

The Mediating Role of Perceived Organizational Support in the Impact of Teachers' Levels of Organizational Identification on Job Satisfaction

Öğretmenlerin Örgütsel Özdeşleşme Düzeylerinin İş Tatmini Üzerindeki Etkisinde Algılanan Örgütsel Desteğin Aracılık Rolü

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ABSTRACT: This study examines the mediating role of perceived organizational support in the relationship between teachers' organizational identification levels and job satisfaction. The model developed for this purpose was tested using data collected from 412 teachers working in Kilis during the 2025–2026 academic year. Organizational identification, organizational support, and job satisfaction scales were employed in the research, and the data were analyzed using SPSS 21 and AMOS 20. The results revealed positive and significant relationships among teachers' levels of organizational identification, organizational support, and job satisfaction. In addition, perceived organizational support partially mediated the effect of organizational identification on job satisfaction. Overall, the model indicates that organizational identification enhances job satisfaction both directly and indirectly through organizational support. The study's findings contribute to the organizational behavior literature and offer insights for practices aimed at improving employee satisfaction in educational institutions.

Keywords: Teacher, organizational identification, organizational support, job satisfaction, structural equation modeling.

ÖZ: Bu araştırmada, öğretmenlerin örgütsel özdeşleşme düzeylerinin iş tatmini üzerindeki etkisinde algılanan örgütsel desteğin aracılık rolü incelenmiştir. Bu amaç doğrultusunda geliştirilen model, 2025–2026 eğitim-öğretim yılında Kilis ilinde görev yapan 412 öğretmenden elde edilen verilerle test edilmiştir. Araştırmada örgütsel özdeşleşme, örgütsel destek ve iş tatmini ölçekleri kullanılmış; veriler SPSS 21 ve AMOS 20 programları kullanılarak analiz edilmiştir. Analiz sonuçları, araştırmaya dahil olan öğretmenlerin örgütsel özdeşleşme, örgütsel destek ve iş tatmini düzeyleri arasında pozitif ve anlamlı ilişkiler bulunduğunu göstermiştir. Ayrıca, örgütsel desteğin, örgütsel özdeşleşmenin iş tatmini üzerindeki etkisinde kısmi aracılık rolü üstlendiği belirlenmiştir. Genel olarak model örgütsel özdeşleşmenin hem doğrudan hem de örgütsel destek aracılığıyla dolaylı olarak iş tatminini artırdığını göstermektedir. Araştırmadan elde edilen bulgular, örgütsel davranış literatürüne kuramsal katkılar sunmakta ve eğitim kurumlarında çalışan memnuniyetini artırmaya yönelik uygulamalara ışık tutmaktadır.

Anahtar kelimeler: Öğretmen, örgütsel özdeşleşme, örgütsel destek, iş tatmini, yapısal eşitlik modellemesi.

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In the contemporary era of intensifying competition, organizations are compelled to optimize the utilization of their resources—especially human capital—to ensure long-term sustainability and success (İnce, 2016). This need has increased the importance of both theoretical and empirical research focused on understanding, explaining, and shaping employee attitudes. In fact, studies in organizational behavior have added to the literature by introducing new concepts, variables, and models (Yüksel, 2006).

Drawing on social exchange theory, this research examines the connections among perceived organizational support, organizational identification, and job satisfaction. According to this theory, interactions between individuals and organizations produce both economic and social outcomes; parties assess the benefits they receive from these interactions by comparing them with potential alternatives, which then influences their commitment to the current relationship. The ongoing accumulation of positive experiences builds trust, reinforces norms of reciprocity, and helps maintain the relationship (Lambe et al., 2001). From this perspective, it is suggested that employees' perceptions of organizational support greatly impact the development of their organizational identification and job satisfaction levels. Employees who feel appreciated by their organizations and believe their contributions are recognized tend to perceive higher organizational support; this, in turn, boosts their sense of belonging to the organization (organizational identification) and enhances their job satisfaction. Therefore, social exchange theory provides a strong theoretical basis for understanding the links among organizational support, identification, and job satisfaction through the principles of trust, commitment, and reciprocity.

Organizational identification, a key concept in the organizational behavior field, pertains to the psychological connection between an individual and an organization. When employees adopt the organization's values and goals, it strengthens their organizational identification, which then boosts their work engagement, motivation, and performance (Edwards, 2006; Karanika-Murray et al., 2015). Job satisfaction represents employees' overall attitudes toward their jobs and working conditions. In educational institutions, teachers' job satisfaction is not just a personal emotional state; it also acts as an important indicator of instructional quality, the effectiveness of school administration, and the overall success of the institution (Akı & Çoruk, 2022; Hongying, 2007).

Many studies in the literature have shown the link between job satisfaction and organizational support (Allen et al., 2003; Aslan, 2020; Bukhari & Kamal, 2017; Çakar & Yıldız, 2009; Fu et al., 2013; Rhoades & Eisenberger, 2002; Serinikli, 2019; Stamper & Johlke, 2003). Organizational support means employees' perceptions that the organization values and appreciates their efforts, and offers support when needed (Eisenberger et al., 1990). When employees feel valued and supported, negative outcomes like burnout, job stress, and thoughts of leaving are likely to decrease, while positive work attitudes and behaviors—especially job satisfaction, organizational commitment, and citizenship behaviors—tend to grow (Köse, 2015).

Teachers' job satisfaction is a critical determinant of both individual instructional performance and overall institutional effectiveness (Li et al., 2025). Consequently, identifying the factors that sustain and enhance job satisfaction has become a central focus in educational research. Previous studies have consistently

identified organizational identification and perceived organizational support as significant predictors of job satisfaction (Kurt & Duyar, 2023; Mascarenhas et al., 2022). For instance, research indicates that POS not only exerts a direct positive effect on satisfaction but also fosters stronger psychological attachment to the school (Kurt & Duyar, 2023; Uzun, 2018).

Despite these findings, the specific mechanisms through which these variables interact—particularly in the Turkish educational context—remain underexplored. Existing literature has largely concentrated on the direct influence of OI and POS on JS, leaving the potential mediating role of POS in the OI-JS relationship relatively underexamined. This gap limits our understanding of the pathways through which a teacher's identification with their institution translates into actual job satisfaction. Theoretically, this relationship is rooted in social exchange theory, which posits that when employees perceive high levels of organizational support, they reciprocate with increased psychological commitment and positive work-related attitudes (Uzun, 2018).

Building upon this rationale, the present study aims to examine the mediating role of perceived organizational support in the relationship between organizational identification and job satisfaction among teachers. Utilizing a structural equation modeling framework, this research tests whether POS functions as a critical bridge between teachers' institutional identification and their subsequent levels of satisfaction. To achieve this objective, the study addresses the following research questions:

1. Does POS mediate the relationship between teachers' OI levels and JS?
2. What are the prevailing levels of OI, POS, and JS among the sampled teachers?
3. What is the nature and strength of the relationships between OI, POS, and JS in the current model?"

Organizational Identification

Organizational identification is a complex concept with a history of over seventy years and has been shown to significantly impact both personal and organizational outcomes. First introduced in the early 1950s, the idea lost its distinct identity in the 1970s when it was merged into attitudinal commitment; however, it was recognized again as a separate concept only in the late 1980s (Pattnaik & Tripathy, 2020). Because of its multiple dimensions and the psychological processes involved, ongoing debates about how to define and measure organizational identification continue in the literature (Edwards & Peccei, 2007).

Organizational identification is a psychological state where individuals tie their own successes and failures to those of their organization, reflecting a sense of belonging (Karanika-Murray et al., 2015; Pattnaik & Tripathy, 2020). Brown (1969) argued that employees are more likely to develop organizational identification when they see the organization as providing opportunities for personal success, when they have some influence within the organization, and when there are no alternative sources that might weaken this identification. Additionally, various studies have shown that organizational identification can increase employees' chances of staying with the organization, boost their willingness to collaborate, and support more strategic decision-making (Edwards, 2005).

Today, many organizations face significant challenges in fostering strong alignment between their values and mission and those of their employees. Insufficient alignment weakens employees' motivation to put in high effort and perform effectively (Cherubin, 2011). Understanding how employees integrate the organization's identity with their own self-concept, and how this process develops, is therefore crucial for building positive employee–employer relationships (Zagenczyk et al., 2011). In their study, Kreiner and Ashforth (2004) extensively examined the forms of identification that individuals derive from their organizations and proposed an expanded model with four dimensions.

Identification indicates how much personal and social identities overlap.

Disidentification refers to situations where personal and social identities clearly differ.

Ambivalent identification involves experiencing both similarity and difference between identities at the same time.

Neutral identification describes a state where individuals are indifferent or detached from any identity.

Hall and colleagues (1970) emphasized that organizational identification relates not to a specific position but to an employee's length of service within the organization. They also noted that identification is more likely to be experienced by individuals who are supportive, participative, highly committed, and who have strong public service and security needs. Additionally, the level of need satisfaction experienced by individuals is closely linked to organizational identification.

Huggins et al., (1998) stated that most prior research on organizational identification has focused on its relationships with various individual and organizational variables, while studies that examine both its antecedents and outcomes together remain limited. In this context, Huggins and colleagues (1998) developed a comprehensive model that includes multiple antecedents and consequences of organizational identification. According to this model, interpreted external prestige, motivating job characteristics, and role-related factors are the main determinants of organizational identification. Conversely, the intention to stay in the job is considered a key outcome. Employees' belief that their organization is positively viewed by the external environment and their perception of their jobs as motivating are central factors that strengthen organizational identification. Therefore, positive perceptions of interpreted external prestige, high levels of motivating job characteristics, and low perceptions of adverse role conditions help employees develop stronger identification with their organizations (Huggins et al., 1998).

Organizational identification is a core psychological process that helps individuals integrate into the organization and promotes positive attitudes and behaviors aligned with organizational goals. Research shows strong, positive links between organizational identification and both attitudinal outcomes (such as job involvement, job satisfaction, and affective organizational commitment) and behavioral outcomes (like in-role and extra-role performance) (Lee et al., 2015). In this context, it can be inferred that individuals with high levels of organizational identification tend to find greater satisfaction in their work. Job satisfaction is a key reflection of organizational identification.

Job Satisfaction

The idea of job satisfaction has gained increasing academic interest across fields like management, applied sciences, and social psychology. Research in this area shows that the concept has a long history of study in many scientific disciplines. In fast-changing and competitive academic environments, many different definitions of job satisfaction have been suggested (Zhu, 2013). From a human resource management point of view, job satisfaction is an individual's personal assessment of their overall happiness with their job. It is seen as a sign of an employee's positive feelings toward their work (Munir & Rahman, 2016). Job satisfaction reflects a personal emotional state that includes employees' positive opinions about their organization, coworkers, and their work tasks (Wyrwa & Kazmierczyk, 2020).

Job satisfaction refers to employees' emotional responses to their work or the attitudes they develop toward different aspects and dimensions of their jobs. This state is directly connected to how much individuals embrace and enjoy their work. While some employees make their job the center of their lives and find pleasure in their tasks, others work only out of necessity and feel little satisfaction from what they do. These differences in employee attitudes—and the underlying causes and effects of these variations—are a key focus in organizational behavior research. Modern management strategies that prioritize employees' physical and mental well-being apply various practices and assessment methods to measure and enhance attitudes, such as job satisfaction (Spector, 1997).

Teacher job satisfaction is a key concept in organizational and educational psychology, referring to teachers' overall attitudes toward their profession and work environment. At the school level, teacher satisfaction affects the quality of instruction, the efficiency of administrative processes, and overall school performance; at the individual level, it significantly influences motivation, professional commitment, and mental well-being. Understanding the different aspects of job satisfaction provides a scientific foundation for solving issues in educational settings (Hongying, 2007). Organizations should create strategies to boost employee satisfaction, which in turn can improve motivation and institutional effectiveness. Otherwise, negative conditions such as job dissatisfaction and burnout may develop, ultimately harming organizational performance over time (Engin, 2015).

Effective teachers are essential for the success of an education system. The increasing demands of modern educational structures have made the teaching profession more challenging, as teachers are expected to perform at high levels. Teachers who are satisfied with their jobs generally have improved professional skills and believe they can manage, organize, and perform specific tasks and behaviors even when faced with difficulties or failure (Gkolia et al., 2014). Job satisfaction refers to the level of contentment individuals feel from particular aspects of their work. Commonly examined dimensions in the literature include pay, benefits, colleagues, supervisors, the nature of the work, and the overall structure of the organization (Spector, 1997).

People who choose teaching usually do so because they want to work with young people and contribute to society. Factors like salary, benefits, or professional status are usually less important in career decisions.

Among the main factors affecting teachers' job satisfaction are the attitudes of administrators and colleagues, societal views of the teaching profession, opportunities for promotion and recognition, relationships with students, working conditions, type of institution (public or private), salary, gender, age, and marital status (Sharma & Jyoti, 2006). Research in this field is generally split into two categories: the first focuses on individual, professional, and organizational factors affecting job satisfaction, while the second examines its outcomes and effects. Some studies have also explored job satisfaction and its influencing variables in different organizational settings (Reyes & Pounder, 1993).

It has been suggested that teacher job satisfaction may be linked to both intrinsic and extrinsic rewards. Factors influencing this satisfaction include salary, professional development opportunities, job challenges, working conditions, professional autonomy, and interactions with students and colleagues. Research shows that many of these factors significantly impact teacher job satisfaction. Although some conditions are beyond administrators' direct control, elements such as professional autonomy, job challenges, and interactions with colleagues can be guided by management and play a crucial role in boosting teachers' motivation and morale (Kim & Loadman, 1994). This underscores the importance of perceived OS, as it fosters employees' sense of value and encourages positive attitudes and behaviors toward the organization. Although job satisfaction is influenced by many individual and organizational factors, it is also closely linked to employees' perceptions of how much they are valued and supported within the organization. Therefore, understanding the antecedents of job satisfaction requires considering both direct predictors and the social-psychological mechanisms that shape employee attitudes.

Organizational Support

The theory of organizational support is based on social exchange, the principle of reciprocity, leader-member exchange, and ERG theory, and it was developed in the 1960s (Altınöz et al., 2013). Social exchange theory is one of the social behavior theories that views relationships between individuals as a type of resource exchange. According to this theory, people form and sustain social relationships expecting to receive rewards such as respect, honor, friendship, and recognition (Bedük & Ertürk, 2015). Likewise, employees show loyalty and effort toward the organization in return for material and social rewards (Hutchison, 1997).

The norm of reciprocity, a key principle in social relationships, states that people tend to respond to kindness with kindness and to harm with harm (Köse, 2015). Leader-member exchange theory indicates that, due to limited time and resources, leaders form closer, more personal bonds with certain employees (Robbins & Judge, 2024).

ERG theory offers a motivational approach similar to Maslow's hierarchy of needs, consisting of three core levels: Existence, Relatedness, and Growth (Taşdemir, 2013). Based on this theoretical framework, organizational support theory suggests that employees develop a general belief that their organization values their contributions and cares about their well-being (Eisenberger et al., 2002).

When employees perceive support from their organization, they feel a stronger sense of responsibility for achieving the organization's goals, put more effort into the organization, and begin a social exchange process by expecting greater rewards in

return (Kurtessis et al., 2017). Several factors influence perceived organizational support. These include organizational justice, reward systems, managerial support, employee characteristics, and working conditions (Coyle-Shapiro & Conway, 2005; Rhoades & Eisenberger, 2002). In particular, because managers represent the organization, employees' experiences of positive behaviors from their managers help strengthen perceived organizational support (Rhoades & Eisenberger, 2002).

Research in the literature shows that organizational support results in both positive and negative outcomes. Rhoades and Eisenberger (2002) split the outcomes of organizational support into individual and organizational results. Individual outcomes include higher job satisfaction and increased positive affect, while organizational outcomes involve affective commitment, withdrawal behaviors, and performance. Additionally, employees with high levels of perceived organizational support have their social and emotional needs met, which leads to stronger organizational identification and attachment (Kurtessis et al., 2017). Furthermore, high perceived organizational support has been shown to reduce negative attitudes towards the organization and lower turnover intentions (Kalidass & Bahron, 2015). These findings highlight that OS plays an important role in shaping employees' attitudes and behaviors, and that supportive organizational practices provide meaningful benefits at both the individual and organizational levels. Organizational support plays a central role in explaining how employees interpret their relationship with the organization. When employees feel that their contributions are recognized and valued, they tend to develop stronger emotional attachment and more positive attitudes toward their work. In this sense, organizational identification may enhance job satisfaction not only directly but also indirectly through perceived organizational support. Therefore, OS is conceptually positioned as a mediating mechanism linking employees' identification with their organization to their overall job satisfaction. Overall, the literature indicates that organizational identification, perceived organizational support, and job satisfaction are strongly linked concepts. However, there is limited empirical evidence integrating these variables into a single structural model, particularly in educational settings. To address this gap, the present study proposes a mediation model in which perceived organizational support explains the relationship between organizational identification and job satisfaction among teachers.

Method

Research Model

This study used a relational survey model to explore the connections among teachers' levels of organizational identification, organizational support, and job satisfaction. This approach is a descriptive research method designed to identify the existence, direction, and strength of relationships between two or more variables (Karasar, 2006).

Within this framework, the study examined:

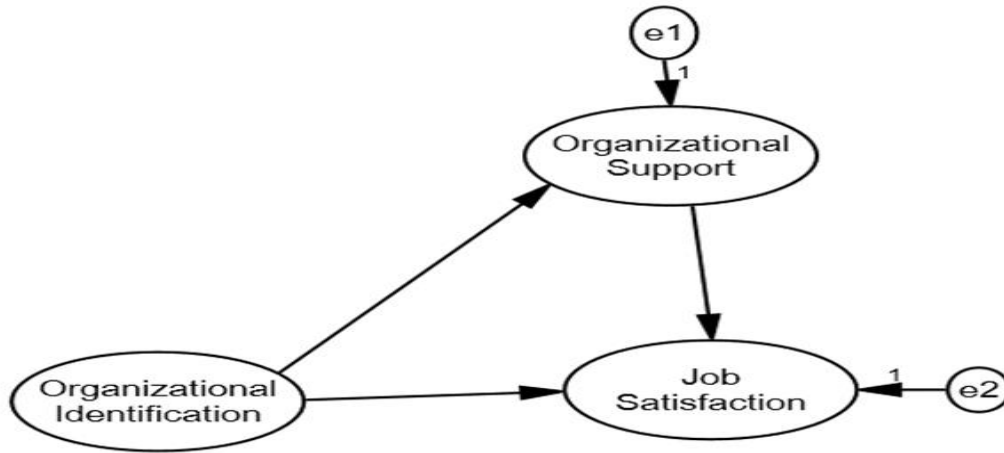
Within this framework, the associations among OI, OS, and JS were examined:

- the relationship between OI and OS,
- the relationship between OI and JS,
- the relationship between OS and JS.

In addition, a structural model was developed to examine the mediating role of OS in the relationship between OI and JS. The model was tested using path analysis within the Structural Equation Modeling (SEM) framework. The hypothesized model is presented in Figure 1.

Figure 1

Structural Equation Model



As shown in Figure 1, organizational identification serves as the independent variable, while job satisfaction is the dependent variable. Organizational support is believed to have both direct and indirect influences on job satisfaction. The unidirectional arrows in the model indicate the causal links between the variables. The significance of these direct and indirect effects was assessed through bootstrap resampling. Bootstrap is a non-parametric method that involves repeatedly sampling from the dataset (e.g., 5,000 times) to estimate confidence intervals for the parameters. This approach is useful for generating more reliable results when the data do not follow a normal distribution (Preacher & Hayes, 2008). Effects were considered statistically significant when the bootstrap confidence intervals did not include zero.

Participants

The target population of the study consisted of teachers working in public schools in Kilis during the 2025–2026 academic year. The sample included 412 teachers selected through a simple random sampling procedure. First, a list of teachers was obtained from the official provincial education database. Each teacher was assigned a unique number, and participants were randomly selected using a computer-generated random number procedure. Participation was voluntary.

Table 1
Participants' Demographic Information

		<i>n</i>	%
Gender	Male	151	36.7
	Female	261	63.3
Seniority	1–5 years	162	39.3
	6–10 years	105	25.5
	11–15 years	54	13.1
	16–20 years	37	9.0
	21–25 years	25	6.1
	26+	29	7.0
Branch	Preschool Teacher	37	9
	Primary School Teacher	90	21.8
	Subject Teacher	254	61.7
	Guidance Counselor	24	5.8
	Special Education Teacher	7	1.7
School Type	Kindergarten	18	4.4
	Primary School	125	30.3
	Middle School	113	27.4
	High School	156	37.9
Education Level	Bachelor's Degree	347	84.2
	Postgraduate / Master's Degree	65	15.8
Total		412	100

Among the participants, 63.3% were female, and 36.7% were male. Regarding years of service, 39.3% had 1–5 years of experience, 25.5% had 6–10 years, 13.1% had 11–15 years, 9% had 16–20 years, 6.1% had 21–25 years, and 7% had 26 years or more. For school type, the highest percentage (37.9%) worked at the high school level, while the lowest (4.4%) were preschool teachers. In terms of education level, 84.2% of participants held a bachelor's degree, and 15.8% had completed graduate studies.

Data Collection Tools

In this study, data were collected using a Personal Information Form, the Organizational Identification Scale, the Organizational Support Scale, and the Job Satisfaction Scale. The researchers created the Personal Information Form, which includes questions designed to identify participants' demographic details such as gender, age, professional experience, and subject area.

Organizational Identification Scale

The Organizational Identification Scale, developed by Mael and Ashforth (1992) and adapted into Turkish by Şahin (2014), consists of a single dimension with six items. Responses are measured on a 5-point Likert scale. The original study reported a

Cronbach's alpha of 0.86, while it was 0.75 in the present study. A confirmatory factor analysis (CFA) was conducted to assess construct validity in the current sample, and the results indicated acceptable model fit. The Cronbach's alpha coefficient for the Organizational Identification scale ($\alpha = 0.75$) was slightly lower than the original study but remains within the acceptable threshold for social science research. Considering the scale's short form structure (six items), this value is considered adequate for further analysis.

Job Satisfaction Scale

To assess teachers' job satisfaction, the Job Satisfaction Scale, adapted by Basım and Şeşen (2009) from Hackman and Oldham's (1973) Job Diagnostic Survey, was used. The scale is unidimensional and measures overall job satisfaction. Higher scores indicate higher job satisfaction. In the present study, Cronbach's alpha was 0.82, indicating acceptable reliability. A CFA was conducted and supported the construct validity of the scale in the current sample.

Organizational Support Scale

To evaluate teachers' perceived organizational support, the Organizational Support Scale developed by Eisenberger et al. (1986) was used. The Turkish version of the scale was adapted by Yılmaz (2014). In the original study, factor analysis showed that the scale items loaded onto a single factor, explaining 48.3% of the total variance. Reliability analysis yielded a Cronbach's alpha of 0.97. The authors also suggested that the first eight items with the highest factor loadings could serve as a short form. Yılmaz's (2014) Turkish adaptation used this eight-item short form. Although the original scale was unidimensional, Exploratory Factor Analysis (EFA) of the adaptation revealed a two-factor structure, labeled "being valued" and "indifference." In the adaptation study, Cronbach's alpha coefficients were reported as 0.84 for the overall scale, 0.89 for the "being valued" subdimension, and 0.72 for the "indifference" subdimension. These two subdimensions explained 68.96% of the total variance. In this study, Cronbach's alpha coefficients were 0.89 for the "being valued" subdimension, 0.89 for the "indifference" subdimension, and 0.90 for the overall scale.

Data Analysis

The data collected from the measurement instruments in this study were transferred to SPSS 21 for analysis, with reverse coding applied as needed. Cronbach's alpha reliability coefficients and arithmetic mean values were then calculated. The mean scores obtained were interpreted based on the following evaluation ranges: 1.00–1.79 "Very Low," 1.80–2.59 "Low," 2.60–3.39 "Moderate," 3.40–4.19 "High," and 4.20–5.00 "Very High."

To assess whether the dataset followed a normal distribution, skewness and kurtosis values were analyzed. The results showed skewness values between 0.458 and 0.480, and kurtosis values from -0.238 to -0.467. According to the literature, skewness and kurtosis values within the range of -1.5 to +1.5 indicate a normal distribution (Tabachnick & Fidell, 2013). Based on this, Confirmatory Factor Analysis (CFA) was first conducted on each variable, followed by the calculation of correlations among the variables.

Furthermore, to examine the mediating role of organizational support in how teachers' perceptions of organizational identification affect job satisfaction, a model was built using AMOS 20 within the framework of Structural Equation Modeling (SEM). The interpretation of the model was guided by the criteria outlined in Schermelleh-Engel and Moosbrugger (2003).

Table 2
Fit Index Criteria

Fit Index	Excellent Fit	Acceptable Fit
χ^2	$0 \leq \chi^2 \leq 2df$	$2df < \chi^2 \leq 3df$
p-value	$.05 < p \leq 1.00$	$.01 \leq p \leq .05$
χ^2 / df	$0 \leq \chi^2 / df \leq 2$	$2 < \chi^2 / df \leq 3$
NFI	$.95 \leq NFI \leq 1.00$	$.95 \leq NFI \leq 1.00$
SRMR	$0 \leq SRMR \leq .05$	$.05 < SRMR \leq .10$
CFI	$.97 \leq CFI \leq 1.00$	$.95 \leq CFI < .97$
GFI	$.95 \leq GFI \leq 1.00$	$.90 \leq GFI < .95$
AGFI	$.90 \leq AGFI \leq 1.00$	$.85 \leq AGFI < .90$
NNFI	$.97 \leq NNFI \leq 1.00$	$.95 \leq NNFI < .97$
RMSEA	$0 \leq RMSEA \leq .05$	$.05 < RMSEA \leq .08$

In the study, a Confirmatory Factor Analysis (CFA) was performed to assess the construct validity of the measurement models for organizational identification, organizational support, and job satisfaction. The goodness-of-fit indices from the analysis are shown in Table 3.

Table 3
Confirmatory Factor Analysis Results and Goodness-of-Fit Indices

Variables	CMIN/DF	GFI	CFI	AGFI	NFI	RMSEA
(Acceptable Fit Criteria)	<5	>.85	>.90	>.80	>.90	≤.08
Organizational Identification	2.22	.99	.98	.96	.98	.05
Organizational Support	2.91	.99	.98	.98	.97	.06
Job Satisfaction	1.16	.99	.99	.99	.99	.02

Table 3 presents the results of the Confirmatory Factor Analysis (CFA) for the Organizational Identification (OI), Organizational Support (OS), and Job Satisfaction (JS) scales. The results indicate that all measurement models demonstrated acceptable fit indices based on commonly accepted criteria (CFI, GFI, RMSEA, etc.). Confirmatory factor analysis was conducted separately for each scale to assess construct validity in the present sample. The findings showed that all items had factor loadings above the recommended threshold, providing evidence for convergent validity. Overall, the measurement instruments exhibited satisfactory psychometric properties in this

study. The Organizational Identification, Organizational Support, and Job Satisfaction scales were found to be reliable and valid for use in the structural model.

Ethical Procedures

This study was conducted in accordance with the approval decision numbered 2025/13 dated 04.09.2025 by the Ethics Committee Commission of Kilis 7 Aralık University Rectorate, and ethical principles were meticulously followed throughout all stages of the research process. In accordance with ethical standards, all participants were provided with an informed consent form, which they reviewed and signed prior to their participation in the study.

Results

This section presents the results of the data analysis from the study. It begins with the main variables—teachers’ organizational identification, organizational support, and job satisfaction. Table 4 shows the average scores and teachers’ perceptions of these variables.

Table 4

Teachers’ Perception of Organizational Identification, Organizational Support, and Job Satisfaction

Variables	n	Mean (M)	SD	Perception Level
Organizational Identification	412	3.31	0.76	Moderate
Organizational Support (Indifference)	412	3.69	1.09	High
Organizational Support (Consideration)	412	3.31	0.90	Moderate
Organizational Support (Overall)	412	3.50	0.92	High
Job Satisfaction	412	3.81	0.79	High

Table 4 displays teachers' average scores on organizational identification, organizational support, and job satisfaction. The results show that teachers’ level of organizational identification ($M = 3.31$) is moderate. The average score for the “Indifference” subdimension of organizational support ($M = 3.69$) is high, while the ‘Consideration’ subdimension ($M = 3.31$) is moderate. Overall, teachers’ perception of organizational support ($M = 3.50$) is high. Additionally, teachers’ level of job satisfaction ($M = 3.81$) is high.

In line with the study's purpose, the research problem, “Is there a mediating role of organizational support in the effect of teachers’ organizational identification on job satisfaction?” was addressed, and the analyses examining this are provided below.

Table 5

Correlations between Teachers' Organizational Identification, Organizational Support, and Job Satisfaction

Variables	OI	OS	JS
Organizational Identification	1		
Organizational Support	.366**	1	
Job Satisfaction	.246**	.319**	1

** $p < .01$

The correlation analysis revealed positive and statistically significant relationships among teachers' organizational identification (OI), organizational support (OS), and job satisfaction (JS). A moderate positive relationship was identified between organizational identification and organizational support ($r = .366$, $p < .01$). This finding suggests that teachers who perceive higher levels of organizational support tend to demonstrate stronger identification with their institutions. In addition, a low but significant positive association was found between organizational identification and job satisfaction ($r = .246$, $p < .01$). Accordingly, increases in teachers' job satisfaction are accompanied by higher levels of organizational identification. Similarly, organizational support was positively and significantly related to job satisfaction ($r = .319$, $p < .01$). This result indicates that teachers who perceive greater support from their organizations are more likely to experience higher job satisfaction. Overall, all correlations were significant at the .01 level, indicating that the relationships among the variables are statistically meaningful. Taken together, the findings imply that organizational support plays an important role in enhancing both teachers' job satisfaction and their sense of identification with the organization.

Figure 2

Structural Model Analyzing the Relationship between Teachers' Organizational Identification and Job Satisfaction

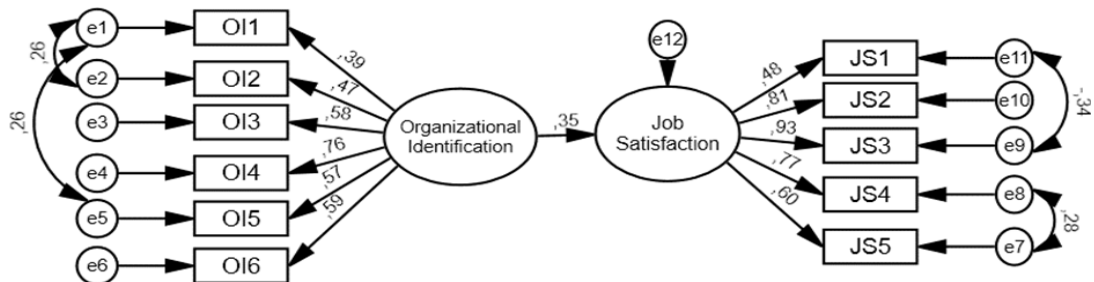


Figure 2 presents the goodness-of-fit indices for the model examining the impact of OI on JS. The fit indices for the structural model linking OI and JS are shown in Table 6.

Table 6

Goodness-of-Fit Indices for the Structural Model Analyzing the Relationship between Organizational Identification and Job Satisfaction

CMIN/DF	GFI	CFI	AGFI	NFI	RMSEA
2.25	.96	.96	.93	.94	.05

When evaluating the model's fit indices, the χ^2/df ratio is 2.25, which is below 3, indicating a good fit to the data. Additionally, the GFI (.96), CFI (.96), AGFI (.93), and NFI (.94) values surpass the generally accepted thresholds in the literature, demonstrating an excellent model fit. The RMSEA value (.05) further signifies an excellent level of fit. These results support the proposed structural model as highly compatible with the data and having a valid structure.

Table 7

Satisfaction Values for the Structural Model of Organizational Identification and Job Satisfaction

Path	Unstandardized Estimate (B)	Standard Error	t-value	Standardized β	p
OI $\rightarrow$ JS	0.42	0.09	4.26	0.35	0.00

The analysis results show that OI has a positive and significant impact on JS ($B = 0.42$, $\beta = 0.35$, $t = 4.26$, $p < .001$). Therefore, it can be concluded that as employees' levels of OI increase, their JS generally rises as well. The β coefficient (0.35) indicates that OI has a moderate positive influence on JS.

Figure 3

Structural Model Analyzing the Relationship Between Organizational Identification and Support

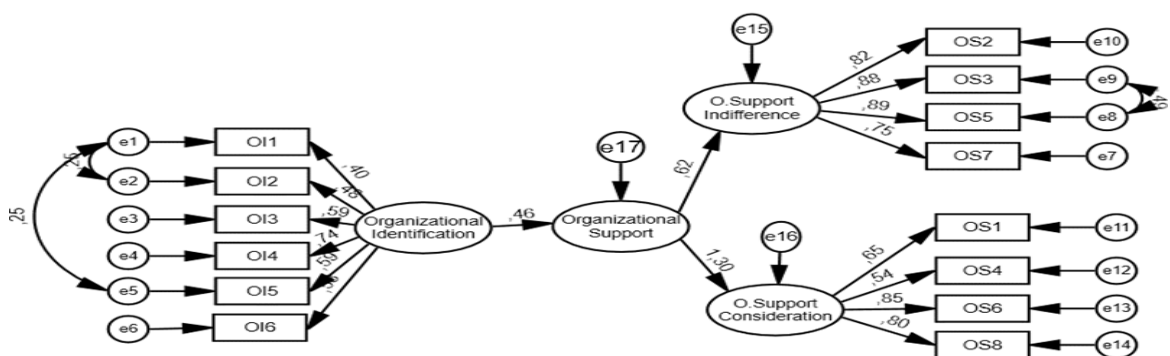


Figure 3 shows the goodness-of-fit indices for the model examining the link between organizational identification and support. The fit indices for this structural model are listed in Table 8.

Table 8

Goodness-of-Fit Indices for the Structural Model Analyzing the Relationship between Organizational Identification and Organizational Support

CMIN/DF	GFI	CFI	AGFI	NFI	RMSEA
2.512	.957	.960	.930	.936	.061

The fit indices for the model shown in Table 8 indicate a χ^2/df ratio of 2.51. Since this value is below 3, the model demonstrates a good fit to the data. The GFI (.957), CFI (.960), and NFI (.936) exceed the recommended thresholds in the literature, indicating a good model fit. The AGFI value (.930) is also within acceptable limits. Additionally, the RMSEA (.061) is below .08, suggesting an acceptable model fit. Overall, these results show that the model is generally well-fitted and valid.

Table 9

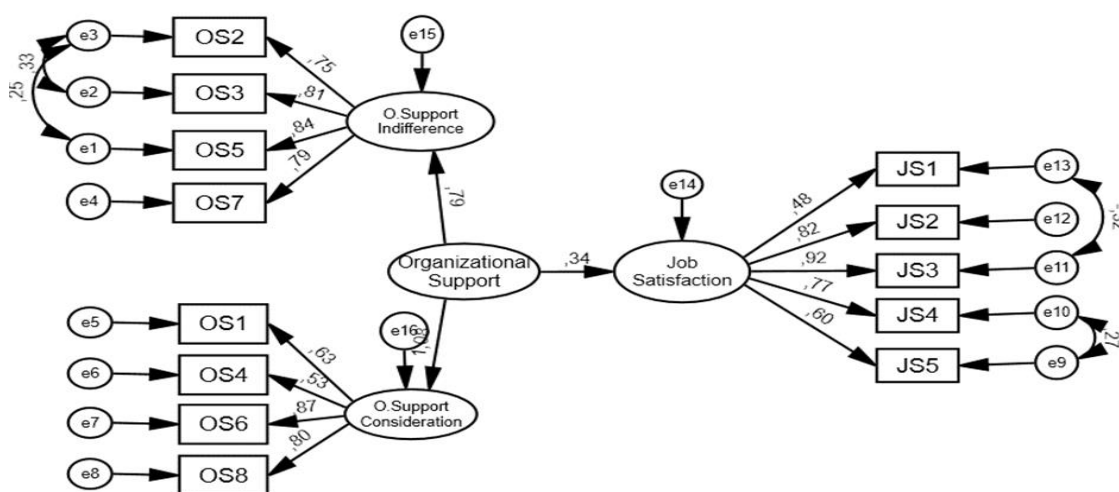
Path Coefficients of the Structural Model for Organizational Identification and Organizational Support

Path	Unstandardized Estimate (B)	Standard Error	t-value	Standardized β	p
OI $\rightarrow$ OS	0.65	0.15	4.18	0.46	.00

As shown in Table 9, the analysis results indicate that OI has a positive and significant effect on OS ($B = 0.65$, $\beta = 0.46$, $t = 4.18$, $p < .001$). This finding indicates that as employees' OI increases, their perception of OS also rises. The standardized coefficient ($\beta = 0.46$) indicates a moderate positive effect of OI on OS.

Figure 4

Structural Model Analyzing the Relationship Between Organizational Support and Job Satisfaction



As shown in Figure 4, the relationship between organizational support and job satisfaction is depicted. Table 10 presents the model's fit indices.

Table 10

Goodness-of-Fit Indices for the Structural Model (OS → JS)

CMIN/DF	GFI	CFI	AGFI	NFI	RMSEA
3.32	.93	.95	.89	.93	.07

The model fit indices show that the χ^2/df ratio is 3.32, which is below the threshold of 5, indicating the model offers an acceptable fit to the data. The GFI (.93), CFI (.95), and NFI (.93) values surpass the recommended cutoff points in the literature, reflecting a good level of fit. The AGFI (.89) is slightly below the typical .90 cutoff but still signifies an acceptable fit. Additionally, the RMSEA value of .07 further supports the model's acceptable fit. Overall, these results suggest that the proposed model aligns well with the observed data and has adequate validity.

Table 11

Path Coefficients for the Structural Model (OS → JS)

Path	Unstandardized Estimate (B)	Standard Error	t-value	Standardized β	p
OS → JS	0.25	0.045	9.12	0.34	0.00

The analysis showed that OS positively and significantly influences JS ($B = 0.25$, $\beta = 0.34$, $t = 9.12$, $p < .001$). This result indicates that higher OI is associated with higher JS among employees. The β coefficient (0.34) indicates that OI has a moderate-to-high impact on JS.

Figure 5

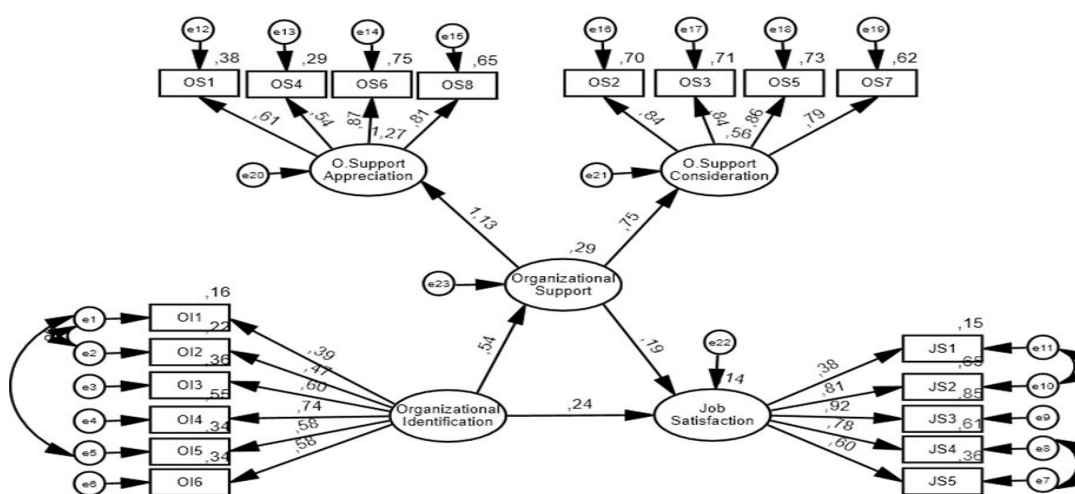
Structural Model Analyzing the Relationships among Organizational Identification, Support, and Job Satisfaction

Figure 5 shows the structural model for OI, OS, and JS. The fit indices for this model are presented in Table 12.

The final structural model was specified with organizational identification (OI) as the exogenous variable, job satisfaction (JS) as the endogenous variable, and perceived organizational support (OS) as the mediating variable. Accordingly, OI was hypothesized to influence OS, which in turn affects JS, while OI also has a direct effect on JS.

Table 12

Goodness-of-Fit Indices for the Structural Model Analyzing the Relationships among Organizational Identification, Support, and Job Satisfaction

CMIN/DF	GFI	CFI	AGFI	NFI	RMSEA
2.383	.90	.94	.91	.90	.05

As shown in Table 12, the model fit indices indicate a χ^2/df ratio of 2.383. Since this value is below 3, the model demonstrates a good fit to the data. Additionally, the values of GFI (.90), AGFI (.91), CFI (.94), and NFI (.90) exceed the commonly accepted thresholds in the literature, indicating that the model generally exhibits a satisfactory fit. Moreover, the RMSEA of .05 indicates an excellent fit. Overall, these findings suggest that the proposed model aligns well with the data and has a valid structure.

Table 13

Goodness-of-Fit Indices for the Structural Model (OI → OS → JS)

Path	Unstandardized Estimate (B)	Standard Error	t-value	Standardized Estimate (β)	p
OI → OS	0.79	0.13	5.88	0.54	< .001
OS → JS	0.12	0.04	2.96	0.19	< .001
OI → JS (direct effect)	0.22	0.07	2.88	0.24	< .001
OI → JS (Indirect Effect via OS)	0.095	—	—	0.10*	< .01
OI → JS (Total Effect)	0.315 †	—	—	0.34 †	< .001

Note: Indirect and total effects were estimated using bootstrapping (5,000 resamples). † denotes derived estimates.

According to the Structural Equation Modeling (SEM) results, organizational identification (OI) significantly predicted perceived organizational support (OS) ($B = 0.79$, $p < .001$). In addition, OS had a significant positive effect on job satisfaction (JS) ($B = 0.12$, $p < .001$). Furthermore, OI exerted a significant direct effect on JS ($B = 0.22$, $p < .001$).

The bootstrapping analysis confirmed that the indirect effect of OI on JS through OS was statistically significant, as the 95% confidence interval did not include zero. This finding provides evidence for a mediating mechanism within the structural model.

Overall, the results indicate that all hypothesized direct paths are statistically significant. More importantly, the significant indirect effect demonstrates that perceived organizational support serves as a mediator in the relationship between organizational

identification and job satisfaction. Accordingly, organizational identification enhances job satisfaction both directly and indirectly through increased perceptions of organizational support. These results support a partial mediation model, indicating that OS partially explains the relationship between OI and JS among teachers (Kurt & Duyar, 2023; Uzun, 2018).

Discussion

In contemporary educational organizations, alignment between teachers' perceptions of their work environment and institutional practices plays a crucial role in shaping job-related attitudes. The present study demonstrates that perceived organizational support is a key mechanism through which organizational identification translates into job satisfaction. The findings indicate that teachers' organizational identification is at a moderate level. This suggests that although teachers feel connected to their schools, this sense of identification is not fully internalized. This result is consistent with previous research reporting moderate levels of organizational identification among teachers (Wan-Huggins et al., 1998). From the perspective of social identity theory, organizational identification develops through sustained positive interactions with the institution; therefore, moderate levels may reflect limitations in institutional integration or perceived value alignment.

Teachers' perceived organizational support was found to be high. This finding is consistent with earlier studies indicating that teachers generally perceive strong organizational support within school environments (Çobanoğlu & Derinbay, 2011; Güngör & İlişen, 2018). According to social exchange theory, when employees perceive that their organization values their contributions, they tend to reciprocate with positive attitudes and behaviors (Rhoades & Eisenberger, 2002). In this sense, high levels of perceived support in the present study suggest a relatively functional exchange relationship between teachers and school administrations.

Job satisfaction was also found to be high among teachers. This finding is in line with research emphasizing the role of intrinsic motivation and interpersonal relations in teaching satisfaction (Annakaya, 2022). Prior literature has consistently shown that supportive leadership, professional autonomy, and collegial relationships are key determinants of teacher job satisfaction (Klassen & Chiu, 2019; Sahito & Vaisanen, 2020).

The structural model results revealed a significant positive relationship between organizational identification and job satisfaction. This finding is consistent with previous empirical studies showing that stronger identification with the organization enhances positive work attitudes (Karanika-Murray et al., 2015; Lee et al., 2015). However, the effect size suggests that this relationship is not purely direct, indicating the presence of additional psychological mechanisms.

More importantly, perceived organizational support was found to partially mediate the relationship between organizational identification and job satisfaction. This result extends previous findings by demonstrating that identification alone is insufficient to fully explain job satisfaction. Instead, perceived support strengthens the impact of identification by providing employees with a sense of recognition and value. Similar results have been reported in earlier studies emphasizing the combined influence of

identification and organizational support on employee attitudes (Dzhalalov, 2019; Korkmaz, 2024).

The presence of partial mediation rather than full mediation is theoretically meaningful. It suggests that organizational identification influences job satisfaction through multiple pathways, not only through perceived support but also through other unmeasured variables such as trust, commitment, or emotional attachment. This is consistent with prior research suggesting that job satisfaction is a multidimensional construct shaped by both social exchange and identity-based mechanisms (Van Knippenberg & Sleebos, 2006).

From a theoretical perspective, the findings support the integration of social identity theory and social exchange theory. While social identity theory explains the direct effect of identification on job satisfaction, social exchange theory clarifies how perceived organizational support strengthens this relationship through reciprocity mechanisms (Rhoades & Eisenberger, 2002).

Conclusion

This study investigated the relationships among teachers' organizational identification, perceived organizational support, and job satisfaction, and tested a structural model in which perceived organizational support functions as a mediating mechanism.

The empirical results demonstrate a coherent pattern across variables. Teachers reported moderate levels of organizational identification, whereas perceived organizational support and job satisfaction were at relatively high levels. Structural equation modeling results indicated that organizational identification exerts a significant positive effect on both perceived organizational support and job satisfaction. In addition, perceived organizational support significantly predicts job satisfaction. The mediation analysis further confirmed that perceived organizational support partially mediates the relationship between organizational identification and job satisfaction, indicating the presence of both direct and indirect pathways.

From a theoretical standpoint, these findings provide empirical support for the complementary explanatory power of social identity theory and social exchange theory in understanding workplace attitudes in educational settings. Organizational identification captures the self-definitional aspect of teachers' attachment to their institutions, whereas perceived organizational support reflects the reciprocal socio-emotional exchange between employees and the organization. The presence of partial mediation suggests that job satisfaction is shaped not only through social exchange processes but also through identity-based mechanisms that operate independently of perceived support. This indicates that organizational identification constitutes an autonomous psychological pathway influencing job satisfaction beyond exchange-based perceptions.

The results also extend existing literature by clarifying the functional role of perceived organizational support as a proximal mechanism that strengthens the identification–satisfaction link. In this sense, perceived support acts as an enabling contextual resource that translates psychological attachment into positive attitudinal outcomes, while simultaneously not fully accounting for the effect of identification, thereby confirming a multi-path explanatory structure.

From a practical perspective, the findings highlight that improving teachers' job satisfaction requires a dual-focus approach. Educational administrators should not only enhance structural and managerial support systems but also foster a sense of belonging and value alignment among teachers. Interventions aimed at strengthening perceived fairness, recognition, and communication quality may reinforce perceived organizational support, while participatory leadership practices may enhance organizational identification. Overall, the study contributes to a more nuanced understanding of how teachers' psychological connection to their schools translates into job satisfaction by demonstrating that this relationship operates through both direct identity-based mechanisms and indirect exchange-based mechanisms.

Limitations and Recommendations

The study has several limitations that should be considered when interpreting the findings. First, the use of self-report data may introduce common method bias and social desirability effects. Second, the cross-sectional design limits the ability to make causal inferences, meaning that the observed relationships should be interpreted as associative rather than causal. Third, the sample is limited to teachers working in Kilis during the 2025–2026 academic year, which restricts the generalizability of the results to other regions and educational contexts.

Despite these limitations, the findings have important practical implications. Strengthening organizational identification and perceived organizational support can contribute to higher levels of job satisfaction among teachers. Therefore, school administrators should focus on improving supportive organizational practices, communication, and recognition systems.

Future research is recommended to use longitudinal or mixed-method designs and include more diverse samples to enhance generalizability and better understand the underlying mechanisms among the variables.

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Statement of Responsibility

Both authors equally contributed to all aspects of the research and manuscript preparation, including conceptualization, methodology, software, validation, formal analysis, investigation, resources, data curation, writing–original draft preparation, writing–review and editing, visualization, supervision, project administration, and funding acquisition.

Conflicts of Interest

The researchers have no personal or financial conflicts of interest with other individuals or institutions related to the research. The supervision of the second and third authors.

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