

A STUDY ON THE RELATIONSHIP BETWEEN ORGANIZATIONAL TRUST AND JOB SATISFACTION OF TEACHERS IN VOCATIONAL COLLEGE IN TIANJIN, CHINA

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Abstract: This study used 143 valid questionnaires from vocational college teachers as sample data. SPSS 26.0 statistical software was used to analyze data processing, descriptive statistics, independent sample t-test and one-way ANOVA analysis and Pearson correlation analysis. The organizational trust among vocational college teachers was high, and the job satisfaction among vocational college teachers was high. The organizational trust of vocational college teachers had significant differences in gender, and the organizational trust of male teachers was higher than females. There were significant differences in organizational trust among teachers of different ages. There were significant differences in the organizational trust of vocational college teachers with different teaching ages. The organizational trust of teachers with teaching ages of 3-10 years, 11-20 years and above was higher than with less than 3 years. There were significant differences in job satisfaction of teachers in terms of gender, and male teachers were higher than female teachers. There was no difference in job satisfaction of teachers in terms of age. There were significant differences in job satisfaction of teachers with different teaching ages. Organizational trust with 3-10 years of teaching ages was higher than that with less than 3 years, 11-20 years and above. There was a significant positive correlation between organizational trust and job satisfaction among vocational college teachers.

Keywords: Teachers in Vocational College, Organizational Trust, Job Satisfaction

Introduction

The research on organizational trust originated in Western countries, while China started relatively late. Most of the research fields in Western countries were enterprise environments, and most of the research objects were technology industries. The early research results hardly involved the environment of vocational colleges and young teachers in vocational colleges (Robinson, 1996). In recent years, research on teachers' organizational trust has been gradually carried out. However, the

management of vocational college teachers mainly focused on institutional management and strict quantitative assessment (Obanolu, 2020).

Flexible management has not played its advantages, and the status quo and role of trust as an important element of flexible management in the organizational management of vocational colleges have not been paid attention to (Siddiqi, 2015). From the perspective of internationalization, the problem of organizational trust and job satisfaction of teachers in higher vocational colleges was not only related to the career development and mental health of individual teachers but also directly affected the teaching quality and international competitiveness of the school. In a highly internationalized educational environment, teachers' organizational trust was a key factor in ensuring smooth cooperation within the school and effective allocation of teaching resources. When teachers trusted the management, colleagues and institutions of the school, they were more willing to work and share knowledge and experience to promote the overall development of the school.

Organizational trust was an important source of teaching motivation. It could guide teachers to meet the challenges in their work with a more positive attitude and demand themselves according to strict standards to meet the standards of ideal teachers (Zahra et al., 2018). Only when teachers in vocational colleges really love their jobs could they conscientiously complete the teaching tasks stipulated by the school and help students learn more practical vocational skills. Because China needed to pour most teachers' strength into the process of promoting education reform and teaching development, it would cause teachers to work under pressure and difficulties in completing work tasks. In addition, society paid attention to teachers and had incomplete cognition, which also led to frequent psychological problems for teachers. If such phenomena couldn't be solved, it would lead to a decline in teachers' satisfaction, which was beneficial to the formation of their healthy mentality and the self-development of vocational college teachers. Research on the construction of the teaching staff was mostly focused on external construction and lacked attention to the inner feelings, especially trust, of teachers.

Therefore, this study empirically explored the relationship between different dimensions of organizational trust in vocational colleges and different dimensions of teacher job satisfaction from the perspective of teachers, further deepening the theory of organizational trust in vocational colleges. In the process of research, this study mainly discussed the relationship between organizational trust and the job satisfaction of teachers in vocational college. It put forward countermeasures and suggestions to improve job satisfaction of vocational college teachers, so as to promote the effective implementation of teaching guidelines and plans.

To sum up, this study was mainly to understand the current organizational trust and job satisfaction of teachers in vocational college. Explored the differences between organizational trust and job satisfaction of teachers in vocational college under different demographic backgrounds (including

gender, age, teaching ages, etc.), discriminated the correlation between organizational trust and job satisfaction of teachers in vocational college, aimed to improve the strategies of organizational trust and job satisfaction of teachers in vocational college through the shortcomings of the research results.

Research Objectives

(1) To understand the current organizational trust and job satisfaction among vocational college teachers in Tianjin, China.

(2) To analyze the differences in organizational trust and job satisfaction among vocational college teachers in Tianjin, China, under different demographic backgrounds such as gender, age, and teaching age.

(3) To explore the correlation between organizational trust and job satisfaction among vocational college teachers in Tianjin, China.

Literature Review

Research on Organizational Trust of Teacher

Organizational trust refers to the positive expectations and trustworthiness of teachers and staff towards the intentions and behaviors of school managers, colleagues, and the entire school during their interaction with the school (Li et al., 2018). Organizational trust in colleges referred to the cognition of faculty and staff on the school system, leadership management, school teaching culture, management system and psychological degree when they participated in school work. Organizational trust encompasses trust between organizations as well as trust within organizations (Butakor et al., 2021).

The trust organization within the organization was reflected in the employees' recognition of the company system and satisfaction with the working environment, which could be divided into the trust of the members within the organization to the manager and the trust among the members within the organization. Huimin & Layraman (2022) believed that the organization trust of the members to the manager was called system trust. Trust among members of an organization was called interpersonal trust (Mcnaughtan et al., 2022).

Lu (2018) believed that trust in university organizations refers to the positive expectations and trustworthiness of faculty and staff towards the intentions and behaviors of the organization's managers, colleagues, and the organization in communication with the school. Believing that teacher organizational trust referred to the positive expectations and evaluations of colleagues and the school formed by teachers during their work in school, who believed that the school would not treat them differently, recognized their efforts, and that colleagues could help each other (Nicolai & Jinhai, 2022).

Research on the measurement of organizational trust of teacher. Yang (2007) found that in the process of teachers' trust in principals, the main influencing mechanism was interpersonal behavior

patterns. Teachers determined whether to trust the principal through partial leadership behavior, and teacher cognitive factors had no impact on this. The four leadership behaviors of loyalty, competence, support, and persistence were the main factors affecting teachers' trust in principals. Zhao (2007) studied the organizational trust of teachers through personal characteristic variables (gender, age, education level, etc.) and job characteristic variables (teaching age, position, organizational characteristic variables, etc.). Cui (2010) divided trust into institutional trust, perceived trust, and emotional trust and set nine trust conditions: fairness, execution, competence, integrity, openness, consistency, values, vision, and benevolence to study the current situation of trust among primary and secondary school teachers in principals.

Research on the influencing factors of organizational trust of teacher. Shaw (1997) suggested that organizational trust could be expressed in four ways: the first type was trust between members within the organization. The second type was manifested as cooperation among members within the organization. The third type was manifested as the efficiency of the organization. The fourth type of performance was the effectiveness of the organization in achieving its goals. Therefore, this study suggested that both employees and teams within an organization were influenced by organizational trust. Zhang (2017) focused on organizational trust within universities. This study explored the influence of university teachers' trust in school leaders and institutional normed on their work efficiency and analyzed the effectiveness of teachers in universities and the institutional nature of universities (Spyridaki & Galanakis, 2022). Panchal et al. (2022) found that organizational trust in universities affected trust among teachers, their working environment, teaching motivation, and teaching effectiveness.

By summarizing and combing the research on the influencing factors of teachers' organizational trust, Wang (2013) found that when the organizational trust performance within the team was high, the team's work efficiency and the degree of trust among members were increasing. At the same time, this study holds that the job risk, job nature and trust among members of the team were the key factors affecting organizational trust. Therefore, to improve the organizational trust of the team, we should base ourselves on the team's job risk awareness and fair promotion channels among members (Bo et al., 2018). Xiao (2018) found in his research on the influencing factors of teacher organizational trust that research on university organizational trust focused on the trust between the teaching staff and the trust between teachers and students. Xiang (2010) proposed in his research on the influencing factors of teacher organizational trust that the main reasons for affecting teacher-student trust were the generation gap between teachers and students and the opposition of their identities.

Research on Job Satisfaction of Teacher

Hoplock (1935) suggested that employee job satisfaction was a subjective emotion of employees, divided into physiological and psychological manifestations of job nature. Locke (1969)

suggested that when employees experienced a pleasant psychological state at work, it was a sign of job satisfaction. Conversely, when employees experienced an unpleasant psychological state, it was a sign of job dissatisfaction. Job satisfaction factors could be used as an evaluation of job content and job value (Liu & Li, 2011).

Ji (2020) believed that the reason why employees feel satisfied or negative about their work was whether their expectations and reality for the job were consistent in their minds. In his research, Shao (2020) defined teacher job satisfaction as follows: Teacher job satisfaction was the attitude of individual teachers towards their perceived professional experience or perception state, compared to their individual self-worth and professional social value.

Research on the composition and measurement of job satisfaction of teacher. Different scholars focused on different dimensions of job satisfaction. Wei (2021) pointed out through research that job satisfaction was mainly composed of several dimensions: employees themselves, colleague relationships, leader satisfaction, career promotion, salary income, labor security, and collective atmosphere. Overall, scholars generally analyzed job satisfaction from the perspectives of individual employees, leaders, colleagues, and organizations when categorizing dimensions.

Gao (2021) focused on the teacher group and found that teacher job satisfaction could be divided into five dimensions: working environment, salary and benefits, leadership ability, organizational management, and incentive policies. The working environment refers to the physical environment in which the teacher was located, such as the teacher's teaching facilities, active teaching atmosphere, and harmonious colleague relationships. Salary refers to the salary and benefits enjoyed by teachers. Leadership ability refers to the degree to which teachers recognize the leadership level of school management. Organizational management refers to whether the school's institutional framework is complete and mature. Incentive policies refer to whether the school provides sound career training and promotion channels for teachers.

Research on the influencing factors of job satisfaction of teacher. Mu et al. (2016) found that marital status had a significant impact on teacher job satisfaction, with married teachers having higher job satisfaction compared to unmarried teachers. Meanwhile, the gender factors of teachers have no significant impact on their job satisfaction. Xu & Zhao (2012) pointed out in their study on teacher job satisfaction that the teacher's working environment influenced teacher job satisfaction. Among them, the interpersonal relationship dimension and organizational culture dimension in the working environment have the greatest impact on teacher job satisfaction, determining the attitude and energy that teachers invest in teaching work. Meanwhile, research showed that employee organizational trust had a positive predictive effect on job satisfaction.

With regard to the relevant literature of the research hypothesis, the research results of Zhang (2015) and Mu et al. (2016) showed that there were significant gender and age differences in the job

satisfaction of college teachers. Therefore, this study proposes that there were gender and age differences in the job satisfaction of college teachers.

Research on the Relationship between Organizational Trust and Job Satisfaction of Teacher

Regarding the relationship between organizational trust and job satisfaction, Wang & Pan (2014) conducted a study using 515 primary and secondary school teachers as samples. They found that teachers exhibit a positive work attitude when trusting leaders and schools, indicating that organizational trust significantly negatively affected teacher job satisfaction.

In his study on the impact of risk perception on organizational trust among medical university teachers, Hao (2020) proposed that a higher level of organizational trust had a positive effect on both individuals and organizations. Organizational trust also directly affected individual job satisfaction, the initiative in sharing knowledge, and organizational citizenship behavior, and played an important role in individuals, organizations, and society.

Zheng (2015) analyzed the influence of teachers' organizational trust on job satisfaction by the hierarchical linear model, and obtained the research results. All dimensions of organizational trust have a significant positive role in promoting all dimensions of job satisfaction. Ji (2020) aimed to investigate the impact of perceived organizational support on job satisfaction among primary and secondary school teachers and measured that the stronger the perceived organizational support ability of teachers, the higher their job satisfaction level. Yan & Chang (2021) analyzed the influencing factors of job satisfaction among rural teachers and found that organizational trust had a moderating effect on job satisfaction. It was because organizational trust could improve the autonomous behavior of vocational college teachers and could encourage them to contribute to the organization actively and voluntarily support the leadership behavior of leaders, work, and improve job satisfaction (Amoako, 2020).

Wang & Pan (2014), Zheng (2015), Hao (2020) and other research conclusions revealed the relationship between organizational trust and job satisfaction of teachers and the predictive effect of organizational trust on job satisfaction. Therefore, this study put forward Hypothesis 3. There was a significant positive correlation between organizational trust and job satisfaction of university teachers. Then, hypothesis 4 was put forward: organizational trust of university teachers had a positive predictive effect on job satisfaction.

As mentioned earlier, there were still many limitations and shortcomings in the current research on the relationship between teacher organizational trust and job satisfaction. Research on organizational trust mainly focused on the concept, dimension measurement, and influencing factors of organizational trust. Research on job satisfaction mainly focused on the dimensions, measurement, and influencing factors of job satisfaction. Different scholars had different classifications of job satisfaction dimensions. The measurement tools were also quite abundant. Although there was a connection between organizational trust and job satisfaction, it was considered that organizational trust was related to job

satisfaction. Still, the research on the relationship between organizational trust and job satisfaction of teachers in vocational college was not substantial.

Methodology

This study took vocational colleges (C school) in Tianjin, China as the research site and C school teachers as the overall research object. According to the sample size of Krejcie & Morgan (1970), there were 254 teachers in C school. According to the Morgan Table, 143 questionnaires were collected from C school teachers in Tianjin as samples. Finally, 143 valid questionnaires were obtained, and the effective return rate reached 100 %.

The Organizational Trust Scale was derived from Yu's (2007) Organizational Trust Scale, which mainly measures the level of trust teachers had in organizational ability, kind, integrity, and openness. It consisted of 25 items and four dimensions, namely ability (1-9), kind (10-14), integrity (15-20), and openness (21-25).

The Cronbach's α of the organizational trust scale was 0.898, and the internal consistency coefficients of subscales were 0.921, 0.896, 0.879 and 0.832, respectively, which indicated that the scale had very good reliability.

The KMO value was 0.948, which was greater than 0.7, and the significance level of Bartlett's sphericity test was 0.000, four factors were extracted from the organizational trust scale, and the cumulative variance contribution rate was 67.927%, indicating that the teacher organizational trust questionnaire had good structural validity.

The measurement of job satisfaction among vocational college teachers in this study mainly used Lv's (2008) "Job Satisfaction of Teacher Scale". The questionnaire consisted of 30 questions, mainly measuring the job satisfaction of vocational college teachers from five dimensions: work itself (1-7), working environment (8-13), training and promotion (14-17), salary and benefits (18-23), and leadership satisfaction (24-30). The Cronbach's α was 0.963 of the total questionnaire of Lv's (2008) Job Satisfaction of Teacher Scale had good reliability. Meanwhile, the original research used exploratory factor analysis to test the structural validity of the questionnaire. The KMO value was 0.737, reaching a significant level ($p < 0.001$), indicating that the collected data was suitable for factor analysis. The factor loadings of each question range from 0.524 to 0.961, all greater than 0.45, indicating that the teacher job satisfaction questionnaire had good structural validity.

Results

Demographic Analysis of Questionnaire Participants

This study surveyed vocational college teachers in Tianjin, China, and ultimately collected and organized 143 valid questionnaires. The demographic backgrounds surveyed mainly include gender,

age, and teaching age. In the valid questionnaire, there were 67 males, accounting for 47.2%, and 76 females, accounting for 52.8%, which showed that the gender ratio of teachers surveyed was relatively balanced. In terms of age, there were 76 teachers aged under 30 years old, accounting for 52.80%, 47 teachers aged 31-40 years old, accounting for 32.7%, and 21 teachers aged 41 years old and above, accounting for 14.5%. In terms of years of teaching, 78 teachers have been teaching for 0-3 years, accounting for 54.7%, 27 teachers have been teaching for 3-10 years, accounting for 19.2%, and 37 teachers have been teaching for more than 10 years, accounting for 26.1%. In terms of age, because the number of teachers over 50 years old participating in the survey was only 4, they were combined with the group aged 41-50 to synthesize the age characteristics of 41 years old and above. Similarly, in terms of teaching age, the research results of teachers with more than 20 years of experience would be merged with those in the range of 10 years to 20 years.

Descriptive Statistics on the Levels of Organizational Trust and Job Satisfaction

1) Table 1 shows that the overall organizational trust among teachers in vocational college was 4.00, indicating that the organizational trust among teachers in vocational college was high.

Table 1: Descriptive Statistics of Organizational Trust of Teachers

Dimension	N	M	SD	Interpretation
Ability	143	3.83	0.67	High
Kind	143	3.90	0.77	High
Integrity	143	4.15	0.66	High
Openness	143	4.17	0.70	High
Organizational trust	143	4.00	0.64	High

2) Table 2 shows the overall teachers' job satisfaction was $M=3.59$, which indicated that teachers' job satisfaction in vocational college was high.

Table 2: Descriptive Statistics on Job Satisfaction of Teachers

Dimension	N	M	SD	Interpretation
Work itself	143	4.04	0.68	High
Working environment	143	3.66	0.61	High
Training and promotion	143	3.21	0.46	Moderate
Salary and benefits	143	3.35	0.54	Moderate
Leader satisfaction	143	3.44	0.82	Moderate
Job satisfaction	143	3.59	0.53	High

Differences Analysis on the Levels of Organizational Trust and Job Satisfaction Compared with Demographic Backgrounds

The organizational trust of vocational college teachers had significant differences in gender, and the organizational trust of male teachers was higher than that of female teachers. There were

significant differences in organizational trust among teachers of different ages in vocational college. The organizational trust of teachers aged 31-40 years old was higher than those aged under 30 years old, and that of teachers aged under 30 years old was higher than those aged 41 years old and above. On the whole, there were significant differences in the organizational trust of vocational college teachers with different teaching ages. The organizational trust of teachers with teaching ages of 3-10 years, 11-20 years and above was higher than with less than 3 years. There were significant differences in job satisfaction of vocational college teachers in terms of gender, and male teachers were higher than female teachers. There was no significant difference in job satisfaction of vocational college teachers in terms of age. There were significant differences in job satisfaction among higher vocational college teachers with different teaching ages. Organizational trust with 3-10 years of teaching ages was higher than that with less than 3 years, 11-20 years and above.

Correlation Analysis among Organizational Trust and Job Satisfaction

The Pearson correlation analysis of organizational trust and job satisfaction showed that there was a significant positive correlation between organizational trust and job satisfaction ($r=0.671$). The correlation between integrity in organizational trust and job satisfaction was highest ($r=0.678$). The work itself had the highest correlation with organizational trust in job satisfaction ($r=0.733$). The dimensions in the scale also showed positive correlation with each other. The overall relevant situation was shown in Table 3.

Table 3: Matrix of Correlation Analysis between Organizational Trust and Job Satisfaction of Teachers

Dimension	Work itself	Working environment	Training and promotion	Salary and benefits	Leader satisfaction	Job satisfaction
Ability	.637***	.514***	.291**	.334***	.296**	.532***
Kind	.638***	.602***	.307**	.373***	.451***	.622***
Integrity	.709***	.663***	.400***	.412***	.457***	.678***
Open	.698***	.516***	.272***	.306***	.380***	.575***
Organizational trust	.733***	.644***	.354***	.400***	.449***	.671***

Note: ** $p < .01$, *** $p < .001$

Discussion

Current Organizational Trust and Job Satisfaction of Vocational College Teachers

The overall level of organizational trust among vocational college teachers in Tianjin was relatively good, with relatively high scores for integrity and openness in various dimensions of organizational trust, which was at a high level. The scores of ability and kind were relatively low and still at a high level, which showed that some teachers thought that the organizational cognitive system structure was still insufficient. There was still room for improvement in organizational trust perception.

On the whole, teachers rate organizational trust at a higher price. The overall level of job satisfaction among vocational college teachers was relatively good. It showed that teachers in vocational colleges were delighted with their professional work and had a high recognition of their identity as teachers. It showed that teachers in vocational colleges were relatively dissatisfied with salary and benefits, teaching training and promotion. Schools needed to communicate effectively with teachers in time, understand teachers' ideas and needs, and make timely adjustments, so as to arouse teachers' enthusiasm and enthusiasm for work and improve teaching quality and work efficiency.

Differences in Organizational Trust and Job Satisfaction of Vocational College Teachers

(1) There were significant differences in organizational trust among vocational college teachers of different genders, with male teachers having higher organizational trust than female teachers. This conclusion was consistent with the research findings of Zhang (2017). This result might be due to the delicate and sensitive emotions of female teachers themselves, who were relatively higher than males in terms of external needs. Therefore, the standard for building trust was relatively high. There were significant differences in organizational trust among teachers of different ages in vocational colleges, and significant differences were observed in all dimensions of organizational trust. The difference comparison results showed that the organizational trust of teachers aged 31-40 years old was higher than that of other age groups. With the increase in age and the pressure of life and work of teachers in this age group, their energy and physical strength gradually declined, and their organizational trust level was relatively low. The teaching ages of 3-10 years or less were relatively high, while the teachers with teaching ages of 3 years or less were relatively low. The research results of Liu (2021) were completely consistent with this study. The establishment of organizational trust was determined by individual cognition as the initial stage and then gradually accumulated through the post work in colleges, and then new organizational personnel were established.

(2) There was a significant difference in overall job satisfaction among vocational college teachers of different genders, with male teachers having higher job satisfaction than female teachers. The research results of Liao (2016) were consistent with this study. The results were mainly reflected in the working environment, training and promotion, salary and other aspects. There was no significant difference in job satisfaction among vocational college teachers of different ages in terms of age. The research results of Wei et al. (2021) were inconsistent with this study, as they showed that older teachers have higher job satisfaction. The results of this study had certain specificity and did not show a direct correlation between job satisfaction and age. The teaching profession had a high social status and was a proud career in education. At the same time, it showed the consistency of teachers' cognition and self-perception in many aspects, which was a true portrayal of the current education team construction guarantee (Lan et al., 2018). The vocational college teachers with teaching ages of 3-10 years and below were relatively high, while the average scores of vocational college teachers with teaching ages of 3

years and below were relatively low, which might be related to the work experience of teachers. The research of Xu & Zhao (2012) was consistent with this article. It could be explained that the progress and development of the teaching work of new teachers might be stagnant, and their work enthusiasm might decrease accordingly.

Relationship between Organizational Trust and Job Satisfaction of Vocational College Teachers

The results of this study indicate that there was a significant positive correlation between organizational trust and job satisfaction among vocational college teachers, and there was also a varying degree of positive correlation between various dimensions. It was consistent with the study. Discussed the relationship between organizational trust and job satisfaction of teachers in vocational college. The results showed that teachers' organizational trust could significantly predict their job satisfaction. In addition, regardless of the teacher's field of expertise, their level of identification with their profession would directly affect their level of job satisfaction. The higher the organizational trust of teachers, the more they value the significance and importance of their roles to themselves. They were more likely to show positive emotions towards their profession, invest more in their work, complete their work well, and easily experience a sense of joy or success in their work. As a result, they would feel a higher level of satisfaction internally. On the contrary, if teachers were forced to survive or engage in occupations they don't like, they would lack enthusiasm and perfunctory things in their work. They would easily have negative emotions such as boredom and upset so that they couldn't experience a sense of accomplishment and happiness from their work, and their job satisfaction was also low.

Conclusions

1) The level of organizational trust among teachers in vocational college was at a high level. The job satisfaction level of vocational college teachers was at a high level.

2) The organizational trust of vocational college teachers had significant differences in gender, and the organizational trust of male teachers was higher than that of female teachers. There were significant differences in organizational trust among teachers of different ages in vocational college. The organizational trust of teachers aged 31-40 years old was higher than those aged under 30 years old, and that of teachers aged under 30 years old was higher than those aged 41 years old and above. On the whole, there were significant differences in the organizational trust of vocational college teachers with different teaching ages. The organizational trust of teachers with teaching ages of 3-10 years, 11-20 years and above was higher than with less than 3 years. There were significant differences in job satisfaction of vocational college teachers in terms of gender, and male teachers were higher than female teachers. There was no significant difference in job satisfaction of vocational college teachers in terms of age. There were significant differences in job satisfaction among higher vocational college teachers with different teaching ages. Organizational trust with 3-10 years of teaching ages was higher than that

with less than 3 years, 11-20 years and above.

3) There was a significant positive correlation between organizational trust and job satisfaction among vocational college teachers.

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