The Influence of Perceived Organizational Support on Teachers' Job Satisfaction: The Mediating Roles of Climate for Initiative and Climate for Psychological Safety

Türker Kurt[*]
Gazi University, Gazi Faculty of Education, Ankara, Türkiye
ORCID: 0000-0001-9372-1736

İbrahim Duyar
Arkansas State University, Center for Educational Excellence
ORCID: 0000-0002-2145-5296

The purpose of the current study was to examine relationships between teachers' perceived organizational support (POS), climate for initiative (CS), climate for psychological safety (CPS), and job satisfaction (JS). A cross-sectional correlational design was employed. The sample consisted of a randomly selected 397 high school teachers working in the central districts of Ankara, Türkiye. A structural equation modelling technique was utilized in the analyses of direct and indirect relationships between the study variables. Findings confirmed the proposed model. More specifically, teachers' POS influenced their JS both directly and indirectly through CS and CPS. Findings also suggest that teachers' job satisfaction is more likely to increase in schools where the organizational support is high, in turn, they feel motivated to take initiative and feel psychologically safe. The findings of the study supported the assumptions of Herzberg's Two Factor Motivation Theory where the intrinsic and extrinsic factors collectively play important roles in teachers' motivation and job satisfaction. Findings would guide policymakers and practicing educational leaders in formulating policies and practices in creating conducive school environments where teachers feel supported, safe, and motivated.

Introduction

Teacher job satisfaction continues to be a credible indicator for weighing the effectiveness of principal leadership and the quality of live in schools. Job satisfaction is one of the most frequently used measures of teacher well-being as it influences teachers' attitudes towards their physical and psychological health, commitment to job, expectations for student success, and in-school relationships (Hongying, 2007). However, contributing factors of teacher job dissatisfaction is either ignored or the solutions to eradicate them have produced limited positive outcomes due to an array of economic and social constraints. Problems such as top-down restructuring and reform initiatives, limited resources and career development

---

[*] Correspondency: turker@gazi.edu.tr

opportunities, poor working conditions have created a perfect storm for emotional burnout and poor well-being for teachers (Toropova, Myrberg, & Johansson, 2021; Viac & Frasier, 2020). Organizational stressors and poor job satisfaction of teachers are further magnified in the recent pandemic conditions (Sahito & Vaisanen, 2020; Zang, Cao, Zhou, Jiang, & Li, 2022).

As the literature is reviewed, many factors directly and indirectly associated with the school level, which are related to teachers' job satisfaction, have been mentioned. Support from the school principal (Al-Mahdy & Alazmi, 2021), positive school climate, relationships with students, financial situation (Muga, Onyango & Jackline, 2017), relationships with other teachers, workload, in-school solidarity (Mishra & Dkhar, 2016), ease of access to professional development opportunities (Shafi, 2016), professional commitment (Bashir, 2017), organizational commitment (Tharikh, Ying, Saad & Sukumaran, 2016), school principal's effectiveness as a leader and perceived organizational support (Bogler & Nir, 2012) are stated as factors which have an impact on teachers' job satisfaction. As can be understood from the variables that are claimed to be effective, perceived organizational support and positive school climate are the main factors that are effective at the school level. However, studies on the effects of these two factors on teachers' job satisfaction have not reached sufficient satiety (Hongying, 2007; Sahito & Vaisanen, 2020). Thus, this study focuses on understanding how the perceptions of initiative climate and psychological safety climate function in the relationship between perceived organizational support and job satisfaction. It is pointed out that the teaching profession is seen as a moral and value-based profession (Holsblat, 2014) and that internal factors have a more important role in teachers' job satisfaction than external factors compared to other professions. Therefore, the teaching profession is a profession with a high level of seeking additional effort to make a meaningful contribution to students' learning and success. A school environment that allows teachers to do these can increase their job satisfaction. However, it is thought that teachers need the support of the school administration and colleagues to make them feel safe in order to engage in extra-role behaviors. Additionaly based on Herzberg's theory, in this study, it is thought that teachers' job satisfaction is highly related to the existence of a working environment that will enable them to perform their profession at the highest level in the classroom and bring about a meaningful change in students' success. Therefore, in this study, it was considered important to examine the effect of perceived organizational support, climates for initiative, and psychological safety on teachers' job satisfaction. It is expected that the results obtained will reveal the factors that affect teachers' job satisfaction at the school level and contribute to the development of suggestions for practitioners.

Theoretical Underpinnings

The first theoretical underpinning of the study is Herzberg's (1967) double factor theory. According to Herzberg, organizations that have become an integral part of human life are not just places where people earn the necessary income to meet their vital needs. People also need success in the organizational environment, recognition of success, being a reliable and respected person in the workplace, and having authority, responsibility, and power. Therefore, Herzberg (1967) analyzed the factors that lead to job satisfaction by dividing them into two groups. These are hygiene factors and motivators. Hygiene factors can only help motivate until vital needs are met. Then they lose their effect. That's why they don't qualify as real motivators. Motivators, on the other hand, are related to what a person does at work. That is, most of the motivators are related to the work being done. Herzberg has tried to explain this with the tendency of people to be aware of, investigate and overcome the changes that occur in their environment (Pinder, 1984). As a matter of fact, Nias (2002) conducted a study on teachers' job

satisfaction based on Herzberg's two-factor theory. In this research, it has been concluded that teachers need intellectual development and more autonomy, feel that they are useful to society, and are willing to establish good relations with their colleagues in order to achieve high satisfaction. It has been concluded that factors such as increasing the salary, improving the status, demanding less workload, and reducing managerial responsibility can alleviate teachers' job dissatisfaction but not increase job satisfaction. This theoretical framework put forward by Herzberg constitutes a meaningful basis for teachers' job satisfaction research (Kurt, 2005; Nias, 2002).

The second theoretical underpinning of the study is Cornell Model. According to this model, the real situation of the labor market affects the job satisfaction of the employees more than their subjective perceptions of the work environment. Employees are more satisfied with their current job in an environment where unemployment is very high or it is increasingly difficult to enter a profession and it is difficult to switch to other jobs. Even being able to protect their current job can be a source of job satisfaction for them. In environments where it is easy to change jobs, job satisfaction levels of employees decrease more easily (Bowling, Beehr, Wagner & Libkuman, 2005). In this sense, considering the large number of unemployed teachers and the difficulty of being appointed as a teacher in Türkiye (Akpunar, & Erdamar, 2020) the Cornell model provides an important basis for context-specific analysis of the factors that cause teachers' job satisfaction.

Teachers' Job Satisfaction

Job satisfaction (JS) can be defined as teachers having positive emotional reactions and attitudes about their profession (Faragher, Cass & Cooper, 2005). JS is a pleasing or positive emotional state that emerges as a result of teachers' evaluations of their work experiences. Accordingly, JS includes both teachers' individual evaluations and emotional states. In other words, it is based on mutual interaction between teachers' thoughts about their work and their feelings while doing their work (Judge et al., 2001). JS is based on teachers' assessments of a wide variety of components. Examples of these are payments, upward career opportunities, working conditions, school climate, school administrators' attitudes toward teachers and colleagues, and feelings about the teaching profession (Baroudi, Tamim & Hojeij, 2022; Fidan, 2021).

The Effect of Perceived Organizational Support on Teachers' Job Satisfaction

Perceived organizational support (POS) can be defined as a general belief of teachers about their schools' dedication to themselves. Teachers have consistent views on whether their contributions to a school are appreciated, and treated fairly, and whether their well-being is valued. It is possible to state that the more positive trends these views reflect, the more support the teachers receive in that school (Bibi, Khalid & Hussain, 2019). In forming these views of teachers, especially the actions of school administrators towards them, the quality of the relations between teachers and how the legal regulations, rules, norms, and values that direct the functioning of the school are applied. Accordingly, factors such as fairness, administrator support, rewards and punishments, pay, promotion opportunities, job security, autonomy, the effect of stressors, school size, and professional development opportunities are effective in forming opinions of teachers about whether a school is supportive or not (Rhoades & Eisenberger, 2002).

As can be seen, there are similarities between the factors that make up the POS and the factors that affect the teachers' JS. POS responds to the socio-emotional needs of teachers. POS contributes to the creation of a school environment where teachers' contributions are

appreciated and their well-being is considered (Bogler & Nir, 2012). The actions they take to improve student learning and the appreciation of their contributions to school improvement projects increase teachers' intrinsic motivation. In a school where their welfare is taken care of, it is easier for them to establish high-quality relationships with other teachers. High-quality relationships enable teachers to access the professional know-how they need. It also gives them the opportunity to engage in larger project organizations where they can contribute to their school with their colleagues. This issue can also increase their self-confidence in professional matters (Ladebo, 2005).

POS also provides a certain amount of assurance to teachers against negative effects in the school environment. The support of administrators and colleagues in solving problems arising from students and families is among the indicators of the status of teachers in the school. In addition, teachers' access to resources such as teaching materials they need and the presence of teachers and administrators to whom they can seek help when they have problems create a feeling of working in a safe environment (Koustelios & Tsigilis, 2005). They can also function as extrinsic motivators. As a result, it is possible to argue that POS positively affects teachers' JS (Bogler & Nir, 2012). In this regard, the following hypothesis has been developed:

H1: POS predicts JS affirmatively.

The Mediating Roles of Climate for Initiative and Climate for Psychological Safety

A positive school climate refers to schools where high-quality relationships based on confidence are dominant between administrators and teachers, and where teachers are given the right of initiative to decide on their work and contribute to the school (Rhodes, Camic, Milburn & Lowe, 2009). Accordingly, it is possible to examine positive school climate by using the constructs climate for initiative (*CS*) and climate for psychological safety (CPS) (Bilal, Fatima & Imran, 2019).

CS refers to formal and informal organizational practices and processes that emphasize a proactive, spontaneous, and persistent approach to work. Accordingly, *CS* describes a school climate that encourages teachers to take action. Schools where teachers feel responsible for solving the problems they encounter think they are competent enough to solve problems, and where school administrators support them to take action and open up areas where they can lead them when necessary can be evaluated in this context (Baer & Frese, 2003).

The support of school administrators is crucial to the establishment of the *CS*. School administrators' encouraging teachers to take action and contribute to problems on their own initiative can be seen as actions within the scope of organizational support (Rhoades & Eisenberger, 2002). Similarly, the regulation of the reward and punishment system and in-school rules in a way that encourages teachers to take more responsibility for their work and to intervene in the problems they deem necessary facilitates the construction of *CS*. In addition, the *CS* requires teachers to be encouraged to acquire the knowledge and skills to take such actions. Such supports also make teachers feel more competent and empowered. In other words, organizational support facilitates both creating suitable conditions and enabling teachers to have the necessary qualifications to take action (Burnett, Chiaburu, Shapiro & Li, 2015). In light of these discussions, the following hypothesis was developed:

H2: POS predicts *CS* affirmatively.

CS creates a climate in which teachers can contribute constructively and voluntarily to change efforts in schools. In this respect, the responsibility to solve school-level problems and initiate changes to improve student learning is not merely under the school administrators. Teachers

are also given the opportunity to lead in this regard. In other words, teachers are provided with opportunities to stand out, demonstrate their skills and achieve success in challenging issues. These encourage the acquisition of new skills and thus professional development. These aspects enable teachers to be more satisfied with their work and the results they have achieved (Millette & Gagné, 2008). The increase in their control over their work and actions positively affects their intrinsic satisfaction. Creating suitable conditions for them to take action, or at least not creating obstacles, positively affects their extrinsic satisfaction (Kim & Liu, 2017). Based on these discussions, the following hypothesis was developed:

   H3: *CS* predicts JS affirmatively.

Another component of a positive school climate is the CPS. CPS refers to a school being safe enough to allow teachers to take risks (Frazier, Fainshmidt, Klinger, Pezeshkan & Vracheva, 2017). In such a school, teachers reveal their thoughts and criticisms without facing any negative consequences for their status and career. Teachers are aware that they are ready to come to the aid of administrators and other teachers when they need it. As such, CPS describes a school where collective learning takes place, where teachers can step out of the routine by taking risks when necessary to overcome obstacles and express their thoughts without fear of punishment or exclusion (Baer & Frese, 2003; Higgins, Ishimaru, Holcombe & Fowler, 2012).

As can be understood from the definition of the CPS, the construction of such a school climate is possible with the collective efforts of administrators and teachers. In other words, it is possible in a supportive school environment (Bogler & Nir, 2012). In a school where contributions made to advance student learning and improve the school are appreciated, a climate is created where teachers can take risks. Student-related problems are a chronic condition for many schools and often require teachers to go out of their routines and try new methods for a solution. This is usually made possible by the presence of administrators who encourage teachers to freely criticize the current situation and take risks and try their own solutions. In addition, it is possible for teachers to take risks if they are sure that they can easily access the necessary support in case of failure. In other words, the presence of managers and colleagues who take care of their well-being instills a sense of confidence that they can take risks (Joe-Akunne, Edosomwan & Gladness, 2022). Based on these discussions, the following hypothesis was developed:

   H4: POS predicts CPS affirmatively.

Besides, CPS provides teachers with the courage to face problems related to their work and admit their mistakes without fear, the social capital where they can ask for help without hesitation when they lack knowledge and skills, and a free and safe school environment where they can share even their most extreme thoughts about their work (Frazier et al., 2017). This situation has a twofold effect. First of all, teachers gain professional development opportunities through taking on business challenges and professional interaction with other teachers. This enables them to establish high-quality relationships. It also has positive effects on self-efficacy beliefs. In other words, CPS provides the emergence of factors that positively affect teachers' intrinsic satisfaction. In addition, they have the feeling that a safe environment is created to perform their duties. This ensures that possible sources of job dissatisfaction are controlled, such as the restriction of their autonomy, authoritarian administrators, uncooperative isolated teachers, and exposure to disrespectful treatment. In other words, it is possible to create a school environment that provides extrinsic satisfaction thanks to CPS (Gerlach & Gockel, 2018). Additionally, there are previous research results showing that the CPS and CS directly and indirectly contribute to the emergence of positive work attitudes of employees (Gerlach, &

Gockel, 2018; Kim, & Kim, 2020; Kuo et al., 2019). Based on these discussions, the following hypotheses have been developed:

      H5: CPS predicts JS affirmatively.

      H6: *CS* and CPS have mediating roles in POS predicting JS.

      The hypotheses of the research led to the emergence of a theoretical model consisting of four constructs. These models and hypotheses are shown in Figure 1.
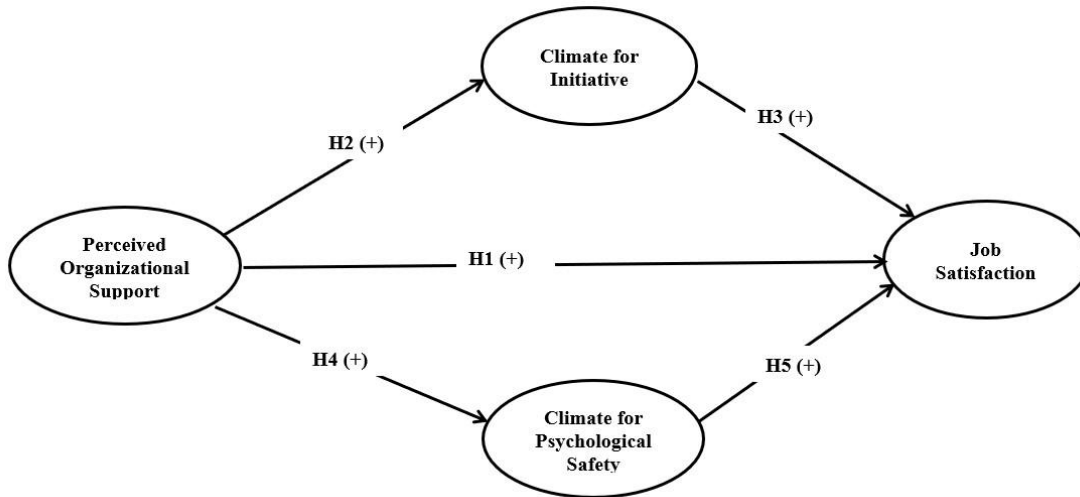

Figure 1. Theoretical Model and Hypotheses

Method

      The cross-sectional predictive design was used in this study, which aims to test the effects of teachers' perceptions of organizational support on their job satisfaction and the mediating roles of *CS* and CPS in this relationship. Cross-sectional predictive designs refer to studies in which a cause-effect relationship exists between independent variables and dependent variables (Lewis-Beck, Bryman & Liao, 2003).

Sampling and Data Collection Process

      The population of the research consists of 21,290 teachers working in public high schools in Ankara in 2021-2022 (MoNE, 2022). Due to the social distancing measures required by the pandemic, a random sampling strategy was used. Online survey forms were shared with teachers via WhatsApp or email. 397 teachers participated in the research. Due to extreme values and missing or incorrectly filled scales, the forms of 17 participants were excluded from the analysis. Analyses were made with the data obtained from the remaining 380 participants. 64.7% of the participants were women (n=246) and 35.3% were men (n=134). 6.1% (n=23) were educated at associate degree and below, 76.6% (n=291) were educated at undergraduate level, 15.8% (n=60) were educated at master's level and 1.6% (n=6) were educated at doctoral level. 62.1% (n=236) of the participants were in schools with 1000 or less students, 27.6% (n=105) in schools with 1001-2000 students and 10.3% (n=39) in schools with 2001 or more students. The average professional seniority of the participants is 13.8 years.

Data Collection Tools

To collect the data for the research, the Short-Form Minnesota Satisfaction Questionnaire (Weiss, Dawis, England, & Lofquist, 1967), Perceived Organizational Support Scale (Eisenberger, Cummins, Armali, & Lynch, 1997), Climate for Initiative Scale, and Climate for Psychological Safety Scale (Bear & Frese, 2003) were used. Information about these scales and their adaptation process is presented separately in the following section

Short-form Minnesota Satisfaction Questionnaire (MSQ). The original scale developed by Weiss et al. (1967) consists of 20 items related to intrinsic and extrinsic satisfaction types. Teachers were asked to what extent they were satisfied with their profession. The MSQ is a five-point Likert-type scale that ranges from dissatisfied (1) to very satisfied (5). As a result of the adaptation studies, the scale was reduced to 11 items collected in two dimensions. The total variance explained by the scale is 53.79%. There are six items in the intrinsic satisfaction dimension. The Cronbach's alpha coefficient of this dimension is .73. The sample item for the intrinsic satisfaction dimension is phrased as "I am ... with my profession because I have the opportunity to do different things from time to time...". There are five items in the dimension of Extrinsic satisfaction. The Cronbach's alpha coefficient of this dimension is .76. The sample item for the extrinsic satisfaction dimension is "I am ... with my profession in terms of the wages I receive for the work I do". Confirmatory factor analysis results show that the two-factor scale has comparative fit level (x^2=91.486, df=41, x^2/df=2.23, p=.00; RMSEA=.06; SRMR=.05; TLI=.94; *CS* =.95; GFI=.96).

Perceived Organizational Support Scale. An eight-item short-form perceived organizational support scale developed by Eisenberger et al. (1997) was used. Teachers were asked to what extent their schools supported them. The scale of perceived organizational support is a five-point Likert type scale that ranges from strongly disagree (1) to completely agree (5). The total variance explained by the scale is 82.4%. The Cronbach's alpha coefficient of the scale is .96. The sample item for the scale is phrased as "Contributions I make for the good of my school are appreciated". Confirmatory factor analysis results show that the single-factor scale has comparative fit level (x^2=56,568, df=18, x^2/df=3.14, p=.00; RMSEA=.07; SRMR=.01; TLI=.98; *CS* =.99; GFI=.97).

Climate for Initiative Scale. A seven-item scale developed by Bear and Frese (2003) was used. As a result of adaptation studies, the scale was reduced to six items. Teachers were asked about their level of willingness to react to events in their school. The initiative climate scale is a five-point Likert-type scale that ranges from strongly disagree (1) to completely agree (5). The total variance explained by the scale is 62.16%. The Cronbach's alpha coefficient of the scale is .87. The sample item for the scale is phrased as "People at our school quickly evaluate the opportunities that arise to achieve their goals". Confirmatory factor analysis results show that the single factor scale has comparative fit level (x^2=22,075, df=7, x^2/df=2.97, p=.00; RMSEA=.07; SRMR=.03; TLI=.97; *CS* =.98; GFI=.98).

Climate for Psychological Safety Scale. A seven-item scale developed by Baer and Frese (2003) was used. As a result of adaptation studies, the scale was reduced to five items. Teachers were asked to what extent they felt safe in their school. The psychological safety climate scale is a five-point Likert-type scale that ranges from strongly disagree (1) to completely agree (5). The total variance explained by the scale is 67.86%. The Cronbach's alpha coefficient of the scale is .71. The sample item for the scale is "No one in this school deliberately acts in a way that hinders the efforts of others". Confirmatory factor analysis results show that the single-factor

scale has goodness of fit level (x^2=9.901, df=5, x^2/df=1.98, p=.00; RMSEA=.05; SRMR=.04; TLI=.97; *CS*= .98; GFI=.99).

Analysis of Data

The collected data were first analysed with the help of descriptive statistics such as arithmetic mean and standard deviation. The direction and significance of the correlations between variables were calculated with the Pearson correlation coefficient. The hypotheses of the research were tested with the structural equation model using the AMOS 25 program. Chi-square model fit criterion (x^2/df), Standardized Root Mean Square Residual (SRMR), Root Means Square Error of Approximation (RMSEA), Tucker Lewis Index (TLI), Comparative Fit Index (*CS*) and Goodness-of-Fit Index (GFI) were used as goodness of fit indexes. The number of observed variables in this study is (v=30) and the number of observations is (n=380). Therefore, x^2/df ratio 3.0, RMSEA .07, SRMR .08, TLI and *CS* .92, and GFI .85 were determined as limit values for comparative fit. In addition, chi-square p values are expected to be significant in the observed variable and number of observations (Hair, Black, Babin & Anderson, 2014). The bootstrapping method was used to test the direct, indirect, and total effects between the variables in the model. Bootstrapping was performed with a derived sample of 5,000 as suggested by Preacher and Hayes (2008).

Findings

In this section, in the first stage, the correlation coefficients between the variables were calculated with the descriptive statistics of the variables in the model. The findings obtained from these analyses are presented in Table 1.

Table 1. Pearson correlation coefficients between descriptive statistics and variables

	$\overline{X}$	SD	JS	IS	ES	POS	*CS*
JS	3.87	.49	-				
IS	4.01	.55	.89*	-			
ES	3.70	.56	.86*	.55*	-		
POS	3.68	.99	.45*	.33*	.47*	-	
CS	3.59	.75	.41*	.34*	.39*	.61*	-
CPS	3.83	.72	.35*	.32*	.29*	.46*	.41*

Note: n=380; *p>.01; $\overline{X}$=Mean; SD=Standard Deviation; JS=Job Satisfaction; IS=Intrinsic Satisfaction; ES=Extrinsic Satisfaction; POS=Perceived Organizational Support; *CS*=Climate for Initiative; CPS=Climate for Psychological Safety

When the averages presented in Table 1 are examined, it is seen that the overall and sub-dimension (intrinsic satisfaction and extrinsic satisfaction) averages of JS are relatively high. The averages of the other variables were at a moderate level. Another remarkable finding is that intrinsic satisfaction has a higher mean than extrinsic satisfaction. There are highly positive correlations between JS and its sub-dimensions. There are moderate positive correlations between JS and other variables. There are also moderately significant correlations between POS and *CS* and CPS.

In the second stage, structural equation model analysis was performed to test the research hypotheses and the theoretical model. Fit indices for the model indicate a comparative level of fit (x^2=838.662, df=391, x^2/df=2.15, p=.00; RMSEA=.05; SRMR=.08; TLI=.93; *CS*=.93 ;

GFI=.88). Structural equation model analysis results show that the theoretical model is confirmed. Analysis results are presented in Figure 2.
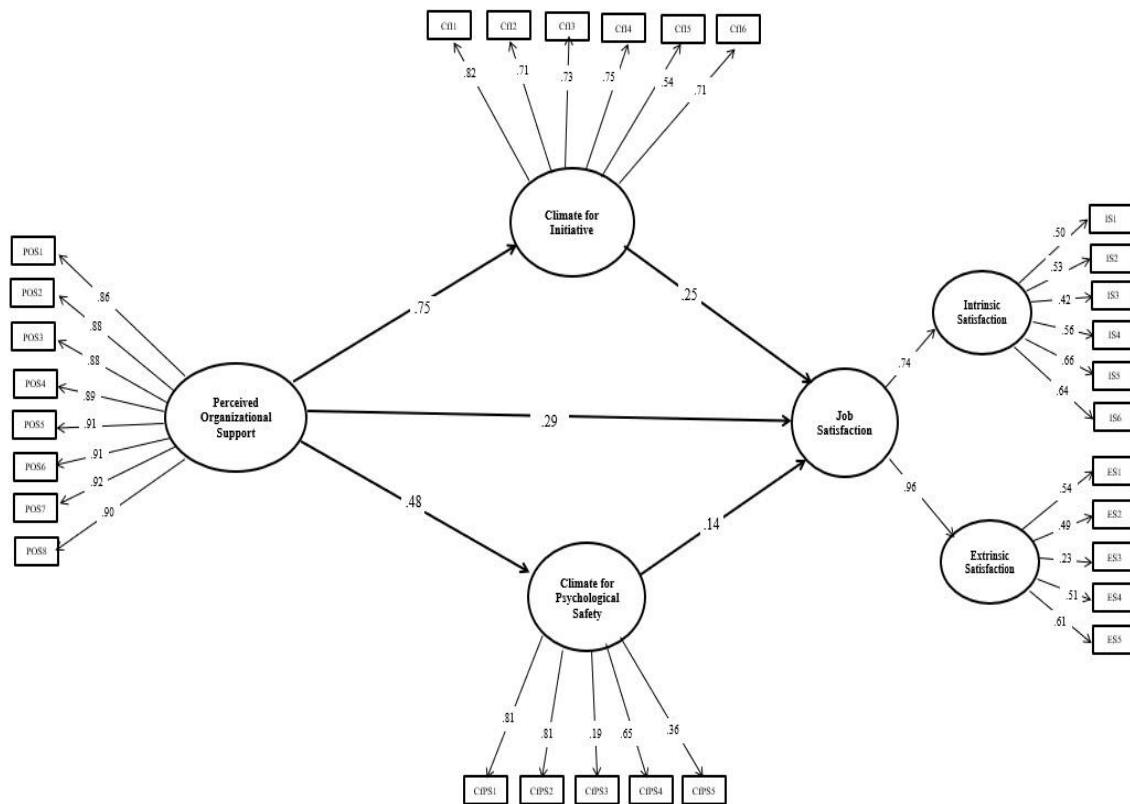

Figure 2. Structural equation model analysis results

As seen in Figure 2, POS has a significant positive effect on JS (β=.29, p<.01), confirming Hypothesis 1. In addition, POS predicts *CS* affirmatively, supporting Hypothesis 2 (β=.75, p<.01). The significant positive effect of *CS* on JS shows that Hypothesis 3 is supported (β=.25, p<.01). The fact that POS positively predicted CPS shows that Hypothesis 4 is confirmed. Similarly, CPS being a significant predictor of JS (β=.14, p<.05) supports Hypothesis 5. The proposed model explains 34% of the variance in job satisfaction. In order to test the sixth hypothesis of the research, the total, direct and indirect effects between the independent, dependent and mediating variables in the model were retested by bootstrapping analysis (Preacher & Hayes, 2008). Bootstrapping results are presented in Table 2.

Table 2. Bootstrapping results

	Product of Coefficient		95% Bootstrap CI		
Paths	Point Estimate	SE	Lower	Upper	p
Standardized Total Effects					
POS→JS	.55	.05	.43	.64	.00
Standardized Direct Effects					
POS→JS	.29	.09	.11	.46	.00
Standardized Indirect Effects					
POS→*CS*→CPS→JS	.26	.07	.11	.40	.00

Note: Based on 5000 bootstrapped samples. Indirect effects= 95% CI does not include zero. JS= Job Satisfaction; POS=Perceived Organizational Support; *CS*=Climate for Initiative; CPS=Climate for Psychological Safety

Once the bootstrapping results in Table 2 are examined, it is seen that standardized total effects and direct effects give similar results to the structural equation model analysis. According to standardized total effects, POS has a significant positive effect on JS (β=.54, p<.01). When standardized direct effects are examined, the effect of POS on JS continues (β=.29, p>.01). The fact that the effect of POS has decreased but still has a significant effect indicates a partial mediation. When standardized indirect effects are examined, it is seen that POS has a positive and significant indirect effect on JS (β=.26, p<.01). Accordingly, Hypothesis 6 was supported. *CS* and CPS have a partial mediating effect on the relationship between POS and JS.

Discussion and Conclusion

In this study, the relationship between POS and JS and the mediating roles of *CS* and CPS in the relationship between these two variables were investigated. Our analyses showed that the hypothetical model for explaining job satisfaction was confirmed. Accordingly, organizational support predicts job satisfaction positively. In addition, the variables of initiative climate and psychological safety climate partially mediate the relationship between organizational support and job satisfaction.

Research findings revealed that POS is a positive predictor of JS. This finding is largely consistent with previous research results (Bogler & Nir, 2012; Eisenberger et al., 1997; Michaelis, Stegmaier, and Sonntag, 2009; Rhoades & Eisenberger, 2002). POS creates an organizational environment where the high effort of the employees is recognized and rewarded by the institution. POS also meets the socio-emotional needs of the employees such as attention, respect, and approval, and strengthens the sense of belonging to the institution and a common social identity in the employees. Thus, POS feeds both internal and external satisfaction of employees and causes an increase in job satisfaction (Rhoades & Eisenberger, 2002). On the other hand, it can be said that the function of POS in schools has become even more important considering that schools are going through a period in which they are faced with many difficulties and problems that will negatively affect teachers' job satisfaction (Sudibjo, & Manihuruk, 2022). Within the scope of school reforms, teachers need intensive support from the school administration in order to realize the new teaching practices expected from the teachers in the classroom. Meeting the demands and pressures of parents on the one hand, and meeting their needs such as increasing materials and resources for the improvement of teaching, on the other hand, is only possible with the support of the school administration. As Koustelios and Tsigilis (2005) emphasized, teachers feel that they are working in a safe environment when they know that there are colleagues and administrators whom they can turn to for help when they need it. However, it is important to draw attention to the results of Schynes, Veldhoven, and Wood's (2009) research on the relationship between a supportive climate having a positive effect on job satisfaction, and leaders being supportive. Considering that the school climate expresses the observable characteristics of the school, it is possible to say that its most observable dimension is the leadership of the school administrators. Therefore, the finding that POS positively affects JS becomes more meaningful when put forward together with the finding that the most observable dimension of POS is supporting leadership behaviors.

This research revealed that POS positively predicted *CS*. Accordingly, it is possible to say that POS contributes to the formation of a school climate that encourages teachers' initiative-taking behavior. This finding is supported by the results of previous studies on similar subjects

(Durnalı and Ayyıldız, 2019; Frese and Fay, 2001). There is substantial evidence to explain why POS is critical to promoting the initiative. Both studies in the field of education (Evans, 1996) and studies in other fields (Baer & Frese, 2003; Oreg, 2006; Michaelis et al., 2009) indicate that individuals are resistant to learning new skills that change requires and applying them. It has been shown that individuals tend to continue to do things as they know and may be reluctant to take risks (Frese & Fay, 2001). In addition, it is a fact that taking initiative is not always welcomed by managers and peers (Baer & Frese, 2003). POS creates the necessary environmental conditions for people to put forth the additional effort required in situations where they need to take initiative (Frese and Fay, 2001). In addition, POS supports taking initiative as it encourages people to make autonomous decisions when necessary and to be creative in solving work-related problems (Bogler and Nir, 2012, Nembhard and Edmonson, 2006). It has been revealed that POS encourages teachers to take initiative by supporting the behaviors of self-investment, initiation, prudence, and overcoming obstacles in their professional development (Bogler and Nir, 2012; Nartgün and Taşkın, 2017).

Research findings show that POS increases CPS. This result is consistent with the results of many previous studies (Duyar, Kurt, Al Taneiyi, 2016; Frazier et al. 2017; Joe-Akune, Edosomwan, & Gladness, 2022; Nartgün and Taşkın, 2017). Today, there are many innovative initiatives that expand the roles of teachers. As these innovation initiatives create new obligations and uncertainties that are difficult for teachers to overcome, they may cause teachers to develop negative emotional reactions such as stress and anxiety (Evans, 1996). POS can contribute to supporting teachers' perception of psychological trust by creating a positive school climate that prepares individuals for change against such situations (Thakur and Srivastava, 2018; Frazier et al. 2017). Individuals need an organizational climate where they are sure that they will not be punished and ridiculed for mistakes or deficiencies they may make in the process of implementing innovations, and where their ideas are cared for and empowered (Sudibjo & Manihuruk, 2022). It is also emphasized that teachers with higher instructional proficiency feel more competent in applying innovations and overcoming other professional difficulties, which allows teachers to feel more confident (Galluci, 2008). In this sense, it can be asserted that the reason why POS positively affects the perception of psychological safety may be related to providing suitable conditions for teachers to demonstrate and develop their competencies.

Another finding in the study is that *CS* predicts JS affirmatively. This finding is consistent with previous research results (Kuo, Ye, Chen, & Chen, 2019; Li et al., 2010). A high perception of initiative climate creates a collective perception at the institutional level for employees to do so when they need to take initiative (Frese & Fay, 2001). Employees who are not satisfied with the current conditions of the business environment prefer to take action to solve the problems instead of accepting them. Therefore, they exhibit extra-role behaviors such as taking initiative (Kuo, Ye, Chen, & Chen, 2019). As a result, they feel more job satisfaction due to their meaningful individual contributions to the work environment (Frese & Fay, 2001; Li, Liang & Crant, 2010).

A work environment that allows employees to take initiative may also indirectly have a positive effect on job satisfaction, as it contributes to the reduction of negative emotions or reactions experienced by teachers during their duties. As a matter of fact, as a result of Pearson and Mooraw's (2005) study, it has been found that there was a low level of relationship between teacher autonomy and job satisfaction, but they revealed that teacher autonomy significantly reduced teachers' work stress. Therefore, a high *CS* also means that employees can make their own decisions about work and increase their control over their work. This prevents the

perception that employees are only passive executors of the orders given and raises the position of employees to a status that can make decisions about their work. Thus, individuals adopt the job more and tend to show extra-role behaviors (Li et al., 2010). Employees prefer to take action instead of being a spectator to the problems they encounter at work. Therefore, positive working conditions associated with *CS* cause individuals to increase their job satisfaction.

Another result of the research is that CPS predicts JS affirmatively. This conclusion is supported by the results of previous studies (Frese & Fay, 2001; O'Neill & Arendt, 2008; Kim & Kim, 2020). The quality of people's relationships with their colleagues in the workplace and the value and protection of individuals by institutions constitute the main conditions that increase general job satisfaction (Thapa et al., 2013). The psychological climate of safety encourages employees to feel less anxiety about failure at work, to see making mistakes as less risky, and to actively seek ways to fulfill challenging tasks (Frasier et al., 2017). In organizations where CPS is high, the stress level is much lower, as individuals do not experience the feeling of uneasiness that they will receive a negative reaction such as being blamed or ridiculed for their actions during their duties. Thus, individuals demonstrate their competencies at a higher level and their high performance increases the possibility of receiving feedback such as recognition and rewarding in the workplace (Edmondson & Lei, 2014; Frazier et al., 2017). Therefore, a climate of psychological safety leads to an increase in job satisfaction, as it contributes to the removal of obstacles in front of employees to perform their jobs effectively and to the creation of positive individual and working conditions.

Revealing that *CS* and CPS mediate the effect of POS on JS are the remarkable results of the research. This result is largely consistent with previous research revealing mediating roles of *CS* and CPS, individual or organizational factors, in the increase of JS. Kuo et al., (2019) found that psychological trust mediates the relationship between a proactive personality and job satisfaction. Accordingly, proactive people feel a higher level of job satisfaction when they engage in extra-role behaviors in the corporate environment where they feel safe. Kim and Kim (2020) also provide evidence for the emergence of psychological security perception with positive job outcomes. However, Kim and Kim (2020) draw attention to the fact that this situation will not be valid under all circumstances, and it should not be overlooked. In other words, individuals can sometimes take actions regardless of or despite the appropriateness of institutional or contextual variables (Wrzesniewski, Dutton & Debebe, 2003; Sturgesa, Clintona, Conwayb & Budjanovcanina, 2019). Here, it comes to the forefront that individuals give meaning to their actions and individuals do not always passively accept institutional norms or activities (Kim & Kim, 2020). Moreover, Schyns et al., (2009) created the concept of individual relative climate by emphasizing that individuals' perceptions of climate and other organizational characteristics are quite relative. Therefore, the mediating effect of *CS* comes into play here. In other words, individuals do not experience job satisfaction only because of the safety climate provided by their institutions. Although the climate of trust is insufficient, individuals may tend to take the initiative. At this point, it can be said that the climate of the initiative comes into play. Considering that it is not possible to talk about a standard meaning that individuals attribute to work and that people have problems while making sense of work (Bailey, Madden, Alfes, Shantz & Soane, 2017), an initiative climate is also needed here. The initiative climate allows the individual to choose meaningful action for herself/himself (Fay, Strauss, Schwake & Urbach, 2022).

Proactive personalities, CPS or *CS* may also be an environmental factor (Kuo et al., 2019). Even so, the importance of the initiative climate does not diminish. Because in different situations or times, there may be times when not only those with a proactive personality but also each

individual with their own sensitivities, will have different thoughts about the job. In this sense, the initiative climate can enable individuals to take actions of their own choice (which increase job satisfaction). The importance of the climate of initiative does not make the climate of trust less important. As a limited number of people working in institutions have features such as proactive personality traits that can afford to take action despite the institutional environment or norms. Therefore, a climate of safety is very important for all employees. *CS* and CPS contribute to the development of a working environment that allows individuals to express their preferences and contributions. Therefore, CPS and *CS* perform significant functions in producing conditions that provide job satisfaction for POS.

Theoretical and Practical Implications

It is stated that the moral and ideological dimensions of the teaching profession distinguish it from other professions, so the sense of realizing a meaningful mission and commitment to the community has a fundamental importance in the motivation of teachers (Holsblat, 2014). Unlike many other occupational groups, intrinsic satisfaction providers have a more important role in teachers' job satisfaction than external satisfaction providers (Bogler & Nir, 2012; Holsblat, 2014). The problems experienced by teachers during the Covid-19 period (Sudibjo & Manihuruk, 2022) and the difficulties they encountered in implementing innovations such as curriculum reforms (Pearson & Moomaw, 2005) have relatively eroded the internal satisfaction of teachers' profession. It can be stated that this will inevitably have negative reflections on teachers' job satisfaction. The conclusion that POS predicts JS affirmatively in this study allows us to make some meaningful inferences in the context of the above-mentioned problems. In this sense, it is obvious that teachers need school support in order to put forward actions that will positively affect job satisfaction. While teachers are performing their professional activities, providing the materials, resources, and opportunities such as professional development they need, valuing their efforts, and protecting them from negative pressure elements can be listed as the main indicators that teachers are supported by their schools. It is possible to assert that the leadership qualities of school administrators come to the fore in providing such an environment.

As a result of this study, it can be said that the mediating roles of *CS* and CPS between POS and JS are significant and allow some theoretical and practical inferences to be made. They wanted to make sure that the school was in a school environment (CPS) that allowed the individual contribution of teachers to emerge (*CS*) on the one hand, and felt secure on the other hand so that teachers could demonstrate actions that would positively affect their job satisfaction. Supported by POS, *CS* seems to enable teachers to make their individual presence and contribution more meaningful by encouraging them to take actions that they think add meaning to their profession. In CPS, teachers create a school climate where they feel safe, not marginalized, and do not fear punishment while doing their professional activities. These results support teachers' argument that job satisfaction has its own unique aspects (Holsblat, 2014). Teachers, like individuals working in many other professions, consider it important to take initiative, but the factor that pushes teachers to take initiative is value-based, such as making meaningful contributions to the lives of their students, rather than gaining benefits such as earnings or promotion. Therefore, the specific characteristics of the teaching profession and school context should be considered in studies and practices related to teachers' job satisfaction.

It can be said that since 2005 in Türkiye, the change and innovation initiatives in the education system have gained momentum. Change initiatives such as the renewal of education programs, the Fatih Project, and the regulation of 4+4+4 education levels can be listed among the

mentioned change and innovation initiatives. These change initiatives, which led to significant differentiation in the professional roles of teachers, resulted in various negative consequences such as stress, resistance to change and decreased job satisfaction in teachers (Fidan & Öztürk, 2015). Therefore, the results of this research provide clues about what kind of environment can be in schools in terms of both the success of the innovations initiated in education and the development of positive feelings for teachers such as job satisfaction. In this sense, it can be said that teachers in Türkiye need much more support, a school environment that allows them to feel safe and to make professional decisions and act accordingly in order to fulfill their profession at a high level.

Limitations and Further Research Implications

This study has limitations that should be mentioned in terms of further research. The first limitation is that this study is a non-experimental cross-sectional study. The data were obtained from teachers working in public high schools in Ankara in 2022. Future research can be conducted on samples consisting of teachers working in public and private schools in different settlements and at different levels. Therefore, the results may not be generalizable for teachers working at different school levels and schools in other settlements outside Ankara. Future research can be conducted on samples consisting of teachers working in public and private schools in different settlements and at different levels.

The second limitation of the study is the collection of data with self-report data collection tools. It requires considering the common method bias issue for self-report tools. In the future, studies that employ diversified data collection methods can be meaningful and purposeful in order to overcome the risk of common method bias that may arise from using only a self-report scale.

Note

An abstract of this study was presented in The 4th International Higher Education Studies Conference

References

Al-Mahdy, Y. F. H., & Alazmi, A. A. (2021). Principal support and teacher turnover intention in Kuwait: Implications for policymakers. Leadership and Policy in Schools, 22(1), 1-16. https://doi.org/10.1080/15700763.2021.1879168

Baer, M., & Frese, M. (2003). Innovation is not enough: Climates for initiative and psychological safety, process innovations, and firm performance. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 24*(1), 45-68. https://doi.org/10.1002/job.179

Bailey, C., Madden, A., Alfes, K., Shantz, A., & Soane, E. (2017). The mismanaged soul: Existential labor and the erosion of meaningful work. *Human Resource Management Review*, *27*(3), 416-430. https://doi.org/10.1016/j.hrmr.2016.11.001

Baroudi, S., Tamim, R., & Hojeij, Z. (2022). A quantitative investigation of intrinsic and extrinsic factors influencing teachers' job satisfaction in Lebanon. *Leadership and Policy in Schools, 21*(2), 127-146. https://doi.org/10.1080/15700763.2020.1734210

Bashir, L. (2017). Job satisfaction of teachers in relation to professional commitment. *The International Journal of Indian Psychology, 4*(4), 52–59. DOI: 10.25215/0404.007

Bibi, A., Khalid, M. A., & Hussain, A. (2019). Perceived organizational support and organizational commitment among special education teachers in Pakistan. *International*

Journal of Educational Management, 33(5), 848-859. DOI 10.1108/IJEM-12-2017-0365

Bilal, A. R., Fatima, T., & Imran, M. K. (2019). Does shared leadership fosters taking charge behaviors? A post-heroic leadership perspective in the public sector higher educational institutes. *International Journal of Public Leadership, 15*(3), 137-154. DOI 10.1108/IJPL-04-2019-0016

Bogler, R., & Nir, A. E. (2012). The importance of teachers' perceived organizational support to job satisfaction: What's empowerment got to do with it?. *Journal of Educational Administration, 50*(3), 287-306. DOI 10.1108/09578231211223310

Bowling, N. A., Beehr, T. A., Wagner, S. H., & Libkuman, T. M. (2005). Adaptation-level theory, opponent process theory, and dispositions: An integrated approach to the stability of job satisfaction. *Journal of Applied Psychology, 90*(6), 1044-1053. https://doi.org/10.1037/0021-9010.90.6.1044

Burnett, M. F., Chiaburu, D. S., Shapiro, D. L., & Li, N. (2015). Revisiting how and when perceived organizational support enhances taking charge: An inverted U-shaped perspective. *Journal of Management, 41*(7), 1805-1826. DOI: 10.1177/0149206313493324

Durnalı, M., & Ayyıldız, P. (2019). The relationship between faculty members' job satisfaction and perceptions of organizational politics. *Participatory Educational Research, 6*(2), 169-188. https://doi.org/10.17275/per.19.20.6.2

Duyar, I., Kurt, T., & Taneiyi, S. O. (2016). Teachers' dispositions toward change in a climate of uncertainty: Role of organizational support and psychological safety. *American Educational Research Association 2016 Annual Meeting (AERA 2016)*. Washington, D.C.-USA.

Edmondson AC, Lei Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual Review of Organizational Psychology and Organizational Behavior, 1,* 23–43. http://dx.doi.org/10.1146/annurev-orgpsych-031413- 091305

Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, Discreatory treatment, and job satisfaction. *Journal of Applied Psychology*, *82*(5), 812-820. https://doi.org/10.1037/0021-9010.82.5.812

Evans, R. (1996). *The human side of school change: Reform, resistance, and the reallife problems of innovation*. San Francisco, CA: Jossey-Bass Publishers.

Faragher, E. B., Cass, M., & Cooper, C. L. (2005). The relationship between job satisfaction and health: A meta-analysis. *Occupational and Environmental Medicine, 62*(2), 105-112. http://dx.doi.org/10.1136/oem.2002.006734

Fay, D., Strauss, K., Schwake, C., & Urbach, T. (2022). Creating meaning by taking initiative: Proactive work behavior fosters work meaningfulness. *Applied Psychology*, 1-29. https://doi.org/10.1111/apps.12385

Fidan, T. (2021). The effect of psychological contract perceptions of university administrative personnel on their job satisfaction: The mediating role of public service motivatio. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, *54*(1), 175-203. https://doi.org/10.30964/auebfd.569385

Fidan, T., & Oztürk, I. (2015). The relationship of the creativity of public and private school teachers to their intrinsic motivation and the school climate for innovation. *Procedia-Social and Behavioral Sciences*, *195*, 905-914. https://doi.org/10.1016/j.sbspro.2015.06.370

Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological safety: A meta-analytic review and extension. *Personnel psychology, 70*(1), 113-165. https://doi.org/10.1111/peps.12183

Frese, M., & Fay, D. (2001). Personal Initiative (PI): A concept for work in the 21st century. *Research in Organizational Behavior*, 23, 133-188.

Gallucci, C. (2008). Districtwide instructional reform: Using sociocultural theory to link professional learning to organizational support. *American Journal of Education, 114*(4), 541-581.

Gerlach, R., & Gockel, C. (2018). We belong together: belonging to the principal's in-group protects teachers from the negative effects of task conflict on psychological safety. *School Leadership & Management, 38*(3), 302-322. https://doi.org/10.1080/13632434.2017.1407307

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis* (Seventh Edition). Harlow: Pearson.

Herzberg, F. (1967). *Work and the nature of man*. Cleveland, OH: World Book.

Higgins, M., Ishimaru, A., Holcombe, R., & Fowler, A. (2012). Examining organizational learning in schools: The role of psychological safety, experimentation, and leadership that reinforces learning. *Journal of Educational Change, 13*, 67-94. DOI 10.1007/s10833-011-9167-9

Holsblat, R. (2014). The Relationship between Commitment to the Organization, Perceived Organizational Support, Job Satisfaction, and Organizational Citizenship Behavior of Teachers. *American Journal of Educational Research, 2* (12), 1175-1181. doi: 10.12691/education-2-12-7

Hongying, S. (2007). Literature review of teacher job satisfaction. *Chinese Education & Society, 40*(5), 11-16. https://doi.org/10.2753/CED1061-1932400502

Joe-Akunne, C. O., Edosomwan, H. S., & Gladness, S. C. (2022). Participation in decision-making and perceived organizational support as predictors of psychological safety among secondary school staff. *Asian Research Journal of Arts & Social Sciences, 17*(2), 46-55. https://doi.org/10.9734/arjass/2022/v17i230305

Judge, T. A., Parker, S., Colbert, A. E., Heller, D., & Ilies, R. (2001). Job satisfaction: A cross-cultural review. In N. Anderson, D. S. Ones, H. Kepir Sinangil and C. Viswesvaram (Eds.), *Handbook of industrial, work and organizational psychology 2* (pp. 25-52). Thousand Oaks, CA: Sage Publications Inc.

Kim, M. J. & Kim, B. J. (2020). Analysis of the Importance of job insecurity, psychological safety and job satisfaction in the CSR-performance link. *Sustainability, 12,* 3514. https://doi.org/10.3390/su12093514

Koustelios, A., & Tsigilis, N. (2005). The relationship between burnout and job satisfaction among physical education teachers: A multivariate approach. *European Physical Education Review, 11*(2), 189-203. DOI: 10.1177/1356336X05052896

Kuo, C.-C., Ye, Y.-C., Chen, M.-Y., & Chen, L. H. (2019). Proactive personality enhances change in employees' job satisfaction: The moderating role of psychological safety. *Australian Journal of Management, 44*(3), 482–494. https://doi.org/10.1177/0312896218818225

Kurt, T. (2005). Analysis of Herzberg's Two Factors Motivation Theory on teacher motivation. *Gazi University Journal of Gazi Faculty of Education*, 25(1), 285-299.

Ladebo, O. J. (2005). Effects of work-related attitudes on the intention to leave the profession: An examination of school teachers in Nigeria. *Educational Management Administration & Leadership, 33*(3), 355-369. DOI: 10.1177/1741143205054014

Lewis-Beck, M., Bryman, A. E., & Liao, T. F. (2003). *The Sage encyclopedia of social science research methods-Volume 3*. Thousand Oaks, CA: Sage Publications.

Li, N., Liang, J., & Crant, J. M. (2010). The role of proactive personality in job satisfaction and organizational citizenship behavior: A relational perspective. *Journal of Applied Psychology, 95*(2), 395–404. https://doi.org/10.1037/a0018079

Michaelis, B., Stegmaier, R., Sonntag, K. (2009). Shedding light on followers' innovation implementation behavior: The role of transformational leadership, commitment to change, and climate for initiative. *Journal of Managerial Psychology, 25*(4) 408-429. https://doi.org/10.1108/02683941011035304

Millette, V., & Gagné, M. (2008). Designing volunteers' tasks to maximize motivation, satisfaction and performance: The impact of job characteristics on volunteer engagement. *Motivation and Emotion, 32,* 11-22. DOI 10.1007/s11031-007-9079-4

Mishra, J. & Dkhar, B. R. (2016). Job satisfaction of teacher educators: A Study in relation to gender and types of management. *International Journal of Research on Social and Natural Sciences-Katwa College Journal,* 1-5.

MoNE. (2022). *National education statistics: Formal education 2021-2022*. Ankara: republic of Turkey, Ministry of National Education.

Muga, O. P., Onyango, A. G. & Jackline, N. (2017). Levels of teachers' job satisfaction in public secondary schools in Siaya, Kisumu and Kajiado Counties, Kenya. *European Journal of Education Studies, 3*(8), 684–702. Levels of teachers' job satisfaction in public secondary schools in Siaya, Kisumu and Kajiado Counties, Kenya. DOI: http://dx.doi.org/10.46827/ejes.v0i0.976

Nartgün, S. S., & Taskin, S. (2017). Relationship between teacher views on levels of organizational support-organizational identification and climate of initiative. *Universal Journal of Educational Research*, *5*(11), 1940-1954. DOI: 10.13189/ujer.2017.051110

Nembhard IM, Edmondson AC (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. *Journal of Organizational Behavior* 27: 941–966. https://doi.org/10.1002/job.413

Nias, J. (2002). *Primary teachers talking: A study of teaching as work*. Routledge.

O'Neill, B. S., & Arendt, L. A. (2008). Psychological climate and work attitudes: The importance of telling the right story. *Journal of Leadership & Organizational Studies*, *14*(4), 353-370. 10.1177/1548051808315553

Oreg, S. (2006). Personality, context, and resistance to organizational change. *European Journal of Work and Organizational Psychology, 15* (1) 73-101. https://doi.org/10.1080/13594320500451247

Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational research quarterly*, *29*(1), 38-54.

Pinder, C.C. (1984).*Work motivation theory, issues, and applications.* USA: Haroer Collins Publisher.

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods, 40*(3), 879-891. doi: 10.3758/BRM.40.3.879

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of applied psychology, 87*(4), 698-714.

Rhodes, J. E., Camic, P. M., Milburn, M., & Lowe, S. R. (2009). Improving middle school climate through teacher-centered change. *Journal of Community Psychology, 37*(6), 711-724. https://doi.org/10.1002/jcop.20326

Sahito, Z., & Vaisanen, P. (2020). A literature review on teachers' job satisfaction in developing countries: Recommendations and solutions for the enhancement of the job. *Review of Education, 8*(1), 3-34. https://doi.org/10.1002/rev3.3159

Schyns, B., van Veldhoven, M., & Wood, S. (2009). Organizational climate, relative psychological climate and job satisfaction: The example of supportive leadership

climate. *Leadership & Organization, 30(7),* 649-667. https://doi.org/10.1108/09578231211223310

Shafi, M. (2016). Job satisfaction in college teachers: A survey based study of government colleges of Hyderabad, Pakistan. *Journal of Hotel & Business Management, 5*(1), 1–5.

Sturges, J., Clinton, M., Conway, N., & Budjanovcanin, A. (2019). I know where I'm going: Sensemaking and the emergence of calling. *Journal of Vocational Behavior*, *114*, 57-68. https://doi.org/10.1016/j.jvb.2019.02.006

Sudibjo, N. & Manihuruk, A. M. (2022) How Do Happiness at Work and Perceived Organizational Support Affect Teachers' Mental Health Through Job Satisfaction During the COVID-19 Pandemic?, *Psychology Research and Behavior Management,* 939-951, https://doi.org/10.2147/PRBM.S361881

Thakur, R. R., & Srivastava, S. (2018). From resistance to readiness: The role of mediating variables. *Journal of Organizational Change Management, 31*(1), 230-247. https://doi.org/10.1108/JOCM-06-2017-0237

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research, 83*(3), 357-385. https://doi.org/10.3102/0034654313483907

Tharikh, S. M., Ying, C. Y., Saad, Z. M. & Sukumaran, K. (2016). Managing job attitudes: The roles of job satisfaction and organisational commitment on organisational citizenship behaviors. *Procedia Economics and Finance, 35,* 604–611. https://doi.org/10.1016/S2212-5671(16)00074-5

Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review, 73*(1), 71-97. https://doi.org/10.1080/00131911.2019.1705247

Viac, C. & Fraser, P. (2020). *Teachers' Well-being: A Framework for Data Collection and Analysis*. OECD Education Working Papers No. 213. https://dx.doi.org/10.1787/c36fc9d3-en

Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota Satisfaction Questionnaire.* Minneapolis: University of Minnesota, Industrial Relation Center.

Wrzesniewski, A., Dutton, J. E., & Debebe, G. (2003). Interpersonal sensemaking and the meaning of work. *Research in organizational behavior*, *25*, 93-135. https://doi.org/10.1016/S0191-3085(03)25003-6

Zang, N., Cao, H., Zhou, N., Jiang, L., & Li, B. (2022). Job load, job stress, and job exhaustion among Chinese junior middle school teachers: Job satisfaction as a mediator and teacher's role as a moderator. *Social Psychology of Education*, *25*(5), 1003-1030. https://doi.org/10.1007/s11218-022-09719-1