



## The Mediating Role of School Climate and Organizational Trust between Job Motivation and Job Performance

Fatih Yılmaz\*

*Ministry of National Education, Konya, Türkiye*  
ORCID: 0000-0001-7852-6756

Mevlüt Uygur

*Ministry of National Education, Konya, Türkiye*  
ORCID: 0000-0002-3880-5731

---

### Article history

**Received:**  
11.12.2025

**Received in revised form:**  
05.04.2026

**Accepted:**  
01.06.2026

### Key words:

school climate; organizational trust; job motivation; job performance; mediation analysis

The proper functioning of schools depends on teacher motivation and teacher performance. The organizational factors influencing teachers' job performance and motivation are primarily school climate and organizational trust. The purpose of this paper is to examine the relationships among job motivation, job performance, school climate, and organizational trust, while accounting for teacher perceptions. Accordingly, the research was designed as a cross-sectional quantitative correlational survey. A total of 345 teachers working at state schools in Konya during the 2024-2025 academic year voluntarily participated in the study. In addition to the demographic information form, the researchers collected data utilizing job motivation, employee performance, school climate, and organizational trust scales. Besides testing the reliability and validity of the measures, using SPSS and SmartPLS 3, analyses such as arithmetic mean, standard deviation, Pearson correlation coefficient, and structural equation modelling (SEM) were performed. The findings yield some noteworthy results, revealing statistically significant correlations between the variables that affect each other in different directions and to varying degrees. Most importantly, school climate and organizational trust mediate the relationship between teachers' job motivation and job performance. Taking the research findings into account, the researchers have also made recommendations.

---

## Introduction

Schools, ensuring the education of children, are among the leading organizations in social progress and, schools need to use the available resources, the most important of which is human resources, particularly teachers, effectively. (Uygur, 2023). The education system's ability to achieve its goals depends on teachers feeling happy and content in their schools. This, in turn, can enhance teachers' performance and motivation. Given this, various organizational factors influence teachers' performance and motivation at work. These factors include school principals' leadership behaviors, school climate, school culture, and organizational trust (Altaş & Kuzu, 2013; Arısoy & Cömert, 2021; Avcı, 2022; Deniz & Demirdağ, 2020; Dilbaz Sayın,

---

\* Correspondency: [yilmazoglu@gmail.com](mailto:yilmazoglu@gmail.com)

2017; Fırat, 2025; Hetharion, Akollo, Pattiruhu & Toisuta, 2026; Imran, Ghani & Kazimi, 2025; Manla, 2021; Uçar & İpek, 2019; Usikalu, Ogunleye & Effiong, 2015).

One of the key factors influencing teachers' performance and motivation is the school climate. Every school has its own culture and climate. Culture consists of shared values and beliefs (Hoy & Miskel, 2015). School culture, similarly, is the sum of shared values, norms, and beliefs shaped by staff contributions (Geylani, 2013). Culture has a vital function in shaping human behavior and determining organizational performance. It acts as a guide, improving interpersonal bonds, enhancing shared values, and connecting employees to the organization and the organization to society. It affects how employees carry out their duties, how they tackle problems, what they consider when making decisions, and their relationships with colleagues through norms, values, and beliefs (Çelikten, 2008). Organizational climate has emerged as a subject of research for researchers, organizational theorists, and practitioners since the 1960s (Ertekin, 1978).

Numerous definitions of organizational climate have been proposed. Subsequently, the concepts of organizational climate and organizational culture began to be used interchangeably. However, climate is narrower in scope than that of culture; it refers to a situation arising entirely from psychological perception. People may perceive their environments as positive, negative, boring, enjoyable, friendly, etc. and this perception influences human behavior. In particular, school climate affects individuals' relationships with the school, their commitment to the organization, staff motivation, efforts to achieve organizational goals, and job satisfaction (Topcu, 2019). Given their organizational characteristics, a favorable school climate makes a great contribution to ensuring staff motivation (Bilgin, 2020). The organizational climate affects staff performance, job satisfaction, and motivation in either a positive or negative manner (Gök, 2009). In line with the above explanations and research, there exists a relationship between school climate and teachers' performance and motivation.

Conversely, organizational trust is another key factor influencing teachers' performance and motivation. Trust can be defined as positive expectations regarding the actions and intentions of others (Möllering, 2001). A climate of trust enhances employees' motivation and, consequently, their performance (Afşar, 2013). In organizations where a sense of organizational trust prevails, high levels of individual performance and low levels of conflict are expected. Consequently, a more productive working environment can be established. It is expected that organizational trust will facilitate the fulfilment of employees' needs and expectations, as well as organizational objectives. Therefore, organizational trust has a crucial role by helping to align organizational objectives with the fulfilment of employees' individual expectations and needs (Demirtaş & Bal, 2023).

Trust is regarded as the key to individuals forming healthier relationships with one another. In schools with organizational trust, teachers are better able to focus on their goals. They are better motivated and can work more efficiently (Topcu, 2019). That's why, it is significant to comprehend the factors that affect teachers' performance and motivation, since they are key actors in the education system. Accordingly, this research aims to examine the relationships among job motivation, job performance, school climate, and organizational trust, based on teachers' perceptions.

## Theoretical Background

### *Performance*

Performance assesses the outcomes of a deliberate, planned activity and can be evaluated in absolute or relative terms (State Planning Organization, 2000). It evaluates an individual's success in achieving organizational goals by comparing it with organizational expectations (Su, 2019). An organization's ability to achieve its objectives and succeed depends on its members' performance. Employee performance could be examined in two dimensions. The first is task performance. This dimension encompasses behaviors directly involved in the production of goods and services, as well as activities that indirectly aid the organization's technical operations. The contextual performance dimension includes behaviors supporting the psychological and social context of task activities (Van Scotter, Motowidlo & Cross, 2000).

Teacher performance is the productivity, effort, diligence, and labour that teachers put forth to achieve the goals of education. A significant factor in implementing any education policy is teacher performance. Since all practices in the educational process ought to be carried out through teachers' teaching and learning, research evaluating teachers' performance holds an important place in the literature (Yıldırım, 2023).

As with all employees, various individual and organizational factors affect teacher performance, which, in turn, affects students' performance. Stated differently, the teacher's performance determines the students' success (Hatipoğlu & Kavas, 2016). In sum, competence, motivation, and the work environment are among the variables determining teacher performance (Akcekoce & Bilgin, 2016).

### *Motivation*

Motivation encompasses a variety of internal and external factors that affect people's behaviour, determine the intensity and level of these behaviours, give them a specific direction, and ensure their continuation (Akbaba, 2006). They are mental or psychological processes that lead people to engage in specific actions, guide their behaviour, and ensure continuity in their behaviours (Hodgetts, 1991; Klein, 1989; Mitchell, 1982; Spector, 1996).

In the literature, motivation is addressed through scope and process theories (Kesici, 2003; Küçüközkan, 2015; Özer & Topaloğlu, 2008). Scope theories focus primarily on individuals' needs. Consequently, they address the "perception of need" and the "content of the need," which are prerequisites for the onset of motivation. Given that individuals' needs vary, scope theories focus on the individual variables that drive and direct individuals (Kesici, 2003). Scope theories include "Maslow's hierarchy of needs, Alderfer's V.I.G. theory, Herzberg's two-factor theory, and McClelland's achievement needs" theories (Özer & Topaloğlu, 2008).

Process theories, in contrast, highlight how individuals act, direct, and control themselves in response to behavioral change. The individual is at the center of process theories. The individual takes responsibility for their behavior. They think, make decisions, consider the causes and consequences of the behavior they wish to change, and make plans. Process theories include the "Equity Theory, Expectancy Theory, Reinforcement Theory, Goal-Setting Theory, and Deci's Theory of Intrinsic Motivation" (Kesici, 2003).

Motivation is expected to boost individual performance to achieve organizational goals. It is unrealistic to expect organizational goals to be achieved with unmotivated individuals. Due to

variables that lower their motivation, the majority of their knowledge, skills, and abilities are not reflected in their performance (Tunçer, 2013). From this perspective, teachers' motivation play a crucial role in achieving efficiency within educational organizations. In simple terms, a lack of motivation is one of the reasons that decreases teachers' performance, since motivation is a driving force that enables teachers to act in line with the school's purposes. (as cited in Department of Education Research and Development, 2006, p. 14; Akcekoce & Bilgin, 2016). Seen in this light, high teacher motivation will clearly help achieve the school's objectives.

### ***Organizational Trust***

Another factor affecting teachers' job performance is organizational trust. Trust is the feeling of believing in and being attached to without fear, hesitation, or doubt. Since it is not a tangible concept, it is a characteristic determined by feelings and can vary from person to person (İşleyen, 2011). Trust is usually associated with honesty and integrity. It is necessary for organizational success, but rather than short-term, it requires long-term efforts (Demircan & Ceylan, 2003). Research on the concept of trust has identified various dimensions. These dimensions are generally listed as honesty, helpfulness, concern, competence, openness, reliability, and intention (Mühl, 2014). Organizational trust includes concepts such as accuracy, honesty, consistency, and predictability (Güleryüz, 2017). It is conceptualized around trust in managers, trust in the organization, and trust among colleagues. (Topcu, 2019). In an organization where trust is dominant, employees work more harmoniously with each other, communication is effective, conflicts are minimized, and personal performance is enhanced, thereby creating a more productive working environment. Organizational success will increase, and organizational activities will be healthier in an organization where trust grows (İşleyen, 2011). For that reason, a high level of trust in schools can positively influence teachers' performance and increase academic success. The literature indicates that job motivation is affected by organizational trust (Akpolat & Oğuz, 2022; Candaş & Kavas, 2015; Güleryüz, 2017; Pranasari, 2020). Therefore, organizational trust has an important role in teachers' job motivation. Moreover, a high level of organizational trust within schools fosters positive relationships among teachers. Mutual support and cooperation increase, while conflicts and negative situations decrease.

### ***School Climate***

All the qualities of a school distinguishing it from others and influence its members' behavior constitute the school climate (Hoy & Miskel, 2015). The unwritten attitudes, values, and beliefs of a school make up the school climate. School climate also shapes the behaviour patterns adopted by all individuals in the school (Welsh, 2000). Hoy et al. (1991) examined school climate across six dimensions. Three of these relate to principal behavior, the others relate to teacher behavior. Principal behaviors were categorized as supportive, directive, and restrictive, while teacher behaviors were categorized as professional solidarity, genuine, and free. The study also described four distinct kinds of school climate: open, dependent, free, and closed. Furthermore, school climate influences relationships between the school and its environment, as well as relationships among staff, school commitment, student achievement, and the extent to which the school achieves its objectives (Topcu, 2019).

### ***Purpose of the study***

This paper discusses the mediating roles of school climate and organizational trust in the relationship between teachers' job motivation and job performance. Considering the literature, although the relationships among the concepts have already been studied, no research



has used school climate and organizational trust as mediators. For that reason, it is thought that it will provide new insights to the literature. Accordingly, this study examines the relationships among job motivation, job performance, school climate, and organizational trust as perceived by teachers. With this aim, the following hypotheses will be tested.

H<sub>1</sub>: Job motivation affects employee performance.

H<sub>2</sub>: Job motivation affects school climate.

H<sub>3</sub>: School climate affects employee performance.

H<sub>4</sub>: Job motivation affects organizational trust.

H<sub>5</sub>: Organizational trust affects employee performance.

H<sub>6</sub>: School climate mediates the relationship between job motivation and employee performance.

H<sub>7</sub>: Organizational trust mediates the relationship between job motivation and employee performance.

## Method

### *The Research Design*

This is a cross-sectional, quantitative, correlational paper, for which the researchers adopted convenience sampling due to ease of access and data-collection challenges. However, researchers using this way of data collection should be cautious about generalizability issues (Etikan et al., 2016). Accordingly, the researchers tested the correlations among Job Motivation (JM), Employee Performance (EP), School Climate (SC), and Organizational Trust (OT). This type of research enables predicting and explaining the relationships among the variables. The researchers use it to measure two or more variables and find out the extent to which they are related to one another (Seeram, 2019). Moreover, this paper examines the mediating roles of school culture and organizational trust in the relationship between job motivation and employee performance. In the analysis, the researcher is interested in the mediators and whether they affect the relationship between the independent (IV) and dependent variables (DV), called the indirect effect. Consequently, revealing this indirect effect is the main purpose of the analysis (Demming, Jahn, & Boztug, 2017).

### *Participants*

In Türkiye, researchers often have difficulty collecting data due to participants' reluctance to participate. Teachers often complain about having to fill out questionnaires for various studies during short breaks. In this paper, the participants are teachers working for the “Ministry of National Education” in Türkiye. Paid substitute teachers were excluded from the research because they work for a brief period and might not have the opportunity to experience school climate or organizational trust. Detailed participant background is available in Table 1 below.

Table 1. The sample characteristics

Gender	n	%
Female	191	55.4
Male	154	44.6
Age	n	%
21-30	16	4.6
31-40	92	26.7
41-50	120	34.8
51 or more	117	39.9

Branch	n	%
Branch Teacher	110	31.9
Classroom Teacher	197	57.1
Other	38	11
Professional Seniority (Years)	n	%
1-10	52	15.1
11-20	107	31
21 or more	186	53.9
Educational Status	n	%
Undergraduate	254	73.6
Graduate	91	26.4
Total	345	100

### Measures

The “Job Motivation Scale” (JMS) was developed by Aksoy (2006), adapted by Tanrıverdi (2007), and readapted by F. Yılmaz (2009). JMS is a 5-point Likert-type scale with 14 items across 4 factors. JMS has no reverse-coded items, and explains 61.31% of the variance. Overall internal consistency for JMS is .81, and for the factors, it ranges from .63 to .71.

The second measure, the “Employee Performance Scale” (EPS), consisted of four items originally developed by Kirkman and Rosen (1999), subsequently adopted by Sigler and Pearson (2000), and later adapted into Turkish by Çöl (2008). EPS is a five-point Likert scale with four items in a single factor. It has no reverse-coded items. Factor loads range from .78 to .84, and the internal consistency score for EPS is .82.

The third measure, the “Organizational Trust Scale” (OTS), developed by K. Yılmaz (2006), is a five-point Likert-type scale with 22 items loading on 3 factors. It has one reverse-coded item.  $\alpha$  for OTS is .92, and values for the factors range from .87 to .89. OTS explains 45.31% of the variance.

The last measure is the “School Climate Scale” (SCS) developed by Canlı, Demirtaş, and Özer (2018). SCS is a 5-point Likert-type scale with 23 items across 5 factors. It has four reverse-coded items. Fit values for the scale are “[ $\chi^2 / Sd = 3.080$ , GFI = .910, AGFI = .886, NNFI (TLI) = .926, CFI = .937, RMSEA = .059, RMR = .057]”.  $\alpha$  values for the factors range from .73 to .90. The researchers also report test-retest reliability values ranging between .96 and .92.

### Data Collection

The data were gathered using the via Google Forms between the 1st of January and the 1st of March 2025. Since the form required all the questions to be answered, the final dataset had no missing values.

### Data Analysis

The data analysis was done employing SmartPLS 3 (Ringle, Wende, & Becker, 2015), and the researchers assume that “job motivation” and “employee performance” are positively correlated. In line with this, if teachers have high job motivation, they should have high employee performance and “school climate” and “organizational trust” may act as mediators.

### Validity & Reliability Issues

Validity and reliability are significant issues for researchers and the academic community. Reliability is about producing consistent results across repeated measurements,



and validity is about measuring what we intend to measure (Roberts, Priest, & Traynor, 2006). Information about the data collection tools reveals that, except for SCS, the scales do not have fit values. Therefore, the researchers rechecked the validity and reliability values using SmartPLS 3 (Ringle et al., 2015).

Researchers often rely on  $\alpha$  values to report reliability. However, it would be helpful to report multiple reliability and validity outputs. Accordingly, the researchers adopted “Composite Reliability” (CR) and “Internal Consistency” ( $\alpha$ ) to check the reliability. They adopted “Average Variance Extracted” (AVE) and “Heterotrait-Monotrait (HTMT) Ratio” to check validity. Given that in a regression model, “Variance Inflation Factor” (VIF) values are crucial, they also checked VIF values. Table 2 below has the outputs.

Table 2. Reliability & Validity

VIF	CR	$\alpha$	AVE	Measure	HTMT			
					EP	JM	SC	OT
1.78-2.34	0.89	0.84	0.67	EP	-			
1.74-3.51	0.94	0.93	0.54	JM	0.39	-		
1.79-3.74	0.96	0.95	0.52	SC	0.42	0.81	-	
1.13-5.54	0.94	0.93	0.47	OT	0.28	0.75	0.85	-

Cronbach's alpha tests whether the items in a measurement tool have internal consistency and measure the same thing (Bland & Altman, 1997), and is considered a reliability estimator. Although the acceptable range may vary across disciplines,  $\alpha$  values above .7 are usually acceptable (Nunnally J.C., 1967). In regression analyses, multicollinearity occurs when two or more predictors are related to each other, thereby inflating the standard errors of the coefficients. Multicollinearity is acceptable to some extent, but high values cause problems (Akinwande, Dikko, & Samson, 2015). VIF is used to check the degree of collinearity, and although there are no strict cut-off values, values below 10 can be acceptable (Craney & Surles, 2002; Groß, 2003). Composite reliability (CR), is a popular alternative to  $\alpha$  (Peterson & Kim, 2013). CR values between 0.6 and 0.7, and AVE values of 0.5 or more, are acceptable; but, if CR values exceed 0.6, AVE values below 0.5 are also acceptable (Abdillah et al, 2022; Shrestha, 2021; Singh, 2024), as is the case for organizational trust. On the other hand, discriminant validity indicates that a construct is unique, and the HTMT statistic is a measure of it (Henseler, Ringle, & Sarstedt, 2015). The literature reports that HTMT values below 0.85 are acceptable (Henseler et al., 2015). According to the aforementioned criteria, the data collection tools are valid and reliable. Moreover, to test common method bias (CMB), using SPSS 23 (IBM Corp., 2015), the researchers conducted Harman's single-factor test, which is used to assess if a single factor accounts for more than 50% of the variance (Agurrie-Urreta & Hu, 2019). The outputs indicated that the single factor explains 41.88% of variance, which is acceptable (Podsakoff et al., 2003).

## Findings

Before the research findings, the reader expects a description of the data, which makes it easier for both the reader and the researcher to comprehend the data. Considering the research objectives, the correlations among variables and the descriptive statistics are given below.

Table 3. Descriptives & Correlations

	JM	EP	SC	OT	M	SD
JM	-				3.61	0.72
EP	0.35*	-			4.09	0.64
SC	0.76*	0.37*	-		3.84	0.61
OT	0.71*	0.26*	0.81*	-	3.61	0.56

\*Significant at 0.01

The relationship or dependence between variables is measured via correlation. The range of the correlation coefficient (r) is -1 to 1, and the degree can be called weak, strong, or alike. (Emerson, 2015). It simply shows the strength of the relationship between variables (Ozer, 1985). Accordingly, Table 3 indicates varying degrees of significant positive correlations among JM, EP, SC, and OT.

The arithmetic mean shows the degrees of participant perceptions. Considering arithmetic means, the participants have high job motivation (M=3.61; ±0.72), high employee performance (M=4.09; ±0.64), high school culture perceptions (M=3.84; ±0.61), and high organizational trust (M=3.61; ±0.56).

The model was assessed employing path coefficients ( $\beta$ ), coefficient of determination ( $R^2$ ), and predictive relevance ( $Q^2$ ).  $\beta$ s reflect the cause-and-effect relationships (Bhatt, 1973) and indicate how the degree of an increase or decrease in the IV affects the DV (Lowry & Gaskin, 2014).  $R^2$  is the percentage of the amount of variance in one of the variables explained by other variables (Ozer, 1985).  $R^2$  values range from 0 to 1 and account for the explained variance in the DV; 0 indicates that the regression accounts for none of the variance (Hahn, 1973). Although weak, values above 0.10 are satisfactory (Falk & Miller, 1992; Hair et al., 2019).  $Q^2$  is crucial for assessing the model's predictive validity.  $Q^2$  values above 0 are acceptable (Chin, 1998; Tenenhaus, Vinzi, Chatelin, & Lauro, 2005).

Mediation, which helps examine relations among a set of predictor and outcome variables, involves a causal chain in which variables affect one another (Çolak, Arıcı Özcan, & Peker, 2021; Fairchild & McDaniel, 2017; İnceman Kara, 2025). Accordingly, the researchers conducted a mediation analysis to study the mediating roles of school climate and organizational trust in the relationship between job motivation and employee performance.

Table 4. Testing the Hypotheses

		$\beta$	Sd	t	p	The Hypothesis	Conclusion
<b>Direct Effects</b>	JM->EP	0.19	0.09	2.08	0.03	H <sub>1</sub>	Supported
	JM->SC	0.79	0.02	39.61	0.00	H <sub>2</sub>	Supported
	JM->OT	0.74	0.02	29.80	0.00	H <sub>3</sub>	Supported
	SC->EP	0.45	0.10	4.12	0.00	H <sub>4</sub>	Supported
	OT->EP	-0.26	0.09	2.86	0.00	H <sub>5</sub>	Supported
<b>Specific Indirect Effect</b>	JM->SC->EP	0.35	0.09	3.99	0.00	H <sub>6</sub>	Supported
	JM->OT->EP	-0.19	0.07	2.77	0.00	H <sub>7</sub>	Supported
<b>Total Indirect Effect</b>	EI->PS	0.15	0.07	2.01	0.04		
<b>Total Effect</b>	JM->EP	0.35	0.05	7.02	0.00		



	R <sup>2</sup>	Q <sup>2</sup>
OT	0.54	0.25
SC	0.63	0.32
EP	0.17	0.11

Table 4 indicates that, without the mediators, the IV has a significant effect on the DV (H<sub>1</sub>). Moreover, the mediator variables also have significant effects on the DV (H<sub>6</sub>, H<sub>7</sub>). The specific indirect effect of JM->OT->EP indicates that organizational trust acts as a suppressor variable. A suppressing variable has an opposite sign to that of the total effect. Moreover, omitting the suppressor might decrease the total effect, or it may even appear insignificant (Rucker, Preacher, Tormala, & Petty, 2011; MacKinnon et al., 2000). Although a positive correlation between organizational trust and employee performance is expected, and there is a positive correlation between the two variables (r=0.26), the path coefficient is negative (β=-0.26), suggesting a potential suppression effect. The researchers tested the model without organizational trust, and the outputs indicated that the path from job motivation (IV) to employee performance (DV) was not significant. However, when organizational trust was included into the model, the path between IV and DV was significant. The researchers also examined VIF values (see Table 2) for multicollinearity, which were within an acceptable range. Accordingly, it came out that when other variables in the model were controlled for, organizational trust had a negative direct effect on employee performance (β = -.269, p < .01). Moreover, the fact that organizational trust indicated high correlation with job motivation (r = .71) and school climate (r = .81) reveals that organizational trust acts as a suppressor in the model. In sum, organizational trust negatively mediates the relationship between job motivation and employee performance, although this significantly reduces the total indirect effect.

Table 5. The Mediation Analysis Results

Total Effect (JM->EP) (c)										
Direct Effect (JM->EP) (c')										
Indirect Effects of Job Motivation on Work Performance										
β	p	β	p		β	SD	t	p	BI	(2.5%; 97.5%)
0.353	0.000	0.195	0.038	H <sub>6</sub> :JM->SC->EP	0.358	0.090	3.995	0.000	0.177;	0.529
				H <sub>7</sub> :JM->OT->EP	-0.199	0.072	2.775	0.006	-0.344;	-0.060

The mediation outputs revealed that the total effect of job motivation on employee performance was significant (H<sub>1</sub>: β = 0.353, t = 7.024, p < 0.005). When the mediating variables were included, the effect of job motivation on employee performance was also significant (H<sub>1</sub>: β = 0.195, t = 2.080, p < 0.005). The indirect effect of job motivation on employee performance via school climate was significant (H<sub>6</sub>: β = 0.358, t = 3.995, p < 0.005). Although negative, the indirect effect of job motivation on employee performance through organizational trust was also significant (H<sub>7</sub>: β = -.199, t = 2.775, p < .005). In this paper, although there are positive correlations among organizational trust, job motivation, employee performance, and school climate, some variables reverse the effect of organizational trust on employee performance. Therefore, organizational trust acts as a suppressor between job motivation and employee performance. To conclude, the relationship between job motivation and employee performance is partly mediated by school climate and organizational trust. The mediation is visualized in Figure 1.

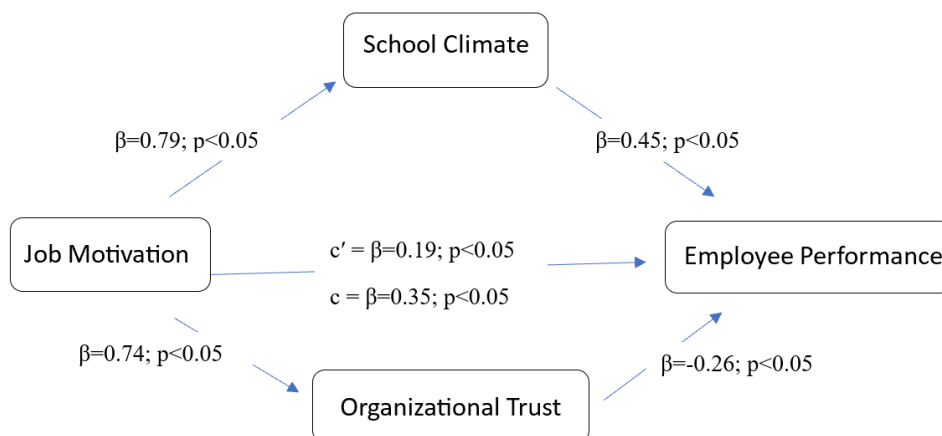


Figure 1. The path model

## Discussion

Organizational performance and job motivation have been studied by researchers in educational and administrative sciences. However, beyond the common, this paper examined the mediating roles of school climate and organizational trust in the relationship between job motivation and job performance. Several studies indicate that job motivation positively influences work performance (Çiftçi, 2017; Kargün & Koç, 2021; Riwookore & Habaora, 2021; Sukrapi, Muljono & Purnaningsih, 2014; Tunçer, 2013). Moreover, several factors, such as organizational culture, organizational leadership, individual success, and communication skills, are also thought to be effective in creating job motivation and performance. Considering the research findings and the literature, motivation, as a driving force, affects employee performance. A highly motivated employee not only fulfils their responsibilities but also adds value to the organization. From the perspective of the education system, teachers are the most important human resource. High levels of motivation and performance among teachers are crucial for enhancing the effectiveness of schools, which, in turn, lead to improved academic achievement among students. Consequently, the education system can more easily achieve its objectives, and school performance improves. On the other hand, school culture influences teachers' motivation and performance. A positive school culture motivates teachers and increases their commitment to the school.

The findings of the second hypothesis reveal that job motivation affects school climate. The results are in agreement with the literature, and several researchers (Ladyong, 2014; Misnawati, 2020; Pinkas, 2021; Selçuk, 2016; Utomo, Suminar, & Hamidah, 2019) reached similar findings. Based on these results, school climate is an important factor affecting job motivation. Some factors, such as a supportive administration, a cooperative environment, and employee safety, may help foster a favorable school climate, which in turn can improve work performance. In sum, as teachers' perceptions of work motivation increase, their school climate perceptions will also increase. In education system, school climate and school culture represent the informal aspects of schools. A positive climate and culture within schools encourage teachers to work together and support one another. Negative and undesirable situations are reduced, and teachers become more motivated in their work.

The third hypothesis indicates that teachers' job performance is influenced by school climate. Several researchers (Bentil, 2021; Fei & Han, 2019; Hidayati, 2018; Karoma, 2018; Misnawati, 2020) also indicate that teachers' job performance is shaped by the school climate. Although it

falls within the scope of other research, several factors may have led to this outcome. Some of them might include high motivation levels, low organizational stress among teachers, cooperation among colleagues, or administrative support. Teachers' performance is crucial to the education system. To ensure that students' academic achievement improves, teachers should demonstrate high levels of performance. In this context, understanding the factors that influence performance is a key issue. School climate, the psychological facet of the school, is a component that influences teacher performance. A positive school climate creates positive relationships within school, which, in turn, improves teacher performance.

The fourth hypothesis indicates that teachers' organizational trust perceptions are influenced by their job motivation. Several researchers report positive relationships between organizational trust and job motivation (Akpolat & Oğuz, 2022; Cantaş & Kavas, 2015; Güleriyüz, 2017; Pranitasari, 2020). As teachers' perceptions of job motivation increase, their perceptions of organizational trust will also increase, which shows that job motivation is an essential factor affecting organizational trust. For the education system to be effective, schools should have a strong organizational trust. In schools with a strong organizational trust, teachers feel happy and content. Their commitment and job satisfaction increase. Teachers get more motivated in their work, and their performance improves.

The fifth hypothesis of the paper posits that teachers' perceptions of organizational trust affect their job performance. Literature, as well, indicates (Kouhsari, Chen, & Amirian, 2023; Laski & Moosavi, 2016; Usikalu, Ogunleye, & Effiong, 2015) positive correlations between the two variables. Organizational trust positively affects teachers and school administrators. Cooperation and support between school administrators and teachers are evident, and a spirit of teamwork develops. Participation in decision-making increases, and communication is positive. As a result, teachers' performance improves. However, the most significant finding in this paper is that, although there is a positive correlation between organizational trust and employee performance ( $r=0.26$ ), the mediation analysis shows that organizational trust negatively affects employee performance ( $\beta=-0.26$ ). As stated in the literature, this finding could be the result of overconvenience, a low-competitive work environment, less critical thinking, or the risk of abuse (Langfred, 2004; Mayer & Gavin, 2005; McAllister, 1995).

The sixth hypothesis demonstrates that teachers' opinions of school climate mediate the relationship between job motivation and performance. The literature has studies that support the findings of this paper (Adriana, Santoso, Adijaya, & Srinio, 2023; Gök, 2009; Halis & Uğurlu, 2008; Liana & Hidayat, 2021). In this context, fostering a favorable school climate enhances teachers' job motivation and performance. Namely, as teachers' perceptions of the school climate improve, so will their job motivation and performance; conversely, if teachers' perceptions of the school climate deteriorate, their work motivation and performance will suffer. In schools with a favorable climate and culture, staff relationships are positive. Cooperation and mutual support are evident, and conflict and negative situations are reduced. Commitment to the school and job satisfaction are high. Conversely, in educational institutions with a negative school climate and culture, staff relationships are strained. Cooperation and mutual support decrease, and conflict and negative situations increase. Commitment to the school and job satisfaction are low. Consequently, teachers in schools with a favorable school climate and culture show high levels of motivation and performance.

The final hypothesis puts forth that organizational trust mediate the relationship between job motivation and employee performance. The literature corroborate this conclusion. Hermawati, Santosa, and Bernarto (2021) discovered that trust in the school improves teachers' job

motivation. This finding suggests that high trust in the school is associated with increased work motivation. Trust is a crucial factor in developing a positive work environment. A favorable working atmosphere helps people to be highly motivated. Sezer and Uzun (2023) determined a relationship between teachers' levels of organizational trust and job performance. Fitria (2018) found that trust positively affected teacher performance. Accordingly, establishing organizational trust in schools improves teachers' job motivation and performance. From the perspective of the education system, understanding teachers' organizational behavior and the factors that influence it is important for educational organizations to achieve their goals. Organizational trust is an important factor influencing teacher motivation and performance. Schools with high levels of organizational trust have strong communication among members. Teachers and principals trust one another, and teamwork is common. Conversely, a decline in organizational trust leads to reduced communication and diminished trust. Consequently, teachers' motivation and performance increase in schools with high levels of organizational trust.

## **Conclusion**

The outcomes of this research are presented below;

- (1) In this paper, the relationships among job motivation, job performance, school climate, and organizational trust were examined based on teachers' perspectives. The study revealed that teachers' job motivation affects their job performance.
- (2) The study determined that teachers' job motivation affects their perception of school climate.
- (3) The study confirmed that teachers' perceptions of school climate influence their job performance.
- (4) The study indicated that teachers' job motivation influences their perception of organizational trust.
- (5) The study demonstrated that teachers' perception of organizational trust influences their job performance.
- (6) The study found that teachers' perceptions of school climate serve as a mediator between teachers' job motivation and job performance.
- (7) The study revealed that teachers' perceptions of organizational trust serve as a mediator between their work motivation and work performance.

## **Recommendations**

Considering the findings of this paper, the following recommendations can be made.

### **Recommendations for Policymakers**

Since school climate and organizational trust influence teachers' performance and motivation, policymakers should identify the factors affecting school climate and organizational trust within schools and take the necessary measures to foster a positive school climate and enhance organizational trust. Because teachers' performance and motivation are crucial to the education system to achieve its objectives, it is recommended that policymakers implement measures and provide opportunities to enhance teachers' performance and motivation.



## Recommendations for Practitioners

Practical lessons, courses, seminars, and in-service training on work motivation, work performance, school climate, and organizational trust can be provided to both school administrators and teachers. It is suggested that school principals foster a favorable school climate to enhance teachers' performance, motivation, and sense of organizational trust.

## Recommendations for Researchers

This study used quantitative research methods; further research on the same topic could employ qualitative or mixed methods. Future studies could explore the factors that influence school climate, a key concept in school effectiveness and efficiency. As organizational trust is an essential factor in creating a good working environment, research could be done to identify the factors influencing organizational trust in schools.

## Limitations

This paper has some limitations. First, the research relies on cross-sectional data, which allows the relationships between variables to be examined only within a specific time period. The use of cross-sectional data makes it difficult to detect changes in relationships over time and hinders the ability to draw causal conclusions. Second, the use of self-report questionnaires can be another limitation of this research. In such papers that rely on self-report data, participants might tend to present their true attitudes and behaviours differently from reality, or they may provide inaccurate information, raising questions about the data and the potential risk of CMB, despite Harman's single-factor test. Third, the use of convenience sampling, which limits the generalizability of the findings, is another limitation of this research.

## Declarations

**Acknowledgments:** N/A

**Funding:** There was no funding for this research.

**Ethics Statements:** The researchers got approval from Necmettin Erbakan University, Social and Human Sciences Research Ethics Committee. Date: 13/12/2024 No: 2024/896

**Conflict of Interest:** The authors have no competing interests to disclose.

**Informed Consent:** Informed consent was obtained electronically. Participants voluntarily agreed to take part in the study.

**Data availability:** The data that support the findings of this study are available from the corresponding author upon reasonable request.

## References

- Abdillah, F., Afiff, A. Z., Hijrah Hati, S. R., & Furinto, A. (2022). A local destination story for the restoration of the destination image affected by Covid-19 crisis: evidence from Indonesia. *Heliyon*, 8(6), e09784. <https://doi.org/10.1016/j.heliyon.2022.e09784>
- Adriana, M., Santoso, D., Adijaya, Y. H., & Srinio, F. (2023). Effect of organizational climate and achievement motivation on teacher performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(2), 152–165. <https://doi.org/10.31538/ndh.v8i2.3066>
- Afşar, L. (2013). *Örgütsel sessizlik ve örgütsel güven ilişkisi: Konuya ilişkin bir araştırma [Correlation of organizational silence and organizational trust: A research on the subject]*. (Unpublished master's thesis). İstanbul University, İstanbul.

- Aguirre-Urreta, M. I., & Hu, J. (2019). Detecting common method bias: Performance of the Harman's single-factor test. *ACM SIGMIS database: the DATABASE for Advances in Information Systems*, 50(2), 45-70. <https://doi.org/10.1145/3330472.3330477>
- Akbaba, S. (2006). Eğitimde motivasyon [Motivation in education]. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi [Ataturk University Journal of Kazım Karabekir Education Faculty]*, 13, 343–361.
- Akcekoce, A., & Bilgin, K. U. (2016). Okul müdürlerinin liderlik stilleri ve öğretmen performansı [The principals' leadership styles and teachers' performance]. *Çağdaş Yönetim Bilimleri Dergisi [Journal of Contemporary Administrative Science]*, 2(2), 1–23.
- Akinwande, M. O., Dikko, H. G., & Samson, A. (2015). Variance inflation factor: As a condition for the inclusion of suppressor variable(s) in regression analysis. *Open Journal of Statistics*, 05(07), 754–767. <https://doi.org/10.4236/ojs.2015.57075>
- Akpolat, T., & Oğuz, E. (2022). Öğretmenlerin algıladıkları örgütsel güven, umut ve motivasyon düzeyleri arasındaki ilişkilerin incelenmesi [Examining the relationships between teachers' perceived organizational trust, hope and motivation levels]. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi [Journal of Buca Faculty of Education]*, (53), 240–262. <https://doi.org/10.53444/deubefd.1028782>
- Aksoy, H. (2006). *Örgüt ikliminin motivasyon üzerine etkisi [The effects of organizational climate on motivation]*. (Unpublished master's thesis). Marmara University, Istanbul.
- Altaş, S. S., & Kuzu, A. (2013). Örgütsel etik, örgütsel güven ve bireysel iş performansı arasındaki ilişki: okul öncesi öğretmenleri üzerinde bir araştırma [The relation between organizational ethics, organizational trust and individual job performance: A research on preschool teachers]. *Elektronik Mesleki Gelişim ve Araştırmalar Dergisi [Electronic Journal of Occupational Improvement and Research]*, 1(2), 29-41.
- Arısoy, E., & Cömert, M. (2021). The correlation between ethical leadership behaviors of school principals and teacher motivation, *Kastamonu Education Journal*, 29(5), 953-964. <https://doi.org/10.24106/kefdergi.754275>
- Avcı, İ. (2022). *Öğretmenlerin mesleğe yönelik motivasyonları ile algıladıkları okul iklimi arasındaki ilişki [The relationship between teachers' professional motivation and their perceived school climate]*. [Unpublished master's thesis]. İstanbul Kültür University, İstanbul.
- Bentil, J. (2021). School climate and teacher job performance: Evidence from Shama District of Ghana. *European Journal of Education Studies*, 8(11), 44-63. <https://doi.org/10.46827/ejes.v8i11.3968>
- Bhatt, G. M. (1973). Significance of path coefficient analysis in determining the nature of character association. *Euphytica*, 22(2), 338–343. <https://doi.org/10.1007/BF00022643>
- Bilgin, O. (2020). Okul iklimi ve motivasyon [School climate and motivation]. In M. Özgenel (Ed.), *Örgüt ve Okul İklimi [Organizational and School Climate]* (pp.135-143). Ankara: Nobel Academic Publishing.
- Bland, J. M., & Altman, D. G. (1997). Statistics notes: Cronbach's alpha. *BMJ*, 314(7080), 572–572. <https://doi.org/10.1136/bmj.314.7080.572>
- Canlı, S., Demirtaş, H., & Özer, N. (2018). Okul iklimi ölçeğinin geçerlik ve güvenilirlik çalışması [A validity and reliability study for the school climate scale]. *İlköğretim Online [Elementary Education Online]*, 17(4), 1797–1811. <https://doi.org/10.17051/ilkonline.2019.506842>
- Cantaş, C., & Kavas, E. (2015). Ortaokullarda görev yapan öğretmenlerin örgütlerine duydukları güvenin motivasyonları üzerindeki etkileri: Afyonkarahisar ili uygulaması [The effects of the secondary school teachers' trust to their association on their

- motivation: The application of Afyonkarahisar province. *Journal of International Social Research*, 8(41), 920–920. <https://doi.org/10.17719/jisr.20154115073>
- Chin, W. W. (1998). Commentary: Issues and opinion on structural equation modeling. *MIS Quarterly*, 22(1), vii–xvi. <https://doi.org/10.2307/249674>
- Craney, T. A., & Surlles, J. G. (2002). Model-dependent variance inflation factor cutoff values. *Quality Engineering*, 14(3), 391–403. <https://doi.org/10.1081/QEN-120001878>
- Çelikten, M. (2008). Okul örgütü ve yönetimi [School organization and administration]. In V. Çelik (Ed.), *Türk Eğitim Sistemi ve Okul Yönetimi [Turkish education system and school administration]* (pp.121-140). Ankara: Pegem Academy.
- Çiftçi, N. (2017). Öğretmenlerin algularına göre motivasyon kaynaklarının belirlenmesi [Determination of motivation sources according to their teachers]. (Unpublished master's thesis). Maltepe University, Istanbul.
- Çolak, T. S., Arıcı Özcan, N., & Peker, A. (2021). The mediation role of personal meaning profile in the relationship between resilience capacity and meaning in life. *Participatory Educational Research*, 8(3), 252–267. <https://doi.org/10.17275/per.21.64.8.3>
- Çöl, G. (2008). Algılanan güçlendirmenin işgören performansı üzerine etkileri [The effects of perceived empowerment on employee performance]. *Doğuş Üniversitesi Dergisi [Doğuş University Journal]*, 9(1), 35–46.
- Demircan, N., & Ceylan, A. (2003). Örgütsel güven kavramı: Nedenleri ve sonuçları [The Concept of Organizational Trust: Its Causes and Consequences]. *Yönetim ve Ekonomi Dergisi [Journal of Management and Economics]*, 9(1), 139–150.
- Demirtaş, Z., & Bal, M. S. (2023). Ortaokul öğretmenlerinin iş doyumunu ile örgütsel güven algıları arasındaki ilişkinin incelenmesi [An investigation of the relationship between secondary school teachers' job satisfaction and organizational trust perceptions]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi [Abant İzzet Baysal University Journal of Faculty of Education]*, 23(2), 625-642. <https://doi.org/10.17240/aibuefd.2023.-1122906>
- Demming, C. L., Jahn, S., & Boztug, Y. (2017). Conducting mediation analysis in marketing research. *Marketing ZFP*, 39(3), 76–98. <https://doi.org/10.15358/0344-1369-2017-3-76>
- Deniz, B., & Demirdağ, S. (2020). Öğretmenlerin algularına göre okul kültürü, sınıf yönetimi ve öğretmen performansları arasındaki ilişkinin incelenmesi [Investigation of the relationship between school culture, classroom management and teacher performance according to teachers' perceptions]. *Karaelmas Eğitim Bilimleri Dergisi [Karaelmas Journal of Educational Sciences]*, 8(1), 65-81.
- Dilbaz Sayın, S. S. (2017). Okul iklimi ile öğretmen performansı arasındaki ilişkinin incelenmesi [The investigation of the relationship between the school climate and the teacher performance]. (Unpublished doctoral dissertation). Çanakkale Onsekiz Mart University, Çanakkale.
- Emerson, R. W. (2015). Causation and Pearson's correlation coefficient. *Journal of Visual Impairment & Blindness*, 109(3), 242–244. <https://doi.org/10.1177/0145482X1510900311>
- Ertekin, Y. (1978). Örgüt iklimi [Organizational climate]. Ankara: TODAİE Publications.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fairchild, A. J., & McDaniel, H. L. (2017). Best (but oft-forgotten) practices: mediation analysis. *The American Journal of Clinical Nutrition*, 105(6), 1259–1271. <https://doi.org/10.3945/ajcn.117.152546>
- Falk, R. F., & Miller, N. B. (1992). *A primer for soft modelling*. Akron, Ohio: The University of Akron.

- Fei, E. L. E., & Han, C. G. K. (2019). The influence of school climate, teachers' commitment, teachers' motivation on teachers' work performance through teachers' job satisfaction. *International Journal of Advanced Research in Education and Society*, 1(3), 23–35.
- Fırat, T. (2025). *Sınıf Öğretmenlerinin Örgütsel Güven ile Örgütsel Sessizlik Algıları Arasındaki İlişki* [Relationship between organizational trust and organizational silence perceptions of class teachers]. (Unpublished master's thesis). Istanbul Sabahattin Zaim University, Istanbul.
- Fitria, H. (2018). The influence of organizational culture and trust through the teacher performance in the private secondary school in Palembang. *International Journal of Scientific & Technology Research*, 7(7), 82–86.
- Geylani, A. (2013). Okul yönetiminde kültürel liderlik yaklaşımı ve toplumsal boyutu [Cultural leadership approach in school management and its social dimension]. *Karatekin Edebiyat Fakültesi Dergisi* [Karatekin Journal of Faculty of Letters], 1(1), 1-23.
- Gök, S. (2009). Örgüt ikliminin çalışanların motivasyonuna etkisi üzerine bir araştırma [A study on the influence of organizational climate on motivation of employees]. *Uluslararası İnsan Bilimleri Dergisi* [International Journal of Human Sciences], 6(2), 587–605.
- Groß, J. (2003). Variance inflation factors. *R News*, 3(1), 13–15.
- Gülyeryüz, D. G. (2017). *Öğretmenlerin örgütsel güven seviyeleri ve motivasyon seviyeleri ilişkisinin incelenmesi (Bursa İli Nilüfer İlçesi Örneği)*. [Examining relationship of teachers' organizational trust level and motivation level] (Bursa İli Nilüfer İlçesi Örneği). (Unpublished master's thesis). Yeditepe University, Istanbul.
- Hahn, G. J. (1973). The coefficient of determination exposed. *Chemical Technology*, 10(6), 609–612. <https://www2.hawaii.edu/~cbaajwe/Ph.D.Seminar/Hahn1973.pdf>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European business review*, 31(1), 2-24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Halis, M., & Uğurlu, Ö. Y. (2008). Güncel çalışmalar ışığında örgüt iklimi [Organizational climate in the light of current studies]. *ISGUC The Journal of Industrial Relations and Human Resources*, 10(2), 101–123.
- Hatipoğlu, A., & Kavas, E. (2016). Veli yaklaşımlarının öğretmen performansına etkisi [The effects of parents approach on teacher performance]. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi* [Journal of the Human and Social Science Researches], 5(4), 1012-1034. <https://doi.org/10.15869/itobiad.90789>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Hermawati, O., Santosa, E., & Bernarto, I. (2021). Effectiveness of shepherd leadership and trust in the school on teacher's work motivation and commitment to the school during the COVID-19 pandemic. *Veritas: Jurnal Teologi Dan Pelayanan*, 19(2), 215–227. <https://doi.org/10.36421/veritas.v19i2.407>
- Hetharion, W. Y., Akollo, J. G., Pattiruhu, C. M., & Toisuta, M. E. (2026). The relationship between principal leadership, school climate, work discipline, and work motivation with teacher performance in public elementary schools in Ambon city and The Lease Islands. *Tafkir: Interdisciplinary Journal of Islamic Education*, 7(1), 134-154. <https://doi.org/10.31538/tijie.v7i1.2336>
- Hidayati, T. (2018). Correlation between teacher performance with managerial skills of head of school, training, motivation of work, and organization climate in private education Institution. *International Journal of Management and Administrative Sciences*, 5(8), 5–19.

- Hodgetts, R. M. (1991). *Organizational behaviour Theory and practice*. New York: MacMillan International Publishing.
- Hoy, W. K., & Miskel, C. G. (2015). *Eğitim yönetimi: Teori, araştırma ve uygulama [Educational administration: Theory, research, and practice]* (S. Turan, Ed.). Ankara: Nobel Akademik Yayınları [Nobel Academic Publishing].
- Hoy, W. K., Tarter, C. J. & Kottkamp, R. B. (1991). *Open schools/healthy schools: Measuring organizational climate*. Newbury Park, CA: Sage.
- IBM Corp. (2015). IBM SPSS Statistics for Windows, Version 23.0. IBM Corp
- Imran, Q., Ghani, U., & Kazimi, A. B. (2025). Examining the impact of instructional leadership on teachers' organizational commitment: Mediating role of teacher trust in principal and teacher motivation. *The Critical Review of Social Sciences Studies*, 3(2), 1037-1056. <https://doi.org/10.59075/d71wpc16>
- İnceman Kara, F. (2025). Difficulties in emotion regulation and academic procrastination experienced by pre-service teachers: Investigating the mediation of social media addiction. *Participatory Educational Research*, 15(6), 74–87. <https://doi.org/10.17275/per.25.79.12.6>
- İşleyen, R. (2011). *İlköğretim okulu öğretmenlerinin örgütsel güven düzeyleri ile öğretmen performans yönetimi uygulamaları arasındaki ilişki [The relation between the levels of organizational confidence of primary school teachers with the applications of performance managements to the teachers]*. (Unpublished master's thesis). Sakarya University, Sakarya.
- Kargün, S., & Koç, H. (2021). İşgörenlerin motivasyon düzeylerinin örgütsel bağlılık ve iş performansı üzerine etkileri: Konaklama işletmelerinde bir inceleme [The effect of the motivation levels of employees on organizational commitment and job performance: A review in accommodation businesses]. *Journal of Business Research - Turk*, 4(13), 3786–3800. <https://doi.org/10.20491/isarder.2021.1356>
- Karoma, K. (2018). The influence of supervision Implementation by school principal, school climate, and work motivation on performance of madrasah aliyah of Palembang state teacher. *Jurnal Aplikasi IPTEK Indonesia*, 3(2), 93-97. <https://doi.org/10.24036/4.13149>
- Kesici, Ş. (2003). İş motivasyonu [Work motivation]. In H. Izgar (Ed.), *Endüstri ve Örgüt Psikolojisi [Industrial and Organizational Psychology]* (pp. 75-124). Konya: Education Bookstore.
- Kirkman, B. L., & Rosen, B. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *Academy of Management Journal*, 42(1), 58–74. <https://doi.org/10.5465/256874>
- Klein, H. J. (1989). An integrated control theory model of work motivation. *Academy of Management Review*, 14(2), 150–172. <https://doi.org/10.5465/amr.1989.4282072>
- Kouhsari, M., Chen, J., & Amirian, S. K. (2023). The effect of principal emotional intelligence on teacher performance: Mediating roles of organizational trust and professional learning community. *Leadership and Policy in Schools*, 22(4), 1099–1113. <https://doi.org/10.1080/15700763.2022.2088392>
- Küçüközkan, Y. (2015). Liderlik ve motivasyon teorileri: Kuramsal bir çerçeve. [Leadership and motivation theories: A Theoretical framework]. *Uluslararası Akademik Yönetim Bilimleri Dergisi [International Journal of Academic Management Sciences]*, 1(2), 85-116.
- Ladyong, B. L. (2014). Organizational climate and teachers' work motivation: A case study of selected schools in Prachinburi, Thailand. *Scholarly Journal of Education*, 3(5), 52–57.

- Langfred, C. W. (2004). Too much of a good thing? Negative effects of high trust and individual autonomy in self-managing teams. *Academy of Management Journal*, 47(3), 385–399. <https://doi.org/10.5465/20159588>
- Laski, S. A., & Moosavi, S. J. (2016). The relationship between organisational trust, OCB and performance of faculty of physical education. *International Journal of Humanities and Cultural Studies (IJHCS)*, 1(1), 1280–1287.
- Liana, L., & Hidayat, D. (2021). The effects of servant leadership, organizational climate, and work motivation on teacher's performance in a level education centre. *Kelola: Jurnal Manajemen Pendidikan*, 8(2), 134–146.
- Lowry, P. B., & Gaskin, J. (2014). Partial least squares (PLS) structural equation modeling (SEM) for building and testing behavioral causal theory: When to choose it and how to use it. *IEEE Transactions on Professional Communication*, 57(2), 123–146. <https://doi.org/10.1109/TPC.2014.2312452>
- MacKinnon, D. P., Krull, J. L., & Lockwood, C. M. (2000). Equivalence of the mediation, confounding and suppression effect. *Prevention science*, 1(4), 173-181. <https://doi.org/10.1023/A:1026595011371>
- Manla, V. H. (2021). School climate: Its impact on teachers' commitment and school performance. *Journal of World Englishes and Educational Practices*, 3(2), 21-35. <https://doi.org/10.32996/jweep.2021.3.2.3>
- Mayer, R. C., & Gavin, M. B. (2005). Trust in management and performance: Who minds the shop while the employees watch the boss? *Academy of Management Journal*, 48(5), 874–888. <https://doi.org/10.5465/amj.2005.18803928>
- McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38(1), 24–59. <https://doi.org/10.5465/256727>
- Misnawati, T. (2020). School climate contribution as an intermediary variable to teacher's work through work motivation and satisfaction. *Journal of K6 Education and Management*, 3(2), 128–137. <https://doi.org/10.11594/jk6em.03.02.04>
- Mitchell, T. R. (1982). Motivation: New directions for theory, research, and practice. *The Academy of Management Review*, 7(1), 80-88. <https://doi.org/10.2307/257251>
- Möllering, G. (2001). The nature of trust: From Georg Simmel to a theory of expectation, interpretation and suspension. *Sociology*, 35(2), 403-420. <https://doi.org/10.1017/S0038038501000190>
- Mühl, J. K. (2014). *Organizational trust. Measurement, impact, and the role of management accountants*. Springer International Publishing Switzerland.
- Nunnally J.C. (1967). *Psychometric theory*. New York: McGraw-Hill.
- Ozer, D. J. (1985). Correlation and the coefficient of determination. *Psychological Bulletin*, 97(2), 307–315. <https://doi.org/10.1037/0033-2909.97.2.307>
- Özer, P. S., & Topaloğlu, T. (2008). Motivasyonda kapsam kuramları [Content Theories in Motivation]. In C. Serinkan (Ed.), *Liderlik ve Motivasyon Geleneksel ve Güncel Yaklaşımlar [Leadership and Motivation: Traditional and Contemporary Approaches]* (pp. 83-104). Ankara: Nobel Publishing and Distribution.
- Peterson, R. A., & Kim, Y. (2013). On the relationship between coefficient alpha and composite reliability. *Journal of Applied Psychology*, 98(1), 194–198. <https://doi.org/10.1037/a0030767>
- Pinkas, G. (2021). Perception of school climate as a mediating factor in relation between teacher motivation and the perceived school principal leadership style. *Društvene i Humanističke Studije (Online)*, 6.3(16), 411–434. <https://doi.org/10.51558/2490-3647.2021.6.3.411>

- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, 88(5), 879-903. <https://doi.org/10.1037/0021-9010.88.5.879>
- Pranitasari, D. (2020). The influence of effective leadership and organizational trust to teacher's work motivation and organizational commitment. *Media Ekonomi Dan Manajemen*, 35(1), 75-91. <https://doi.org/10.24856/mem.v35i1.1257>
- Ringle, C. M., Wende, S., & Becker, J. M. (2015). *SmartPLS 3*. Boenningstedt: SmartPLS GmbH.
- Riwukore, J. R., & Habaora, F. (2021). The influence of competence and work motivation to teacher performance in Smp Negeri At Kota Kupang. *İlköğretim Online*, 20(1), 1010–1017. <https://doi.org/10.17051/ilkonline.2021.01.73>
- Roberts, P., Priest, H., & Traynor, M. (2006). Reliability and validity in research. *Nursing Standard*, 20(44), 41–45. <https://doi.org/10.7748/ns.20.44.41.s56>
- Rucker, D. D., Preacher, K. J., Tormala, Z. L., & Petty, R. E. (2011). Mediation analysis in social psychology: Current practices and new recommendations. *Social and Personality Psychology Compass*, 5(6), 359–371. <https://doi.org/10.1111/j.1751-9004.2011.00355.x>
- Seeram, E. (2019). An overview of correlational research. *Radiologic Technology*, 91(2), 176–179.
- Selçuk, M. (2016). *İlk ve ortaokul öğretmenlerinin okul iklimi algıları ile iş motivasyonları arasındaki ilişki [The relationship between school climate perceptions and work motivation of primary and secondary school teachers]*. (Unpublished master's thesis). Düzce University, Düzce.
- Sezer, Ş., & Uzun, T. (2023). The relationship between school principals' social-emotional education leadership and teachers' organizational trust and job performance. *International Journal of Leadership in Education*, 26(6), 1062–1081. <https://doi.org/10.1080/13603124.2020.1849812>
- Shrestha, N. (2021). Factor analysis as a tool for survey analysis. *American Journal of Applied Mathematics and Statistics*, 9(1), 4–11. <https://doi.org/10.12691/ajams-9-1-2>
- Sigler, T. H., & Pearson, C. M. (2000). Creating an empowering culture: examining the relationship between organizational culture and perceptions of empowerment. *Journal of Quality Management*, 5(1), 27–52. [https://doi.org/10.1016/S1084-8568\(00\)00011-0](https://doi.org/10.1016/S1084-8568(00)00011-0)
- Singh A (2024) Principal Factor Analysis in Scale Construction. *SunText Rev Med Clin Res* 5(2): 199. <https://doi.org/10.51737/2766-4813.2024.099>
- Spector, P. E. (1996). *Industrial and organizational psychology: Research and practice*. USA: John Wiley & Sons Inc.
- State Planning Organization. (2000). *Kamu yönetiminin iyileştirilmesi ve yeniden yapılandırılması özel ihtisas komisyonu raporu [Report of the special expert commission on the improvement and restructuring of public administration]*. Ankara.
- Su, Y. (2019). *Eğitim örgütlerinde öğretmen performans değerlendirme sistemi [Teacher performance evaluation system in educational organizations]*. (Unpublished master's thesis). Yıldız Teknik University, Istanbul.
- Sukrapi, M., Muljono, P., & Purnaningsih, N. (2014). The relationship between professional competence and work motivation with the elementary school teacher performance. *Asian Journal of Humanities and Social Studies*, 2(5), 689–694.
- Tanrıverdi, S. (2007). *Katılımcı okul kültürünün yabancı dil öğretmenlerinin iş motivasyonu ile ilişkisine yönelik örnek bir çalışma [A study on the relationship between participatory school culture and the job motivation of foreign language teachers]*. (Unpublished master's thesis). Yeditepe University, Istanbul.

- Tenenhaus, M., Vinzi, V. E., Chatelin, Y.-M., & Lauro, C. (2005). PLS path modeling. *Computational Statistics & Data Analysis*, 48(1), 159–205. <https://doi.org/10.1016/j.csda.2004.03.005>
- Topcu, İ. (2019). *Okul iklimi ve kültürü. [School climate and culture]*. Ankara: Anı Publishing.
- Tunçer, P. (2013). Örgütlerde performans değerlendirme ve motivasyon [Performance evaluation and motivation in the organization]. *Sayıştay Dergisi [Journal of Turkish Court of Accounts]*, 88, 87–108.
- Uçar, R., & İpek, C. (2019). The Relationship between High School Teachers' Perceptions of Organizational Culture and Motivation. *Journal of Education and Training Studies*, 7(7), 102-116. <https://doi.org/10.11114/jets.v7i7.4198>
- Usikalu, O., Ogunleye, A. J., & Effiong, J. (2015). Organizational trust, job satisfaction and job performance among teachers in Ekiti state, Nigeria. *British Open Journal of Psychology*, 1(1), 1–10.
- Utomo, H. B., Suminar, D. R., & Hamidah, H. (2019). Capturing teaching motivation of teacher in the disadvantaged areas. *Jurnal Cakrawala Pendidikan*, 38(3), 398–410. <https://doi.org/10.21831/cp.v38i3.26411>
- Uygur, M. (2023). *Eğitim kurumlarında öğretmenlerin örgütsel iklim algıları üzerinde etkili olan örgütsel davranış faktörleri: Bir meta analiz çalışması [Organizational behavior factors affecting teachers' organizational climate perception in educational institutions: A meta analysis study]*. (Unpublished doctoral dissertation). Kırşehir Ahi Evran University, Kırşehir.
- Van Scotter, J., Motowidlo, S. J. & Cross, T. C. (2000). Effects of task performance and contextual performance on systemic rewards. *Journal of Applied Psychology*, 85(4), 526-535. <https://doi.org/10.1037/0021-9010.85.4.526>
- Welsh, W. N. (2000). The effects of school climate on school disorder. *The ANNALS of the American Academy of Political and Social Science*, 567(1), 88–107. <https://doi.org/10.1177/000271620056700107>
- Yıldırım, R. (2023). *Öğretmen performansının değerlendirilmesine ilişkin bir model önerisi [A model suggestion in respect of evaluation of teacher performance]*. (Unpublished doctoral dissertation). Necmettin Erbakan University, Konya.
- Yılmaz, F. (2009). *Eğitim örgütlerinde örgüt kültürünün öğretmenlerin iş motivasyonu üzerindeki etkisi [Effects of organizational culture in educational organizations on teachers' job motivation]*. (Unpublished master's thesis). Selçuk University, Konya.
- Yılmaz, K. (2006). Güven ölçeği'nin geçerlik ve güvenilirlik çalışması [The validity and reliability study of the trust scale]. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi [Sakarya University Journal of Education Faculty]*, 11, 69–80.