

## **Perceived Organizational Support Effects On Organizational Trust And Teacher Performance: Job Satisfaction As Moderator**

Amaliyana Tendriawaru Anas<sup>1\*</sup>

<sup>1</sup>Management Science Doctoral Program, Halu Oleo University, Kampus Hijau Bumi Tridharma, Anduonohu, Kec. Kambu, Kota Kendari, Sulawesi Tenggara  
amaliyanatendriawaruanas@gmail.com

### **Abstract**

This study uses a quantitative approach with an explanatory design to test the causal relationship between variables in the context of secondary school teachers in Kendari City. The research population includes teachers in public and private schools, with the determination of the sample using a simple random sampling technique so that all members of the population have the same opportunity to be selected. Data was collected through a survey using a five-point Likert scale closed questionnaire to measure Perception of Organizational Support, Organizational Trust, Job Satisfaction, and Teacher Performance based on tested indicators. Before the analysis is carried out, the research instrument is first tested for validity and reliability so that the measurements produced are accurate and consistent. Data analysis was carried out using statistical software-assisted path analysis to identify the direct influence between variables and test the role of job satisfaction as a moderation variable. The results of the study show that the perception of organizational support has a significant effect on organizational trust. These findings indicate that teachers who feel that schools provide care, support, and fair treatment tend to have stronger beliefs in institutions. In addition, the perception of organizational support also has a significant effect on teacher performance, which indicates that a supportive work environment encourages teachers to work more optimally. This study also proves that organizational trust has a significant effect on teacher performance, so trust is an important factor in encouraging motivation, commitment, and quality of task implementation. On the other satisfaction has not been shown to have a significant direct effect on teacher performance. However, job satisfaction has been shown to strengthen the relationship between organizational trust and teacher performance, so the influence of trust on performance will be stronger when teachers feel satisfied with their work.

**Keywords:** Perception of Organizational Support, Organizational Trust, Job Satisfaction, Teacher Performance

### **Abstrak**

Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksploratif untuk menguji hubungan kausal antar variabel dalam konteks guru sekolah menengah di Kota Kendari. Populasi penelitian meliputi guru di sekolah negeri dan swasta, dengan penentuan sampel menggunakan teknik simple random sampling sehingga seluruh anggota populasi memiliki kesempatan yang sama untuk dipilih. Data dikumpulkan melalui survei menggunakan kuesioner tertutup skala Likert lima poin untuk mengukur Persepsi Dukungan Organisasi, Kepercayaan Organisasi, Kepuasan Kerja, dan Kinerja Guru berdasarkan indikator yang telah diuji. Sebelum analisis dilakukan, instrumen penelitian terlebih dahulu diuji validitas dan reliabilitasnya sehingga pengukuran yang dihasilkan akurat dan konsisten. Analisis data dilakukan menggunakan perangkat lunak statistik dengan bantuan path analysis untuk mengidentifikasi pengaruh langsung antar variabel dan menguji peran kepuasan kerja sebagai variabel moderasi. Hasil penelitian menunjukkan bahwa persepsi dukungan organisasi memiliki pengaruh signifikan terhadap kepercayaan organisasi. Temuan ini menunjukkan bahwa guru yang merasa sekolah memberikan perhatian, dukungan, dan perlakuan adil cenderung memiliki kepercayaan yang lebih kuat terhadap institusi. Selain itu, persepsi dukungan organisasi juga memiliki pengaruh signifikan terhadap kinerja guru, yang menunjukkan bahwa lingkungan kerja yang mendukung mendorong guru untuk bekerja lebih optimal. Studi ini juga membuktikan bahwa kepercayaan organisasi memiliki pengaruh signifikan terhadap kinerja guru, sehingga kepercayaan merupakan faktor penting dalam mendorong motivasi, komitmen, dan kualitas pelaksanaan tugas. Di sisi lain, kepuasan belum terbukti memiliki pengaruh langsung yang signifikan terhadap kinerja guru. Namun, kepuasan kerja telah terbukti memperkuat hubungan antara kepercayaan organisasi dan kinerja guru, sehingga pengaruh kepercayaan terhadap kinerja akan lebih kuat ketika guru merasa puas dengan pekerjaan mereka.

**Kata kunci:** Persepsi Dukungan Organisasi, Kepercayaan Organisasi, Kepuasan Kerja, Kinerja Guru

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✉Corresponding author: Amaliyana Tendriawaru Anas

Email Address: amaliyanatendriawaruanas@gmail.com (Kampus Hijau Bumi Tridharma, Sulawesi Tenggara)

Received 01 January 2026, Accepted 07 January 2026, Published 13 January 2026

## **INTRODUCTION**

In the world of education, the quality of teachers is one of the main determining factors for the success of educational institutions (Islam et al., 2015). To achieve optimal performance, teachers need a supportive work environment, both emotionally, administratively, and professionally. One of the elements that plays an important role in creating this work environment is the perception of organizational support or Perceived Organizational Support (POS) (Sun 2019). POS reflects the extent to which individuals feel that the organization values their contributions and cares about their well-being (Eisenberger et al., 2001). Teachers who feel supported by the organization are more likely to show loyalty, high motivation, and full involvement in their assignments (Chen et al., 2024).

On the other hand, trust in the organization (Organizational Trust) is also an important foundation in building a healthy work environment. Trust encourages teachers to feel psychologically safe, open to collaboration, and ready to face the changes needed in the learning process. When teachers trust the institution and the school's leadership, they tend to show better work performance (Boyacı et al., 2018). Research by Kara et al. (2015) also shows that high organizational support is positively correlated with trust in the organization, especially in an educational environment.

POS has a huge influence on various aspects of the organization, including trust and performance. In the education sector, POS has been proven to strengthen teacher motivation, increase work commitment, and reduce stress and burnout levels. Kara et al. (2015) showed that the support felt from school leaders and fellow teachers significantly increased teachers' trust in the institution. Demirel and Yalman (2022) reinforce these findings by emphasizing that in work environments such as health and education, the perception of organizational support can increase employee trust in institutions, especially in the context of high work pressure. In addition, Stinglhamber et al. (2006) explain that POS can mediate the influence of organizational fairness on trust, thus demonstrating the importance of support as a psychological foundation that strengthens trust in the workplace.

The impact of POS is also felt directly on teacher performance. When teachers feel that the organization values and supports them, intrinsic motivation increases and they are more motivated to perform at their best. Research by Chen et al. (2024) shows that POS has an effect on teaching effectiveness and teacher engagement with students. Hammadi et al. (2025) added that a supportive environment can reduce teacher anxiety, create a sense of belonging, and ultimately encourage optimal performance. Umamy (2021) also emphasized that high POS strengthens job satisfaction which ultimately improves overall teacher performance. Maheswari et al. (2021) even found that high organizational support was positively correlated with better emotional management of teachers, so they were better able to face job challenges.

A number of studies have separately examined the influence of POS on organizational trust and employee performance. However, there are still few studies that simultaneously integrate these three variables in a single complete research model, especially in the context of teachers. Existing studies

often ignore the indirect pathway from POS to performance through organizational trust. In fact, as explained by Narang and Singh (2012), the reciprocal relationship between perceived support and trust can strengthen employee engagement and performance. In addition, the relationship between the three is rarely studied in the context of teachers in regions such as Eastern Indonesia, where the challenges and expectations of the role of teachers differ from those of other regions. In terms of theory, most of the research on POS and trust refers to Social Exchange Theory (Eisenberger et al., 2001), but not many have included moderation variables that can strengthen this influence. One of the variables that has the potential to strengthen the relationship is job satisfaction. Research by Aygün (2021) and Sadeghi et al. (2021) shows that job satisfaction can amplify the positive effects of trust on performance. However, testing of this moderation model is still limited, especially in educational settings in Indonesia. This shows that there is still theoretical and empirical space that needs to be explored further.

This study tries to fill this gap by developing a model that explains how the perception of organizational support shapes organizational trust which then affects teacher performance. Eisenberger et al. (2001) explain that when employees feel valued and supported, they will feel morally obligated to reciprocate by showing better performance. Trust acts as a psychological mechanism that bridges the perception of support with performance actions. In the context of teachers, trust in the school or education office encourages them to be more involved, take initiative, and provide the best results in teaching. To further explain the strength of the trust effect on performance, this model includes job satisfaction as a moderation variable. Research by Ariful et al. (2019) shows that teachers who are satisfied with their work are more likely to exhibit positive work behaviors, including high performance and social responsibility. Li et al. (2018) showed that teachers with high levels of satisfaction experienced improved performance as a result of high trust in leaders. Thus, job satisfaction reinforces the positive influence of trust on performance. Rahayuningsih (2019) also indicated that increasing trust encourages satisfaction, which then creates a productive cycle for teacher performance.

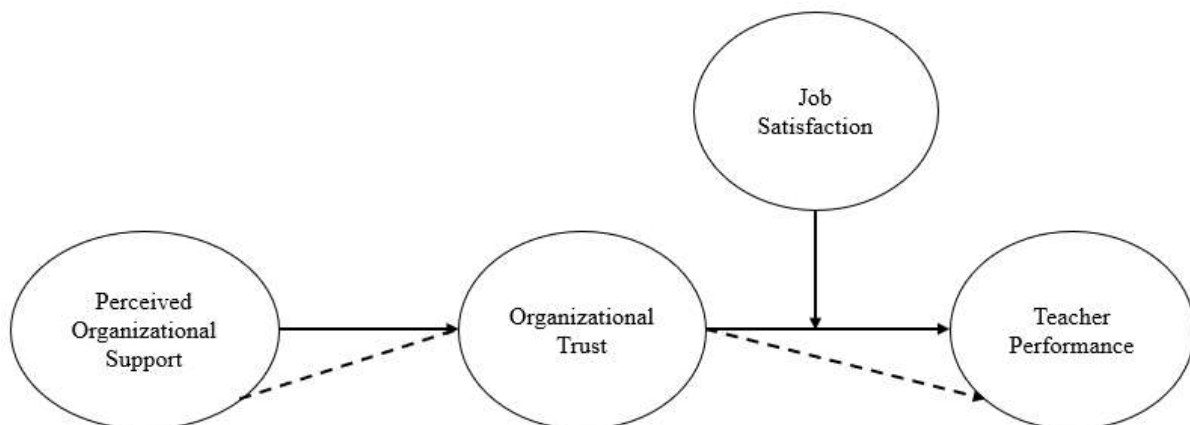
Teachers in Kendari City face various challenges in carrying out their duties. Starting from limited facilities and infrastructure, uneven distribution of workload, to social dynamics that affect work morale. The city is an educational center in Southeast Sulawesi, but not much organizational research has been done in this region. Although various teacher development programs have been implemented, the difference in teacher performance is still quite striking between schools. In these conditions, understanding how teachers feel support from the organization, building trust in the institution, and the extent to which job satisfaction affects performance is very important. Through an approach that involves these psychological variables, this study tries to describe the reality of teachers in Kendari in a more in-depth way. This approach is also expected to be able to make a practical contribution in designing education policies that are more oriented towards teacher empowerment.

This study aims to examine the influence of the perception of organizational support on organizational trust and teacher performance, as well as the role of job satisfaction in strengthening the influence of trust on performance. The model offered integrates direct and indirect mechanisms in

explaining the factors that determine teacher performance. The contribution of this study lies in the development of a theoretical model that combines POS, trust, and job satisfaction in one complete and empirically tested framework. From a practical perspective, the results of this study are expected to be considered for policy makers to form a supportive work environment, build trust, and increase teacher job satisfaction in order to achieve better quality education.

## **METHODS**

This study applies a quantitative approach with an explanatory design that aims to test the hypothesis regarding the causality relationship between variables through a rigorous inferential statistical procedure. The research population includes the entire community of secondary school teachers in Kendari City spread across public and private institutions where sampling is carried out using simple random sampling techniques to ensure that each individual has an equal chance of being selected so that a total sample of 170 teachers is obtained who is considered representative in describing the phenomenon being studied. The main data collection process was carried out through a survey method with a closed questionnaire instrument prepared using a five-point Likert scale with a range of values ranging from 1 which represents very disagreeable perception to 5 for strongly agree perception to measure the variables Perceived Organizational Support, Organizational Support, Organizational Trust, Job Satisfaction, and Teacher Performance based on academically tested indicators. Before further analysis, all instrument items have passed a series of data quality tests which include validity and reliability tests using Cronbach Alpha coefficients to ensure the accuracy of measurements, while the final data analysis is carried out using path analysis techniques or path analysis assisted by statistical software to detect direct and indirect influences and the role of job satisfaction moderation in the proposed structural model.



**Figure 1.** Theoretical Model

## **RESULTS AND DISCUSSION**

### ***Results***

The characteristics of the sample by displaying the distribution of respondents by gender, age, educational background, type of school, and length of employment. The research sample consisted of 170 high school teachers in Kendari City, with a larger proportion of women, namely 102 people (60.00%) compared to 68 men (40.00%). Based on age, the majority of respondents were in the 31 to 40 years group of 88 people (51.76%), followed by the 41 to 50 years group of 42 people (24.71%), then the 21 to 30 years group of 32 people (18.82%), and the smallest proportion in the group over 50 years old as many as 8 people (4.71%). In terms of education, the most respondents had S1 qualifications as many as 128 people (75.29%), followed by S2 as many as 40 people (23.53%), and S3 as many as 2 people (1.18%). Judging from the type of school, teachers from public schools totaled 108 people (63.53%) and from private schools 62 people (36.47%). Based on the length of service, the largest group was in the range of 5 to 10 years as many as 54 people (31.76%), followed by 11 to 15 years as many as 48 people (28.24%), more than 15 years as many as 42 people (24.71%), and less than 5 years as many as 26 people (15.29%). This data provides an overview of the demographic composition and background of respondents which is the basis for the analysis of the relationship between perceived organizational support, organizational trust, job satisfaction, and teacher performance.

**Table 1.** Measurement Model Assessment

<b>Variables</b>	<b>Items</b>	<b>Loadin g</b>	<b>Cronbach's alpha</b>	<b>Composite reliability</b>	<b>AVE</b>
Job Satisfaction	M_1	0,930	0,950	0,961	0,834
	M_2	0,908			
	M_3	0,927			
	M_4	0,879			
	M_5	0,921			
Perceived Organizational Support	X_1	0,940	0,959	0,959	0,858
	X_2	0,932			
	X_3	0,911			
	X_4	0,929			
	X_5	0,921			
Teacher Performance	Y_1	0,931	0,963	0,964	0,871
	Y_2	0,928			
	Y_3	0,912			
	Y_4	0,949			
	Y_5	0,945			
Organizational Trust	Z_1	0,923	0,967	0,968	0,883
	Z_2	0,942			
	Z_3	0,954			
	Z_4	0,933			
	Z_5	0,947			

Table 1 shows that the measurement model in this study has excellent quality, both in terms of reliability and convergent validity. This can be seen from the high loading value of each indicator (around 0.879 to 0.954), which means that all items are able to represent their constructs strongly and consistently. In addition, internal reliability is also at a very adequate level because Cronbach's alpha values for all variables range from 0.950 to 0.967, and composite reliability values are in the range of

0.959 to 0.968; These numbers go beyond the general recommended limits, so it can be concluded that the indicators in each variable have a high consistency in measuring the same concept. Furthermore, the validity of the convergence is also very well fulfilled because the AVE value is in the range of 0.834 to 0.883, which indicates that each construct is able to explain a large portion of the variance of its indicators. Thus, as a whole, it can be stated that the measurement instruments for the variables of Job Satisfaction, Perception of Organizational Support, Teacher Performance, and Organizational Trust are feasible, statistically robust, and can be used for advanced analysis on structural models.

**Table 2.** Discriminant validity of constructs

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Job Satisfaction	0,913			
Perceived Organizational Support	0,393	0,926		
Teacher Performance	0,320	0,738	0,933	
Organizational Trust	0,414	0,806	0,796	0,940

Table 2 shows that the validity of discrimination between constructs has been well met. This can be seen from the value on the diagonal which is the square root of AVE for each variable, namely Job Satisfaction of 0.913, Perception of Organizational Support of 0.926, Teacher Performance of 0.933, and Organizational Trust of 0.940. The value of this value is higher than the correlation between the variable in question and the other variables, so it can be understood that each construct is able to explain its own indicators more strongly than to explain other constructs. In other words, Job Satisfaction, Perception of Organizational Support, Teacher Performance, and Organizational Trust are indeed conceptually different and do not overlap in measurement. On the other hand, the correlation between several constructs seems quite high, especially between the Perception of Organizational Support and Organizational Trust of 0.806, as well as between Organizational Trust and Teacher Performance of 0.796, and between the Perception of Organizational Support and Teacher Performance of 0.738. This strong connection is still natural because in theory the organizational support felt by teachers can encourage the emergence of trust in the organization and ultimately affect performance improvement. However, since all of these correlation values remain lower than the diagonal values of each variable, these results support that each construct has a clear and adequately distinguishable boundary. Overall, the findings in Table 3 reinforce that the measurement model is feasible for further analysis of structural models.

**Table 3.** R Square

	<b>R-square</b>
Teacher Performance	0,691
Organizational Trust	0,650

Table 3 shows the value of R square which illustrates how much the variables in the model are able to explain variations in endogenous variables. In the Teacher Performance variable, the R square value is 0.691 which means that about 69.1 percent of changes or variations in Teacher Performance can be explained by the variables that affect it in the research model, while the remaining 30.9 percent

is explained by other factors outside the model. Meanwhile, in the Organizational Trust variable, the R square value is 0.650 which indicates that about 65.0 percent of the variation in Organizational Trust can be explained by the predictor variables used, and the remaining 35.0 percent is influenced by other factors that were not included in this study. In general, the value of R square indicates that the model's explanatory ability is relatively strong because most of the variations in the two main variables can be explained well by the constructs in the model.

**Table 4.** Results of Hypothesis Test

	<b>Original sample</b>	<b>P values</b>
Job Satisfaction -> Teacher Performance	0,071	0,134
Perceived Organizational Support -> Teacher Performance	0,258	0,020
Perceived Organizational Support -> Organizational Trust	0,806	0,000
Organizational Trust -> Teacher Performance	0,499	0,000
Job Satisfaction x Organizational Trust -> Teacher Performance	0,172	0,000

Based on the statistical analysis conducted, this study found that the Perception of Organizational Support had a positive and significant effect on Teacher Performance with a  $\beta$  coefficient value of 0.258 and a p value of 0.020 which was smaller than 0.05. These findings show that the higher the organizational support felt by teachers, the higher the performance shown in carrying out their duties. Organizational support in this context includes the school's attention to teacher needs, the availability of facilities and work resources, fair treatment, and leadership support in the implementation of learning. When teachers feel valued and supported, they tend to be more motivated to work optimally, more disciplined, and more committed to achieving learning targets, so their performance improves.

In addition, the test results also showed that the Perception of Organizational Support had a very significant positive influence on Organizational Trust with a  $\beta$  value of 0.806 and a p value of 0.000 which was less than 0.05. This indicates that strong support from the organization is the main factor that shapes teachers' trust in the organization or school. The organization's trust here describes the teacher's belief that the school is reliable, fair, and has good intentions in caring for the interests of teachers. When organizational support is felt to be consistent, teachers will be more confident in school management's policies and decisions, so that work relationships become more positive and stable.

Furthermore, this study also found that Organizational Trust had a positive and very significant effect on Teacher Performance, with a  $\beta$  value of 0.499 and a p value of 0.000 which was smaller than 0.05. These findings confirm that teachers' trust in the organization plays an important role in encouraging performance improvement. Teachers who have a high level of trust tend to work with a sense of security, are more loyal, and are willing to put in extra effort for the success of the school. This trust encourages teachers to carry out their duties more seriously, maintain the quality of learning, and be more open to school directions and policies that ultimately improve overall performance.

On the other hand, the results of the analysis showed that Job Satisfaction did not have a significant effect directly on Teacher Performance, with a  $\beta$  value of 0.071 and a p value of 0.134 which was greater than 0.05. This means that the level of teacher job satisfaction in this study has not been

statistically proven to be able to directly improve teacher performance. This condition can indicate that even if teachers are satisfied or dissatisfied, they still maintain their performance due to professional demands, work standards, or other factors such as supervision and moral responsibility as educators. Thus, increasing job satisfaction alone does not necessarily automatically increase performance without the support of other stronger driving factors.

However, interaction testing showed that Job Satisfaction moderated the influence of Organizational Trust on Teacher Performance positively and very significantly, with a  $\beta$  value of 0.172 and a p-value of 0.000 which was smaller than 0.05. These findings show that when teacher job satisfaction is high, the influence of organizational trust on performance becomes stronger. This means that trust in the organization will be more effective in encouraging performance in teachers who are also satisfied with their work. In situations where teachers feel comfortable, valued, and satisfied, their confidence in the school will more easily translate into productive work behavior, higher initiative, and more quality assignment execution. In other words, although job satisfaction has no direct effect, this variable is still important because it strengthens the relationship between organizational trust and teacher performance.

### ***Discussion***

The results of the study show that the perception of organizational support has a significant influence on organizational trust. Teachers in Kendari City who feel the school's attention to welfare, work needs, and fair treatment tend to build stronger trust in the institution. When the support is present in real terms, teachers view the organization as a reliable party, have good faith, and consistently carry out their commitments. This finding is in line with Kara et al. (2015) who affirmed that support from school leaders and colleagues is able to strengthen the dimension of trust in educational organizations. Demirel and Yalman (2022) also emphasized that the perception of organizational support is an important determinant of the formation of employee trust, especially in work environments that demand emotional and professional resilience such as school. Thus, the perception of organizational support not only creates a sense of comfort at work, but also builds teachers' psychological confidence in the organization's integrity, care, and commitment.

In addition, the perception of organizational support has been proven to have a significant effect on teacher performance. Teachers who feel valued, given opportunities to develop, and receive support in the implementation of learning tasks tend to show better performance. This support can take the form of providing facilities, strengthening competencies, appropriate awards, open communication, and policies that make it easier for teachers to carry out their roles. This condition is in line with Eisenberger et al. (2001) who stated that the perception of organizational support can give rise to a sense of moral obligation to repay the organization through the best contribution. Research by Chen et al. (2024) and Hammadi et al. (2025) also corroborates that a supportive work environment encourages teachers to be more active, innovative, and productive. In the context of Kendari City, organizational support is an important factor because it helps teachers maintain enthusiasm and quality of work in the midst of

various challenges that may arise, both resource limitations, administrative demands, and the dynamics of the local educational environment.

This study also found that organizational trust has a significant influence on teacher performance. Trust in the institution provides a sense of security, reduces doubts, and makes teachers more prepared to work together, take initiatives, and carry out tasks optimally. Trust also facilitates the acceptance of school policies because teachers view organizational decisions as something oriented towards the common good, not just a workload. Li et al. (2018) mentioned that trust in the organization is closely related to positive attitudes at work, including satisfaction and performance. Boyacı et al. (2018) emphasized that trust is an important link between effective leadership and high performance. In an environment full of trust, teachers tend to be encouraged to maintain professional standards, improve the quality of learning, and increase responsibility for work results, so that overall performance also increases.

Furthermore, the results of the study show that job satisfaction strengthens the influence of organizational trust on teacher performance. This means that when teachers feel satisfied with their work, the influence of trust in the organization will more easily translate into productive and quality-oriented work behavior. Satisfied teachers usually have a more stable psychological state, are more motivated, and are better able to manage work pressure, so the trust that has been formed does not stop as a belief alone, but develops into real actions in improving performance. These findings are in line with Aygün (2021) and Sadeghi et al. (2021) who show that job satisfaction can play a role as a reinforcing relationship between trust and performance. Rahayuningsih (2019) also added that job satisfaction can create a positive cycle that makes trust and performance strengthen each other in a sustainable manner.

Thus, the implications of this finding confirm that the strategy to improve teacher performance in Kendari City needs to be directed at strengthening organizational support as well as building trust and job satisfaction. Schools can strengthen support through fair policies, transparent communication, attention to well-being, and clear and equitable professional development opportunities. At the same time, efforts to maintain trust can be carried out with policy consistency, leadership example, and appropriate appreciation for teachers' contributions. When organizational support is strong, trust increases, and job satisfaction is maintained, teachers will be better prepared to face workloads, administrative pressures, and academic demands, so that performance can develop more optimally and have an impact on the quality of learning at school.

## **CONCLUSION**

This research shows that the perception of organizational support plays an important role in building organizational trust and improving teacher performance. Teachers who feel supported by schools or educational institutions tend to have higher levels of trust in the organization and show better work performance. Organizational trust has also been shown to have a significant effect on teacher

performance, which shows that when a sense of security, openness, and organizational reliability is built, teachers are encouraged to work more optimally. These findings reinforce the results of previous research that emphasized the importance of a supportive and trust-based work environment in increasing the productivity of educators.

In addition, job satisfaction has been shown to strengthen the relationship between organizational trust and teacher performance. Teachers who are satisfied with their work are able to maximize the positive impact of organizational trust in the form of high work performance. Therefore, strengthening organizational support, building institutional trust, and increasing job satisfaction need to be a priority in human resource management policies in the education sector, especially in Kendari City. By creating a psychologically and professionally supportive work environment, educational organizations can encourage more consistent, innovative teacher performance, and have an impact on improving the overall quality of education.

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