

Organizational Support, Communication Skills, and Job Satisfaction in the Learning Organizations

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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 satisfaction in the schools that are learning organizations 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 composed 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 concerning all the various perspectives and approaches. In the research, the data were collected with 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 educational organizations.

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

Introduction

Today, learning organizations, organizational support, communication, and job satisfaction are the concepts that almost everyone knows and uses, especially in 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 examining the extent to which job satisfaction in learning organizations will vary through organizational support and communication skills. Therein, the main purpose of the research, which is the basis for the formation of the theoretical framework and research hypotheses, is to reveal how the assessments of the job satisfaction in teaching institutions, that also assume the role of learning organizations, varies according to the dimensions related to the organizational support and communication skills in their schools. In this context, it was concluded that the managers and teachers may have meaningful relations between their own perceptions of the dimensions of the learning organizations in their schools, the organizational support behaviours provided to them in their institution, and their

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assessments related to their communication skills and job satisfaction. For this reason, various domestic and foreign sources, as well as theoretical and etiquette research results were evaluated and resulted in research model and inter-concept relations.

Together with two intermediary variables, i.e., organizational support and communication skills, job satisfaction appears to be an important management concept that can be extended from mutual individuals to organizations and even international organizations. Therefore, the problem discussed in the research should be, in fact, addressed within the integrity of the organization. When the concept of the organization is expressed in the research, mention is made to a system that comprises the activities of two or more people (Kaya 1999, p. 111).

To date, a wide range of research has been and is still being carried out in the organization and management. Considering that the organization is a structure, in a nutshell, establishing very good communication in this structure in terms of cognition, emotion, or behaviour, the formation of the organizational support, as well as the positive increase of the job satisfaction through this provided environment 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 smartly and positively. In this sense, what the learning environment is, which the learning organizations, the organizational support, and communication skills are, how they can be provided for, and improved, what the job satisfaction is, or which the motivators are, and how they should be developed all are key issues that need to be examined in today's management approach. The managers are on the point of being brought into the spotlight, because the healthier the relations in this regard, the more efficient the organization will be, and the final outcome is no other than job satisfaction.

Naturally, administrative behavioural patterns also play an important role here. In most research, the management activity requires working with others, on the one hand, but it also requires achieving objectives, making the most use of scarce resources, ensuring efficiency and effectiveness, and operating in the changing environments, on the other hand (Özalp 2006, p. 3). If it is accepted that management is also a social activity, one can readily understand the extent to which concepts investigated are related and intertwined. Similarly, as the definition of management shows, positive organizational support and communication techniques should be used to work with others. To accomplish the objectives of the organization, the employees must be well directed because satisfied employees are needed to provide efficiency against effectiveness. In addition, to rationally use the limited resources, the theories of job satisfaction must be fully enforced.

The changing environment also affects job satisfaction. Therefore, intrinsic and extrinsic job satisfaction should be balanced very well. Of course, communication and communication skills should be used while ensuring job satisfaction, because one of the management functions that can be effective is also considered 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 processes, too. No organizational action or management process can be carried out without communication because communication is the lifeblood of

human relationships and motivation, accordingly job satisfaction (Kaya 1999, p. 107).

Also, as Gudanowski (1995; as cited in Efeoğlu 2006, p. 7) emphasized, job satisfaction is defined in different ways as a happy and positive mood based on an employee's work, their professional experiences, their pleasure from the work which varies according to the values they have, the harmony between expectations of their work and the rewards they get from their job, their attitude towards their work, a result of their attitude towards their work and their emotional reactions to their work.

In recent years, the behaviours aimed at increasing effectiveness and efficiency in organizations have been widely examined in the specialized literature. The issue of organizational support has especially been one of the issues gaining 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, this would help the employees feel valued, talented, useful, and necessary. This would also bring up the concept of organizational support herewith (Köse and Gönüllüoğlu 2010, p. 87).

In today's business world, employees feel the need to receive support within the organization where they work due to human psychology. Organizational support which is extremely important for employees has been one of the important resources for meeting emotional needs such as respect, acceptance approval, and appreciation. With the organizational support, personal needs such as belonging, and being respected and being approved are met with 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, as cited in Özdemir 2010, p. 133, Martin 1995, as cited in Akın 2008, p. 42).

To make the concept of social change operational, Eisenberger et al. (1986, p. 504) argue that there is a wide variety of situations that affect an employee's behaviours and that the underlying cause of these behaviours 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 meeting an employee's expectations such as being valued by the organization they work for, not feeling alone on 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 those of the organization, and the communication to be provided for this purpose should provide satisfaction to managers and employees alike. In this context, communication skills and job satisfaction concepts in 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 has become obvious that there are not enough studies on this subject in Turkey yet. The above-

mentioned principles and reasons also reveal the necessity of further research on this subject. Therefore, the perceptions of the managers and teachers working in the schools regarding communication skills turn out to be a meaningful mediator of their job satisfaction and this has brought along yet another problem that is the subject of the research.

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

Literature Review

Organizational Learning and Learning Organizations

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

The concept which was first used in management science in 1990 in Peter Senge's book "*The Fifth Discipline* (1990)" quickly became one of the most frequently repeated terms in today's human resources literature, in a short period of 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 changing environmental conditions within a system in which it can help its employees grow, and as a result, it is a dynamic business that is constantly changing, developing and renewing itself.

Also, organizational learning is a process by which the members of the organization learn the objectives, norms, value systems, behavioural patterns, and the culture of the organization, briefly (Hofstede 1989; as cited in Töremen 2001). Today, the concept of organizational learning is increasing among organizations that are more inclined to change. 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 individual learning to organizational learning at an increasing pace. Just as learning is essential for the development of the individuals, learning is essential for the development of the organizations at the same time (Fiol and Lyles 1985; as cited in Töremen 2001). The main purpose of 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, as cited in Yıldırımşık 2001).

The organizational learning theory can also be an optimal model for 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 engaged in the process of learning directly. But the main problem is reaching a balance between the school's learning and teaching mission. Today, schools look more like teaching organizations. However, a school has to be both a learning organization and 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 organizational learning. Therefore, some elements need to come together in the learning organizations. Each of these elements has respective importance and 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 communication while the complex world makes communication increasingly difficult. Therefore, communication nowadays has become a tool that is technically known by a person and with that, the person should well develop their skills (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 communication (Kaya 1999, p. 106). Baltaş and Baltaş (2002, p. 19) briefly define the concept of 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 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, to achieve the desired results and influence behaviours (Can et al. 2001, p. 288).

Organizational communication, on the other hand, is a social process that develops both between the various departments and the elements that make up the organization, or between the organization and the environment allowing for a continuous exchange of information and thoughts or establishing the necessary

relations between the departments to ensure the functioning of the organizations and enable the achievement of its goals (Demir 2003, p. 136). The process and the way in which information, feelings, or thoughts are rendered and behaviour carried out is created is also called the communication process (Baltaş and Baltaş 2002, p. 26).

There are also some basic features in communication. Baltaş and Baltaş (2002, 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, interpersonal, internal and, mass communication is the subject that should be emphasized. In order for a communication act to occur, there must be mutual two people. In addition, since management is carried out within an organization and against an audience, the communication that is realized both between the executive-employee and groups coincides with the source of the job satisfaction. Considering that communication is the most important tool of job satisfaction, communication covers every moment of the working process within the organization and is a phenomenon that will be needed on a regular basis.

Communication also has some functions. Therefore, the managers have to know this issue as well. Demir (2003, p. 137) describes the functions of communication as being the provision of information, persuasion and influence, consolidation, and finally commanding and instructive functions. Paying special 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 organizational communication. However, in his explanation, the most important issue concerning this research is that organizational communication is one of the most effective tools that the management of the organization will implement to ensure planning, coordination, decision-making, motivation, and supervision in the organization.

In addition, another issue that is emphasized in terms of communication is the tasks of the communication. Demir (2003, p. 138) also identifies these tasks as control, motivation and satisfaction, expression of emotions, and transmission of the information. These tasks are also the functions that the administrators always perform. The concept that should be emphasized carefully here is satisfaction because this research focuses on communication skills and job satisfaction. Varol (1993, p. 128) considers this issue within the purposes of organizational communication. When these objectives are evaluated, it will be seen that they are generally the subjects that are involved in 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 connection 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 activities, important events, and decisions of the organization.
- To encourage innovation and creativity to regulate the flow of information between management and employees and to provide feedback.
- To encourage and improve mutual communication between managers and employees.
- To inform the employees about promotion opportunities in the carrier, projects related to the employees, expectations for the future.
- To improve the qualifications of the employees to represent the organization during and after 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 communication. The first of these is coordinating the activities to accomplish the objectives of the organization and to pass 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 communication. There will be formal and informal communication here.

However, this research will focus on cognitive (mental), emotional and behavioural forms of communication which are presented as communication skills in the researches of Ersanlı and Balcı (1998, p. 9). When 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, understanding exactly and accurately what they say by listening to other people. In this context, 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, emotional communication refers to the process of using messages so that individuals can exchange the information they have with each other to affect mutually each other's emotional states.

Most simply, the messages can be a direct verbal or non-verbal 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. Messages can also be used to share 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).

Behavioural communication is a form of communication that people use psychologically in their daily behaviour. It is also defined as a more direct and clearer form of communication as a variable of the individual differences that indirectly express the feelings, needs, and thoughts of a person related to daily life (Wikipedia 2021, accessed at Behavioral Communication).

According to the Northeastern University, the Department on Traumatic Brain Injury Resource for Survivors and Caregivers (2021), cognitive communication is considered as a process that allows people to successfully perform their functions and enables them to interact meaningfully with each other. When focusing on cognitive communication in literature, it becomes obvious that the focus is on knowing, perception, and thinking in general. In explaining the importance of cognitive communication, the American Speech-Language-Hearing Association (2021) emphasized the issue more by explaining what its consequences and effects can 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 memory, judgment, and ability in the effective exchange of routine information, that the lack of social communication skills and the required ability to manage 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 behavioural qualifications of interpersonal relationships. The researcher mentioned the knowledge related to interpersonal relationships and decision-making as well as cognitive restructuring skills as cognitive competencies, and manifesting themselves, initiating the relationship, maintaining the relationship, and resolving the conflict as behavioural competencies.

Organizational Support Theory

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

The theory of 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 achieve its objectives. Secondly, the interest, approval, and respect that are shown by the perceived organizational support should fulfill the socio-emotional needs

which lead the employees to combine their organizational membership and role status with their own social identities. Thirdly, the organizational support should reinforce the employee's beliefs that the organization defines and rewards the increased performance. These processes have positive results for both employees and the organization (Rhoades and Eisenberger 2002, p. 699).

Kaplan (2010, p. 42) has also concluded in his research related to the organizational support theory that employees have developed global beliefs the contributions of which organizations evaluate taking care of their well-being, 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 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 received 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 organizational support from the following definition as it is summarized in the research of Köse and Gönüllüoğlu (2010, p. 87).

- Valuing the contribution of the organization's employees.
- Caring about the happiness of the employees of the organization
- Trusting each other, whether you are the organization or the employees.
- Voluntary about the policies, rules, and activities affecting employees.
- Organizational support does not change according to instant events.

Job Satisfaction

People spend most of their daily lives at work from a certain age to continue their lives and meet some psychological needs. In this context, the person who has the expectations of their work achieved can be happier as what is affected is not only their economic situation but also their psychological situation. Therefore, job satisfaction has an important role in human life both economically and psychologically (Bakan and Büyükbeşe 2004).

Job satisfaction is a whole of positive feelings towards the work of the individual. It can be said that the workers love their work and develop very positive values towards their work when it is mentioned that their job satisfaction is high (Ceylan 1998, p. 125). According to Robbins (1986, p. 104), 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 realizes their important work values or helps realize it, therein the values occur to the extent appropriate for the needs of the person.

The purpose of the research on job satisfaction is explained in the existing literature to diagnose the potential problems in organizations, to uncover the causes of the absences and lay-offs, to evaluate the impact of the organizational changes in the attitudes of employees, to promote good communication between the management and employees, to provide accurate information in the conflicts between the management and the union (Karadal 1994; as cited in Becerikli, p.

2007). Based on these, it can be said that the main purpose is the motivation for and participation in the human for production, in other words, channeling human behaviour in the direction desired by the management of the organization.

Basic Approaches to the Job Satisfaction

The issue of job satisfaction has impressed social science researchers. More than 4,000 articles were published on this subject until the early 1970s. The theoretical foundations of 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, Herzberg's Double Factor, and Adams's Theory of Equality are motivational theories, but they are also major studies that examine job satisfaction.

Key Factors Affecting the Job Satisfaction

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

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

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

The Purpose of the Research

A survey of the concepts of learning organizations, organizational support, communication skills, and job satisfaction in educational institutions has shown that these notions were partially investigated in some studies, but many types of research where they occur lack in explanations of the relationship or effect which is ascertained between them. In the studies on these concepts for the teaching institutions, there are domestic and foreign studies that indicate that the learning organizations positively affect 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 et al. 2009, Razali et al. 2013, Saykılı 2019). Similarly, reference is made to organizational support and communication skills, two notions that prove to have a positive effect on the job satisfaction (Karaalioğlu and Karabulut 2019, Oktar 2019, Afif 2018, Aktürk 2019, Tasnim and Akkaş 2017, Islam et al. 2014, Can 2020, Kellecioğlu 2019, Çelik 2019, Usufli 2020, Karaca 2019, Yakut 2020, Sarıkaya 2019). Likewise, organizational support and communication skills mediate job satisfaction (Usman 2019).

In the light of these thoughts, the research aims to determine the mediating effect of the communication skills and the organizational support provided to the administrators and teachers working in the schools in Ankara, Bilecik, Bolu, and İzmir which are also learning organizations, in their job satisfaction. In this context, it has been evaluated that, to some extent, the research will shed light on the management performances within this system as well as on perspectives and stances of managers and educators against these innovative movements in education.

The Limitations of the Research

The scope of this research is limited to the opinions of managers and teachers working in secondary education institutions located within the borders of the Central district of Ankara, Bilecik, Bolu, and İzmir provinces regarding learning organizations, organizational support, communication skills, and job satisfaction in the 2021-2022 Academic Year. Additionally, the research is limited to the items related to these variables found in the data collection tool.

Methodology

Research Model and Research Problem

This research which tries to determine the type and the level of 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 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 taking on various perspectives and approaches.

To achieve these goals in the above-mentioned literature, the research aims at providing an answer to the following questions;

- 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 have a mediating effect on their job satisfaction?

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 so as to conduct his research and included the participants in his research on volunteering criteria (Cohen et al. 2007, Wallen and Fraenkel 2001). The sampling method used in this research is the purposeful sampling method because every administrator and teacher who volunteers are included in the sample until they reach the sample volume (Ural and Kılıç 2005, p. 39).

Table 1. Demographic Information of the Participants

Demographic Information	Frequency	Percent	Valid Percent	Commutative Percent
Statute				
Administrator	45	45.0	45.0	45.0
Teacher	55	55.0	55.0	100.0
Total	100	100.0	100.0	
Place of duty				
Public school	60	60.0	60.0	60.0
Private school	40	40.0	40.0	100.0
Total	100	100.0	100.0	
Educational background				
Graduate	56	56.0	56.0	56.0
Postgraduate	44	44.0	44.0	100.0
Total	100	100.0	100.0	
Service period				
5 years and less	5	5.0	5.0	5.0
6-10 years	20	20.0	20.0	25.0
11-15 years	15	15.0	15.0	40.0
16-20 years	20	20.0	20.0	60.0
21 years and over	40	40	40.0	100.0
Total	100	100.0	100.0	
Age				
30 and less	20	20.0	20.0	20.0
31-40	35	35.0	35.0	55.0
41-50	15	15.0	15.0	70.0
51 and over	30	30.0	30.0	100.0
Total	100	100.0	100.0	
Gender				
Women	15	15.0	15.0	15.0
Man	85	85.0	85.0	100.0
Total	100	100.0	100.0	

The research relying on this method was carried out in teaching institutions in Ankara, Bilecik, Bolu, and İzmir. The participants of the research are 300 administrators and teachers and it is obviously seen that this number is suitable for the purpose of research and statistical analysis. The demographic information of the participants who made up the research group is given in Table 1.

In this research, it was not necessary to examine the opinions of administrators and teachers separately on the variables, and, in general, the opinions of educators about the subject are kept at the forefront.

Data Collection Method and Tools

In the research, the data were collected from administrators and teachers via a scale. In this process, research questions were examined in the first stage by interviewing the experts to evaluate the structure, content, and application validity of the questionnaire; in the next stage, the statistical analysis method was found suitable to test these questions and the data collection tool (DCT) by the means of 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 0.30 for both values and sub-values.

To check the validity of the scales, the item analyses were firstly performed and Cronbach alpha reliability coefficients were examined during the testing of the structural validity. In the factor analysis, the 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. The value of 0.30 was based on examining the statistics on common variances (communalities) in the research, The items loaded with values related to the factor load below 0.30 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 education management because 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 were tested, and did not encounter any problems with their content and clarity.

The Learning Organization Dimensions Survey (LODS)

The LODS used in this research was compiled from the adaptation that is made by Yang et al. (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 learning at the individual level, the team level, and the organizational level, in scale. The reliability and validity analysis of the scale was carried out by Marsick and Watkins (1997) ($\alpha = 0.83$ to 0.91) and was used in many types of research in different sectors across Turkey.

It was reported that the results of the confirmatory factor analysis of the specified scale were acceptable ($\alpha = 0.95$) by using a study conducted in Korea by Song et al. (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 ($\alpha = 0.934$). In their research, Basım et al. (2007) found the reliability values of the scale dimensions between $\alpha = 0.84$ to 0.92.

The scale which was prepared in 5 Likert types 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” and “5= I completely agree”.

The Organizational Support Scale (OSC)

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 $\alpha = 0.97$. This value indicates that the measuring instrument has a high degree of 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 of 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 administrators and teachers were measured on a three-dimensional scale of 45 items developed by Ersanlı and Balcı (1998). Each of the cognitive (mental), emotional and behavioural communication skills on the scale contains 15 items. The intrinsic consistency coefficient of the original scale is $\alpha = 0.720$.

By 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 administrators and teachers was first translated into Turkish by Gökçora and Gökçora (1985; as cited in 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 $\alpha = 0.869$ 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 intrinsic and extrinsic satisfaction here is based on Herzberg’s Binary Factor Theory, one of the most important theories developed on job satisfaction.

The JSS is a 20-point measurement tool consisting of two sub-dimensions, intrinsic factors, and extrinsic factors. 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 0.95 reliability. The findings obtained as a result of the analysis were interpreted by converting them into Tables for 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 by 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 purposes of the research, the SPSS statistics program is used.

The Validity and Reliability of the Scale

In this experimentation, Cronbach Alpha values are used for 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 analysis, the research questions are examined in the first stage by interviewing the experts to evaluate the structure, content, and application validity of the questionnaire; similarly, the statistical analysis method and data collecting tool suitable for the method are found to test these questions, in the next stage. Due to the reception of the expert's opinions and recommendations in the subject field regarding the scale items and the lack of any problems with the content and comprehensibility of the scale, it has been evaluated that the measuring instruments have 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 stage, the squared multiple correlations and the correlation of the corrected item totals were also examined. In the research, the sub-values were based on 0.30 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, the scales were finalized and the reliability analysis was repeated. The internal coefficient of the consistency of the Learning Organization Dimensions Survey (LODS) was calculated as $\alpha = 0.930$, the Organizational Support Scale (OSC) as $\alpha = 0.910$, the Communication Skills Inventory (CSI) as $\alpha = 0.900$, and the internal coefficient of the consistency of the items measuring the Job Satisfaction Scale (JSS) was calculated as $\alpha = 0.0840$.

As a result of the evaluations done within this scope, below are the factor structures obtained for each scale and the Cronbach-Alpha internal coefficients of the consistency. As a result of the Varimax rotational factor analysis, it was observed that three factors appeared in the relation to the Learning Organization Dimensions Survey (LODS). The first factor consists of four items, the second factor consists of two items and the third factor consists of seven 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 2.

Table 2. Learning Organization Dimensions Survey and Factor Loads

Factors	Related Values	Factor Loads	Factor Loads	Factor Loads
Factor 1: Individual Level	lo1	0.784		
	lo 4	0.866		
	lo 5	0.764		
	lo 6	0.731		
Total variance explained: 23.554%; Initial Eigenvalue: 1.508				
Factor 2: Learning as Team	lo 7		0.809	
	lo 8		0.845	
Total variance explained: 14.347%; Initial Eigenvalue: 0.894				
Factor 3: Organizational Level	lo 10			0.654
	lo 12			0.709
	lo 15			0.727
	lo 16			0.775
	lo 18			0.806
	lo 19			0.867
	lo 23			0.819

Total variance explained: 35.356%; Initial Eigenvalue: 7.121

The Organizational Support Scale (OSC) is evaluated with 14 articles under one factor. When the factor matrice related to the OSC resulting from the rotation process is examined, the variable and factor loads in the factor are given in Table 3.

As a result of the Varimax rotational factor analysis, it was observed that two factors appeared in relation to the Communication Skills Inventory (CSI). The first factor consists of 11 items, the second factor consists of six 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 3. Organizational Support and Factor Loads

Factors	Related Values	Factor Loads
Factor 1: Organizational Support	os 1	0.670
	os 2	0.610
	os 3	0.769
	os 5	0.755
	os 6	0.758
	os 7	0.657
	os 8	0.629
	os 9	0.752
	os 10	0.656
	os 11	0.553
	os 12	0.735
	os 13	0.719
	os 14	0.677
	os 15	0.629

Total variance explained: 47.116%; Initial Eigenvalue: 6.596

Table 4. Communication Skills and Factor Loads

Factors	Related Values	Factor Loads	Factor Loads
Factor 1: Cognitive- Emotional Communication	cs 1	0.749	
	cs 2	0.712	
	cs 6	0.823	
	cs 7	0.859	
	cs 11	-0.647	
	cs 12	0.748	
	cs 17	0.870	
	cs 18	0.714	
	cs 20	838	
	cs 21	751	
Total variance explained: 45.195%; Initial Eigenvalue: 11.214			
Factor 2: Behavioral Communication	cs 32		-0.822
	cs 36		0.814
	cs 37		-0.588
	cs 38		0.735
	cs 40		0.831
	cs 44		0.763

Total variance explained: 29.993%; Initial Eigenvalue: 1.568

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

Table 5. Job Satisfaction and Factor Loads

Factors	Related Values	Factor Loads	Factor Loads
Factor 1: Intrinsic Satisfaction	js 1	0.503	
	js 3	0.563	
	js 4	0.607	
	js 7	0.445	
	js 9	0.747	
	js 10	0.748	
Total variance explained: 28.458%; Initial Eigenvalue: 4.151			
Factor 2: Extrinsic Satisfaction	js 15		0.796
	js 17		0.773
	js 19		0.763

Total variance explained: 25.132%; Initial Eigenvalue: 1.208

Results and Discussion

In the first phase of the research, learning organization practices, organizational support, communication skills, job satisfaction perceptions of the administrators and teachers in schools, and the sub-dimensions of these variables are examined. According to the results in Table 6, learning organization practices were evaluated as “I agree” ($M = 3.434$; $S = 0.730$), the organizational support as “I usually agree” ($M = 5.241$; $S = 1.016$), the communication skills “Sometimes” ($M = 3.297$; $S = 0.754$), and the job satisfaction perceptions “I am satisfied” ($M = 4.025$; $S = 0.563$). It has been observed that the most perceived practice relates to the intrinsic job satisfaction of the job satisfaction “I am satisfied” ($M = 4.157$; $S = 0.560$).

Table 6. Scores for the Practices of Variables

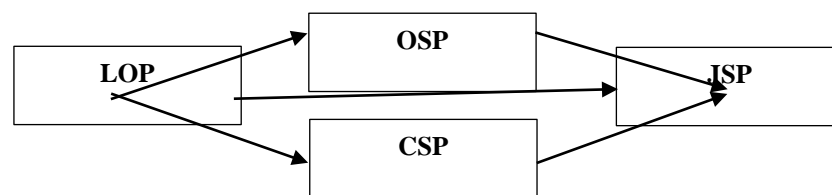
Variables	N	M	S
Learning Organization Practices	300	3.434	0.730
Individual Level Learning		3.594	0.799
Learning as Team		3.540	0.826
Organizational Level Learning		3.311	0.860
Organizational Support Perceptions		5.241	1.016
Communication Skills Perceptions		3.297	0.754
Cognitive-Emotional Communication		3.105	0.911
Behavioral Communication		3.650	0.604
Job Satisfaction Perceptions		4.025	0.563
Intrinsic Satisfaction		4.157	0.560
Extrinsic Satisfaction		3.540	0.826

This result is similar to those of other researchers, like Adonisi (2003), Akdoğan (2002), Billings et al. (2003), Eren (2000), and Feinstein and Vondrasek (2007). According to the results obtained, it can be seen that the perceptions of job satisfaction are perceived at a higher level by administrators and teachers. The ability of the administrators and teachers to use their skills more than the factors evaluated, or to attach importance to values such effectiveness, success, authority,

independence, moral values, responsibility, security, creativity, providing a social status, i.e., intrinsic factors, shows that they love their job, they are provided with 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 in the learning organizations between the practices and perceptions of the LO-JS, LO-OS, OS-JS, LO-CS, and CS-JS because learning organization practices (LOP) are determined as 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



The 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 ($p < 0.05$). Nonetheless, as a result of the Spearman simple correlation analysis, there was no significant correlation between the variables, the organization-level learning sub-dimension of the learning organization practices, and organizational support perceptions ($r = 0.129$, $p = 0.026$ and $p < 0.05$) (See Table 7).

Table 7. Spearman Analysis Relating Variables

	VariableType		LOP	CSP	OSP	JSP
Spearman'srho	LOP	<i>r</i>	1.000	-0.002	0.097	-0.053
		<i>p</i>		0.968	0.094	0.356
	CSP	<i>r</i>	-0.002	1.000	-0.022	0.023
		<i>p</i>	0.968		0.707	0.692
	OSP	<i>r</i>	0.097	-0.022	1.000	0.022
		<i>p</i>	0.094	0.707		0.698
	JSP	<i>r</i>	-0.053	0.023	0.022	1.000
		<i>p</i>	0.356	0.692	0.698	

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 affect the mediating variable.
- The independent variable must affect the dependent variable.
- When the mediating variable is included in the regression analysis in the second stage, a relationship must also occur between the independent variable and the 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 the perceptions of the job satisfaction of the administrators and teachers working in the schools where the research was carried out.

Conclusions and Suggestions for Future Study

In this section, the observations 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 schools. In sub-problems, the findings regarding the perceptions of the learning organizations, the organizational support, communication skills, and job satisfaction were interpreted in line with the perceptions of administrators and teachers. Subsequently, the failure to determine the mediating effect of the organizational support and communication skills on job satisfaction in the learning organizations were evaluated in line with the perceptions of the administrators and teachers of the bilateral relations between the organizational support, communication skills, and the level of job satisfaction, taking into account all the findings.

In this research, the obtained results in relation to job satisfaction support other achieved research findings in this field. For example, in many studies, the perceptions of job satisfaction are classified according to the obtained values and the order of importance, and first of all, the extrinsic job satisfaction perceptions are explained following the intrinsic job satisfaction. It can be said that intrinsic job satisfaction is an important and positive form of perception, especially for schools. It can be evaluated that the administrators and teachers who perceive 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.

According to the research, neither administrators nor teachers adequately perceived 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 elements of the learning organization, in particular, lead to many organizational behavioral deficiencies. This deficiency is already manifested in correlational relations.

The administrators and teachers in the learning organizations have high expectations both for themselves and for their institutions due to the equipment they have. Failure to meet these expectations causes dissatisfaction. At the same

time, the high knowledge and skills of the administrators and teachers in the learning organizations require that the managers should be more knowledgeable and qualified than teachers. 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, excessive self-esteem and the drive to feel valued can give rise to a feeling of superiority between administrators and teachers. This can lead to communication problems. The results of the research also show that the least considered variable is communication skills. Organizational support is also not very appraised 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 work environment. The communication of employees who cannot feel the necessary perception will only be as much as the work needs.

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

In the conducted research, it has been revealed that the concepts of organizational trust and organizational support are also important in raising the organizational commitment of managers and teachers. In addition, it is seen that organizational support perceptions are more effective in educational institutions. Considering that organizational support, communication skills, and job satisfaction are a hair's leg, in-service training programs should be used if necessary to further develop organizational learning practices.

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