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

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

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

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

The changing environment also affects the job satisfaction. Therefore, the
intrinsic and extrinsic job satisfaction should be balanced very well. Of course,
the communication and communication skills should be used when they are
carried out because one of the management functions that can be effective is
also considered the communication when it comes to the management
functions in a broad sense (Berberoğlu, 2006, p. 107). The communication process is at the heart of all management process. No organizational action or management process can be carried out without the communication because the communication is the lifeblood of the human relationship and motivation, accordingly job satisfaction (Kaya, 1999, p. 107).

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

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

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

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

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

In the light of these evaluations, it is thought that there should be a balanced relationship between the realization of the objectives of the individual and the realization of the objectives of the organization, and the
communication to be provided for this purpose should be a communication
within the scope of providing satisfaction to the managers and employees. In
this context, the communication skills and job satisfaction concepts in the
management have become a subject worth examining for both managers and
employees with all their dimensions, scopes, effects and results. In the
literature review, it is seen that there are not enough studies on this subject in
Turkey yet. The above-mentioned thoughts and reasons also reveal the
necessity of a study on this subject. Therefore, whether the perceptions of the
managers and employees working in the schools regarding the communication
skills are also a meaningful mediator of the perceptions about the job
satisfaction has produced another of the problem that are the subject of the
research.

According to the findings obtained as a result of the researches carried out
in this direction, it was evaluated that the learning organizations are also one of
the most important factors affecting the job satisfaction. The learning
organizations, communication, organizational support and job satisfaction in
the educational institutions are not newly discovered phenomena. These
applications have long been known, believed in the benefit, and implemented
approaches. However, these applications are limited to individuals and cannot
be institutionalized enough. In the literature, different researches were carried
out in the different fields such as psychology, business, health, tourism, etc. in
the relation to these applications. However, in these researches, especially in
the official educational institutions, the frequency of finding applications in the
subject highlighted above is quite limited. Therefore, in the research, the
perceptions of the administrators and teachers working in the schools related
these practices, their relationship between them and their effects on each other
were tried to be examined.

**Literature Review**

**Organizational Learning and Learning Organizations**

In the realization of the organizational learning, it is necessary to examine
firstly the individual learning than the learning that individuals create by
coming together and creating the group dynamic characteristics, and the
learning on the basis of the organization that the groups form together. For this
purpose, the learning levels are examined under the titles such as the individual
learning, group dynamics and team learning, learning in the organization-wide
(organizational learning).

The concept which was first used in the management science in 1990 in
Peter Senge’s book “The Fifth Discipline” quickly became one of the most
frequently repeated terms in today’s human resources literature, in a short
period of the time. According to the definitions mentioned in the book, the
learning organizations are briefly the organizations that know, understand and
think. The concept of the learning organization means that a business can draw
conclusions from the events that it is constantly experiencing, at the same time, adapting these into a changing environmental conditions within a system in which it can develop its employees, and as a result of all these, it is a dynamic business that is constantly changing, developing and renewing itself.

Also, the organizational learning is a process by which the members of the organization learn the objectives, norms, value systems, behavioral patterns, and the culture of the organization, briefly (Hofstede, 1989; cited in Töremen, 2001). Today, the concept of the organizational learning is increasing among the organizations that are more inclined to change. The learning is a dynamic concept and in this context, it is emphasized that the structure of the organizations is constantly changing. The goal is to make the transition from the individual learning to the organizational learning at an increasing pace. Just as the learning is essential for the development of the individuals, the learning is essential for the development of the organizations at the same time (Fiol and Lyles, 1985; cited in Töremen, 2001). The main purpose of the organizational learning is to ensure that the organization as a whole adapts easily to this change and, if possible, leads the way in this change, despite the changes in the business environment (Martha and Victoria, 1996; cited in Yıldırımışık, 2001).

The organizational learning theory can also be an optimal model for the educational organizations. Because the main mission of the school organizations is to provide a more effective education and training service. The school is an organization that is in the process of the learning directly. But the main problem is the balancing of the school’s learning and teaching mission. Today, the school looks more like a teaching organization. However, the school also has to be a learning organization as well as an organization that teaches. The transformation of the school into a learning school requires a radical paradigmatic change in the school culture and philosophy (Çelik, 1999, p. 117).

Being a learning organization requires having qualities beyond the organizational learning. Therefore, some elements need to come together in the learning organizations. Each of these elements has respective importance and in order to become a learning organization, each element must be developed both separately and together. These elements will provide a vital dimension in the establishment of the organizations that can actually “learn” as Senge (2003, p. 15) emphasized.

**Communication and Organizational Communication**

Man tries to communicate with his environment from the moment he is born. The developing technology facilitates the communication while the complex world on the other hand makes the communication increasingly difficult. Therefore, the communication in today has been a tool that is technically known by a person and with that the person should develop his skills well (Ersanlı and Balcı, 1998, p. 7).

The organization is often defined as a communication network. It is not 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
sorts these tasks as a control, motivation and satisfaction, expression of the emotions and transmission of the information. These tasks are also the functions that the administrators perform always. The concepts that should be emphasized carefully here is satisfaction because this research focuses on the communication skills and job satisfaction. Varol (1993, p. 128) considers this issue within the purposes of the organizational communication. When these objectives are evaluated, it will be seen that they are generally the subjects that are involved in the communication skills. These are:

- To ensure that the objectives, goals and policies of the organization are known by the employees.
- To transfer immediately the changes in the organization to the employees.
- To provide information about the social and economic problems of the organization and to enlighten the employees about their links to their general social and economic problems.
- To inform the employees about the jobs and process and to facilitate the work and skills training in this way.
- To enlighten the employees about the activities, important events and decision of the organization.
- To encourage the innovation and creativity, to regulate the flow of the information between management and employees and to provide feedback.
- To encourage and improve the mutual communication between managers and employees.
- Here is to inform the employees about the progression opportunities in the work, developments related to the employees, expectations for the future.
- To improve the qualifications of the employees to represent the organization during and after the work.
- With all this and other communication activities, trying to create and maintain a climate, culture and identity of the organization.

**Types of the Communication**

Can et al. (2001, p. 288) stated that the organizations have two main objectives of the communication. The first of these is the coordinating the activities for the realization of the objectives of the organization and to transmission the task to the related person concerned. The second is that the members of the organization are revived to achieve the organizational plans willingly and enthusiastically through the communication. If it pays attention, there is a formal and informal communication here.

However, in this research, it will be focused on the cognitive (mental), emotional and behavioral communication which are expressed as the communication skills in the researches of Ersanlı and Balcı (1998, p. 9). When the researches are evaluated in general, the ability to communicate can be
defined as being able to express one’s self clearly, fully, and in the same way, the understanding exactly and accurately what they are saying by listening to other people. In this context, the emotional communication is considered a process of the mutual influence between the feelings of people who communicate (Bartsch and Hübner, 2005, p. 2). In addition, the emotional communication refers to the process of the using messages so the individuals can exchange the information they have with each other to affect mutually each other’s emotional states.

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

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

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

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

Organizational Support Theory

The organizational support theory is a theory of the modern social change that suggests that the employees show the positive results related to work in
exchange for the evaluated resources such as payment, education, socio-emotional support from their organization (Michael vd, 2005, cited in Kaplan, 2010, p.41). According to the theory of the organizational support, Byrne and Hochwarter (2008, cited in Kaplan, 2010, p. 41) state that the employees personalize the organization by improving the changing relationships that vary on the impact and strength on the attitudinal and behavioral responses, and that the combining of the employees’ organizational membership with their own identities until the socio-emotional needs are met strengthens social change relationships, and increases the performance levels. These relationships depend on the psychological processes which are envisaged by the theory of the organizational support and can be expressed as the employee’s belief that the attitude of the organization is originated due to his own desire; the feeling obligated to help the organization, the satisfaction of the socio-emotional needs and the expectation of the work’s being succeed-reward (Rhoades and Eisenberger, 2002, p. 699).

The theory of the organizational support also addressed the psychological process that constitutes the results of the perceived organizational support. First of all, the organizational support perceived on the mutual norm should reveal a sense of the necessity to take care of the welfare of the organization and to help the organization in achieving its objectives. Secondly, the interest, approval and respect that are shown by the perceived organizational support should fulfill the socio-emotional needs which are leading the employees to combine their organizational membership and role status with their own social identities. Third, the organizational support should reinforce the employee beliefs that the organization defines and rewards the increased performance. These processes have the positive results for both employees and the organization (Rhoades and Eisenberger, 2002, p. 699).

Kaplan (2010, p. 42) also has concluded in his research related the organizational support theory that the employees have developed global beliefs about that the organizations evaluate their contributions and take care of their well-being, in order to determine the willingness to reward the organization’s increased efforts and to meet the socio-emotional needs by considering the development, nature and consequences of the perceived organizational support. There are also different dimensions of the support in the organizations. For example, the support that the staff perceives from the organization they work for is called the organizational support, and the support which is perceived from its managers is called the manager support (Akın, 2008, p. 143). It is possible to summarize the main issues that constitute the concept of the organizational support from the definition in the following form as it summarized in the research of Köse and Gönüllüoğlu (2010, p. 87).

- Value the contribution of the organization’s employees.
- Caring about the happiness of the employees of the organization
- The organization and its employees trust each other.
- Voluntary of the policies, rules and activities affecting employees.
- Organizational support does not change according to the instant events.
Job Satisfaction

The people spend most of their daily lives in the work from a certain age in order to continue their lives and meet some psychological needs. In this context, the person who achieves the expectations of his work which affects not only his economic situation, but also his psychological situation closely, can be happier. Therefore, the job satisfaction has an important role in the human life both economically and psychologically (Bakan and Büyükbeş, 2007).

The job satisfaction is a whole of the positive feelings towards the work of the individual. When it is mentioned that a person’s job satisfaction is high it can be said that he loves his work and develops very positive values towards his work (Ceylan, 1998, p. 125). According to Robbins (1986, p. 104), the job satisfaction is the general attitude towards an individual’s work. It is an emotional reaction that arises from the perceptions of the person that realize his important work values or help to realize it, and in that the values occur to the extent appropriate for the needs of the person.

The purpose of the research on the job satisfaction is explained in the literature to diagnose the potential problems in the organizations, to uncover the causes of the absences and layoffs, to evaluate the impact of the organizational changes in the attitudes of employees, to promote a good communication between the management and employees, to provide accurate information in the conflicts between management and the union (Karadal, 1994; cited in Becerikli, 2007). Based on these, it can be said that the main purpose is the motivation of the human for production, participation in the production, in other words, channeling the human behavior in the direction desired by the management of the organization.

Basic Approaches to the Job Satisfaction

The issue of the job satisfaction has impressed the social science researchers. More than 4000 articles were published on this subject until the early 1970s. The theoretical foundations of the job satisfaction were formed by Maslow’s "Theory of The Hierarchy of Human Needs" and Herzberg’s "Double Factor Theory". Maslow's Hierarchy of Needs Theory, Herzberg's Double Factor Theory and Adams's Theory of Equality are motivational theories, but they are also major studies that examine the job satisfaction.

Key Factors Affecting the Job Satisfaction

Although the factors affecting the job satisfaction were defined by different authors in many different ways, Ateş (2005, p. 96-110) collected these factors in three main headings.

- Individual factors: The job worker’s expectations of his/her business are primarily related to their individual characteristics. The key individual characteristics, the quality and quantity of expectations for the job and
job surroundings are the priority limiters. Individual factors include the age, gender, level of vocational education, intelligence, experience and personality.

- Organizational factors: There eight main organizational factors that shape the job attitudes of the workers; the salary, the nature of the work, the opportunity for the promotion, the working groups, the working conditions, the management style, the communication structure and the role structure. The individual provides different satisfaction on each factor.

- Numerical and environmental factors: Numerical and environmental factors are all economic, social, technical and state-owned factors affecting the individual. The individual has roles in the business life, both around and outside the business. The social environment of the individual outside the organization is as important as it is within the organization. The level of the job satisfaction of a job worker can be determined by the social groups to which it belongs. In addition, it has been determined that the job satisfaction is affected by the social conditions.

**The Purpose of the Research**

In the literature research, it was seen that the concepts of the learning organizations, organizational support, communication skills and job satisfaction in the educational institutions were partially investigated in some studies, but the researches in which these concepts were discussed and explained together and the relationship or effect is ascertained between them were not found. In the studies on these concepts for the teaching institutions, there are domestic and foreign studies that indicate that the learning organizations positively affect the job satisfaction and/or that the moderation effect of the learning organizations is confirmed (Bil, 2018; Nyukorong, 2016; Chang and Lee, 2007; Dekoulou and Trivellas, 2015; Rose, Kumar and Pak, 2009; Razali, Amira and Shobri, 2013), that find that the organizational support and communication skills dimensions have a positive effect on the job satisfaction (Karaalioğlu and Karabulut, 2019; Afif, 2018; Tasnim and Akkaş, 2017; Islam et al., 2014) or that the organizational support and communication skills mediate the job satisfaction (Usman, 2019).

In the light of these thoughts, the aim of the research is to determine the mediating effect of the communication skills and the organizational support provided to the administrators and teachers working in the schools which are also a learning organization in Ankara, Bilecik, Bolu and İzmir, on their job satisfaction. In this context, it is evaluated that the research will shed light to the some extent system and the management performances within this system of the education managers, and to the educators about their perspectives and stances against these innovative movements in the education. In the research, it is searched for an answer to the below questions to achieve this goal;
- Is there a statistically significant relationship between the learning organization practices and job satisfaction perceptions of the administrators and teachers working in the schools?
- Do the communication skills and the organizational support provided to them a mediating effect on their job satisfaction?

Methodology

Research Model

This research which tries to determine the type and the level of the relationship between the learning organization practices, organizational support, communication skills and job satisfaction, perceived by the administrators and teachers, is a study in the relational screening model. It is both descriptive and explanatory in terms of the research purpose because on the theoretical basis of the research, the subjects of the variables were discussed in all aspects and tried to be defined by acting from various perspectives and approaches.

Research Group

In the selection of the administrators and teachers participating in the research, a sampling method was used, which the researcher was able to access at that moment in order to conduct this research and included the participants in this research on a voluntary basis (Cohen, Manion and Morrison, 2007; Wallen and Fraenkel, 2001). The sampling method used in this research is the purposeful sampling method because every administrator and teacher is included in the sample until the sample volume is reached by them (Ural and Kılıç, 2005, p. 39).

The research conducted by this method was enforced in the teaching institutions in Ankara, Bilecik, Bolu and İzmir. The participants of the research are 300 administrators and teachers and it is evaluated that this number is suitable for the purpose of the research and statistical analysis.

Data Collection Method and Tools

In the research, the data were collected from the administrators and teachers via a scale. In this process, research questions were examined in the first step by interviewing with the experts to evaluate the structure, content and application validity of the questionnaire, and in the next step, the statistical analysis method to test these questions and the data collection tool (DCT) suitable for the method were found by using the scales that were previously applied in Turkey and ensured their validity and reliability.

In the research, the reliability analysis (the Construct Validity by Using Consistency Criteria) was rechecked to see if the reliability of the factors in
itself was appropriate. In this context, the Squared Multiple Correlation and Corrected Item Total Correlation values were also examined. The research was based on a value of .30 for both values as sub-values.

In order to check the validity of the scales, the item analyses were firstly performed and Cronbach alpha reliability coefficients were examined in the testing of the structural validity. In the factor analysis, Varimax rotation method was used because it made the variables loaded on one factor more pronounced and minimized the correlation of one factor with other factors. In the research, the value of 0.30 was based by examining of the statistics on common variances (communalities). The items loaded with values related to the factor load below .30 have been eliminated. This has shown that the items contribute significantly to measuring the dimensions they are related to.

It was also evaluated that the scales used had the content validity of the data collection tool by the researcher and a faculty member with expertise in the education management due to the fact that explanatory factor analysis (EFA) and confirmatory factor analysis (CFA) were carried out by researchers who developed the scale or adapted it to Turkish, their validity and reliability are tested, and did not encounter any problems with their content and clarity.

The DCT consists of five parts. The first chapter contains the demographic information. In the second part, there is the learning organization dimensions survey (LODS), in the third part the organizational support scale (OSC), in the fourth part the communication skills inventory (CSI), and in the fifth part the job satisfaction scale (JSS). In the research, according to the variable, the Likert Assessment Scale was used for the average scores and rating when interpreting the analyses obtained from measuring instruments.

The Learning Organization Dimensions Survey (LODS)

The LODS used in this research was compiled from the adaptation that is made by Yang, Watkins and Marsick (2004) of the “Dimensions of the Learning Organization Questionnaire (DLOQ)” which is used in the researches of Marsick and Watkins (2003) and Yang (2004). There are 21 items created to measure the dimensions of the learning at the individual level (6 items), learning at the team level (3 items) and learning at the organizational level (12 items), in the scale. The reliability and validity analysis of the scale was carried out by Marsick and Watkins (1997) (α=.83 to .91) and was used in the researches in different sectors in Turkey.

It was reported that the results of the confirmatory factor analysis of the specified scale were acceptable (α= 0.95) by using in a study conducted in Korea by Song, Joo and Chermack (2009). However, according to the results of the confirmatory factor analysis of the scale used by Avcı and Kucukusta (2009) in the tourism sector, the compliance values were found to be acceptable (α=.934). In their research, Basım et al. (2007) found the reliability values of the scale dimensions between α=.84 to .92.

The scale which was prepared in 5 Likert type in the previous studies in Turkey, was used with a Likert type rating of 5 in this research. The expression
in the rating is “1= I strongly disagree”, “2= I do not agree”, “3= I am undecided”, “4= I agree”, “5= I completely agree”.

The Organizational Support Scale (OSC)

In order to determine the perceptions of the organizational support of the administrators and teachers, the OSC developed by Eisenberger et al. (1986) and adapted to Turkish by Akın (2008) is used. The reliability, descriptive factor analysis and validity tests of the measuring instrument are done by Eisenberger et al. (1986) and the internal coefficient of consistency (Cronbach Alpha) was calculated as $\alpha=.97$. This value indicates that the measuring instrument has a high degree of the reliability.

The OSC is a 36-point measuring tool consisting of a single dimension. However, this measuring tool can also be used in the form a 16-point short form selected from the items on the scale by researchers who developed the scale. In this research, its short form was used. The measuring tool has a 7-type Likert rating of 1 (I disagree at all), 2 (I disagree), 3 (I usually disagree), 4 (I am undecided), 5 (I usually agree), 6 (I agree) and 7 (I totally agree).

The Communication Skills Inventory (CSI)

The communication skills of the administrators and teachers were measured on a three-dimensional scale of 45 items developed by Ersanlı and Balçı (1998). The cognitive (mental), emotional and behavioral communication skills on the scale each contain 15 items. The intrinsic consistency coefficient of the original scale is $\alpha=720$.

In accordance with the 5 Likert Evaluation Scale for the average scores and rating when interpreting the analyses obtained from the measuring instrument in the research 1 is interpreted as “Never”, 2 “Rarely”, 3 “Sometimes”, 4 “Often” and 5 “Always”.

The Job Satisfaction Scale (JSS)

The Minnesota Satisfaction Scale (Minnesota Satisfaction Questionnaire-MSQ) which is used to determine the perceptions of the job satisfaction of the administrators and teachers was first translated into Turkish by Gökcüra and Gökcüra of Hacettepe University and was examined and applied by other linguists (Akdoğan, 2002). The reliability, descriptive factor analysis and validity tests of the measuring instrument were conducted by Weiss, Dawis, England and Lofquist in 1967. The internal coefficient of the consistency of the scale (Cronbach Alpha) was found to be $\alpha=.869$ in Akdoğan’s study. This value indicates that the measuring tool is highly reliable and can be used for the research. The explanation of the concepts of the intrinsic and extrinsic satisfaction here is based on Herzberg’s Binary Factor Theory, one of the most important theories developed on the job satisfaction.

The JSS is a 20-point measurement tool consisting of two sub-dimensions, intrinsic factors (12 items) and extrinsic factors (8 items). From the sum of the scores obtained from these two factors, the job satisfaction score is reached (Weiss et al., 1967; Vocational Psychology Research Center, 2007). The JSS
has a 5-type Likert rating of 1 (I am not satisfied at all), 2 (I am not satisfied), 3 (I am undecided), 4 (I am satisfied) and 5 (I am very satisfied).

All statistical analyses carried out in the research were realized with 95% reliability. The findings obtained as a result of the analysis were interpreted by converting them into tables in accordance with the purpose of the research and the questions it seeks answers to. In the research, the analysis (descriptive statistical results) obtained from all four measurement instruments were interpreted and the class range method was used in accordance with the Likert rating scale for the average scores and rating. After the data collection tool was implemented and collected, all analyses were carried out on the number of 300 data collection tools considered valid. The research includes the responses of the administrators and teachers to the items on the scale within the scope of the basic descriptive analyses. When analyzing the data collected for the purposes of the research, SPSS statistics program is used.

The Validity and Reliability of the Scale

In this research, Cronbach Alpha values are used for the reliability, the corrected item-total correlations are analyzed, and the distinctiveness of each item is examined by estimating the results of the research. During the research, the research questions are examined in the first step by interviewing with the experts to evaluate the structure, content and application validity of the questionnaire, and the statistical analysis method and data collecting tool suitable for the method are found to test these questions, in the next step. Due to the receipt of the opinions and recommendations of the domain experts regarding the scale items and the lack of any problems with the content and comprehensibility of the scale, it was evaluated that the measuring instruments have the content validity.

The research was started with the reliability analysis (Construct Validity by Using Consistency Criteria). The Cronbach-Alpha coefficients were calculated when applying the reliability analysis. This analysis was applied to test the reliability of the factors within themselves. In the next step, the squared multiple correlation and the correlation of corrected item totals were also examined. In the research, the sub-values were based on .30 for both values and the inappropriate items were deleted.

Subsequently, The Varimax rotational factor analysis was performed, the statistics on the variances (communalities) were examined, the inappropriate items were deleted, scales were finalized and reliability analysis was repeated. The internal coefficient of the consistency of the Learning Organization Dimensions Survey (LODS) was calculated as $\alpha=.930$, the Organizational Support Scale (OSC) as $\alpha=.910$, the Communication Skills Inventory (CSI) as $\alpha=.900$ and the internal coefficient of the consistency of the items measuring the Job Satisfaction Scale (JSS) was calculated as $\alpha=.840$.

As a result of the evaluations done within this scope, above are the factor structures obtained for each scale and Cronbach-Alpha internal coefficients of the consistency. As a result of the Varimax rotational factor analysis, it was
observed that 3 factors appeared in the relation to the Learning Organization Dimensions Survey (LODS). The first factor consists of 4 items, the second factor consists of 2 items and the third factor consists of 7 items. When the factor matrices related to the LODS resulting from the rotation process are examined, the variables and factor loads in the factors are given in Table 1.

Table 1. Learning organization dimensions survey and factor loads

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

The Organizational Support Scale (OSC) is evaluated with 14 articles under one factor. When the factor matrix related to the OSC resulting from the rotation process is examined, the variable and factor loads in the factor are given in Table 2.

Table 2. Organizational support and factor loads

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

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

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RELATED VALUES</th>
<th>FACTOR LOADS</th>
<th>FACTOR LOADS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1: Cognitive-Emotional Communication</td>
<td>cs 1</td>
<td>.749</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 2</td>
<td>.712</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 6</td>
<td>.823</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 7</td>
<td>.859</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 11</td>
<td>-.647</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 12</td>
<td>.748</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 17</td>
<td>.870</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 18</td>
<td>.714</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 20</td>
<td>.838</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 21</td>
<td>.751</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 22</td>
<td>.818</td>
<td></td>
</tr>
<tr>
<td>Total variance explained: %45.195; Initial Eigenvalue: 11.214</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Factor 2: Behavioral Communication

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RELATED VALUES</th>
<th>FACTOR LOADS</th>
<th>FACTOR LOADS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cs 32</td>
<td>-.822</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cs 36</td>
<td>.814</td>
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<td></td>
<td>cs 37</td>
<td>-.588</td>
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<td></td>
<td>cs 38</td>
<td>.735</td>
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<td></td>
<td>cs 40</td>
<td>.831</td>
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</tr>
<tr>
<td></td>
<td>cs 44</td>
<td>.763</td>
<td></td>
</tr>
<tr>
<td>Total variance explained: %29.993; Initial Eigenvalue: 1.568</td>
<td></td>
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</tbody>
</table>

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

Table 4. Job satisfaction and factor loads

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RELATED VALUES</th>
<th>FACTOR LOADS</th>
<th>FACTOR LOADS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1: Intrinsic Satisfaction</td>
<td>js 1</td>
<td>.503</td>
<td></td>
</tr>
<tr>
<td></td>
<td>js 3</td>
<td>.563</td>
<td></td>
</tr>
<tr>
<td></td>
<td>js 4</td>
<td>.607</td>
<td></td>
</tr>
<tr>
<td></td>
<td>js 7</td>
<td>.445</td>
<td></td>
</tr>
<tr>
<td></td>
<td>js 9</td>
<td>.747</td>
<td></td>
</tr>
<tr>
<td></td>
<td>js 10</td>
<td>.248</td>
<td></td>
</tr>
<tr>
<td></td>
<td>js 11</td>
<td>.714</td>
<td></td>
</tr>
<tr>
<td>Total variance explained: %28.458; Initial Eigenvalue: 4.151</td>
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</tr>
</tbody>
</table>

Factor 2: Extrinsic Satisfaction

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RELATED VALUES</th>
<th>FACTOR LOADS</th>
<th>FACTOR LOADS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>js 15</td>
<td>.796</td>
<td></td>
</tr>
<tr>
<td></td>
<td>js 17</td>
<td>.773</td>
<td></td>
</tr>
<tr>
<td></td>
<td>js 19</td>
<td>.763</td>
<td></td>
</tr>
<tr>
<td>Total variance explained: %25.132; Initial Eigenvalue: 1.208</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results and Discussion

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

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

This result is similar to those of the other researchers as Adonisi (2003), Akdoğan (2002), Billings et al., (2003), Eren (2000), and Feinstein and Vondrasek (2007). According to the result obtained, it is seen that the perceptions of the job satisfaction are perceived at a higher level by the administrators and teachers. The ability of the administrators and teachers to use their skills more than the factors evaluated, to attach importance to values such as the effectiveness, success, authority, independence, moral values, responsibility security, creativity, providing a social status, i.e. intrinsic factors, shows that they love their job, provide the necessary satisfaction from their job and still respect ethical values.

In the second phase of the research, it was investigated whether there was a meaningful relationship between the learning organization’s practices and perceptions of the job satisfaction, the learning organization’s practices and organizational support, the organizational support and perceptions of the job satisfaction, the learning organization’s practices and communication skills, and the communication skills and perceptions of the job satisfaction because the learning organization practices (LOP) are determined as the independent, the job satisfaction (JSP) dependent variables, and the organizational support practices (OSP) and the communication skills practices (CSP) as mediating variables, in the model being investigated. The model of the research created in this context is shown in Figure 1

Figure 1. Research Model

One-Sample Kolmogorov-Smirnov normal distribution test was performed to determine the level and direction of the perceptions related to the research variables in this sub-problem. However, the normal distribution of the variables has not been detected. In this context, the Spearman Analysis was used in the
calculations because the perceptions of all variables investigated according to the results did not match the normal distribution test \((p<0.05)\). However, as a result of the Spearman simple correlation analysis, there was no significant correlation between the variables, excepted the organization-level learning sub-dimension of the learning organization practices and organizational support perceptions \((r=.129, p=.026\) and \(p<0.05)\) (See Table 6).

<table>
<thead>
<tr>
<th></th>
<th>Variable Type</th>
<th>LOP</th>
<th>CSP</th>
<th>OSP</th>
<th>JSP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spearman's rho</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOP</td>
<td>(r)</td>
<td>1.000</td>
<td>-.002</td>
<td>.097</td>
<td>-.053</td>
</tr>
<tr>
<td></td>
<td>(p)</td>
<td>.968</td>
<td>.094</td>
<td>.022</td>
<td>.356</td>
</tr>
<tr>
<td>CSP</td>
<td>(r)</td>
<td>-.002</td>
<td>1.000</td>
<td>-.022</td>
<td>.023</td>
</tr>
<tr>
<td></td>
<td>(p)</td>
<td>.968</td>
<td>.707</td>
<td>.692</td>
<td></td>
</tr>
<tr>
<td>OSP</td>
<td>(r)</td>
<td>.097</td>
<td>-.022</td>
<td>1.000</td>
<td>.022</td>
</tr>
<tr>
<td></td>
<td>(p)</td>
<td>.994</td>
<td>.707</td>
<td>.698</td>
<td></td>
</tr>
<tr>
<td>JSP</td>
<td>(r)</td>
<td>-.053</td>
<td>.023</td>
<td>.022</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>(p)</td>
<td>.356</td>
<td>.692</td>
<td>.698</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**Conclusions**

In this section, the comments on the findings emerged as a result of the analysis of the data obtained by the data collection tool for the administrators and teachers working in the schools. In sub-problems, the findings regarding perceptions of the learning organizations, organizational supports, communication skills and job satisfaction have been interpreted in line with the perceptions of the administrators and teachers. Subsequently, the failure to
determine the mediating effect of the organizational support and communication skills on the job satisfaction in the learning organizations in line with the perceptions of the administrators and teachers with the bilateral relations between the organizational support, communication skills and job satisfaction were evaluated taking into account all the findings.

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

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

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

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

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