction perceptions of the
3   administrators and teachers working in the schools?
4   - Do the communication skills and the organizational support provided to
5   them a mediating effect on their job satisfaction?
6
7
8   **Methodology**
9
10 **Research Model**
11
12   This research which tries to determine the type and the level of the
13 relationship between the learning organization practices, organizational
14 support, communication skills and job satisfaction, perceived by the
15 administrators and teachers, is a study in the relational screening model. It is
16 both descriptive and explanatory in terms of the research purpose because on
17 the theoretical basis of the research, the subjects of the variables were
18 discussed in all aspects and tried to be defined by acting from various
19 perspectives and approaches.
20
21 **Research Group**
22
23   In the selection of the administrators and teachers participating in the
24 research, a sampling method was used, which the researcher was able to access
25 at that moment in order to conduct this research and included the participants
26 in this research on a voluntary basis (Cohen, Manion and Morrison, 2007;
27 Wallen and Fraenkel, 2001). The sampling method used in this research is the
28 purposeful sampling method because every administrator and teacher is
29 included in the sample until the sample volume is reached by them (Ural and
30 Kılıç, 2005, p. 39).
31   The research conducted by this method was enforced in the teaching
32 institutions in Ankara, Bilecik, Bolu and İzmir. The participants of the
33 research are 300 administrators and teachers and it is evaluated that this
34 number is suitable for the purpose of the research and statistical analysis.
35
36 **Data Collection Method and Tools**
37
38   In the research, the data were collected from the administrators and
39 teachers via a scale. In this process, research questions were examined in the
40 first step by interviewing with the experts to evaluate the structure, content and
41 application validity of the questionnaire, and in the next step, the statistical
42 analysis method to test these questions and the data collection tool (DCT)
43 suitable for the method were found by using the scales that were previously
44 applied in Turkey and ensured their validity and reliability.
45   In the research, the reliability analysis (the Construct Validity by Using
46 Consistency Criteria) was rechecked to see if the reliability of the factors in

1 itself was appropriate. In this context, the Squared Multiple Correlation and
2 Corrected Item Total Correlation values were also examined. The research was
3 based on a value of .30 for both values as sub-values.
4   In order to check the validity of the scales, the item analyses were firstly
5 performed and Cronbach alpha reliability coefficients were examined in the
6 testing of the structural validity. In the factor analysis, Varimax rotation
7 method was used because it made the variables loaded on one factor more
8 pronounced and minimized the correlation of one factor with other factors. In
9 the research, the value of 0.30 was based by examining of the statistics on
10 common variances (communalities). The items loaded with values related to
11 the factor load below .30 have been eliminated. This has shown that the items
12 contribute significantly to measuring the dimensions they are related to.
13   It was also evaluated that the scales used had the content validity of the
14 data collection tool by the researcher and a faculty member with expertise in
15 the education management due to the fact that explanatory factor analysis
16 (EFA) and confirmatory factor analysis (CFA) were carried out by researchers
17 who developed the scale or adapted it to Turkish, their validity and reliability
18 are tested, and did not encounter any problems with their content and clarity.
19   The DCT consists of five parts. The first chapter contains the demographic
20 information. In the second part, there is the learning organization dimensions
21 survey (LODS), in the third part the organizational support scale (OSC), in the
22 fourth part the communication skills inventory (CSI), and in the fifth part the
23 job satisfaction scale (JSS). In the research, according to the variable, the
24 Likert Assessment Scale was used for the average scores and rating when
25 interpreting the analyses obtained from measuring instruments.
26
27 The Learning Organization Dimensions Survey (LODS)
28   The LODS used in this research was compiled from the adaptation that is
29 made by Yang, Watkins and Marsick (2004) of the "Dimensions of the
30 Learning Organization Questionnaire (DLOQ)" which is used in the researches
31 of Marsick and Watkins (2003) and Yang (2004). There are 21 items created to
32 measure the dimensions of the learning at the individual level (6 items),
33 learning at the team level (3 items) and learning at the organizational level (12
34 items), in the scale. The reliability and validity analysis of the scale was carried
35 out by Marsick and Watkins (1997) (α=.83 to .91) and was used in the
36 researches in different sectors in Turkey.
37   It was reported that the results of the confirmatory factor analysis of the
38 specified scale were acceptable (α= 0.95) by using in a study conducted in
39 Korea by Song, Joo and Chermack (2009). However, according to the results
40 of the confirmatory factor analysis of the scale used by Avcı and Kucukusta
41 (2009) in the tourism sector, the compliance values were found to be
42 acceptable (α=.934). In their research, Basım et al. (2007) found the reliability
43 values of the scale dimensions between α=.84 to .92.
44   The scale which was prepared in 5 Likert type in the previous studies in
45 Turkey, was used with a Likert type rating of 5 in this research. The expression

1 in the rating is "1= I strongly disagree", "2= I do not agree", "3= I am
2 undecided", "4= I agree", "5= I completely agree".
3
4 The Organizational Support Scale (OSC)
5   In order to determine the perceptions of the organizational support of the
6 administrators and teachers, the OSC developed by Eisenberger et al. (1986)
7 and adapted to Turkish by Akın (2008) is used. The reliability, descriptive
8 factor analysis and validity tests of the measuring instrument are done by
9 Eisenberger et al. (1986) and the internal coefficient of consistency (Cronbach
10 Alpha) was calculated as $α=.97$. This value indicates that the measuring
11 instrument has a high degree of the reliability.
12   The OSC is a 36-point measuring tool consisting of a single dimension.
13 However, this measuring tool can also be used in the form a 16-point short
14 form selected from the items on the scale by researchers who developed the
15 scale. In this research, its short form was used. The measuring tool has a 7-type
16 Likert rating of 1 (I disagree at all), 2 (I disagree), 3 (I usually disagree), 4 (I
17 am undecided), 5 (I usually agree), 6 (I agree) and 7 (I totally agree).
18
19 The Communication Skills Inventory (CSI)
20   The communication skills of the administrators and teachers were
21 measured on a three-dimensional scale of 45 items developed by Ersanlı and
22 Balcı (1998). The cognitive (mental), emotional and behavioral communication
23 skills on the scale each contain 15 items. The intrinsic consistency coefficient
24 of the original scale is $α=.720$.
25   In accordance with the 5 Likert Evaluation Scale for the average scores
26 and rating when interpreting the analyses obtained from the measuring
27 instrument in the research 1is interpreted as "Never", 2 "Rarely", 3
28 "Sometimes", 4 "Often" and 5 "Always".
29
30 The Job Satisfaction Scale (JSS)
31   The Minnesota Satisfaction Scale (Minnesota Satisfaction Questionnaire-
32 MSQ) which is used to determine the perceptions of the job satisfaction of the
33 administrators and teachers was first translated into Turkish by Gökçora and
34 Gökçora of Hacettepe University and was examined and applied by other
35 linguists (Akdoğan, 2002). The reliability, descriptive factor analysis and
36 validity tests of the measuring instrument were conducted by Weiss, Dawis,
37 England and Lofquist in 1967. The internal coefficient of the consistency of the
38 scale (Cronbach Alpha) was found to be $α=.869$ in Akdoğan's study. This
39 value indicates that the measuring tool is highly reliable and can be used for the
40 research. The explanation of the concepts of the intrinsic and extrinsic
41 satisfaction here is based on Herzberg's Binary Factor Theory, one of the most
42 important theories developed on the job satisfaction.
43   The JSS is a 20-point measurement tool consisting of two sub-dimensions,
44 intrinsic factors (12 items) and extrinsic factors (8 items). From the sum of the
45 scores obtained from these two factors, the job satisfaction score is reached
46 (Weiss et al., 1967; Vocational Psychology Research Center, 2007). The JSS

1   has a 5-type Likert rating of 1 (I am not satisfied at all), 2 (I am not satisfied), 3
2   (I am undecided), 4 (I am satisfied) and 5 (I am very satisfied).
3   All statistical analyses carried out in the research were realized with 95
4   reliability. The findings obtained as a result of the analysis were interpreted by
5   converting them into tables in accordance with the purpose of the research and
6   the questions it seeks answers to. In the research, the analysis (descriptive
7   statistical results) obtained from all four measurement instruments were
8   interpreted and the class range method was used in accordance with the Likert
9   rating scale for the average scores and rating. After the data collection tool was
10 implemented and collected, all analyses were carried out on the number of 300
11 data collection tools considered valid. The research includes the responses of
12 the administrators and teachers to the items on the scale within the scope of the
13 basic descriptive analyses. When analyzing the data collected for the purposes
14 of the research, SPSS statistics program is used.
15
16 **The Validity and Reliability of the Scale**
17
18   In this research, Cronbach Alpha values are used for the reliability, the
19 corrected item-total correlations are analyzed, and the distinctiveness of each
20 item is examined by estimating the results of the research. During the research,
21 the research questions are examined in the first step by interviewing with the
22 experts to evaluate the structure, content and application validity of the
23 questionnaire, and the statistical analysis method and data collecting tool
24 suitable for the method are found to test these questions, in the next step. Due
25 to the receipt of the opinions and recommendations of the domain experts
26 regarding the scale items and the lack of any problems with the content and
27 comprehensibility of the scale, it was evaluated that the measuring instruments
28 have the content validity.
29   The research was started with the reliability analysis (Construct Validity
30 by Using Consistency Criteria). The Cronbach-Alpha coefficients were
31 calculated when applying the reliability analysis. This analysis was applied to
32 test the reliability of the factors within themselves. In the next step, the squared
33 multiple correlation and the correlation of corrected item totals were also
34 examined. In the research, the sub-values were based on .30 for both values
35 and the inappropriate items were deleted.
36   Subsequently, The Varimax rotational factor analysis was performed, the
37 statistics on the variances (communalities) were examined, the inappropriate
38 items were deleted, scales were finalized and reliability analysis was repeated.
39 The internal coefficient of the consistency of the Learning Organization
40 Dimensions Survey (LODS) was calculated as α=.930, the Organizational
41 Support Scale (OSC) as α =.910, the Communication Skills Inventory (CSI) as
42 α=.900 and the internal coefficient of the consistency of the items measuring
43 the Job Satisfaction Scale (JSS) was calculated as α =.840.
44   As a result of the evaluations done within this scope, abow are the factor
45 structures obtained for each scale and Cronbach-Alpha internal coefficients of
46 the consistency. As a result of the Varimax rotational factor analysis, it was

1 observed that 3 factors appeared in the relation to the Learning Organization
2 Dimensions Survey (LODS). The first factor consists of 4 items, the second
3 factor consists of 2 items and the third factor consists of 7 items. When the
4 factor matrices related to the LODS resulting from the rotation process are
5 examined, the variables and factor loads in the factors are given in Table 1.
6
7 *Table 1.* Learning organization dimensions survey and factor loads

FACTORS	RELATED VALUES	FACTOR LOADS	FACTOR LOADS	FACTOR LOADS
Factor 1: Individual Level	lo 1	.784		
	lo 4	.866		
	lo 5	.764		
	lo 6	.731		
Total variance explained: %23.554; Initial Eigenvalue: 1.508				
Factor 2: Learning as Team	lo 7		.809	
	lo 8		.845	
Total variance explained: %14.347; Initial Eigenvalue: 0.894				
Factor 3: Organiztional Level	lo 10			.654
	lo 12			.709
	lo 15			.727
	lo 16			.775
	lo 18			.806
	lo 19			.867
	lo 23			.819
Total variance explained: %35.356; Initial Eigenvalue: 7.121				

8
9 The Organizational Support Scale (OSC) is evaluated with 14 articles
10 under one factor. When the factor matrice related to the OSC resulting from the
11 rotation process is examined, the variable and factor loads in the factor are
12 given in Table 2.
13
14 *Table 2.* Organizational support and factor loads

FACTORS	RELATED VALUES	FACTOR LOADS
Factor 1: Organizational Support	os 1	.670
	os 2	.610
	os 3	.769
	os 5	.755
	os 6	.758
	os 7	.657
	os 8	.629
	os 9	.752
	os 10	.656
	os 11	.553
	os 12	.735
	os 13	.719
	os 14	.677
	os 15	.629
Total variance explained: %47.116; Initial Eigenvalue: 6.596		

15
16 As a result of the Varimax rotational factor analysis, it was observed that 2
17 factors appeared in the relation to the Communication Skills Inventory (CSI).
18 The first factor consists of 11 items, the second factor consists of 6 items.
19 When the factor matrices related to the CSI resulting from the rotation process
20 are examined, the variables and factor loads in the factors are given in Table 3.
21
22

1 *Table 3.* Communication skills and factor loads

FACTORS	RELATED VALUES	FACTOR LOADS	FACTOR LOADS
Factor 1: Cognitive-Emotional Communication	cs 1	.749	
	cs 2	.712	
	cs 6	.823	
	cs 7	.859	
	cs 11	-.647	
	cs 12	.748	
	cs 17	.870	
	cs 18	.714	
	cs 20	838	
	cs 21	751	
	cs 22	.818	
Total variance explained: %45.195; Initial Eigenvalue: 11.214			
Factor 2: Behavioral Communication	cs 32		-.822
	cs 36		.814
	cs 37		-.588
	cs 38		.735
	cs 40		.831
	cs 44		.763
Total variance explained: %29.993; Initial Eigenvalue: 1.568			

2

3 As a result of the Varimax rotational factor analysis, it was observed that 2
4 factors appeared in the relation to the Job Satisfaction Scale (JSS). The first
5 factor consists of 11 items, the second factor consists of 6 items. When the
6 factor matrices related to the CSI resulting from the rotation process are
7 examined, the variables and factor loads in the factors are given in Table 4.

8

9 *Table 4.* Job satisfaction and factor loads

FACTORS	RELATED VALUES	FACTOR LOADS	FACTOR LOADS
Factor 1: Intrinsic Satisfaction	js 1	.503	
	js 3	.563	
	js 4	.607	
	js 7	.445	
	js 9	.747	
	js 10	.748	
	js 11	.714	
Total variance explained: %28.458; Initial Eigenvalue: 4.151			
Factor 2: Extrinsic Satisfaction	js 15		.796
	js 17		.773
	js 19		.763
Total variance explained: %25.132: Initial Eigenvalue: 1.208			

10
11
12 **Results and Discussion**
13

14 In the first phase of the research, the learning organization practices,
15 organizational support, communication skills, job satisfaction perceptions of
16 the administrators and teachers in the schools and the sub-dimensions of these
17 variables are examined. According to the results in Table 5, it is evaluated the
18 learning organization practices as "I agree" (M=3.434; S=.730), the
19 organizational support as "I usually agree" (M=5.241; S=1.016), the
20 communication skills "Sometimes" (M=3.297; S=.754), and the job satisfaction
21 perceptions "I am satisfied" (M=4.025; S=.563). It has been observed that the
22 most perceived practice relates to the intrinsic job satisfaction of the job
23 satisfaction "I am satisfied" (M=4.157; S=.560).

1

2 *Table 5*. Scores for the practices of variables

VARIABLES	N	M	S
Learning Organization Practices	**300**	**3.434**	**.730**
Individual Level Learning		3.594	.799
Learning as Team		3.540	.826
Organizational Level Learning		3.311	.860
Organizational Support Perceptions		**5.241**	**1.016**
Communication Skills Perceptions		**3.297**	**.754**
Cognitive-Emotional Communication		3.105	.911
Behavioral Communication		3.650	.604
Job Satisfaction Perceptions		**4.025**	**.563**
Intrinsic Satisfaction		4.157	.560
Extrinsic Satisfaction		3.540	.826

3

4   This result is similar to those of the other researchers as Adonisi (2003),
5 Akdoğan (2002), Billings et al., (2003), Eren (2000), and Feinstein and
6 Vondrasek (2007). According to the result obtained, it is seen that the
7 perceptions of the job satisfaction are perceived at a higher level by the
8 administrators and teachers. The ability of the administrators and teachers to
9 use their skills more than the factors evaluated, to attach importance to values
10 such as the effectiveness, success, authority, independence, moral values,
11 responsibility security, creativity, providing a social status, i.e. intrinsic factors,
12 shows that they love their job, provide the necessary satisfaction from their job
13 and still respect ethical values.
14   In the second phase of the research, it was investigated whether there was
15 a meaningful relationship between the learning organization's practices and
16 perceptions of the job satisfaction, the learning organization's practices and
17 organizational support, the organizational support and perceptions of the job
18 satisfaction, the learning organization's practices and communication skills,
19 and the communication skills and perceptions of the job satisfaction because
20 the learning organization practices (LOP) are determined as the independent,
21 the job satisfaction (JSP) dependent variables, and the organizational support
22 practices (OSP) and the communication skills practices (CSP) as mediating
23 variables, in the model being investigated. The model of the research created in
24 this context is shown in Figure 1

25

26 *Figure 1*. Research Model
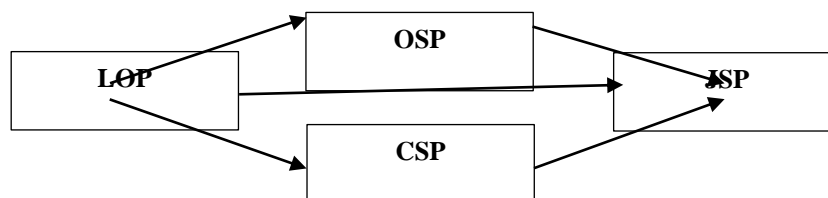
27
28
29
30
31
32
33

34   One-Sample Kolmogorov-Smirnov normal distribution test was performed to
35 determine the level and direction of the perceptions related to the research
36 variables in this sub-problem. However, the normal distribution of the variables
37 has not been detected. In this context, the Spearman Analysis was used in the

1 calculations because the perceptions of all variables investigated according to
2 the results did not match the normal distribution test ($p<0.05$). However, as a
3 result of the Spearman simple correlation analysis, there was no significant
4 correlation between the variables, excepted the organization-level learning sub-
5 dimension of the learning organization practices and organizational support
6 perceptions ($r=.129$, $p=.026$ and $p<0.05$) (See Table 6).

7

8 *Table 6.* Spearman Analysis Relating Variables

.	Variable Type		LOP	CSP	OSP	JSP
Spearman's rho	LOP	r	1.000	-.002	.097	-.053
		p		.968	.094	.356
	CSP	r	-.002	1.000	-.022	.023
		p	.968		.707	692
	OSP	r	.097	-.022	1.000	.022
		p	.094	.707		.698
	JSP	r	-.053	.023	.022	1.000
		p	.356	.692	.698	

9
10

11 In order for the mediation test (the indirect effect of the independent
12 variable on the dependent variable through the mediating variable) to be
13 carried out, the correlational and regressive relationship between all variables
14 and certain conditions must be maintained. These conditions which are called
15 the steps of Baron and Kenny (1986, p. 1176), are listed as fallows;

16

17 - The independent variable must have an effect on the mediating variable.
18 - The independent variable must have an effect on the dependent
19   variable.
20 - When the mediating variable is included in the regression analysis in
21   step two, a relationship must also occur between the independent
22   variable and dependent variable.

23

24 Since these conditions specified in the research could not be met, the
25 mediation test could not be performed. In this case, it was evaluated that the
26 mediation effect of the organizational support practices and the communication
27 skills could not be mentioned between the learning organization practices and
28 perceptions of the job satisfaction of the administrators and teachers working in
29 the schools where the research was carried out.

30
31
32   **Conclusions**
33

34 In this section, the comments on the findings emerged as a result of the
35 analysis of the data obtained by the data collection tool for the administrators
36 and teachers working in the schools. In sub-problems, the findings regarding
37 perceptions of the learning organizations, organizational supports,
38 communication skills and job satisfaction have been interpreted in line with the
39 perceptions of the administrators and teachers. Subsequently, the failure to

1   determine the mediating effect of the organizational support and
2   communication skills on the job satisfaction in the learning organizations in
3   line with the perceptions of the administrators and teachers with the bilateral
4   relations between the organizational support, communication skills and job
5   satisfaction were evaluated taking into account all the findings.

6   In this research, the results obtained in the relation to job satisfaction
7   support other research findings obtained in this field. For example, in many
8   studies, the perceptions of job satisfaction are classified according to the values
9   obtained and the order of importance, and first all, the extrinsic job satisfaction
10 perceptions are explained following the intrinsic job satisfaction. It can be said
11 that the intrinsic job satisfaction is an important and positive form of the
12 perception, especially for the schools. It can be evaluated that the
13 administrators and teachers who perceive the intrinsic satisfaction more will
14 also have positive feelings towards their schools, administrators and
15 colleagues. As Hughes (2006) points out, one of the best ways to make
16 education strong is to improve the job satisfaction of the trainers.

17   In the research, it was very significant that the administrators and teachers
18 did not adequately perceive the organizational support provided to them and
19 the communication in their working environment. It should not be incensed
20 that these variables which are the basic element of the learning organization in
21 particular, lead to many organizational behavioral deficiencies. This deficiency
22 is already manifested in the correlational relations.

23   The administrators and teachers in the learning organizations have high
24 expectations both for themselves and due to the their equipment they have in
25 relation to their institutions. Failure to meet these expectations causes the
26 dissatisfaction. At the same time, the high knowledge and skills of the
27 administrators and teachers in the learning organizations require that the
28 managers who will manage them to have more knowledgeable and qualified
29 than themselves. If the administrators and teachers do not feel this, they will
30 also consider the organizational support provided as inadequate.

31   The learning organizations are expected to have high communication skills
32 due to their nature. However, the excessive self-esteem and the drive to feel
33 valued can give rise to the feeling of superiority of the administrators and
34 teachers. This can lead to the communication problems. The results of the
35 research also show that the least perceived variable is communication skills.
36 The organizational support is also not very perceived by administrators and
37 teachers. This will affect the communication of employees who do not provide
38 enough support. Because this motive is very important in the business
39 environment. The communication of employees who cannot feel the perception
40 required will only be as much as necessary.

41   The concept of communication skills is also extremely important in the job
42 satisfaction. In cases where the communication is inadequate, especially the
43 intrinsic satisfaction will be inadequate. In this research, it is thought that the
44 communication problems are reflected in the job satisfaction as it is evaluated
45 that the administrators and teachers could not perceive their communication
46 skills adequately.

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