ResearchGate

See discussions, stats, and author profiles for this publication at: https://www.researchgate.net/publication/360862855

Effect of Perceived Organizational Support and Organizational Trust on Young Academics' Organizational Commitment

Article *in* Argumenta Oeconomica · May 2022

DOI: 10.15611/aoe.2022.1.09

CITATIONS
0

READS
250

3 authors:



Mustafa Özgün Atalay
Karadeniz Technical University
8 PUBLICATIONS **7** CITATIONS
SEE PROFILE

Nihan Birincioğlu
3 PUBLICATIONS **13** CITATIONS
SEE PROFILE

Taner Acuner
Karadeniz Technical University
10 PUBLICATIONS **75** CITATIONS
SEE PROFILE

All content following this page was uploaded by Mustafa Özgün Atalay on 31 May 2022.

The user has requested enhancement of the downloaded file.

ARGUMENTA OECONOMICA
No 1 (48) 2022
ISSN 1233-5835; e-ISSN 2720-5088

Mustafa Ozgun Atalay, Nihan Birincioglu**, Taner Acuner****

EFFECT OF PERCEIVED ORGANIZATIONAL SUPPORT AND ORGANIZATIONAL TRUST ON YOUNG ACADEMICS' ORGANIZATIONAL COMMITMENT

The most important mission of universities is the production of highly skilled manpower and research outputs. In this context, the ability of universities to implement these missions is directly related to their human resources. Academics are the most important intellectual capital of universities, and the support they receive from the universities they work for plays a critical role in the realization of this objective. Organizational trust is also vital for successful relations and collaboration to share research and teaching ideas and address problems in universities. Both of these have an impact on their scientific activities, as well as motivation to work and commitment. Therefore, drawing on the social exchange theory, the aim of this study was to examine the effects of young academics' perceived organizational support and organizational trust on their organizational commitment behaviour. The sample comprised 305 young academics in Turkey. This study showed that perceived organizational support and organizational trust have a significant and positive impact on affective and normative commitment. However, trust in managers has a significant and negative impact on continuance commitment.

Keywords: perceived organizational support (POS), organizational trust, organizational commitment, social exchange theory, young academics

JEL Classification: I23, M10, M19
DOI: 10.15611/aoe.2022.1.09

©2022 Mustafa Ozgun Atalay, Nihan Birincioglu, Taner Acuner
This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit http://creativecommons.org/licenses/by-sa/4.0/

Quote as: Atalay, O. M., Birincioglu, N., Acuner, T. (2022). Effect of perceived organizational support and organizational trust on young academics' organizational commitment. *Argumenta Oeconomica,* 1(48).

1. INTRODUCTION

Young academics are the scientists of the future, vital to the development of universities and, more importantly, countries. Moreover, according to the socio--emotional selectivity theory, they have more distant future time perspective

* Department of Business and Administration, Karadeniz Technical University, Trabzon, Turkey. ORCID: 0000-0001-6208-4834.
** Department of Business and Administration, Karadeniz Technical University, Trabzon, Turkey. ORCID: 0000-0002-2707-5091.
*** Department of Business and Administration, Karadeniz Technical University, Trabzon, Turkey. ORCID: 0000-0003-2338-3553.

(Carstensen, 2006). This indicates that they have stronger developmental motivations for scientific activities (Kooij and Zacher, 2011). Young academics with higher developmental motivation can make more academic progress (Rose, 2011), exhibit more innovative work behaviour (Afsar and Umrani, 2019), perceive more academic self-efficacy (Canrinus et al., 2012), and have higher job satisfaction (Furnham et al., 2009).

In recent years, higher education in Turkey has seen many advances, such as increasing the number of universities, supporting university-based R&D initiatives, increasing the number of university patents, and promoting university-industry relations (The Council of Higher Education in Turkey, 2007). These scientific advances involve many young academics, and moreover, according to social exchange theory (Blau, 1964), universities that support them work more efficiently, willingly, and with greater motivation (Dinç and Birincioğlu, 2020). However, young academics' organizational commitment is not at the desired level, and this is a major concern in Turkey (Tekin and Birincioğlu, 2017). In addition, they face various problems in the context of organizational support and organizational trust (Dinç and Birincioğlu, 2020). Numerous studies have examined the effects of organizational commitment on higher education institutions and young academics. To date, existing literature has identified a variety of consequences of organizational commitment, including job satisfaction (Asrar'ul-Haq et al., 2017), organizational citizenship behaviour (Devece et al., 2016), intention to leave (Khan et al., 2014), and organizational cynicism (Helvaci and Kilicoglu, 2018) in the education sector. However, little is known about how perceived organizational support (POS) and trust affect young academics' organizational commitment. Thus, it is important to investigate how POS and trust affect their organizational commitment. Based on the social exchange theory, the study's research questions are: (i) what are the organizational support, organizational trust, and organizational commitment levels of young academics? and (ii) do the subdimensions of organizational support and organizational trust perceived by young academics impact on their organizational commitment?

This study provides a conceptual framework and explains the importance of POS, organizational trust and organizational commitment at universities. It also suggests theories based on social exchange theory to explain POS and organizational trust on young academics' organizational commitment. For the purpose of the study, the simple regression method was used. To strengthen their commitment to universities, the authors recommend that universities support young academics and create a trust-based work environment. Finally, the study's limitations were discussed, as well as its theoretical and practical contributions.

2. CONCEPTUAL FRAMEWORK

2.1. Perceived organizational support (POS)

Employees are an organization's most valuable resource. Organizations rely on their knowledge and skills to be competitive and achieve their goals. Numerous factors, such as supportive organizational climate (Luthans et al., 2008), organizational culture (Ogbonna and Harris, 2000), organizational justice (Conlon et al., 2005) and job satisfaction (Iaffaldano and Muchinsky, 1985) can influence an employee's performance in terms of contributing to positive organizational outcomes. Thus, organizations need to focus on their human resources to achieve their aims and objectives (Sharma and Sahoo, 2013). In this regard, one of the most important factors in improving employee performance is the employee's well--being (Nielsen et al., 2017). Accordingly, organizations aim to improve working conditions and employee satisfaction. Employee-oriented organizations gain a significant competitive advantage over their competitors (Sharma and Sahoo, 2012). Employees are considered to be supported by organizations that value their well-being, trust them, respect their ideas, and strive to meet their needs (Nielsen et al., 2017). Personnel that feel supported by their employers do their best efforts their goals (Shanock and Eisenberger, 2006). Thus, organizations must meet their employees' expectations to achieve their organizational goals.

In recent years, many researchers have studied behaviour aimed at increasing efficiency in organizations (Yaakobi and Weisberg, 2020; Slijepcevic and Krstic, 2021; Jacobsen et al., 2021; Hussain et al., 2019; Mitra, 2019; Murthy and Kumar, 2021). In this regard, perceived organizational support (POS) has gained great importance in the last decade (Baranik et al., 2010). POS means that the organization values its employees' well-being and their contributions (Rhoades and Eisenberger, 2002); it refers to whether employees perceive the support given to them by the organization (Kurtessis et al., 2017). Hellman et al. (2006) stated that organizations support their employees and contribute to their well-being as a result of their efforts, and these contributions are perceived positively by employees. According to Aselage and Eisenberger (2003), POS is the psychological contract between employees and organizations. As a result, how well an organization meets its employees' expectations affects their performance; POS refers to the phenomenon in which employees believe their organization conducts activities to improve their well-being.

Scholars have investigated POS in several dimensions. Thomas and Ganster (1995) examined POS in two aspects: (i) private and family life support and (ii) top management support. Supporting employees' private and family lives refers to balancing work and personal life, for example, employees can schedule their own working hours and are allowed to work from home. Top management support includes individual coaching and mentoring, participation in skill-building courses, and career planning. Köse and Gönüllüoğlu (2010) also addressed two dimensions

of POS; (i) support for personal development and (ii) support for work. Supporting personal development includes improving employees' careers, rewarding their achievements, and providing social assistance. Support for work implies providing the necessary tools and equipment to do their job, which in turn also supports the employee's job stability. Kraimer and Vayne (2004) examined POS in three levels: adjustment, career, and financial. The organization's integration helps its employees in the process of adapting them to their new position, which is referred to as "adjusted POS". Career POS are those that meet and support an employee's job-related and professional needs. The organization provides practices that help employees advance in their careers (Feldman and Bolino, 1999), long-term career planning (Selmer, 2000), and career-oriented performance appraisals (Feldman and Thomas, 1992). The degree to which an organization cares for an employee's financial needs, compensates and supports the employee for their contributions is referred to as "financial POS", which emerges from the organization's financial incentive, reward, and benefit policies (Florkowski and Fogel, 1999). In short, employees feel proud and satisfied when their contributions are recognized and their welfare is improved.

POS strengthens employees' well-being, and this in turn affects organizations positively. When employees are supported, this increases the level of job satisfaction (Eisenberger et al., 1997), organizational citizenship behaviour (Afsar and Badir, 2016), job involvement (O'Driscoll and Randall, 1999), job self-efficacy (Caesens and Stinglhamber, 2014), and the level of intention to leave the job (Djurkovic and McCormack, 2008), while work-family conflict (Foley et al., 2005), counter-productive work behaviour (Palmer et al., 2017), and "silence behaviour" in organizations (Wang and Hsieh, 2013) decreases. In universities, POS strengthens young academics' beliefs that the organization recognizes and rewards their achievements. Increased academic and professional satisfaction (Jawabri, 2015), well-being (Beheshitfar and Zare, 2012), decreased burnout (Guan et al., 2014), and innovative work behaviour (Xu, 2017) are all benefits of these processes (Agarwal, 2014).

In Turkey, young academics face important problems resulting from inadequate support from universities. Personal rights for young academics are lacking, and the majority of them have temporary work status (Uysal et al. 2015), they are dismissed from university after completing their doctorates (Tekin and Birincioğlu, 2017; Çolak, 2015) and as a result, face economic and professional uncertainties. This situation is problematic in Turkey, where tolerance of economic and future uncertainties is low (Hofstede, 1980). Young academics need to conduct research, yet they are mentally exhausted due to financial concerns and uncertainty about the future. This results in an inability to focus and complete academic studies (Durmaz, 2017). Aside from financial problems, dismissal from the university causes a loss of prestige and social uniqueness (Selenko et al., 2017). The job definitions of young academics are also ambiguous. In many universities, they perform tasks and spend considerable amounts of time on work that is actually specified within the scope of the university

administration (Bakioğlu and Yaman, 2004). In this regard, understanding the level of POS for young academics in Turkey is critical to assessing their organizational commitment behaviour.

2.2. Organizational trust

Trust is the basis for interpersonal relations and shapes many aspects of life, including attitudes, behaviour, politics, trade, and the economy (Luhmann, 2000). The environment of trust is psychologically 'bright', thus, it motivates people to work and act efficiently (Lu et al., 2020). Maintaining relationships and achieving positive outcomes, on the other hand, become difficult in the absence of trust (Rousseau, 1990). In trust-based relationships, an important predictor of trustworthiness is one's propensity to trust, the effect of which is important at the beginning of an interpersonal interaction when no other information is available (McKnight et al., 1998). In terms of trust, the decision to trust is likely to be based on an assessment of the probability of losing versus being rewarded for it, based on one's disposition and propensity to trust (Alarcon et al., 2016). Employees who trust others are more likely to be honest, transparent, cooperative, and supportive, and to trust others (Becerra and Gupta, 2003).

Interpersonal connections require both affective and cognitive trust. Acceptance of vulnerability towards the trustee is based on the trustor's emotional bond with him/her (Chua et al., 2008). This bond is formed by the trustor's belief in the trustee's goodwill (Mayer et al., 1995). Affective trust entails a sense of emotional security and a belief in the reciprocation of one's concern towards another (Wilson et al., 2006), and it is more emotional than logical (McAllister, 1995). On the other hand, cognitive trust is based on beliefs about the trustee's competency and integrity (Dirks and Ferrin, 2002). Cognitive trust is built on common experiences and backgrounds, which eliminates relational ambiguity (Ziegler and Golbeck, 2007). Affective and cognitive trust have also attracted scholarly attention in terms of organizational outcomes. Newman et al. (2014) found that cognitive and affective-based trust affect organizational citizenship behaviour. Miao et al. (2014) discovered that both cognitive and affective trust influence job performance. There is additional evidence that cognitive and affective trust can create a fair working environment (Chhetri, 2014).

Organizational trust affects employees' attitudes toward organizations; it is defined as an understanding of expectations, experiences, and responsibilities resulting from long-standing and stable attitudes in the organizational environment (Dirks and Ferrin, 2002). Mayer et al. (1995) described organizational trust as "the will of a party to be vulnerable to other parts of operations based on the expectation that the other will have a particularly important area for those who trust them, regardless of their ability to monitor or control the other party." Organizational trust can be defined as positive expectations of organizational members' intentions and behaviour based on roles, relationships, experiences, and inter-dependencies (Shockley-Zalaback et al., 2000).

Trust in the manager, colleagues, and the organization are three sub-dimensions of organizational trust (Omarov, 2009). Managers and employees have a relationship where managers direct their subordinates and communicate effectively with them to ensure that they follow the organization's policies and procedures (Joseph and Winston, 2005). The manager's influence on her employees' development increases their credibility (Zhang et al., 2008). Additionally, employees within the organization desire to trust one another (Henttonen and Blomqvist, 2005). In organizations where employees trust one another, loyalty, stability, and innovative ideas emerge (Stoner and Hartman, 1993). Finally, the employee's perception of an organization's trustworthiness refers to organizational trust (Lewicki and Bunker, 1996). Organizational trust is the belief that the organization will act in a way that benefits or whose acts is not detrimental to the employee (Saruhan, 2013).

At universities, trust between young academics and their supervisors is very important since it directly affects their research activities (Erdem and Aytemur, 2008). It is crucial for academic supervisors to have comprehensive knowledge and expertise in their disciplines (Mishra, 1996). Academic advisors' knowledge ensures the sustainability of education because they train and supervise young researchers. An academic advisor's helpfulness and communication abilities establish trust in young academics (Shockley-Zalaback et al., 2000). On the other hand, academic supervisors have expectations from young academics. Academic supervisors will trust young academics if they are open to learning, constantly developing themselves, producing academic work, and are open to collaboration (Mullen, 2012). A trust environment in a university increases young academicians' job satisfaction (Dalati and Alchach, 2017), job performance (Aslan et al., 2014), self-efficacy (Kesen and Akyüz, 2015), and organizational justice (Bidarian and Jafari, 2012). In addition, lack of trust increases young academics' intentions to leave universities (Reçiça and Dogan, 2018), stress and burnout (Karapinar and Camgoz, 2016), and organizational cynicism levels (Kesen and Akyüz, 2015).

2.3. Organizational commitment

Organizational commitment is another factor that determines an organization's success (Suliman and Al Kathairi, 2013). Commitment, which is one of the main targets of organizations, is a goal that can be reached if employees are in harmony with each other (Chin, 2014). Organizational commitment is defined as the desire to accept an organization's goals and values, act in accordance with them, and remain a part of the organization (Drummond, 2000). Organizational commitment thus strengthens employee-organization relationships (Nazir and Islam, 2017). Employee participation and contributions increase in such an environment (Han et al., 2010).

Employees' organizational commitment is increased when they receive psychosocial, emotional, and financial support from their organization (Rhoades et al., 2001). Additionally, individuals who are satisfied with their jobs are more committed

to their organizations (Ćulibrk et al., 2018). Employee commitment is increased by fairness in the workplace (Buluc and Gunes, 2017). In an organization where employees are trusted, employees are even more committed to their organization (Fard and Karimi, 2015). Employees that are committed to the organization perform their actions for the benefit of the organization without anticipating any gain or advantage (Zayas-Ortiz et al., 2015). In addition, academic cooperation is enhanced by organizational commitment (Goh and Sandhu, 2013).

Organizational commitment is divided into three sub-dimensions: affective, continuance, and normative (Allen and Meyer, 1993). Affective commitment is characterized as a sense of belonging, an attachment to the organization, and active participation in the organization's mission and goals (Morrow and McElroy, 1986). Affectively committed employees stay with the organization because they want to (Sayğan, 2011). Continuance commitment, meanwhile, refers to the perceived cost of leaving and the perceived lack of alternatives. If the rewards of the current job are higher than its costs or its alternatives, the employee shows continuance commitment behaviour. In the context of continuance commitment, employees commit to the organization because they need to. Normative commitment focuses on the obligation employees feel to remain with an organization. Individuals may engage in normative commitment behaviour because they believe it is morally or ethically correct (Allen and Meyer, 1993).

3. RESEARCH FOCUS AND RESEARCH GAP

Generally, in developing countries like Turkey, the effect of POS and organizational trust on organizational commitment has been limited, despite major problems for young academics. While some research exists on the effects of the different aspects of organizational commitment on young academics, research gaps still remain to be addressed. First, there has not been yet sufficient research to derive the attitudes of young academics. Most research on the impact of academics on organizational commitment has been conducted outside Turkey (Barkhuizen et al., 2014; Farid et al., 2015; Jais and Mohamad, 2017; Joiner and Bakalis, 2006; Lew, 2009; Li, 2014; Mabasa and Ngirande, 2015; Nazir and Islam, 2017; Trivellas and Santouridis, 2014). Young academics from Turkish universities may have different expectations than those from other countries. Thus, this study examined the impact of POS and organizational trust on young researchers' organizational commitment in Turkey.

Some cultural characteristics may influence academicians' perceptions of organizational support, trust, and commitment. For instance, Turkey has a fragile, unstable, and vulnerable economy (Öniş, 2019) and has experienced serious political instability. Therefore, there is a low tolerance for future uncertainty in Turkish culture (Hofstede, 1980). This environment requires job security to meet personal, financial, and economic needs (Çolak, 2015). This may be one of the explanations for Turkish academics' stronger continuance commitment in such an

economic situation. Turkish people develop daily short-term plans and avoid long-term planning due to their low tolerance for future uncertainty (Hofstede, 1980). Since Turkey has a significant power distance (Hofstede, 1980), supportive and trustworthy relationships between young academics and their supervisors may not reach the desired level. This situation may lead to a decrease in commitment levels among young academics towards universities they work with (Mitić et al., 2016). In addition, studies on young academics' perceptions of organizational support, trust, and commitment in Turkey are rare (Oge and Damar, 2012; Özgan et al., 2011; Tolay et al., 2012; Zeynel and Çarıkçı, 2015; Tekin and Birincioğlu, 2016, Dinç and Birincioğlu, 2020). As previously stated, economic, social, and psychological uncertainties affect young academics' mental health and future prospects. This may affect their ability to internalize the academic profession. Based on young academics' problems, the authors aimed to examine the impact of POS and trust on organizational commitment perspectives.

4. HYPOTHESIS DEVELOPMENT

The social exchange theory provides the theoretical basis for this study. From an economic perspective, it explains that people compare and evaluate potential costs and benefits in the change process in order to obtain the best benefits (Hall, 2003). However, relations between the parties in an organization are not always based on economic change. According to Blau (1964), relationships between two parties within an organization are developed as a result of social changes that extend beyond economic change. Organizational studies show that employers and employees exchange not only financial resources but also approval, respect, recognition, trust, and support (Hall, 2003).

The theoretical basis of the theory of social exchange is the norm of reciprocity (Gouldner, 1960). The reciprocity norm plays a role in defining, analysing, and evaluating employees' attitudes and behaviour (Wayne et al., 2002). The principle of reciprocity comprises the obligation to reciprocate benefits obtained from others and the expectation of reciprocal benefits (Korsgaard et al., 2010). The social exchange interaction between employer and employee can be described through POS (Eisenberger et al., 1986). Support by their organizations creates a positive image of employees towards their employers (Dinç and Birincioğlu, 2020). In this regard, employees that perceive high levels of POS are more likely to reciprocate the organization with positive attitudes such as higher levels of commitment (Eisenberger et al., 1986). Social exchange relationships are also determined by some unwritten rules, which are based on trust (Dyer and Chu, 2011). As relationships in organizations are based on trustworthiness, trust is crucial in establishing social exchange (Nunkoo and Ramkissoon, 2012). Employees who believe the organization has created a trusting environment develop a stronger commitment to the organization (Aryee et al., 2002).

POS must address the socio-emotional requirements of employees (Demir, 2015). According to Eisenberger and Stinglhamber (2011), employees seek balance in their exchange relationships with the organization by reciprocating POS with affective commitment. If organizations meet employees' socio-emotional needs, such as respect, affiliation, and emotional support, this leads to increased affective commitment (Kim et al., 2016). In such an environment, organizations value employees' contributions and their satisfaction at work (Armeli et al., 1998), they are more committed affectively to their organizations when their needs are satisfied and their contributions are valued.

H_{1a}: POS affects affective commitment positively.

Gutierrez et al. (2012) stated that employees' perceptions of the benefits they receive from their organizations affect employees' intentions to stay or leave the organization. As employees consider leaving their current organizations, their opinions on the benefits (e.g. career advancement, other financial and non-financial rewards, etc.) they have received will likely influence their decision. Employees will continue to work if they believe that their benefits are better than those another organization would offer. If they do not believe this, their commitment to their current organization may suffer (Aubé et al., 2007).

H_{1b}: POS affects continuance commitment positively.

POS can create a sense of necessity regarding the welfare of the organization based on mutual norms. According to organizational support theory, constructive and discretionary activities by an organization improve employees' feelings of obligation to reciprocate in the manner of commitment to the organization (Eisenberger et al., 2001). Employees with a high-level normative commitment stay in their organization because they value loyalty and have a moral obligation to do so (Eisenberger et al., 1997). Some research links POS to normative commitment; see the meta-analysis of Meyer et al. (2002). According to Eisenberger et al. (1986), this link is mainly explained by the reciprocity norm, which states that when an individual does someone a favour, the beneficiary feels obligated to return the favour (Gakovic and Tetrick, 2003). Organizations provide psychosocial, psycho-emotional, and/or financial support to their employees. This creates in the employee a feeling of obligation to contribute to the organization's success. Employees respond to this support by increasing their commitment and effort (Eisenberger et al., 1997).

H_{1c}: POS affects normative commitment positively.

Job-related relations are improved by managers' trustworthiness towards employees. Subordinates' trust in their supervisors is related to positive organizational outcomes including job satisfaction and commitment (Colquitt et al., 2007). Burke et al. (2007) proposed that managers' trustworthiness, accountability, transparency, openness, predictability, and consistency influence subordinates' perceptions of management trust and its impact on outcomes. Subordinates may perceive the manager as untrustworthy if these qualities are lacking, resulting in lower organizational commitment (Xiong et al., 2016). The manager's abilities, competencies, and

qualifications in the relevant field of expertise are vital to developing trust (Tan and Tan, 2000). Cook and Wall (1980) regarded skill as a necessary component of trust. Furthermore, employees who rely on their managers are expected to be more emotionally attached to their organizations and more satisfied with their work (Casimir et al., 2006).

H_{2a}: Trust in the manager affects the affective commitment positively.

The impact of managerial trust on continuance commitment has been linked to both economic and social exchange (Shore et al., 2006). The cost of leaving an organization is the loss of constructive and supportive working relationships with other members, including supervisors (Payne and Huffman, 2005). If a manager is reliable, accountable, transparent and consistent and provides opportunities for their employees to participate in decision-making, career advancements, hone their work, and improve their skills, and subordinates' trust in the manager increases. Leaving the organization may result in the loss of certain opportunities, and employees may be required to build relationships with new managers who may be less trustworthy than the current one. Aside from the socio-organizational context, when managers evaluate employees' investments positively and meaningfully, trust in the manager increases due to the belief that employees' investments will be rewarded, either financially or through promotion.

H_{2b}: Trust in the manager has a positive effect on continuance commitment.

Since managers are often personified as the organization's "face" or "representative," responsible for implementing organizational policy, good treatment by managers may result in subordinates reciprocating with normative commitment (Miao et al., 2014). Through providing resources and opportunities for subordinates to acquire new skills, develop themselves, and participate in decision-making, managers may have trust-based relationships with their subordinates. This may lead the latter to increase their normative commitment to the organization (Miao et al., 2014). Positive treatment by a manager may therefore strengthen an employees' sense of obligation to the organization, leading to increased normative commitment. Employees who commit normatively stay in the organization due to their gratitude to their manager (Meyer and Allen, 1991), which may be due to the manager's support of employees at a crucial time in their lives (Meyer et al., 2002). Employees believe it is beneficial to stay in the organization even if they do not fully adopt the organizational culture (Eren, 2014).

H_{2c}: Trust in the manager has a positive effect on normative commitment.

There is substantial theoretical and empirical support for a relation between organizational trust and commitment (Albrecht and Travaglione, 2003; Cook and Wall, 1980; Hrebinak and Alutto, 1972; Laschinger et al., 2000). The existing trust literature suggests that a colleague's trust is directly linked to affective commitment. Reciprocal processes that occur during social interactions at work contribute to the creation, reinforcing, and strengthening of interpersonal relationships (Ferres et al., 2004). Interpersonal trust among colleagues can increase cooperation and human relations within an organization, increasing employee loyalty and affection. Thus,

it is proposed that when one colleague interacts with another with benevolence, integrity, and a consistent manner, their relationship is likely to be strengthened (Holmes and Rempel, 1989).

H_{3a}: Trust in colleagues has a significant and positive effect on affective commitment.

Morgan and Hunt (1994) found that trust-based working relationships foster collaboration and organizational commitment. They prevent workplace conflict and the intention of leaving. Healthy working relationships can help colleagues build trust and thereby meet non-financial demands such as supportive friendship, recognition, and belonging. Moreover, in a collectivist culture (e.g. Turkey), colleagues are a source of social networks and capital. In such a culture, employment relationships bring with them a preference for certain managerial mechanisms, one of which is in-group promoting (Adler and Jelinek, 1986). Organizations promote current employees' colleagues through the use of employee networks. According to Wasti (2002), such favours increase employees' commitment to the organization. Employees may lose financial and non-financial benefits if they leave their present workplace. In this regard, an employee engages in trusting behaviour rationally with the expectation of future reciprocated financial and non-financial benefits, such as career advancement opportunities, acceptance, affiliation, and affection.

H_{3b}: Trust in colleagues has a positive effect on continuance commitment.

Colleagues' attitudes and behaviour toward one another have an effect on individuals' social and psychological needs (Song et al., 2009). Employees may feel obligated to remain in the organization as a result of the interpersonal trust and social relationships among its members (Stephens, 2004). Employees that have positive relationships with others may feel obligated to their organization, resulting in their maintaining current employment. Teamwork also plays a significant effect on employees' normative commitment. According to research, both employers and employees profit from teamwork in which both sides rely on each other's contributions (Baker et al., 2006). As a result, those who rely on their colleagues can maintain their commitment to their organization by assuming moral responsibility and not leaving it.

H_{3c}: Trust in colleagues has a significant and positive effect on normative commitment.

Trust in the organization refers to employees' willingness to be vulnerable to their organization's decisions or policies (Schoorman et al., 2007). This willingness can be established when an organization communicates clearly with its employees about its activities or policies through formal and informal channels (Tan and Lim, 2009). Trust between organizations and their employees is crucial for the long-term stability of organizations and employee well-being (Tan and Tan, 2000). Organizational trust has an effect on global job factors such as organizational commitment and turnover intention, all of which have an impact on the entire organization (Tan and Tan, 2000). Employees' organizational commitment is likely to be increased when they have confidence that the organization can perform a beneficial or, at the very least, non-

harmful action for them (Yılmaz, 2008). This commitment can be defined by a strong belief in and acceptance of the organization's values, a willingness to exert significant effort on its behalf, and a strong desire to maintain membership in the organization (Tan and Tan, 2000). Trust enables the formation and development of relations within the organization in a healthier way (Mayer et al., 1995). Individuals achieve harmony with organizational goals through the formation of an atmosphere of trust in an organization. Burke and Stets (1999) suggested that employees' commitment to the organization is strengthened if they believe in the organization's trustworthiness.

H_{4a}: Trust in the organization has a significant and positive effect on affective commitment.

An employee's decision to remain in an organization for personal benefits is based on the continuance commitment, referred to as "rationale continuance" since an employee's decision to stay is based on a careful analysis of the costs associated with leaving an organization (Chen and Francesco, 2003). There are various economic and social motivations for an employee to stay with an organization, including benefits, a friendly and supportive work environment, career advancement opportunities, participative leadership, job autonomy, and fair reward and compensation distribution (Payne and Huffman, 2005). The term "trust in an organization" refers to an individual's trust in the organization, their sense of support, and their belief that the organization's promises will be fulfilled (Gilbert and Tang, 1998). It demonstrates the belief that achieving organizational goals will benefit employees (Gilbert and Tang, 1998). Employees may show a high level of commitment to organizations if the practices are fair, consistent, and ethical (Erben and Güneşer, 2008). Organizations should value employees' efforts and reward them for their contributions. These practices have the potential to increase employee-organization trust (Victor and Hoole, 2017). The fact that organizations prioritize employee rewards and provide assurances in return for their efforts can improve employee commitment (Malhotra et al., 2007).

H_{4b}: Trust in the organization has a significant and positive effect on continuance commitment.

A trust atmosphere is crucial for sustaining relationships between employees and organizations. Employees commit to their organizations in a trust-based work environment. Normative commitment is the result of employees' perceptions of committing to their organization out of a sense of duty and responsibility (Allen and Meyer, 1993). According to social exchange theory, when employees believe their organization is doing something valuable, they feel obligated to respond positively (Blau, 1964). Meyer and Smith (2000) claim that if an organization invests in an individual's development, that employee may feel obligated to stay in the organization. In this context, trust-based relations are seen as valuable for employees who display normative commitment to their organizations (Lewicka et al., 2017).

H_{4c}: Trust in the organization has a significant and positive effect on normative commitment.

5. METHODS

5.1. Data collection

The quantitative method was used in the research, and the relational screening model was employed in this study. General screening models involve a sample from the overall population to make a general judgment about a population consisting of a large number of elements. The relational screening model assesses the degree of mutual exchange between two or more variables (Karasar, 2014). According to the university's website, the target population was 912 young academics. The IT department sent each young academic an email with a link to the online survey. The overall response rate was 37%, reaching 338 young academics. The minimum sample size required to accurately represent this universe of 912 people was determined to be 271 (Büyüköztürk et al., 2017). Incomplete or incorrectly answered questionnaires were excluded. Eventually, 305 surveys were used to analyse the data. The sample size, excluding all records with missing data, was considered statistically sufficient (Hair et al., 2010). The study utilized a convenient sampling method to reach young academics, because they are easily accessible (Creswell, 2015). Table 1 shows the demographic characteristics of the young academics who took part in the study.

Table 1

Demographic characteristics of young academics

Demographics		N	%
Sex	Female	149	48.9
	Male	156	51.1
Marital status	Married	166	54.4
	Single	139	45.6
Age	<26	14	4.6
	26-28	82	26.9
	29-31	119	39.0
	>31	90	29.5
Tenure	<1 year	27	8.9
	1-3 years	65	21.3
	3-5 years	89	29.2
	> 5 years	124	40.6
Total		305	100.0

Source: authors' source.

5.2. Data collection tools

A questionnaire was used to collect data on three broad topics: perceived organizational support, organizational trust, and organizational commitment. The authors used the five-point Likert scale, rated as "strongly disagree," "disagree", "undecided", "agree" and "strongly agree," in ascending order. The measurement scales used in this study are listed in Table 2.

Table 2

Measurement scales

Measurement scales	Details	Sample item used in the study
Perceived Organizational Support	This scale was developed by Eisenberger et al. (1986). The measurement tool adapted to the Turkish context by Sökmen (2015) was used in the current study. This scale consists of eight Likert-type items.	The university management values the contributions I make to the university.
Organizational Trust	This scale was developed by Cook and Wall (1980). There are three sub-dimensions in the scale: trust in manager (including ten Likert-type items), trust in co-workers (including five Likert-type items) and trust in organization (including seven Likert-type items). The measurement tool adapted to the Turkish context by Omarov (2009) was used in the current study.	I trust that my supervisor is sufficiently and skilfully academic in his/her field.
		I trust my colleagues because they make the best of their work.
		The university I work for fulfils its promises.
Organizational Commitment	This scale was developed by Allen and Meyer (1990). There are three sub-dimensions on the scale: affective, continuance and normative commitment. The measurement tool adopted for the Turkish context by Wasti (2000) was used in the current study. This scale consists of eighteen Likert-type items, and each sub-dimension includes eight items.	I feel a strong sense of belonging to the university I work for.
		For me, one of the disadvantages of leaving this university is that another university may not have the same opportunities.
		I think it would be wrong to leave this university now because of my responsibilities towards other people working here.

Source: authors' source.

5.3. Data analysis

The data were analysed by IBM SPSS 25.0 Statistics. The skewness and kurtosis values were examined to determine if the research data fitted a normal distribution. For a normal one-way distribution, skewness-kurtosis values need to be between ±1,5 (Tabachnick and Fidell, 2007). The results revealed that all variables have

skewness values between –0.404 and 0.292, and kurtosis values between –0.118 and 1.074. In short, the data were normally distributed. Therefore, parametric tests were suitable for the data. To determine the reliability of the research findings and the validity of the scales used in the study, the data were analysed primarily in terms of internal consistency, reliability and validity. Table 3 shows the reliability of the research findings and the validity of the scales used in the study.

Table 3

Reliability, factor and structure validity analysis of measurement tools

Variables	Factor loadings	Variance explained		KMO and Barlett's test	Cronbach's α	
Perceived organizational support	0.46-0.80	70.189%		KMO = 0.94 χ^2 = 1923.2 df = 28; p = 0.00	0.93	
Trust in manager	0.61-0.77	30.516%	72.651%	KMO = 0.97 χ^2 = 5639.8 df = 210; p = 0.00	0.96	0.97
Trust in co-workers	0.72-0.80	23.886%			0.89	
Trust in organization	0.69-0.74	18.248%			0.93	
Affective commitment	0.58-0.87	39.291%	64.556%	KMO = 0.94 χ^2 = 3068.2 df = 136; p = 0.00	0.93	0.87
Continuance commitment	0.53-0.80	13.700%			0.70	
Normative commitment	0.56-0.86	11.565%			0.84	

Note: KMO: Kaiser-Meier-Olkin measure of sampling adequacy, χ^2 – chi-square, df – degrees of freedom.

Source: authors' source.

Cronbach's alpha was used to evaluate a factor's reliability and internal consistency. Cronbach's alpha values vary from 0 to 1, with higher values indicating increased reliability. If the Cronbach alpha value for each item is greater than or equal to 0.70, the factors are considered reliable (Hair et al., 2016). As demonstrated in Table 2, the Cronbach's alpha values for the factors in the study demonstrated their internal consistency, ranging from 0.70 (continuance commitment) to 0.96 (trust in manager).

Exploratory factor analysis is a useful technique for establishing validity evidence based on the internal structure of a variable (Henson and Roberts, 2006; Kieffer, 1999), thus it was performed to test the construct validity of the scales used in the study. A varimax rotation method was introduced to determine each factor's structure. As seen in Table 2, the KMO values of the measuring scales exceeded 0.70, hence the data set was suitable for exploratory factor analysis (Leech et al., 2005). Factor loadings were greater than 0.32 and the explained variance exceeded 60%. According to the findings, the variables studied in this study have a structure similar to that of the original scales (Hair et al., 2010). There was no item found that decreased the internal consistency value, indicating that the research findings are reliable and that the scales used in the study are valid.

5.4. Findings

The first set of questions focused on young academics' perceptions of organizational support, trust, and commitment. The mean and standard deviation for each dimension were determined in this context. The results are presented in Table 4.

Table 4

Descriptive statistics

Variables	Subdimensions	Mean	SD
Perceived organizational support	Perceived organizational support	2.90	1.127
Organizational trust	Trust in manager	2.94	1.107
	Trust in colleagues	3.23	1.013
	Trust in organization	2.56	1.100
Organizational commitment	Affective commitment	2.81	1.180
	Continuance commitment	3.38	0.835
	Normative commitment	2.72	1.058

Source: authors' source.

As seen in Table 4, the average level of young academics' perceptions of organizational support was 2.9 (SD = 1.127). In addition, the average perceptions of trust in their manager was 2.94 (SD = 1.107), trust in colleagues 3.23 (SD = 1.013), and trust in the organization 2.56 (SD = 1.100). Finally, the average for young academics' perceptions of affective commitment was 2.81 (SD = 1.180), continuance commitment is 3.38 (SD = 0.835), and normative commitment 2.72 (SD = 1.058).

The last set of questions examined whether the young academics' perceptions of organizational support and trust predicted organizational commitment. A simple linear regression analysis was conducted to find an answer to this question. Table 5 shows the results of the simple regression analysis.

As Table 5 shows, young academics' perceived organizational support influenced their affective commitment ($\beta = 0.71$, $p < 0.001$, $R^2 = 0.52$) and normative commitment ($\beta = 0.37$, $p < 0.001$, $R^2 = 0.537$) levels. However, POS had no significant effect on continuance commitment of young academics. Furthermore, trust in managers influenced affective commitment ($\beta = 0.71$, $p < 0.001$, $R^2 = 0.52$), continuance commitment ($\beta = –0.13$, $p < 0.05$, $R^2 = 0.02$) and normative commitment ($\beta = 0.61$, $p < 0.001$, $R^2 = 0.37$) levels in young academics. In addition, young academics' trust in co-workers influenced their affective commitment ($\beta = 0.53$, $p < 0.001$, $R^2 = 0.28$) and normative commitment ($\beta = 0.44$, $p < 0.001$, $R^2 = 0.19$). However, trust in co-workers did not have significant effect on the continuance com-

Table 5

Overall analysis

Hypotheses	Path coefficient β	t-Value	R^2	Support
H_{1a}: POS → AC	0.72	18.08***	0.52	YES
H_{1b}: POS → CC	–0.08	–1.52	0.01	NO
H_{1c}: POS → NC	0.61	13.55***	0.37	YES
H_{2a}: TM → AC	0.71	18.02***	0.50	YES
H_{2b}: TM → CC	–0.13	–2.42*	0.02	YES
H_{2c}: TM → NC	0.61	13.57***	0.37	YES
H_{3a}: TC → AC	0.53	10.99***	0.28	YES
H_{3b}: TC → CC	–0.08	–1.52	0.01	NO
H_{3c}: TC → NC	0.44	8.59***	0.19	YES
H_{4a}: TO → AC	0.74	19.13***	0.55	YES
H_{4b}: TO → CC	–0.09	–1.61	0.01	NO
H_{4c}: TO → NC	0.65	15.12***	0.42	YES

Note: * $p < .05$, ** $p < .01$, *** $p < .001$; POS – perceived organizational support, TM – trust in manager, TC – trust in co-worker, TO – trust in organization, AC – affective commitment, CC – continuance commitment, NC – normative commitment

Source: authors' source.

mitment of young academics. Finally, trust in organization influenced young academics' affective commitment ($\beta = 0.74$, $p < 0.001$, $R^2 = 0.55$) and normative commitment ($\beta = 0.65$, $p < 0.001$, $R^2 = 0.42$). However, trust in organization had no significant effect on young academics' continuance commitment.

6. DISCUSSION

The supportive and trusting environments in which young academics work have a substantial impact on their attitudes and behaviour. Supporting young academics at universities enhances their job and life satisfaction, as well as their academic success (Claduia, 2018). Increased academic performance has a positive impact on their educational style and qualifications when they interact with students in the future. Furthermore, increased academic achievement by young academics positively affects the prestige of their universities. Additionally, when universities encourage young academicians, their self-efficacy (Tuzun et al., 2017), academic entrepreneurship (Bienkowska et al., 2016), and organizational identification levels increase, while their intention to leave (Ababneh, 2020), stress, and burnout (Caglar, 2011) levels decrease. In this context, the study attempted to answer two questions.

The first aim of this study was to examine the organizational support, organizational trust, and organizational commitment levels of young academics. Kasalak and Bilgi Aksu (2014) found that organizational support for young academics is inadequate in Turkish universities. According to them, the essential conditions to support young academicians are not being created, therefore their professional motivation and performance may decrease. These situations may increase young academics' stress and burnout levels, and reduce their perceived self-sufficiency. In short, young academics should be better supported by the universities at which they work.

This study's results are also consistent with those of Erat et al. (2012), which revealed that young academics' perceived levels of trust in managers are moderately low and trust in organizations is low in the Turkish context. These findings show that young academics cannot easily express their ideas, suggestions and worries, and that when they do, they are not taken into consideration by universities, and even if they are, they are not realized in practice. These situations reduce trust in the university on supervisors. Supervisors and universities should consider young academics' opinions, furthermore, it is necessary to establish a corporate culture in which young academics can express their ideas about themselves and their university, and these ideas can be taken into consideration. Additionally, universities should encourage a democratic organizational culture that values the ideas, thoughts, and interests of young academics. This work atmosphere increases professional motivation, organizational identification, and trust among young academics.

This study found that the trust level of young academics in their colleagues is higher than the level of trust in the manager and the organization. These findings are similar to those by Gratz (2018). The predominance of informal interaction at Turkish institutions (Sargut, 2015) may strengthen social ties among young academics in universities. Young academics are able to express their ideas, thoughts, and feelings with their colleagues; this, in turn, increases their trust in them. Organizational socialization and cooperation culture should be maintained to prevent a loss of trust among young academics.

The analysis results are consistent with those of Dinç and Birincioğlu (2020) and Tekin and Birincioğlu (2016), which revealed that young academics' normative and affective commitment levels are quite low. The results give the impression that young academics' commitment to their university is not based on gratitude. The organization's or manager's investments in the employee can affect their gratitude and willingness to stay at the organization. However, a low level of normative commitment gives the impression that university management does not make any such investment in young academics who, as a result, do not feel gratitude toward their university. The findings suggest that young academics do not intend to work at their university willingly and that their commitment to the university is motivated by other factors. The academic profession may be ideal for young scholars, which may be one of the reasons why they stay in academia despite their intention to leave. A lack of alternative job opportunities, future uncertainty, or the high cost

of leaving university may be the reasons why young academics show commitment to their university. Therefore, if an academic stays at a university, the continuance commitment levels of academics should also be examined. In this regard, the authors investigated the level of continuance commitment of young academics. The findings are consistent with Ersöz (2019), who revealed that young academics' continuance commitment level is above the average. The fact that it is greater than their affective and normative commitment explains why young academics' commitment to their university is motivated by financial needs, lack of alternatives, and future uncertainty, rather than willingness or gratitude to stay at their university. In general, young academics' perceptions of continuance commitment are higher than their affective and normative commitment levels. This situation indicates that young scholars face serious concerns about their future and job security and are not generally supported by their universities.

The study's last question was whether young academics' perceptions of organizational support and trust affect their organizational commitment. The results show that POS has a positive impact on affective commitment. Organizational support meets vital socio-emotional needs for esteem, approval, and affiliation; "the employee would incorporate organizational membership into self-identity, thus developing a strong emotional bond (affective attachment) with the organization" (Eisenberger et al., 1986). In this regard, young academics who perceive their universities care for and value them tend to build a stronger affective commitment to their universities. Dinç and Birincioğlu (2020) found that POS affects young academics' affective commitment in the Turkish context. According to Lew (2009), POS has a direct effect on affective commitment, and this acts as a mediator between POS and academics' intention to leave. This study indicates that when universities encourage young academics, they feel the universities value their contributions and meet their psychological needs. As a result, they may believe that they have more opportunities for professional development (Tansky and Cohen, 2001). The enhanced affective commitment of young academics has an effect on their organizational identification (Marique et al., 2013) and job satisfaction level (Alnıaçık et al., 2012), which may affect academic performance (Habieb et al., 2013) and the prestige of the university where they work (Carmeli, 2005).

Furthermore, this research found that POS has a positive effect on young academics' continuance commitment. This finding is consistent with organizational support theory, which states that employees who feel supported by their organizations are more committed (Eisenberger et al., 1990). Employees' perceptions of benefits and support, influence their continuance commitment level (Gutierrez et al., 2012). According to Islam (2013), POS has a positive impact on continuance commitment and a negative impact on turnover intentions on academics. Additionally, Donald et al. (2016) found a positive relation between POS and continuance commitment among academics. Dinç and Birincioğlu (2020) stated that POS positively influenced young academics' perceptions of continuance commitment. The results indicate

that improving young academics' working conditions, eliminating job uncertainty, rewarding their achievements, and encouraging their academic advancement may increase their continuance commitment. Young academics' scholarly performance, self-efficacy levels, and motivation can be improved if universities improve their working conditions.

Consistently with the authors' expectations, normative commitment is positively associated with POS. The reciprocity norms, according to POS theory, explain this association (Gouldner, 1960). This norm indicates that when an individual does someone a favour, the recipient feels obligated to return it (Gouldner, 1960). Therefore, employees are more likely to feel obligated to the organization and exhibit commitment if they perceive that their organization cares about their well-being (Gakovic and Tetrick, 2003).The finding is consistent with those of Carver et al. (2011), which demonstrate that normative commitment is positively influenced by POS. Dinç and Birincioğlu (2020) found that POS affects young academics' normative commitment levels and indicated that they exhibit more organizational citizenship behaviour for their universities as a result of the support they receive. In this regard, POS provides mutual advantages for universities and young academics.

Trust is a critical component of healthy relation in the workplace (Hoy et al., 2021). In universities, organizational trust is crucial since it has the potential to affect self-efficacy levels (Ozyilmaz, 2018), knowledge sharing attitudes (Jain et al., 2015), stress and burnout levels (Özgür and Tektaş, 2018) and cynical behaviour (Chiaburu et al., 2013). Organizational trust strengthens social exchange relationships (Yu et al., 2018). In this respect, organizational trust is a critical antecedent of organizational commitment. According to meta-analytic research by Ng (2015), there is a positive relation between organizational trust and organizational commitment. The authors found that trust in the manager was a significant predictor of affective and normative commitment. The results indicate that supervisors' competence, care for young academics' development, and consistency in behaviour influence young academics' affective and normative commitment. Additionally, according to this study, trust in the manager negatively affects continuance commitment. The findings imply that managers reacted normally to young academics seeking alternative jobs in an uncertain economic environment. It was also found that trust in co-workers increases affective and normative commitment. In this respect, trust-based relationships among colleagues increase the perception of commitment in universities. According to cultural research findings, Turkey has a collectivist feature and this affects their interpersonal relationships in organizations (see Hofstede, 1984; House et al., 2006). In a collectivist culture, top management often prioritizes harmony, which includes sharing, cooperation, warmth, and fellowship (Sullivan and Peterson, 1982). Based on social exchange theory (Blau, 1964), these factors influence young academics' affective and normative commitment, therefore universities should have professional ethics, positive and cooperative intentions, and employee socialization processes and practices that strengthen trust among young academics.

Trust in colleagues does not have an impact on the continuance commitment of young academics. This finding suggests that different individual, organizational, and social factors may influence young academics' continuance commitment levels. Hence, future research can include job satisfaction (Cramer, 1996), politic behaviour (Indartono and Chen, 2011), organizational culture (Neelam et al., 2015), organizational justice (Suliman and Kathairi, 2013), and job motivation (Ahluwalia and Preet, 2017) in their research model, because these variables have the potential to affect the continuance commitment level of young academics in universities. Finally, it was found that organizational trust has an impact on affective and normative commitment among young academics. If universities establish trust-based relationships with them, show an interest in their ideas, involve them in decision-making processes, develop good relationships, and monitor their development, it is more likely that young academics will be committed to their universities in affective and normative terms.

CONCLUSIONS

This study examined the impact of POS and organizational trust on young academics' organizational commitment, and found that organizational support and organizational trust influence young academics' organizational commitment levels. The research revealed that young academics require additional organizational support than they currently receive and that a trust culture should be established within universities. Young academics need some socio-psychological and work-related support to improve their academic career (Kinnear and Sutherland, 2000). Additionally, Horwitz et al. (2003) claim that the most effective strategies for motivating academics include giving them autonomy in their work, career advancement opportunities, and top management support. Furthermore, younger academics require additional academic help from their universities and supervisors to be successful in their academic careers. Inadequate support for younger academics negatively affects their organizational commitment, organizational identification, and academic professions. Thus, the absence of organizational support negatively impacts on their academic performance as well as job motivation and increases their stress and burnout levels (Shrand and Ronnie, 2019).

The purpose of this study was to analyse young academics' organizational commitment in the context of POS with trust and to make a theoretical contribution to the education and organizational behaviour literature. The study was conducted at a Turkish state university, so the results should be generalized to other countries with caution. As this study used quantitative methods, further research using both qualitative and quantitative methods may provide comprehensive insights. Finally, the authors demonstrated the effect of POS and trust on organizational commitment, while also highlighting the presence of additional variables in this relationship. Thus, in future research, it will be possible to enrich the literature and obtain more

comprehensive results by considering additional variables such as organizational culture, job satisfaction, organizational silence, and organizational identification, all of which have the potential to affect young academics' organizational commitment levels.

REFERENCES

Ababneh, K. I., *Effects of met expectations, trust, job satisfaction, and commitment on faculty turnover intentions in the United Arab Emirates (UAE)*, International Journal of Human Resource Management, 31(2), pp. 303-334, 2020.

Adler, N. J., Jelinek, M., *Is 'organizational culture' culture bound?*, Human Resources Management, 25, pp. 73-90, 1986.

Afsar, B., Badir, Y. F., *Person-organization fit, perceived organizational support, and organizational citizenship behavior: The role of job embeddedness*, Journal of Human Resources in Hospitality & Tourism, 15(3), pp. 252-278, 2016.

Afsar, B., Umrani, W. A., *Transformational leadership and innovative work behavior: The role of motivation to learn, task complexity and innovation climate*, European Journal of Innovation Management, 23(3), pp. 402-428, 2019.

Agarwal, U. A., *Examining the impact of social exchange relationships on innovative work behavior*, Team Performance Management, 20(3/4), pp. 102-120, 2014.

Ahluwalia, A. K., Preet, K., *The influence of organizational commitment on work motivation: a comparative study of state and private university teachers*, IUP Journal of Organizational Behavior, 16(2), p. 55, 2017.

Alarcon, G. M., Lyons, J. B., Christensen, J. C., *The effect of propensity to trust and familiarity on perceptions of trustworthiness over time*, Personality and Individual Differences, 94, pp. 309-315, 2016.

Albrecht, S., Travaglione, A., *Trust in public sector senior management during times of turbulent change*, International Journal of Human Resource Management, 14(2), pp. 1-17, 2003.

Allen, N. J., Meyer, J. P., *The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization*, Journal of Occupational Psychology, 63(1), pp. 1-18, 1990.

Allen, N.J., Meyer, J.P., *Organizational Commitment: Evidence of Career Stage Effects?*, Journal of Business Research, 26(1), pp. 49-61, 1993.

Alnıaçık, Ü., Alnıaçık, E., Akçin, K., Erat, S., *Relationships between career motivation, affective commitment and job satisfaction*, Procedia-Social and Behavioral Sciences, 58, pp. 355-362, 2012.

Armeli, S., Eisenberger, R., Fasolo, P., Lynch, P., *Perceived organizational support and police performance: the moderating influence of socio-emotional needs*, Journal of Applied Psychology, 83(2), pp. 288-297, 1998.

Aryee, S., Budhwar, P. S., Xiong Chen, Z., *Trust as a mediator of the relationship between organizational justice and work outcomes: test of a social exchange model*, Journal of Organizational Behavior, 23, pp. 267-285, 2002.

Aselage, J., Eisenberger, R., *Perceived organizational support and psychological contracts: a theoretical integration*, Journal of Organizational Behaviour, 24, pp. 491-509, 2003.

Aslan, A. S., Shaukat, M. Z., Ahmed, I., Shah, I. M., Mahfar, M., *Job satisfactions of academics in Malaysian public universities*, Procedia-Social and Behavioral Sciences, 114, pp. 154-158, 2014.

Asrar-ul-Haq, M., Kuchinke, K. P., Iqbal, A., *The relationship between corporate social responsibility, job satisfaction, and organizational commitment: Case of Pakistani higher education*, Journal of Cleaner Production, 142, pp. 2352-2363, 2017.

Aubé, C., Rousseau, V., Morin, E. M., *Perceived organizational support and organizational commitment: The moderating effect of locus of control and work autonomy*, Journal of Managerial Psychology, 22(5), pp. 479-495, 2007.

Baker, D. P., Day, R., Salas, E., *Teamwork as an essential component of high-reliability organizations*, Health Service Research, 41, pp. 1576-1598, 2006.

Bakioğlu, A., Yaman, E., *Araştırma görevlilerinin kariyer gelişimleri: Engeller ve çözümler*. M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi [*Career Developments of Research Assistants: Obstacles and Solutions*, Marmara University Ataturk Education Faculty Journal of Educational Sciences], 20, pp. 1-20, 2004.

Baranik, L. E., Roling, E. A., Eby, L. T., *Why does mentoring work? The role of perceived organizational support*, Journal of Vocational Behavior, 76(3), pp. 366-373, 2010.

Barkhuizen, N., Rothmann, S., Van De Vijver, F. J., *Burnout and work engagement of academics in higher education institutions: Effects of dispositional optimism*, Stress and Health, 30(4), pp. 322--332, 2014.

Becerra, M., Gupta, A. K., *Perceived trustworthiness within the organization: the moderating impact of communication frequency on trustor and trustee effects*, Organization Science, 14, pp. 32-44, 2003.

Bidarian, S., Jafari, P., *The relationship between organizational justice and organizational trust*, Procedia-Social and Behavioral Sciences, 47, pp. 1622-1626, 2012.

Bienkowska, D., Klofsten, M., Rasmussen, E., *PhD students in the entrepreneurial university – perceived support for academic entrepreneurship*, European Journal of Education, 51(1), pp. 56-72, 2016.

Blau, P. M., *Justice in social exchange*, Sociological Inquiry, 34(2), pp. 193-206, 1964.

Bremner, N., Goldenberg, I., *Leadership, perceived organizational support, and organizational commitment in the Canadian armed forces: the mediating role of person-organization fit*. İstanbul University Journal of Sociology, 31(3), pp. 145-168, 2016.

Buluc, B., Gunes, M., *Relationship between organizational justice and organizational commitment in primary schools*, Anthropologist, 18(1), pp. 145-152, 2014.

Burke, C. S., Sims, D. E., Lazzara, E. H., Salas, E., *Trust in leadership: A multilevel review and integration*, Leadership Quarterly, 18, pp. 606–632, 2007.

Burke, P. J., Stets, J. E., *Trust and commitment through self-verification*, Social Psychology Quarterly, 62(4), pp. 347-366, 1999.

Büyüköztürk, Ş., *Sosyal Bilimler İçin Veri Analizi El Kitabı* [*Handbook for Data Analysis in Social Science Research*]. Pegem Yayıncılık, Ankara 2017.

Caesens, G., Stinglhamber, F., *The relationship between perceived organizational support and work engagement: The role of self-efficacy and its outcomes*, European Review of Applied Psychology, 64(5), pp. 259-267, 2014.

Caglar, C., *An examination of teacher's occupational burnout levels in terms of organizational confidence and some other variables*, Educational Sciences: Theory and Practice, 11(4), pp. 1841--1847, 2011.

Canrinus, E. T., Helms-Lorenz, M., Beijaard, D., Buitink, J., Hofman, A., *Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity*, European Journal of Psychology of Education, 27(1), pp. 115-132, 2012.

Carmeli, A., *Perceived external prestige, affective commitment, and citizenship behaviors*, Organization Studies, 26(3), pp. 443-464, 2005.

Carstensen, L. L., *The influence of a sense of time on human development*, Science, New Series, 312(5782), pp. 1913-1915, 2006.

Carver, L., Candela, L., Gutierrez, A. P., *Survey of generational aspects of nurse faculty organizational commitment*, Nursing Outlook, 59(3), pp. 137-148, 2011.

Casimir, G., Waldman, D. A., Bartram, T., Yang, S., *Trust and the relationship between leadership and follower performance: opening the black box in Australia and China*, Journal of Leadership and Organizational Studies, 12(3), pp. 68-84, 2006.

Chen, Z. X., Francesco, A. M., *The components of commitment and employee performance in China*, Journal of Vocational Behavior, 62, pp. 490-516, 2003.

Chhetri, P., *The role of cognitive and affective trust in the relationship between organizational justice and organizational citizenship behavior: A conceptual framework*, Verslas: Teorija ir Praktika, 15(2), pp. 170-178, 2014.

Chiaburu, D. S., Peng, A. C., Oh, I. S., Banks, G. C., Lomeli, L. C., *Antecedents and consequences of employee organizational cynicism: A meta-analysis*, Journal of Vocational Behavior, 83(2), pp. 181-197, 2013.

Chin, T., *Harmony as means to enhance affective commitment in a Chinese organization*, Cross Cultural Management: An International Journal, 21(3), pp. 326-344, 2014.

Chua, R. Y. J., Ingram, P., Morris, M., *From the head and heart: Locating cognition- and affect-based trust in managers' professional networks*, Academy of Management Journal, 51, pp. 436-452, 2008.

Claudia, M., *The influence of perceived organizational support, job satisfaction and organizational commitment toward organizational citizenship behavior (a study of the permanent lecturers at University of Lambung Mangkurat, Banjarmasin)*, Journal of Indonesian Economy and Business, 33(1), pp. 23-45, 2018.

Çolak, E., *Akademide Güvencesiz Çalışma: Araştırma Görevlilerinin Deneyimleri* [*Precarious Work in Academy: Research Assistants' Experiences*], ViraVerita E-Journal, 2, pp. 23-44, 2015.

Colquitt, J. A., Scott, B. A., LePine, J. A., *Trust, trustworthiness, and trust propensity: A meta-analytic test of their unique relationships with risk taking and job performance*, Journal of Applied Psychology, 92, pp. 909-927, 2007.

Conlon, D. E., Meyer, C. J., Nowakowski, J. M., *How does organizational justice affect performance, withdrawal, and counterproductive behavior?* [in:] Greenberg, J., Colquitt, A. J. (eds.), *Handbook of organizational justice*, pp. 301-327, 2005.

Cook, J., Wall, T., *New work attitude measures of trust, organizational commitment and personal need non-fulfilment*, Journal of Occupational Psychology, 53(1), pp. 39-52, 1980.

Cramer, D., *Job satisfaction and organizational continuance commitment: a two-wave panel study*, Journal of Organizational Behavior, 17(4), pp. 389-400, 1996.

Creswell, J. W., *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc., Upper Saddle River, New Jersey, 2005.

Ćulibrk, J., Delić, M., Mitrović, S., Ćulibrk, D., *Job satisfaction, organizational commitment and job involvement: the mediating role of job involvement*, Frontiers in Psychology, 9, pp. 1-12, 2018.

Dalati, S., Alchach, H., *The effect of leader trust and knowledge sharing on staff satisfaction at work: Investigation of universities in Syria*, Business, Management and Education, 16, pp. 190-205, 2018.

Demir, K., *The effect of organizational justice and perceived organizational support on organizational citizenship behaviors: The mediating role of organizational identification*, Eurasian Journal of Educational Research, 60, pp. 131-148, 2015.

Devece, C., Palacios-Marqués, D., Alguacil, M. P., *Organizational commitment and its effects on organizational citizenship behavior in a high-unemployment environment*, Journal of Business Research, 69(5), pp. 1857-1861, 2016.

Dinç, E., Birincioğlu, N., *Mediating effect of leader-member exchange in relationship between research assistants' organizational support perceptions and organizational commitments*, Eskişehir Osmangazi Üniversitesi İktisadi ve İdari Bilimler Dergisi [*Eskişehir Osmangazi University Journal of Economics and Administrative Sciences*], 15(1), pp. 309-330, 2020.

Dirks, K. T., Ferrin, D. L., *Trust in leadership: meta-analytic findings and implications for research and practice*, Journal of Applied Psychology, 87(4), pp. 611-628, 2002.

Djurkovic, N., McCormack, D., Casimir, G., *Workplace bullying and intention to leave: the moderating effect of perceived organisational support*, Human Resource Management Journal, 18(4), pp. 405--422, 2008.

Donald, M. F., Hlanganipai, N., Richard, S., *The relationship between perceived organizational support and organizational commitment among academics: The mediating effect of job satisfaction*, Investment Management and Financial Innovations, 13(3-1), pp. 267-273, 2016.

Drummond, J., *Foucault for students of education*, Journal of Philosophy of Education, 34(4), pp. 709--719, 2000.

Durmaz, N., *Akademinin Prekaryası: 50/d'li Araştırma Görevlileri.* Ankara Üniversitesi *[The Prekariat in Academy: The Case of Research Assistants Working Under 50/d Contract]* SBF Dergisi, 72(4), pp. 945-975, 2017.

Dyer, J., Chu, W., *The determinants of trust in supplier-automaker relationships in the US, Japan, and Korea*, Journal of International Business Studies, 42, pp. 10-27, 2011.

Eisenberger, R., Stinglhamber, F., *Perceived organizational support: Fostering enthusiastic and productive employees*, American Psychological Association, 2011.

Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., Rhoades, L., *Reciprocation of perceived organizational support*, Journal of Applied Psychology, 86, pp. 42-51, 2001.

Eisenberger, R., Cummings, J., Armeli, S., Lynch, P., *Perceived organizational support, discretionary treatment, and job satisfaction*, Journal of Applied Psychology, 82(5), pp. 812-820, 1997.

Eisenberger, R., Fasolo, P., Davis-LaMastro, V., *Perceived organizational support and employee diligence, commitment, and innovation*, Journal of Applied Psychology, 75(1), pp. 51-59, 1990.

Eisenberger, R., Huntington, R., Hutchison, S., Sowa, D., *Perceived organizational support*, Journal of Applied Psychology, 71(3), pp. 500-507, 1986.

Erat, S., Erdil, O., Kitapccedil, H., *The effect of the perception of organizational trust and organizational support on intention to quit and individual performance: An empirical study of the Turkish state universities*, African Journal of Business Management, 6(30), pp. 8853-8861, 2012.

Erben, G. S., Güneşer, A. B., *The relationship between paternalistic leadership and organizational commitment: Investigating the role of climate regarding ethics*, Journal of Business Ethics, 82(4), pp. 955-968, 2008.

Erdem, F., Aytemur, J. Ö., *Mentoring – a relationship based on trust: Qualitative research*, Public Personnel Management, 37(1), pp. 55-65, 2008.

Eren, E., *Örgütsel Davranış ve Yönetim Psikolojisi [Organizational Behaviour and Psychology of Management]*. Beta Yayıncılık, İstanbul 2014.

Ersöz, Z., Araştırma Görevlilerinin Sosyal Kaytarma Düzeyleri ve Örgütsel Bağlılıkları Arasındaki İlişki [*An investigation of the relationship of the researchers between the organizational commitment and the social loafing behaviors*] (Unpublished Master Thesis Dissertation), Bursa Uludağ University, Bursa, Turkey, 2019.

Fard, P. G., Karimi, F., *The relationship between organizational trust and organizational silence with job satisfaction and organizational commitment of the employees of university*, International Education Studies, 8(11), pp. 219-227, 2015.

Farid, H., Izadi, Z., Ismail, I. A., Alipour, F., *Relationship between quality of work life and organizational commitment among lecturers in a Malaysian public research university*, Social Science Journal, 52(1), pp. 54-61, 2015.

Feldman, D. C., Bolino, M. C., *The impact of on-site mentoring on expatriate socialization: A structural equation modeling approach*, International Journal of Human Resource Management, 10, pp. 54--71, 1999.

Feldman, D. C., Thomas, D. C., *Career management issues facing expatriates*, Journal of International Business Studies, 23, pp. 271-293, 1992.

Ferres, N., Connell, J., Travaglione, A., *Co-worker trust as a social catalyst for constructive employee attitudes*, Journal of Managerial Psychology, 19(6), pp. 608-622, 2004.

Florkowski, G. W., Fogel, D. S., *Expatriate adjustment and commitment: The role of host-unit treatment*, International Journal of Human Resource Management, 10, pp. 783-807, 1999.

Foley, S., Hang-Yue, N., Lui, S., *The effects of work stressors, perceived organizational support, and gender on work-family conflict in Hong Kong*, Asia Pacific Journal of Management, 22(3), pp. 237--256, 2005.

Furnham, A., Eracleous, A., Chamorro-Premuzic, T., *Emerald Article: Personality, motivation and job satisfaction: Hertzberg meets the Big Five*, Journal of Managerial Psychology, 24(8), pp. 765-779, 2009.

Gakovic, A., Tetrick, L. E., *Perceived organizational support and work status: a comparison of the employment relationships of part-time and full-time employees attending university classes*, Journal of Organizational Behavior, 24(5), pp. 649-666, 2003.

Gilbert, J. A., Tang, T. L. P. ,*An examination of organizational trust antecedents*, Public Personnel Management, 27(3), pp. 321-338, 1998.

Goh, S. K., Sandhu, M. S., *knowledge sharing among Malaysian academics: influence of affective commitment and trust*, Electronic Journal of Knowledge Management, 11(1), pp. 38-48, 2013.

Gouldner, A., *The norm of reciprocity, a preliminary statement*, American Sociological Review, 25(2), pp. 161-170, 1960.

Gratz, E. F., *An Examination of the Mediating Effect of Institutional Trust On Interpersonal Trust and Readiness for Change in University Faculty* (Unpublished Doctorate Thesis Dissertation). LaFetra College of Education, California, 2018.

Guan, X., Sun, T., Hou, Y., Zhao, L., Yi-Ze, L., Li-Hua, F., *The relationship between job performance and perceived organizational support in faculty members at Chinese universities: a questionnaire survey*, BMC Medical Education, 14(1), pp. 1-10, 2014.

Gutierrez, A. P., Candela, L. L., Carver, L., *The structural relationships between organizational commitment, global job satisfaction, developmental experiences, work values, organizational support, and person-organization fit among nursing faculty*, Journal of Advanced Nursing, 68(7), pp. 1601-1614, 2012.

Habieb, E. T. E. A., El-Shaer, A. M., Shrief, W. I., Elsayed, N. M., *Effect of faculty support, and nursing students' self-efficacy, and affective commitment on their academic achievements*, Life Science Journal, 10(3), pp. 2707-2716, 2013.

Hair Jr., J. F., Black, C. W., Babin, J. B., Anderson, E. R., *Multivariate data analysis: A global perspective*. Pearson Prentice Hall, Upper Saddle River, NJ, 2010.

Hair, J. F., Jr., Hult, G. T. M., Ringle, C., Sarstedt, M., *A primer on partial least squares structural equation modeling (PLS-SEM*). Sage Publications, 2016.

Hall, H., *Borrowed theory: Applying exchange theories in information science research*, Library & Information Science Research, 25(3), pp. 287-306, 2003.

Han, T. S., Chiang, H. H., Chang, A., *Employee participation in decision making, psychological ownership and knowledge sharing: mediating role of organizational commitment in Taiwanese high-tech organizations*, The International Journal of Human Resource Management, 21(12), pp. 2218-2233, 2010.

Hellman, Ch. M., Fuqua, D. R., Worley, J., *A reliability generalization study on the survey of perceived organizational support: The effects of mean age and number of items on score reliability*, Educational and Psychological Measurement, 66(4), pp. 631-642, 2006.

Helvaci, M. A., Kilicoglu, A., *The relationship between the organizational change cynicism and organizational commitment of teachers*, Journal of Education and Training Studies, 6(11), pp. 105--110, 2018.

Henson, R. K., Roberts, J. K., *Use of exploratory factor analysis in published research: common errors and some comment on improved practice*, Educational and Psychological Measurement, 66(3), pp. 393-416, 2006.

Henttonen, K., Blomqvist, K., *Managing distance in a global virtual team: the evolution of trust through technology-mediated relational communication*, Strategic Change, 14(2), pp. 107-119, 2005.

Hofstede, G., *Culture's consequences: comparing values, behaviors, institutions, and organizations across nations* (2nd ed.), Sage, Thousand Oaks, CA, 1980.

Holmes, J. G., Rempel, J. K., *Trust in close relationships* [in:] Clyde, H. (ed*.), Close relationships*, pp. 187-220. Sage, Newbury Park, CA, 1989.

Horwitz, F. M., Heng, T. C., Quazi, H. A., *Finders, keepers? Attracting, motivating and retaining knowledge workers*, Human Resource Management, 13(4), pp. 23-44, 2003.

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., Gupta, V., *Culture, leadership, and organizations: The GLOBE study of 62 societies*, Sage, Thousand Oaks, CA, 2004.

Hoy, W. K., Smith, P. A., Sweetland, S. R., *The development of the organizational climate index for high schools: Its measure and relationship to faculty trust*, The High School Journal, 86(2), pp. 38-49, 2002.

Hrebinak, L. G., Alutto, J. A., *Personal and role-related factors in the development of organizational commitment*, Administrative Science Quarterly, 17, pp. 555-572, 1972.

Hussain, M., Al Hammadi, F., Adebanjo, D., *Adoption of practices for organizational effectiveness in healthcare supply chains: Insights from the United Arab Emirates (UAE)*, International Journal of Productivity and Performance Management, 69(5), pp. 915-938, 2020.

Iaffaldano, M. T., Muchinsky, P. M., *Job satisfaction and job performance: A meta-analysis*, Psychological Bulletin, 97(2), p. 251, 1985.

Indartono, S., Chen, C. H. V., *Moderating effects of tenure and gender on the relationship between perception of organizational politics and commitment and trust*, South Asian Journal of Management, 18(1), pp. 7-36, 2011.

Islam, T., Ahmad, U. N. B. U., Ali, G., Ahmed, I., Bowra, Z. A., *Turnover intentions: The influence of perceived organizational support and organizational commitment*, Procedia-Social and Behavioral Sciences, 103, pp. 1238-1242, 2013.

Jacobsen, C. B., Andersen, L. B., Bøllingtoft, A., Eriksen, T. L. M., *Can leadership training improve organizational effectiveness? Evidence from a randomized field experiment on transformational and transactional leadership*, Public Administration Review, in press, pp. 1-15, 2021.

Jain, K. K., Sandhu, M. S., Goh, S. K., *Organizational climate, trust and knowledge sharing: Insights from Malaysia*, Journal of Asia Business Studies, 9(1), pp. 54-77, 2015.

Jais, J., Mohamad, M., *Perceived organisational support and perceived supervisory support as predictors of organisational commitment of Malaysian academics*, Advanced Science Letters, 23(9), pp. 8732-8736, 2017.

Jawabri, A., *Job satisfaction of academic staff in the higher education: Evidence from private universities in UAE*, International Journal of Human Resource Studies, 7(4), pp. 193-210, 2017.

Joiner, T. A., Bakalis, S., *The antecedents of organizational commitment: The case of Australian casual academics*, International Journal of Educational Management, 20(6), pp. 439-452, 2006.

Karapinar, P., Camgoz, M., *The mediating effect of organizational trust on the link between the areas of work life and emotional exhaustion*, Educational Sciences: Theory and Practice, 16(6), pp. 1947--1980, 2016.

Karasar, N., *Scientific Research Methods*. Nobel Academic Publishing, Ankara 2014.

Kasalak, G., Bilgin Aksu, M., *The relationship between perceived organizational support and organizational cynicism of young academics*, Educational Sciences: Theory and Practice, 14(1), pp. 125-133, 2014.

Kesen, M., Akyüz, B., *The Investigation of the Relationships among Academic Self-Efficacy Perception, Organizational Trust and Organizational Cynicism*, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 19(3), pp. 47-68, 2015.

Khan, M. S., Khan, I., Ghulam Muhammad, K., Khan, S., Nawaz, A., Khan, F., Yar, N. B., *The Impact of Job Satisfaction and Organizational commitment on the Intention to leave among the Academicians*, International Journal of Academic Research in Business and Social Sciences, 4(2), pp. 114-131, 2014.

Kieffer, K. M., *An introductory primer on the appropriate use of exploratory and confirmatory factor analysis*, Research in the Schools, 6(2), pp. 75-92, 1999.

Kim, K. Y., Eisenberger, R., Baik, K., *Perceived organizational support and affective organizational commitment: Moderating influence of perceived organizational competence*, Journal of Organizational Behavior, 37(4), pp. 558-583, 2016.

Kinnear, L., Sutherland, M., *determinants of organisational commitment amongst knowledge workers*, South African Journal of Business Management, 31(3), pp. 106-112, 2000.

Kooij, D.T.A. M., Zacher, H., *Why and when do learning goal orientation and attitude decrease with aging? The role of perceived remaining time and work centrality*, Journal of Social Issues, 72(1), pp. 146-168, 2016.

Korsgaard, M. A., Meglino, B. M., Lester, S. W., Jeong, S. S., *Paying you back or paying me forward: Understanding rewarded and unrewarded organizational citizenship behavior*, Journal of Applied Psychology, 95, pp. 277-290, 2010.

Köse, S., Gönüllüoğlu, S., *Örgütsel desteğin örgütsel bağlılık üzerindeki etkisini belirlemeye yönelik bir araştırma*. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi *[A study to determine the effect of organizational support on organizational commitment*, Dumlupınar University Journal of Social Sciences], 27, pp. 85-94, 2010.

Kraimer, M. L., Wayne, S. J., *An examination of perceived organizational support as a multidimensional construct in the context of an expatriate assignment*, Journal of Management, 30(2), pp. 209-237, 2004.

Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., Adis, C. S., *Perceived organizational support: A meta-analytic evaluation of organizational support theory*, Journal of Management, 43(6), pp. 1854-1884, 2017.

Laschinger, H.K.S., Fimegan, J., Shamian, J., Casier, S., *Organizational trust and empowerment in restricted healthcare settings*, Journal of Nursing Administration, 30(9), pp. 413-425, 2000.

Leech, N. L., Barrett, K. C., Morgan, G. A., *SPSS for intermediate statistics: use and interpretation*, Second edition. Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, London, 2005.

Lew, T., *The relationships between perceived organizational support, felt obligation, affective organizational commitment and turnover intention of academics working with private higher educational institutions in Malaysi*a, European Journal of Social Sciences, 9(1), pp. 72-87, 2009.

Lewicka, D., Karp-Zawlik, P., Pec, M., *Organizational trust and normative commitment*. Annales Universitatis Mariae Curie-Skłodowska, sectio H – Oeconomia, 51(3), pp. 72-83, 2017.

Lewicki, R. J., Bunker, B. B., *Developing and maintaining trust in work relationships*, Trust in Organizations, Frontiers of Theory and Research, 114, 139, 1996.

Li, Y., *Building affective commitment to organization among Chinese university teachers: The roles of organizational justice and job burnout*, Educational Assessment, Evaluation and Accountability, 26(2), pp. 135-152, 2014.

Liden, R. C., Wayne, S. J., Zhao, H., Henderson, D., *servant leadership: development of a multidimensional measure and multilevel assessment*, Leadership Quarterly, 19(2), pp. 161-177, 2008.

Lu, H., Tong, P., Zhu, R., *Longitudinal evidence on social trust and happiness in China: Causal effects and mechanisms*, Journal of Happiness Studies, 21(5), pp. 1841-1858, 2020.

Luhmann, N., *Familiarity, confidence, trust: problems and alternatives*, Trust: Making and Breaking Cooperative Relations, 6, pp. 94-107, 2000.

Luthans, F., Norman, S. M., Avolio, B. J., Avey, J. B., *The mediating role of psychological capital in the supportive organizational climate – employee performance relationship*, Journal of Organizational Behavior, 29(2), pp. 219-238, 2008.

Mabasa, F. D., Ngirande, H., *Perceived organisational support influences on job satisfaction and organisational commitment among junior academic staff members*, Journal of Psychology in Africa, 25(4), pp. 364-366, 2015.

Malhotra, N., Budhwar, P., Prowse, P., *Linking rewards to commitment: an empirical investigation of four UK call centres*, The International Journal of Human Resource Management, 18(12), pp. 2095--2128, 2007.

Marique, G., Stinglhamber, F., Desmette, D., Caesens, G., De Zanet, F., *The relationship between perceived organizational support and affective commitment: A social identity perspective*, Group & Organization Management, 38(1), pp. 68-100, 2013.

Mayer, R. C., Davis, J. H., Schoorman, F. D., *An Integrative Model of Organizational Trust*, Academy of Management Review, 20(3), pp. 709-734, 1995.

McAllister, D. J., *Affect-and cognition-based trust as foundations for interpersonal cooperation in organizations*, Academy of Management Journal, 38(1), pp. 24-59, 1995.

McKnight, D. H., Cummings, L. L., Chervany, N. L., *Initial trust formation in new organizational relationships*, The Academy of Management Review, 23, pp. 473–490, 1998.

Meyer, J. P., Allen, N. J., *A Three-component conceptualization of organizational commitment*, Human Resource Management Review, 1(1), pp. 61-89, 1991.

Meyer, J. P., Smith, C. A., *HRM practices and organizational commitment: Test of a mediation model*, Canadian Journal of Administrative Sciences/Revue canadienne des sciences de l'administration, 17(4), pp. 319-331, 2000.

Meyer, J. P., Stanley, D. J., Herscovitch, L., Topolnytsky, L. ,*Affective, continuance, and normative commitment to the organization: a meta-analysis of antecedents, correlates, and consequences*, Journal of Vocational Behavior, 61(1), pp. 20-52, 2002.

Miao, Q., Newman, A., Huang, X., *The impact of participative leadership on job performance and organizational citizenship behavior: Distinguishing between the mediating effects of affective and*

cognitive trust, The International Journal of Human Resource Management, 25(20), pp. 2796--2810, 2014.

Mishra, A. K., *Organizational responses to crisis: The centrality of trust* [in:] Kramer, M. R., Tyler, R. T. (eds.) *Trust in organizations: Frontiers of theory and research*, pp. 261-287. Sage, Thousand Oaks, CA, 1996.

Mitić, S., Vukonjanski, J., Terek, E., Gligorović, B., Zorić, K., *Organizational culture and organizational commitment: Serbian case*, Journal of Engineering Management and Competitiveness, 6(1), pp. 21-27, 2016.

Mitra, D., *An analytical study on public leadership styles influencing organizational effectiveness of Indian public sector banks: today and tomorrow*, Journal of Leadership Studies, 14(1), pp. 80-88, 2020.

Morgan, R. M., Hunt, S. D., *The commitment-trust theory of relationship marketing*, Journal of Marketing, 58, pp. 20-38, 1994.

Morrow, P. C., McElroy, J. C., *On assessing measures of work commitment*, Journal of Occupational Behaviour, 7(2), pp. 139-145, 1986.

Mullen, C. A., *From student to professor: translating a graduate degree into career in academia*. Rowman and Littlefield Publishers, Lanham 2010.

Murthy, K. S., Kumar, K. S., *Impact of HR practices on organizational effectiveness: a study with reference to engineering colleges in Chennai, Tamil Nadu*, International Journal of Asian Business and Information Management, 12(2), pp. 157-168, 2021.

Nazir, O., Islam, J. U., *Enhancing organizational commitment and employee performance through employee engagement: An empirical check*, South Asian Journal of Business Studies, 6(1), pp. 98--114, 2017.

Neelam, N., Bhattacharya, S., Sinha, V., Tanksale, D., *Organizational culture as a determinant of organizational commitment: What drives IT employees in India?*, Global Business and Organizational Excellence, 34(2), pp. 62-74, 2015.

Newman, A., Kiazad, K., Miao, Q., Cooper, B., *Examining the cognitive and affective trust-based mechanisms underlying the relationship between ethical leadership and organisational citizenship: A case of the head leading the heart?*, Journal of Business Ethics, 123(1), pp. 113-123, 2014.

Ng, T. W., *The incremental validity of organizational commitment, organizational trust, and organizational identification*, Journal of Vocational Behavior, 88, pp. 154-163, 2015.

Nielsen, K., Nielsen, M. B., Ogbonnaya, C., Känsälä, M., Saari, E., Isaksson, K., *Workplace resources to improve both employee well-being and performance: A systematic review and meta-analysis*, Work & Stress, 31(2), pp. 101-120, 2017.

Nunkoo, R., Ramkissoon, H., *Power, trust, social exchange and community support*, Annals of Tourism Research, 39(2), pp. 997-1023, 2012.

O'Driscoll, M. P., Randall, D. M., *Perceived organisational support, satisfaction with rewards, and employee job involvement and organisational commitment*, Applied Psychology, 48(2), pp. 197--209, 1999.

Ogbonna, E., Harris, L. C., *Leadership style, organizational culture and performance: empirical evidence from UK companies*, International Journal of Human Resource Management, 11(4), pp. 766-788, 2000.

Oge, S., Damar, A., *A research towards the examination of relationship organizational commitment and job satisfaction of academics*, Eurasian Journal of Business and Management, 1(2), pp. 44-57, 2013.

Omarov, A., *Organizational trust and job satisfaction* (Unpublished master thesis dissertation). Dokuz Eylül University, İzmir, Turkey, 2009.

Öniş,Z., *Turkey under the challenge of state capitalism: The political economy of the late AKP era*, Southeast European and Black Sea Studies, 19(2),pp. 1-25, 2019.

Özgan, H., Külekçi, E., Özkan, M., *Öğretim Elemanlarının Örgütsel Sinizm İle Örgütsel Bağlılık Düzeyleri Arasındaki İlişkinin İncelenmesi* [*Analyzing of the Relationships between Organizational Cynicism and Organizational Commitment of Teaching Staff*], International Online Journal of Educational Sciences, 4(1), pp. 196-205, 2012.

Özgür, G., Tektaş, P., *An examination of the correlation between nurses' organizational trust and burnout levels*, Applied Nursing Research, 43, pp. 93-97, 2018.

Ozyilmaz, A., Erdogan, B., Karaeminogullari, A., *Trust in organization as a moderator of the relationship between self-efficacy and workplace outcomes: A social cognitive theory-based examination*, Journal of Occupational and Organizational Psychology, 91(1), pp. 181-204, 2018.

Palmer, J. C., Komarraju, M., Carter, M. Z., Karau, S. J., *Angel on one shoulder: Can perceived organizational support moderate the relationship between the Dark Triad traits and counterproductive work behavior?*, Personality and Individual Differences, 110, pp. 31-37, 2017.

Payne, S. C., Huffman, A. H., *A longitudinal examination of the influence of mentoring on organizational commitment and turnover*, Academy of Management Journal, 48(1), pp. 158-168, 2005.

Rhoades, L., Eisenberger, R., *Perceived organizational support: a review of the literature*, Journal of Applied Psychology, 87(4), pp. 698-714, 2002.

Rhoades, L., Eisenberger, R., Armeli, S., *Affective commitment to the organization: the contribution of perceived organizational support*, Journal of Applied Psychology, 86(5), pp. 825-836, 2001.

Rose, S., *Academic success of nursing students: Does motivation matter?*, Teaching and Learning in Nursing, 6(4), pp. 181-184, 2011.

Rousseau, D. M., *New hire perceptions of their own and their employer's obligations: a study of psychological contracts*, Journal of Organizational Behavior, 11(5), pp. 389-400, 1990.

Sargut, A. S., *Kültürler Arası Farklılaşma ve Yönetim* [*Cross-Cultural Differentiation and Management*] (4th ed.). İmge Kitabevi, Ankara 2015.

Saruhan, N., *Organizational change: the effects of trust in organization and psychological capital during change process*, Journal of Business, Economics & Finance, 2(3), pp. 13-35, 2013.

Sayğan, F. N., *Relationship between affective commitment and organizational silence: A conceptual discussion*, International Journal of Social Sciences and Humanity Studies, 3(2), pp. 219-227, 2011.

Schoorman, F. D., Mayer, R. C., Davis, J. H., *An integrative model of organizational trust: past, present, and future*, Academy of Management Review, 32(2), pp. 344-354, 2007.

Selenko, E., Mäkikangas, A., Stride, C.B., *Does job insecurity threaten who you are? Introducing a social identity perspective to explain well-being and performance consequences of job insecurity*, Journal of Organizational Behavior, 38(6), pp. 856-875, 2017.

Selmer, J., *Usage of corporate career development activities by expatriate managers and the extent of their international adjustment*, International Journal of Commerce & Management, 10, pp. 1-23, 2000.

Shanock, L. R., Eisenberger, R., *When supervisors feel supported: relationships with subordinates' perceived supervisor support, perceived organizational support, and performance*, Journal of Applied Psychology, 91(3), p. 689-695, 2006.

Sharma, R., Sahoo, C. K., *Regenerating organizational strength the employee centric way*, Strategic HR Review, 12(2), pp. 61-69, 2013.

Shockley-Zalaback, P., Ellis, K., Winograd, G., *Organizational trust: What it means, why it matters*, Organization Development Journal, 18, pp. 35-48, 2000.

Shore, L. M., Tetrick, L. E., *A construct validity study of the survey of perceived organizational support*, Journal of Applied Psychology, 76(5), pp. 637-643, 1991.

Shore, L. M., Tetrick, E. L., Lynch P., Barksdale, K., *Social and economic exchange: Construct development and validation*, Journal of Applied Social Psychology, 36(4), pp. 837-867, 2006.

Shrand, B., Ronnie, L., *Commitment and identification in the Ivory Tower: Academics' perceptions of organisational support and reputation*, Studies in Higher Education, 46(2), pp. 285-299, 2021.

Slijepcevic, M., and Krstic, J., *Organizational culture and perceived effectiveness: a case study of an insurance company*, Management. Journal of Sustainable Business and Management Solutions in Emerging Economies, 25(2), pp. 29-40, 2020.

Song, J. H., Kim, H. M., Kolb, J. A., *The effect of learning organization culture on the relationship between interpersonal trust and organizational commitment*, Human Resource Development Quarterly, 20(2), pp. 147-167, 2009.

Stephens, R. D., Dawley, D. D., Stephens, D. B., *Director role potential as antecedents of normative and affective commitment on nonprofit boards*, Organizational Analysis, 12(4), pp. 397-398, 2004.

Stoner, C. R., Hartman, R. I., *Team building: Answering the tough questions*, Business Horizons, 36(5), pp. 70-79, 1993.

Suliman, A., Kathairi, M. A., *Organizational justice, commitment and performance in developing countries: the case of the UAE*, Employee Relations, 35(1), pp. 98-115, 2012.

Sullivan, J., Peterson, R. B., *Factors associated with trust in Japanese-American joint ventures*, Management International Review, 22(2), pp. 30-40, 1982.

Tabachnick, B. G., Fidell, L. S., *Using multivariate statistics* (5th ed.). Pearson Education Inc., Boston 2007.

Tan, H. H., Tan, C. S., *Toward the differentiation of trust in supervisor and trust in organization*, Genetic, Social, and General Psychology Monographs, 126(2), pp. 241-260, 2000.

Tan, H. H., Lim, A. K. H., *Trust in coworkers and trust in organizations*, The Journal of Psychology: Interdisciplinary and Applied, 143(1), pp. 45-66, 2009.

Tansky, J. W., Cohen, D. J., *The relationship between organizational support, employee development, and organizational commitment: An empirical study*, Human Resource Development Quarterly, 12(3), pp. 285-300, 2001.

Tekin, E., Birincioğlu, N., *Araştırma görevlilerinin örgütsel bağlılık düzeylerinin kadro türü ve demografik özellikler açısından incelenmesi* [*Examining the Level of Organizational Commitment of Research Assistants in terms of Their Type of Staff and Demographic Characteristics*], International Journal of Economic & Administrative Studies, 19, pp. 171-196, 2017.

The Council of Higher Education in Turkey, *Turkey's higher education strategy*, Ankara, Turkey, 2007.

Thomas, L. T., Ganster, D. C., *Impact of family-supportive work variables on work-family conflict and strain: A control perspective*, Journal of Applied Psychology, 80(1), pp. 6-15, 1995.

Tolay, E., Sürgevil, O., Topoyan, M., *Impact of structural and psychological empowerment on affective commitment and job satisfaction in academic work settings*, Ege Akademik Bakış Dergisi, 12(4), pp. 449-466, 2012.

Trivellas, P., Santouridis, I., *Job satisfaction as a mediator of the relationship between service quality and organisational commitment in higher education. An empirical study of faculty and administration staff*, Total Quality Management and Business Excellence, 27(1-2), pp. 169-183, 2016.

Tuzun, I. K., Çetin, F., Basım, H. N., *Deviant employee behavior in the eyes of colleagues: the role of organizational support and self-efficacy*, Eurasian Business Review, 7(3), pp. 389-405, 2017.

Ury, W. L., *Getting past no: negotiating with difficult people*. Bantam, New York 1991.

Uysal, İ., Duygu, A., Ertuna, L., *Türkiye'deki araştırma görevlilerinin mesleki sorunlarının ikili karşılaştırma yoluyla ölçeklenmesi,* Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi

Scaling the Professional Problems of Research Assistants in Turkey by Pairwise Comparison, Journal of Measurement and Evaluation in Education and Psychology], 6(2), pp. 279-292, 2015.

Victor, J., and Hoole, C., *The influence of organisational rewards on workplace trust and work engagement*, SA Journal of Human Resource Management, 15(1), pp. 1-14, 2017.

Wang, Y. D., Hsieh, H. H., *Organizational ethical climate, perceived organizational support, and employee silence: A cross-level investigation*, Human Relations, 66(6), pp. 783-802, 2013.

Wasti, S. A., *Meyer ve Allen'in üç boyutlu örgütsel bağlılık ölçeğinin geçerlilik ve güvenilirlik analizi*. 8. Ulusal Yönetim ve Organizasyon Kongresi Bildirileri [*Validity and reliability analysis of Meyer and Allen's three-dimensional organizational commitment scale*, Proceedings of the 8th National Management and Organization Congress], pp. 401-410, 2000.

Wasti, S. A., *Affective and continuance commitment to the organization: Test of an integrated model in the Turkish context*, International Journal of Intercultural Relations, 26(5), pp. 525-550, 2002.

Wayne, S.J., Shore, L.M., Bommer, W. H., Tetrick, L. E., *The role of fair treatment and rewards in perceptions of organizational support and leader-member exchange*, Journal of Applied Psychology, 87, pp. 590-598, 2002.

Wilson, J. M., Straus, S. G., McEvily, B., *All in due time: The development of trust in computer-mediated and face-to-face teams*, Organizational Behavior and Human Decision Processes, 99, pp. 16–33, 2006.

Xiong, K., Lin, W., Li, J. C., Wang, L., *Employee trust in supervisors and affective commitment: The moderating role of authentic leadership*, Psychological Reports, 118(3), pp. 829-848, 2016.

Xu, L., *Teacher-researcher role conflict and burnout among Chinese university teachers: a job demand-resources model perspective*, Studies in Higher Education, 44(6), pp. 479-495, 2017.

Yaakobi, E., Weisberg, J., *Organizational citizenship behavior predicts quality, creativity, and efficiency performance: The roles of occupational and collective efficacies*, Frontiers in Psychology, 11, Article 758, 2020.

Yilmaz, K., *The relationship between organizational trust and organizational commitment in Turkish primary schools*, Journal of Applied Sciences, 8(12), pp. 2293-2299, 2008.

Yu, M. C., Mai, Q., Tsai, S. B., Dai, Y., *An empirical study on the organizational trust, employee-organization relationship and innovative behavior from the integrated perspective of social exchange and organizational sustainability*, Sustainability, 10(3), Article 864, 2018.

Zayas-Ortiz, M., Rosario, E., Marquez, E., Colón Gruñeiro, P., *Relationship between organizational commitments and organizational citizenship behaviour in a sample of private banking employees*, International Journal of Sociology and Social Policy, 35(1/2), pp. 91-106, 2015.

Zeynel, E., Çarıkçı, İ. H., *Mesleki motivasyonun, iş tatmini ve örgütsel bağlılık üzerine etkisi: Akademisyenler üzerine görgül bir araştırma*. Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi [*The Effect of Occupational Motivation on Job Satisfaction and Organizational Commitment: An Empirical Research on Academics*, The Journal of Faculty of Economics Administrative Sciences], 20(3), pp. 217-248, 2015.

Zhang, A. Y., Tsu, A. S., Jiwen, L., Song, C. L., Jia, L., *How do I trust thee? The employee-organization relationship, supervisory support, and middle manager trust in the organization*, Human Resource Management, 47(1), pp. 111-132, 2008.

Ziegler, C.-N., Lausen, G., *Propagation models for trust and distrust in social networks*, Information Systems Frontiers, 7, pp. 337-358, 2005.

Received: November 2019, revised: June 2021

View publication stats