

## **The Mediating Role of Leader-Member Exchange on the Relationship between Trust in School Principals and Job Satisfaction**

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**Abstract:** This study aims to examine the effects of the teachers' trust in the school principals on the teachers' job satisfaction and to analyze the mediating role of leader-member exchange in this effect. In that context, a research has been conducted on the teachers working in middle schools in Mersin. As a research design, correlational survey design has been used. The sample group of the research consists of 291 people who have been selected by means of simple random sampling. Minnesota Satisfaction Questionnaire, Scale of Trust in the Manager, Scale of Multidimensional Leader-Member Exchange 12 have been used as scales. Data have been analyzed by hierarchical multiple linear regression method. Findings of this study indicate that teachers' trust in the school principals and the leader-member exchange between school principals and teachers significantly predict teachers' job satisfaction. The results of the mediation tests show that the leader-member exchange between school principals and teachers is a partial mediator of the relationship between the teachers' trust in the school principals and teachers' job satisfaction levels. It is concluded that the teachers' trust in school principal directly predicts the teachers' job satisfaction and the teachers' trust in school principals indirectly predicts the teachers' job satisfaction by means of leader-member exchange. Based on the findings of the research, it is suggested that the school principals should improve their knowledge and abilities related to organizational behaviour, human relations, psychology and human resource management.

**Keywords:** job satisfaction; leader-member exchange; mediating role; trust in school principal.

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### **INTRODUCTION**

The trust is an important factor in terms of the fact that it enables the organizations to achieve their goals, increase their efficiency, preserve their positions or progress. The trust is a key element which helps people to have healthy and long term relationships, become efficient and happy. Therefore, the trust has a vital prominence for organizations. The fact that the trust based relationship is formed in the organization reduces the workers' stress and decreases the conflicts and uncertainties. Thus, this situation can have a positive impact on the workers' motivation and performance. Moreover, the increase in the workers' motivation and performance influences the workers' commitment to the organization and job satisfaction [1-2-3].

The managers of the organizations have responsibilities for the fact that the organization can obtain the advantages and returns of the trust based environment. The managers should strengthen the trust based environment by having trustworthy behaviours. As some of the researchers think that the attitude and behaviours which the managers have represent the

organizations' institutional structure, they state that the feeling of trust put in managers is regarded as the feeling of the trust placed in whole organization. In the literature, the trust in manager is defined as like that: Even though what the manager in superior position will do is uncertain, the person in subordinate position believes that the manager will behave in a way creating positive results for himself and take all of the risks [4-5-6-7]. The antecedents of the trust expected from the manager are honesty, competence, having caring and helpful behaviours towards workers [8]. In other words, the manager's remarks should be consistent with his behaviors, he should be honest, he should be communicative, he should be helpful towards workers and he should be competent enough to carry out his duty successfully [9]. When the manager has these qualities, the relationships based on the trust, which is very invaluable for organizational efficiency can be established.

The formation of trust based relationships in the organizations enables the workers to feel trust in their managers and all of the organizations, have emotional commitment to the organization, define themselves as

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part of the organization, have job satisfaction and not to desert the organization. The workers' trust positively contributes to their expectations, job satisfaction from doing their jobs, their abilities and skills. The workers' trusting their organization, their managers and friends enable them to committing themselves to their job and have high morale. The workers gain the job satisfaction, which is the positive feeling that the workers have as a result of evaluating their jobs, more quickly and at a higher degree together with the feeling of trust [10].

When the workers believe that the managers are reliable, they feel more positive about the managers' decisions and they feel more secure [11]; the workers believe that the managers will not abuse responsibilities and reciprocal expectations that are formed between them and the managers during the process of working. As a result of this situation, the workers have positive feelings about their jobs and they feel satisfied [12].

The research done in the field of organizational behaviour emphasizes the trust in manager has an important role in job satisfaction [13-14-15-16-17]. It is stated that the trust in manager influences the relationship between the manager and the workers positively and enables this relationship to be formed on strong bases. It is also expressed that the workers have more efficient performances than expected and have job satisfaction as they feel trust in managers [18]. Many researches done related to the trust in manager and job satisfaction support the fact that there is a relationship between the trust in manager and job satisfaction. For example, [19], [20] find out that there is a meaningful relationship between the trust in manager and job satisfaction. In the research done on managers and shop assistants by [21], it is found out that the trust in managers influences the shop assistants' job satisfaction to a high extent. In the meta-analysis carried out on the trust in manager, [22] states that there is a meaningful relationship between the trust in manager and job satisfaction. Moreover, [23] make a research on the relationship between the trust in manager and job satisfaction and they find out that the trust in manager influences the job satisfaction and the trust in manager plays an important role in job satisfaction.

Another concept, which is closely related to the workers' trust in managers and their job satisfaction, is the concept of leader-member exchange. One of the theories which focuses on leader-member exchange, which means the exchange and interaction between workers and managers is Leader-Member Exchange Theory (LMX, Leader-Member Exchange) [24-25]. Leader-Member Exchange Theory suggests that the leader doesn't establish the same relationship with all of the workers in the organization, the relationship which the leader establishes with one of the subordinates can be different from the leader's relationship with other

subordinates; therefore, the researches must focus on the exchange between the leader and subordinates instead of focusing on the leader or the subordinates. Consequently, Leader-Member Exchange Theory differs from traditional leadership theories and models which focus on leaders (managers) or subordinates (workers) in terms of the fact that it focuses on the exchange between leaders and subordinates.[26-27].

Leader-Member Exchange Theory explains how the leader uses his position power in order develop relationships with a subordinate, which is different from the relationships with the other subordinates. Based on the assumption that the leader doesn't use the same leadership style for all of subordinates in the organization and the leader's treatments towards subordinates change from one subordinate to another subordinate, the theory focuses on how the leader develops different relationships with each of the subordinates. Leader-Member Exchange Theory develops from various theories. The name of these theories are role theory, social change theory, equity theory and organizational justice models [28-29].

According to Leader-Member Exchange Theory, which is the synthesis of the theories indicated above, leader-member exchange is composed of four dimensions, whose names are contribution, affect, loyalty and professional respect. According to the dimension of contribution, the workers who influence their leaders and who are in their leaders' favour by means of their performance have higher quality relationship than other workers [30-31-32]. The dimension of affect means that the leader and the subordinate influence each other. In this dimension, the feelings that the leader and the subordinate have about each other depend on interpersonal relations and care. [33] finds out that liking a person is more efficient factor for determining leader-member exchange than the leader's evaluating the worker's job performance. In the dimension of loyalty, as the leaders can't observe and control the tasks and duties that they assign to the subordinates and they are selective about assigning all of tasks to the subordinates, they prefer assigning the task requiring responsibility and correct decisions to the loyal subordinates [34]. The dimension of professional respect means that the professional esteem that the leader or the subordinate has gained inside or outside the institution and in this dimension, the leader wants the workers whose professional knowledge he trusts in to be in the group which is close to him so that s/he can benefit from their experiences [35].

The quality of the relationship between the manager and the worker affects the trust which the worker feels in the manager. The worker's not suspecting the manager's behaviours and remarks depends on the quality of the exchange between them. The fact that quality of the exchange is high between

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the worker and the manager influences the trust which the worker feels in the manager positively [36]. In the high quality exchange, the relationship between the manager and the subordinate is friendly; there are reciprocal trust, respect, exchange and commitment. The trust and respect are important factors for the fact that high quality exchange can be developed [37]. Nonexistence of trust causes the disagreement and conflict. Hence, the trust is prerequisite for high quality leader-member exchange [38]. In other words, the manager has expectations from the workers and the workers have expectations from the manager. Provided that the parties concerned trust each other and perform the tasks and meet the expectations, the expectation can be met and, thus they feel satisfied reciprocally. In fact, some researchers regard the trust as the component of Leader-Member Exchange Theory and a dimension of leader behaviour. Emphasizing that the trust has been an important factor recently and the reciprocal trust between the managers and the workers strengthens the leader-member exchange quality, [39] suggest that a balance should be kept between the manager's trust in workers and the workers' trust in managers. Moreover, [40] state that high quality leader-member exchange depends on reciprocal trust, respect, positive support, open communication, loyalty and love and that high quality leader-member exchange is related to high performance.

Just as the relationship between leader-member exchange and the trust in manager is stated in the theory, it is also stated to be found out by means of the researches. For example, in the researches done by [41] and Gornetz and Rosen [as cited in 42] and Wat and Shaffer [as cited in 43], it is found out that there is a meaningful relationship between leader-member exchange and the trust in manager. Moreover, in the research done by [44] in order to determine the effect of leader-member exchange on the trust in manager among the white collar workers, it is found out that there is a high meaningful relationship between leader-member exchange and the trust in manager. Furthermore, [45] determines that the socially interpersonal similarities predict the formation of the trust in managers.

In addition to the relationship between the trust in manager and leader-member exchange, it seems possible that there is a positive relationship between the leader-member exchange and job satisfaction. The manager has a strong influence on determination of the responsibilities and the subordinates' carrying out the tasks assigned to them. When the similarity of value judgement and personal characteristics between the manager and the subordinate increases, the possibility that the leader-member exchange will have high quality increases. This situation increases the possibility that the subordinate will be assigned to tasks and duties that are appropriate to his skill and performance. Hence, job satisfaction increases. When the low quality exchange

exists, the manager can't recognize the subordinate and the possibility that the subordinate is assigned to the tasks that is inappropriate to his/her performance increases. This situation causes job dissatisfaction [46-47]. Moreover, when the high exchange is formed, the manager supports the subordinate; the subordinate can get the necessary resources and as the chance for getting feedback for his performance and having cooperation with the manager is high, job satisfaction becomes higher [48]. [49] state that leader-member exchange is effective in the increase in the workers' performance.

In the researches done on the relationship between leader-member exchange and job satisfaction, it is found out that there is a positive relationship between leader-member exchange and job satisfaction. For example, [50] aims to determine the relationship between leader-member exchange and job satisfaction and finds out that there is a positive, meaningful and average relationship between leader-member exchange and job satisfaction. In addition, [51] analyses the relationship between the determining factors of leader-member exchange and job satisfaction in China, they determine that there is a high meaningful relationship between leader-member exchange and job satisfaction. Furthermore, in the research done in the Netherlands, [52] detect that there is a positive relationship between leader-member exchange and job satisfaction.

As a result, it is possible that there is a meaningful relationship among the trust in manager, leader-member exchange and job satisfaction. The similarities between the personal characters and value judgements increase the exchange between the leader and the subordinate. The fact that the leader is consistent in terms of his remarks and behaviour, he has professional respect and honesty enables the workers to trust in their manager. The workers' trusting the manager influences the exchange between the manager and the subordinate positively. Consequently, the increase in the leader-member exchange has a positive impact on the workers' performance and job satisfaction [53]. This research is based on this idea and in this research, it is tried to prove the correctness of this hypothesis. Moreover, in literature, the researches finding out that there is a meaningful relationship between the trust in manager and job satisfaction and between leader-member exchange and job satisfaction suggest that these variables should be analyzed together with other variables in other sectors [54-55-56]. By considering these suggestions, this study aims to examine the effects of the teachers' (subordinates') trust in the school principals (manager) on job satisfaction and to analyze the mediating role of leader-member exchange in this effect.

In the 21<sup>st</sup> century, the organizations have started to understand the importance of the human factor for their success. This situation increases the

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value placed on human beings. In the era, in which we live and the competition increases very fast, the workers' happiness, their job satisfaction and their trust in managers, co-workers and the organization have a vital prominence for the fact that the organizations prevent the skilled worker from leaving the institution. As the workers' satisfaction from their job and work environment, their trust in the manager creates positive results both for the organization and the worker, the variables of the job satisfaction and trust in manager have been analysed in various researches. The fact that the workers don't suspect the managers' behaviours and remarks depends on the quality of the exchange which they have with their managers. The worker who has a high quality exchange with the manager also has a higher degree of trust in the manager. Consequently, the workers who trust their managers and have a high quality exchange with their managers have more job satisfaction and this situation makes them more efficient. The similar situation is valid for the teachers working in the educational institutions. In Turkey, there aren't any researches which examine the effects of the teachers' trust in the school principals on job satisfaction and analyze the mediating role of leader-member exchange in this effect. Within the context of related literature, it is aimed to research whether the teachers' trust in the school principals directly predict their job satisfaction and whether there is a mediating role of leader-member exchange in the relationship between the teachers' feeling of trust in the school principals and their job satisfaction. The findings of the research can be taken into account during the process of selecting school principals, who are one of the key components determining the efficiency of the schools and these findings can also be used for improving in-service trainings of school principals, which are organized for making them more efficient.

## **METHOD**

### **Research Model**

In the study, as it is aimed to examine the effects of the teachers' trust in the school principals on job satisfaction and to analyze the mediating role of leader-member exchange in this effect, this research is designed with correlational survey design. Correlational survey design is a research model which aims to determine the existence and/or degree of joint variation between two or more variants. Correlation and comparison are analysis models that relate to correlational survey design. Correlation aims to determine whether two or more variables fluctuate together and the extent to which the two or more variables fluctuate together if there is a fluctuation. In the comparison, cause-effect relationship (causality) is aimed to be predicted. The first variable is the independent variable, the second variable is dependent variable. It is tried to determine whether the dependent variable changes according to the independent variable. It isn't possible to determine the

level of joint variation in comparison as it is in correlation. In comparison, the result is indicated as the fact that there is a relationship or there isn't a relationship [57-58-59].

### **Population and Sample**

The target population of the study includes the teachers working in middle school in the centre of Mersin Province in 2014-2015 fall and spring semesters. The sample group of the research consists of 291 people who have been selected from the population by means of simple random sampling. The sample consists of 160 males (55%), 131 females (45%). In terms of education level, 184 subjects have bachelor's degree (63%), 72 subjects have postgraduate degree (24%) and 35 subjects have associate degree (two year degree) (13%). In terms of branches, 110 participants have branches related to math and science (37,8%), 150 participants have branches related to social sciences (51,5%) and 31 participants have branches related to culture (10,7%). In terms of salary levels, 66 subjects (22,7%) indicate their level of salary as 2000 Turkish Liras and below, 151 subjects (51,9%) indicate their level of salary between 2001-2800 Turkish Liras, 74 (25,4 %) subjects indicate their level of salary above 3000 Turkish Liras. In terms of age, 46 (15,8%) participants have ages between 20 and 30, 103 (35,4%) participants have ages between 31 and 40, 90 (30,9%) have ages between 41 and 50, 52 (17,9%) participants have ages 51 and above. In terms of the number of the year for the teachers' working with the same school principal, 43 (14,8%) participants work with the same manager for one year, 116 (39,9%) participants work for 2 years, 21 (7,2%) participants work for 3 years, 32 (11%) participants work for 4 years and 79 (27,1%) participants work for 5 years. In terms of seniority, 76 (26,1%) participants have a seniority between 1 and 10 years, 108 (37,1%) participants have a seniority between 11 and 20 years, 107 (36,8%) participants have a seniority for more than 20 years.

### **The Research Instruments**

Three scales have been used for collecting data. To collect data about the teachers' feeling of trust in school principals, the scale, which is developed by [60] was used in this study. The name of the scale is The Scale of Trust in Manager. The scale is a Likert-type scale and its items are rated on 5 point scale which ranges from Definitely Agree (1) to Definitely Disagree (5). Based on the results of reliability analysis, it is seen that that cronbach alpha for the scale is 0,932. To collect data about the teachers' feeling of job satisfaction, Minnesota Satisfaction Questionnaire is used. This scale is developed by [61]. It is translated into Turkish by Baycan [62]. This scale is a Likert-type scale and its items are rated on 5 point scale which ranges from Not Satisfied (1) to Extremely Satisfied (5). Based on the results of reliability analysis, it is seen that

that cronbach alpha for the scale is 0,930. To collect data about leader-member exchange, The Scale of Multidimensionality of Leader-Member Exchange 12 (LMX-MDX-12) is used. This scale is developed by [63]. The version of the scale, which is translated by Cevrioglu [64] is used in the study. This scale is a Likert-type scale and its items are rated on 5 point scale which ranges from Not Satisfied (1) to Extremely Satisfied (5). Based on the results of reliability analysis, it is seen that that cronbach alpha for the scale is 0,850.

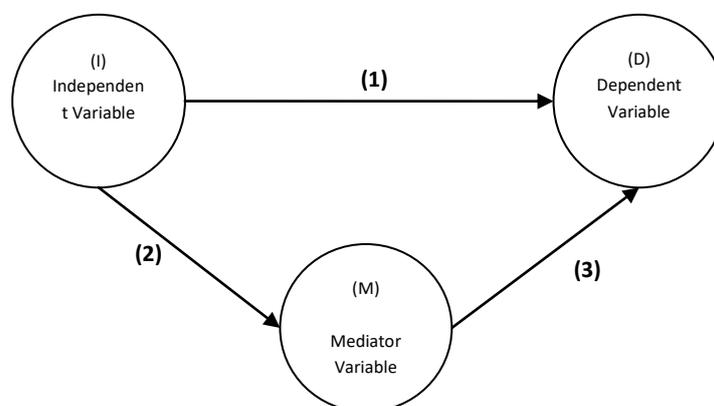
### Data Analysis

Statistical Package for the Social Sciences (SPSS) version 13.0 is used to analyze the data. Data have been analyzed by hierarchical multiple linear regression method. Before starting to analyze the data, data have been analysed in terms of marginal values, missing value, normality and multi-collinearity . In other words, the assumptions of the analyses have been tested. The assumptions of regression analyses have been tested by investigating the degree of associations between variables as well as linear relationships There ought to be significant and linear relationships among research variables but no multi-collinearity should exist among independent variables to enable us to perform regression analysis [65].

In our research model, hierarchical multiple linear regression has been used. In the analysis model, the effect (prediction) of independent variables such as the trust in manager and leader-member exchange on

the dependent variable, which is job satisfaction, is analyzed while the variables such as gender, age, seniority, level of education, branch, salary levels and the number of years for working with the same manager are controlled. The model that is wanted to be tested is "The middle school teachers' trust in the school principals predicts their job satisfaction directly and it also predicts their job satisfaction indirectly by means of the mediation of leader-member exchange". In this research, the mediating effect of leader-member exchange on the fact that middle school teachers' trust in school principals predicts the teachers' job satisfaction is researched. Mediation model is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable and a dependent variable via the inclusion of a third explanatory variable, known as a mediator variable. the mediator variable serves to clarify the nature of the relationship between the independent and dependent variables. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables.

The mediation effect can be defined as the state of being mediator of the third variable in the relationship between two variables. There are some requirements that must be met to say that the third variable mediates the relationship between the two variables or say that there is an indirect mediation effect on the relationship between the two variables.



**Fig-1: Mediation Effect in Baron and Kenny Model**

As it is seen in Figure 1, it is assumed that there are three variables, which are (I) Independent Variable, (D) Dependent Variable and (M) Mediator Variable in order to explain the mediation effect. [66] states that the four requirements below must be met to prove the mediation effect by means of regression analysis. (1) I is a significant predictor of D. (2) I is a significant predictor of M. (3) M is a significant predictor of D, while controlling for I. (4) I's predicting D has been significantly reduced or the relationship between I and D has been statistically insignificant while controlling for M. In the fourth step, in the case of the fact that I's

predicting D has become statistically insignificant, M is defined as full mediator variable. However, if there is a significant reduction in I's predicting D, M is defined as partial mediator variable [67-68]. In partial mediation effect, I predicts D directly and I also predicts D via M indirectly. In this model, the effect of I on D, which is calculated without controlling for M is a total of direct and indirect effects.

To test the significance of mediation effects, there are 14 testing methods in the literature. Sobel's Test, which is used mostly and which is determined to produce

reliable results is used in this research. Sobel's test is calculated to determine if the relationship between the independent variable and dependent variable has been significantly reduced after inclusion of the mediator variable. In other words, this test assesses whether a mediation effect is significant [69]. To use Sobel's Test, MedGraph-I Programme, which has been developed by [70] and which is free and accessible on the internet is used.

## RESULTS

### Correlation Analysis Among The Trust in School Principals, Teachers' Job Satisfaction and Leader-Member Exchange

**Table.1 The Results of the Correlation Analysis of The Variables of Trust in School Principal, Teachers' Job Satisfaction and Leader-Member Exchange**

Variables	Trust in S. Principal	Leader Member Exchange	Job Satisfaction
Trust in S. Principal	0,000		
Leader Member Exchange	0,859***		
Job Satisfaction	0,954***	0,776***	
***p<0,001			

In Table 1, it is seen that there is a positive and meaningful relationship between the teachers' trust in school principals and their job satisfaction ( $r=0,954$ ;  $p<0,001$ ). As the correlation coefficient is higher than 0,70, the relationship between the teachers' trust in school principals and their job satisfaction is a strong relationship [72-73]. Considering the determination coefficient ( $r^2=0,910$ ), it can be said that 91 % of the total variance in the job satisfaction results from the trust in school principals. 91 % of the total variance in job satisfaction can be explained by variation in the trust in school principals. In other words, total explained variance is 91 % , which is considered to be high. When the trust in school principals increases by 1 unit, the teachers' job satisfaction increases by 0,910 unit. (One unit of increase in the trust in school principal means 0,910 unit of increase in job satisfaction.) Thus, when the value of the trust in school principals increases, the value of the teachers' job satisfaction increases. Similarly, it is found out that there is a positive and meaningful relationship between the teachers' trust in school principals and leader-member exchange ( $r=0,859$ ;  $p<0,001$ ). As the correlation coefficient is higher than 0,70, the relationship between the teachers' trust in school principals and leader-member exchange is a strong relationship [74-75]. Considering the determination coefficient ( $r^2=0,737$ ), it can be said that 73 % of the total variance in the leader-member exchange results from the trust in school principals. 73 % of the variance in leader-member exchange can be explained by variation in the trust in school principal. In other words, total explained variance is 73 % , which is considered to be high. When the trust in school principals increases by 1 unit, the leader-member exchange increases by

In order to analyze the data by using the method of hierarchical multiple linear regression, there should be a correlation among the independent variable, dependent variable and the variable that is thought to be a mediator variable [71]. Pearson Correlation Analysis is used to examine the correlations between the variables. The findings related to Pearson Correlation Analysis, which is performed to determine whether there is a relationship among the variable of trust in school principals, the variable of teachers' job satisfaction and the variable of leader-member exchange are given in the correlation matrix, shown in Table 1.

0,737 unit. Thus, when the value of the trust in school principals increases, the value of the leader-member exchange increases. Moreover, it is seen that there is a positive and meaningful relationship between the leader-member exchange and their job satisfaction ( $r=0,776$ ;  $p<0,001$ ). As the correlation coefficient is higher than 0,70, the relationship between the leader-member exchange and job satisfaction is a strong relationship [76-77]. Considering the determination coefficient ( $r^2=0,602$ ), it can be said that 60 % of the total variance in the job satisfaction results from the leader-member exchange. 60 % of the variance in job satisfaction can be explained by variation in the leader-member exchange. In other words, total explained variance is 60 % , which is considered to be high. When the leader-member exchange increases by 1 unit, the teachers' job satisfaction increases by 0,602 unit. Thus, when the value of the leader-member exchange increases, the value of the teachers' job satisfaction increases.

### The Relationship Between The Trust in School Principals and Teachers' Job Satisfaction

As it is mentioned above, [78] states that there are some requirements that must be met to say that the third variable mediates the relationship between the two variables or say that there is an indirect mediation effect on the relationship between the two variables. To prove the mediation effect by means of regression analysis, the first requirement that must be met is that the independent variable has to predict the dependent variable significantly. To determine whether this requirement has been met, the general scores (means) of the variables of the trust in school principals and the teachers' job satisfaction have been used and simple

linear regression analysis have been carried out. The findings related to the simple linear regression analysis, which has been carried out to determine whether the

trust in school principal significantly predicts teachers' job satisfaction is shown in Table 2.

**Table-2: The Results of Simple Linear Regression Analysis For the Variable of the Trust in School Principal to Predict the Variable of Teachers' Job Satisfaction**

Model		Dependent Variable Job Satisfaction					
Independent Variable	B	Std. Error	Beta	t	p	f	
Constant	0,381	0,465		0,818	0,414		
Gender	0,326	0,126	0,139	2,598	0,011		
Age	0,433	0,117	-0,356	-3,719	0,371		
Level of Education	0,432	0,122	0,219	3,552	0,134	15,423	
Years with S. Principal	0,041	-0,081	0,051	0,501	0,616		
Salary	0,309	-0,141	0,183	2,199	0,148		
Seniority	0,149	0,171	0,101	0,875	0,383		
Branch	0,05	0,088	0,039	0,759	0,448		
Constant	-0,2	0,322		-0,621	0,535		
Gender	-0,093	0,088	0,041	1,059	0,291		
Age	-0,076	0,085	0,063	-0,893	0,372		
Level Education	0,126	0,086	0,064	1,465	0,144	67,293***	
Years with S. Principal	-0,172	0,057	0,218	-3,003	0,132		
Salary	-0,076	0,099	0,045	-0,76	0,448		
Seniority	0,166	0,117	0,112	1,415	0,158		
Branch	0,051	0,061	0,029	0,821	0,412		
Trust in S. Principal	0,851	0,039	0,954	17,658	0		
$\Delta R^2 = ,910***$							
*p<.05, **p<.01, ***p<.001							

The simple linear regression analysis establishes that the trust in school principals statistically significantly predicts the teachers' job satisfaction ( $F=67,293$ ;  $p<0,001$ ). When the general score of the trust in school principal increases by 1 unit, the general score of job satisfaction increases by 0,954 unit ( $\beta=0,954$ ;  $t=17,658$ ;  $p<0,001$ ). The results of the regression analysis show that the trust in school principal explains a significant proportion of variance in job satisfaction ( $R^2=0,910$ ). It can be said that the trust in school principal accounts for 91% of the explained variability in teachers' job satisfaction. Considering these findings, it can said that the trust in school principals significantly predicts teachers' job satisfaction.

### The Relationship Between The Trust in School Principal and Leader-Member Exchange

The second requirement that must be met in order to prove the mediation effect by means of regression analysis is that the independent variable statistically significantly predicts the mediator variable [79]. To determine whether this requirement has been met, the simple linear regression analysis has been carried out by using the total score of the trust in school principal and the total score of leader-member exchange. The findings related to the simple linear regression analysis, which has been carried out to determine whether the trust in school principal

significantly predicts leader-member exchange is shown in Table 3.

The simple linear regression analysis establishes that the trust in school principals statistically significantly predict the leader-member exchange ( $F=106,682$ ;  $p<0,001$ ). When total score of the trust in school principal increases by 1 unit, the total score of leader-member exchange increases by 0,882 unit ( $\beta=0,882$ ;  $t=28,580$ ;  $p<0,05$ ). The results of the regression analysis show that the trust in school principal explains a significant proportion of variance in leader-member exchange ( $R^2=0,777$ ). It can be said that the trust in school principal accounts for 77,7 % of the explained variability in leader-member exchange. Considering these findings, it can said that the trust in school principals significantly predicts leader-member exchange.

### The Relationship Between Leader-Member Exchange and Job Satisfaction

The third requirement that must be met in order to prove the mediation effect by means of regression analysis is that the mediator variable statistically significantly predicts the dependent variable while controlling for the independent variable [80]. To determine whether this requirement has been met, the simple linear regression analysis has been carried out by using the total score of leader-member exchange and

the total score of job satisfaction. The findings related to the simple linear regression analysis, which has been carried out to determine whether the leader-member

exchange significantly predicts the teachers' job satisfaction is shown in Table 4.

**Table -3: The Results of Simple Linear Regression Analysis For the Variable of the Trust in School Principal to Predict the Variable of Leader-Member Exchange**

Model		Dependent Variable Leader -Member Exchange					
Independent Variables		B	Std. Error	Beta	t	p	f
	Constant	0,812	0,401		2,023	0,424	
	Gender	0,198	0,109	0,187	1,824	0,111	
	Age	0,567	0,101	0,418	5,631	0,371	
	Level of Education	0,209	0,105	0,109	1,993	0,234	30,087
1. Step	Years with S. Principal	0,042	-0,07	0,054	0,596	0,552	
	Salary	0,351	-0,121	0,214	2,889	0,108	
	Seniority	0,061	0,147	0,402	0,413	0,683	
	Branch	0,013	0,076	0,103	0,165	0,869	
	Constant	0,291	0,266		1,093	0,275	
	Gender	-0,012	0,072	0,401	0,159	0,873	
	Age	-0,109	0,07	0,613	1,551	0,112	
2. Step	Level of Education	0,066	0,071	0,364	0,928	0,354	106,682***
	Years with S. Principal	-0,149	0,047	0,218	-3,155	0,132	
	Salary	-0,006	0,082	0,145	-0,068	0,946	
	Seniority	0,076	0,097	0,212	0,786	0,432	
	Branch	0,003	0,052	0,129	0,053	0,958	
	Trust in S. Principal	0,926	0,048	0,882	28,580	0,000	

$\Delta R^2 = ,777***$   
\*p<.05, \*\*p<.01, \*\*\*p<.001

**Table-4: The Results of Simple Linear Regression Analysis For the Variable of the Leader-Member Exchange to Predict the Variable of Teachers' Job Satisfaction**

Model		Dependent Variable: Job Satisfaction					
Independent Variables		B	Std. Error	Beta	t	p	f
	Constant	0,381	0,465		0,818	0,414	
	Gender	0,326	0,126	0,139	2,598	0,151	
	Age	0,433	0,117	0,356	3,719	0,171	
	Level of Education	0,432	0,122	0,219	3,552	0,221	15,423
1. Step	Years with S. Principal	0,041	-0,081	0,051	0,501	0,452	
	Salary	0,309	-0,141	0,183	2,199	0,408	
	Seniority	0,149	0,17	0,101	0,875	0,383	
	Branch	0,067	0,088	0,224	0,759	0,469	
	Constant	0,253	0,346		0,73	0,466	
	Gender	-0,172	0,094	0,301	1,838	0,813	
	Age	-0,119	0,091	0,214	0,119	0,924	
2. Step	Level of Education	0,269	0,091	0,364	2,964	0,614	53,924***
	Years with S. Principal	-0,103	0,061	0,118	0,135	0,893	
	Salary	-0,201	0,106	0,245	0,336	0,737	
	Seniority	0,101	0,126	0,112	0,806	0,422	
	Branch	0,057	0,065	0,129	0,876	0,382	
	Trust in S. Principal	0,789	0,040	0,332	20,255	0,000	

$\Delta R^2 = ,110***$   
\*p<.05, \*\*p<.01, \*\*\*p<.001

The simple linear regression analysis establishes that the leader-member exchange statistically significantly predicts the teachers' job satisfaction ( $F=53,924$ ;  $p<0,001$ ). When total score of the leader-member exchange increases by 1 unit, the total score of the teachers' job satisfaction increases by 0,332 unit ( $\beta=0,332$ ;  $t=20,255$ ;  $p<0,001$ ). The results of the regression analysis show that the leader-member exchange explains a significant proportion of variance in the teachers' job satisfaction ( $R^2=0,110$ ). It can be said that the trust in leader-member exchange accounts for 11 % of the explained variability in the teachers' job satisfaction. Considering these findings, it can be said that the leader-member exchange significantly predicts the teachers' job satisfaction.

### The Relationship Among The Trust in School Principal, Teachers' Job Satisfaction and Leader-Member Exchange

The fourth requirement that must be met in order to prove the mediation effect by means of regression analysis is that the independent variable's predicting dependent variable has been significantly reduced or the relationship between the independent variable and dependent variable has been statistically insignificant while controlling for mediator variable [81]. In this part of the article, there are findings related to hierarchical multiple linear regression, which has been done to determine whether there is a mediation effect of leader-member exchange on the fact that the trust in school principal significantly predicts the teachers' job satisfaction. In Table 5, which shows the results of mediation analysis, the trust in school principal is used as a control variable in analysis model while analyzing the data to determine whether the leader-member exchange significantly predicts the teachers' job satisfaction.

**Table-5: The Results of Hierarchical Multiple Linear Regression Analysis For The Variables of Leader-Member Exchange and Trust in School Principal to Predict the Variable of Teachers' Job Satisfaction**

Model		Dependent Variable: Job Satisfaction					
Independent Variables		B	Std. Error	Beta	t	p	f
1. Step	Constant	-0,200	0,322		-0,047	0,963	
	Gender	0,093	0,088	0,079	-1,059	0,291	
	Age	-0,076	0,085	0,101	-0,893	0,372	
	Level of Education	0,126	0,086	0,064	1,465	0,144	67,293***
	Years with S. Principal	-0,172	0,057	-0,218	-3,003	0,113	
	Salary	-0,076	0,099	-0,045	-0,76	0,448	
	Seniority	0,166	0,117	0,093	1,415	0,158	
	Branch	0,05	0,061	0,029	0,821	0,412	
	<b>Trust in S. Principal</b>	1,032	0,058	0,954	17,658	0,000	
	Constant	-0,300	0,310		-0,359	0,72	
2. Step	Gender	0,097	0,084	0,081	-1,149	0,252	
	Age	-0,114	0,082	-0,103	-1,38	0,169	
	Level of Education	0,148	0,082	0,75	1,795	0,174	67,486***
	Years with S. Principal	-0,121	0,056	-0,153	-2,159	0,032	
	Salary	-0,078	0,096	-0,046	-0,811	0,418	
	Seniority	0,14	0,113	0,094	1,239	0,216	
	Branch	0,051	0,058	0,029	0,87	0,385	
	<b>Trust in S. Principal</b>	0,715	0,085	0,661	8,377	0,000	
	<b>Leader-Member Ex.</b>	0,343	0,069	0,332	4,398	0,000	
	$\Delta R^2 = ,684***$						
* $p<0,05$ , ** $p<0,01$ , *** $p<0,001$							

As it is seen in Table 5, after the demographic variables, which are gender, age, level of education, the number of the years for the teachers' working with the same school principal, salary, branch and the variable of the trust in school principal have been entered in the first step, the score of leader-member exchange has been entered into the model by means of enter method in the second step. As a result of the hierarchical multiple regression analysis, it is found out that the

effect of the trust in school principal on the teachers' job satisfaction has been significantly reduced as the Beta coefficient has been reduced from  $\beta=.954$  to  $\beta=.661$  after the leader-member exchange has been entered into the model. In other words, reduction in variability in the teachers' job satisfaction explained by the trust in manager is significant after the inclusion of leader-member exchange. After the leader-member exchange has been entered into the model, there is a reduction in

the effect of the trust in school principal on the teachers' job satisfaction, but the effect of the trust in school principal on teachers' job satisfaction is still meaningful. This finding shows that the leader-member exchange is a partial mediator. In other words, the trust in school principal directly predict the teachers' job satisfaction and it also indirectly predicts the teachers' job satisfaction by means of leader-member exchange.

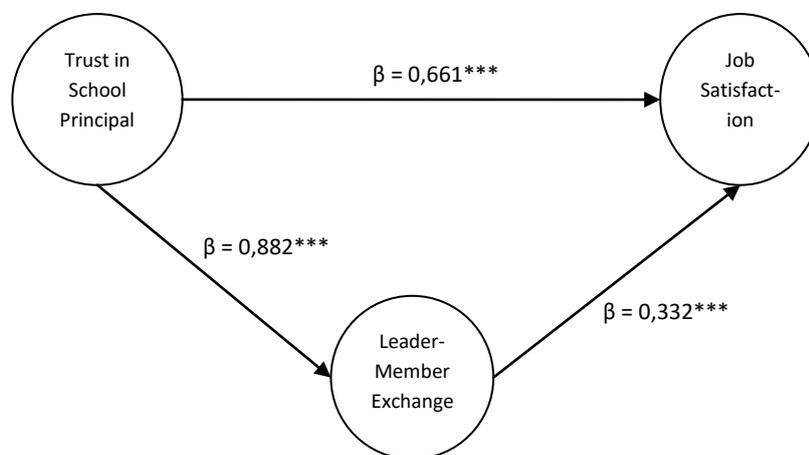
Some of the data in Table 5 have been entered into [82] MedGraph-I Programme in order to carry out the Sobel's Test, which is calculated to determine if the relationship between the independent variable and dependent variable has been significantly reduced after inclusion of the mediator variable and which assesses whether a mediation effect is significant. The findings related to Sobel Test Analysis is shown in Table 6.

As it is seen in Table 6, the results of the Sobel's Test, which is calculated by entering some data shown

in Table 5 into MedGraph-I Programme in order to determine whether the mediation effect is significant shows that the mediation effect of leader-member exchange is statistically significant ( $p < .001$ ). Considering the results of the analyses done to determine the mediation effect, it is seen that  $\beta = .954$  is for the total effect of the trust in school principal on job satisfaction. After the inclusion of leader-member exchange (or when controlling for leader-member exchange),  $\beta = .661$  is for the direct effect of the trust in school principal on job satisfaction. The difference between the Beta coefficients, which is  $\beta = .293$ , results from the mediation effect of leader-member exchange, which is an indirect effect. The mediation effect and the general model are shown in Figure 2. In the figure, the fact that the variables predict each other is shown by one way arrow sign. The standardized Beta coefficients in the Regression table are shown above the arrow signs.

**Table 6. The Results of Sobel's Test Analysis Related to The Significance of Mediation Effect of Leader-Member Exchange on the Trust in School Principal's Predicting Teachers' Job Satisfaction**

Type of Mediation	Partial
Sobel Z value	4,787
Significance	0,000
Direct Effect	0,661
Indirect Effect	0,293
Total Effect	0,954



**Fig-2: The Mediation Effect of Leader-Member Exchange on the Effect of the Trust in School Principal on the Teacher's Job Satisfaction and Standardized Beta Coefficients**  
 (\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ )

As it is seen in Figure 2, the leader-member exchange between the school principals and the teachers has a partial mediation effect on the fact that the teachers' trust in school principal predict teachers' job satisfaction ( $Z = 4,787$ ,  $p < .001$ ). Accordingly, it can be said that the teachers' trust in school principal directly predicts the teachers' job satisfaction and the teachers'

trust in school principal indirectly predict the teachers' job satisfaction by means of leader-member exchange. It can also be inferred that the teachers' high degree of trust in school principals increases the teachers' job satisfaction directly and it also increases their job satisfaction indirectly by means of leader-member exchange.

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## DISCUSSION, CONCLUSION AND SUGGESTIONS

In the research, it is found that there is a positive, meaningful and strong relationship between the trust in school principal and job satisfaction ( $r=0,954$ ;  $p<0,001$ ). Accordingly, it can be inferred that the more the teachers' trust in school principal increases, the more the teachers' job satisfaction increases. A similar finding is determined by [83]. [84] determines that there is a meaningful relationship between the trust in manager and the job satisfaction. Moreover, in the research, which is conducted by [85] to study the relationship between organizational trust and job satisfaction in the companies working on the automotive industry and food industry, it is found out that there is positive and meaningful relationship between the trust in manager and job satisfaction. Based on the findings of the research related to the trust in school principal and job satisfaction, it can be said that the school principals should earn the teachers' trust so that they can manage the schools efficiently and the teacher will have a job satisfaction.

One of the findings in the research, which results from correlation analysis is that there is a positive, meaningful and strong relationship between the leader-member exchange and the teachers' job satisfaction ( $r=0,776$ ;  $p=0,001$ ). Based on this finding, it can be inferred that the more the exchange between the school principal and the teachers, the more the teachers' job satisfaction increases. This finding is similar to the findings of the research done by [86]. [87] find out that there is a meaningful relationship between the leader-member exchange and the nurses' job satisfaction. Moreover, [88] determines that there is a positive and meaningful relationship between leader-member exchange and job satisfaction. In the light of this finding related to the leader-member exchange and the job satisfaction, it can be said that the school principals should attach importance to the exchange with their subordinates (teachers) so that they can have personnel who have job satisfaction.

Another important finding in the research, which is determined via correlation analysis is that there is a positive, meaningful and strong relationship between the trust in school principal and leader-member exchange ( $r=0,859$ ;  $p=0,001$ ). This finding overlaps with the findings of the research done by [89]. According to the results of the research done by [90], the trust in manager and the leader-member exchange influence each other reciprocally; that is, high quality leader-member exchange increases the trust in manager and the trust in manager causes the formation of high quality leader-member exchange. [91], who conducts a research on the workers in private sector, determines that there is positive and meaningful relationship between the trust in manager and leader-member

exchange. Based on the findings of the research related to the trust in school principal and leader-member exchange, it can be said that the school principals should create a school climate in which the teachers trust them and take the exchange with the teachers into consideration to have an efficient school management.

According to the results of regression analysis done in this research, it is found out that the total score of the trust in school principals statistically significantly predicts the teachers' job satisfaction ( $\beta=0,954$ ,  $p<0,001$ ). Accordingly, it can be said that the teachers' trust in school principals statistically significantly predicts teachers' job satisfaction. The finding in this research is similar to the findings of some researches done abroad, which determine that the workers' trust in manager causes positive effects on the workers' job satisfaction [92-93]. In the research done on the workers in private sectors to determine the relationship between organizational trust and job satisfaction, [94] finds out that the trust in manager significantly predicts the workers' job satisfaction. In domestic researches, it is determined that the workers' trust in managers positively influences the workers' job satisfaction [95-96-97]. Bilişik [98] studies the effect of the teachers' trust in school principals on their job satisfaction and determines that there is a positive and strong relationship between the teachers' trust in school principals and teachers' job satisfaction. In the light of this finding related to the trust in school principals and teachers' job satisfaction, it can be said that the school principals' management should centre around the trust so that the teachers have job satisfaction. It can also be suggested that the teachers' trusting school principals can make the teachers happier and thus the teachers' job satisfaction can increase and the schools can be more efficient.

One of the important findings found out in the research is that the regression model used to determine whether the total score of trust in school principal predicts the total score of leader-member exchange is statistically significant ( $\beta=0,882$ ,  $p<0,001$ ). Accordingly, it can be inferred that the teachers' trust in school principal statistically significantly predict the leader-member exchange between the school principals and teachers. This finding of research is supported by the findings of the researches done abroad and domestically. For example, [99] finds out that the trust in manager significantly predicts leader-member exchange. In the research done by [100] in order to determine the effect of leader-member exchange on the trust in manager among the white collar workers, it is found out that there is a high meaningful relationship between leader-member exchange and the trust in manager. According to the findings of the research, it can be suggested that the school principals should maintain their exchange with the teacher on the basis of trust.

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Another important finding found out in the research is that the regression model used to determine whether the total score of leader-member exchange predicts the total score of job satisfaction is statistically significant ( $\beta=.332$ ,  $p<.001$ ). Accordingly, it can be inferred that the leader-member exchange between the school principals and teachers statistically significantly predicts the teachers' job satisfaction. In the research done to study the literature related to leader-member exchange by means of the method of meta analysis, [101] find out that there is meaningful relationship between leader-member exchange and job satisfaction and high quality leader-member exchange positively influences the workers' work experiences such as job satisfaction and work performance. Moreover, [102] determine that there is a positive and meaningful relationship between the quality of leader-member exchange and the nurses' job satisfaction. Furthermore, [103] conducts a research in medicine faculty and finds out that there is a statistically significant and positive relationship between the quality of leader-member exchange and the faculty members. According to this finding of the research, it can be suggested that the school principals should form an efficient, effective and high quality exchange with the teachers so that the teachers can have job satisfaction.

In the research, it is found out that the leader-member exchange between the school principals and the teachers have a partial mediation effect on the fact that the teachers' trust in the school principals significantly predicts the teachers' job satisfaction ( $Z=4.787$ ,  $p<.001$ ). Accordingly, it can be inferred that the teachers' trust in school principals directly predicts the teachers' job satisfaction and the teachers' trust in school principal indirectly predicts the teachers' job satisfaction by means of leader-member exchange. Similarly, [104] determines that there is a meaningful positive and moderate relationship between the leader-member exchange and job satisfaction. In the researches conducted by [105] and [106], it is determined that there is a strong positive relationship between leader-member exchange and job satisfaction. There are a few researches about the this topic. In one of these researches done by [107], it is found out that there is a meaningful and positive relationship between the leader-member exchange and job satisfaction. It can be said that the candidates who earn teachers' trust, who communicate with the teachers effectively and who do their best to make teachers feel satisfied should be chosen as school principals.

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Our findings provide important guidelines for the school principals and also for the top level executives who have the responsibility of decision making in the process of selecting and training school managers. The school principals should improve their knowledge and abilities related to organizational behaviour, human relations, psychology and human resource management. Moreover, the school principals should take psychometric tests which measure their mental health and their knowledge about the human relations. The candidates who can't pass the test shouldn't be school principals. In-depth investigation should be made about the candidates who want to be school principal in terms of their past experiences, their conformity with the social environment, personality, commitment to the ethical values. The candidates who are detected to be incompatible with the social environment, who are unreliable and uncommunicative and who behave unethically shouldn't be allowed to be school principals after the investigations made about them. The school principals should be consistent in their remarks and behaviours, they should have behaviours and attitudes which increase their professional esteem and dignity, they should be fair in terms of their decisions and practices, they should have high level of self-confidence and have a profile that values their subordinates. Furthermore, the school principals should participate in the activities which are organized inside and outside the school in order to increase the exchange and interaction with the teachers and they should make the teachers feel sympathy for themselves.

In addition to the generalization made based on the findings, there are also some limitations related to the research. This research is only conducted on the teachers working in middle schools in Mersin Province. The researches that will be conducted on the teachers working in other provinces or the workers working in other sectors will be beneficial as they will provide more complete and healthy results. The researchers can study whether there are other mediator effects on the relationship between the trust in school principals and leader-member exchange. In this research, the job satisfaction, which is influenced by the trust in school principal and leader-member exchange, is used as a dependent variable. The researchers can study emotion based variables (burnout, stress, anxiety, depression, etc.) as dependent variables except the variable of job satisfaction.

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