

## PAPER DETAILS

TITLE: Organizational Trust Levels of High School Administrators: A Qualitative Study

AUTHORS: Sibel DEMIRER

PAGES: 41-55

ORIGINAL PDF URL: <https://dergipark.org.tr/tr/download/article-file/1203429>

## RESEARCH ARTICLE

# Organizational Trust Levels of High School Administrators: A Qualitative Study

Sibel Demirer\*<sup>1</sup>

<sup>1</sup>Dr., Deputy principal,  
MEB, Bolu, Turkey

### **Correspondence:**

\*Sibel Demirer,  
Email:  
223444.sibeldemirer@gmail.com

**Submitted:** 01.05.2020

**Revision Requested:** 06.05.2020

**Revision Received:** 10.06.2020

**Published Online:** 15.07.2020

**Citation:** Demirer, S (2020).  
Organizational Trust levels of  
high school administrators: A  
qualitative study. *Political  
Economy and Management of  
Education Education* (1)1, 41 - 55.

### **Abstract**

In this study, it is aimed to determine the organizational trust levels of school administrators. In this context, research was carried out with administrators working in high schools. In the research, 19 high school administrators were asked multiple-choice questions regarding trust levels and open-ended questions about their reasons. Content analysis method was used to analyze the data. Principals' responses were coded and certain themes were determined. Percentages of these themes in total coding were calculated. As a result of the research, the groups with high level of trust in the administrators were found as senior management, other school principals, deputy principals, teachers and philanthropists / businessmen.

**Keywords:** *Organizational trust, school principals.*

## **Introduction**

A sense of trust is important in human relations and in the perception of the environment. In addition to self trust, it is seen that the trust of a group or society is important. Abraham Maslow's in the Hierarchy of Needs showed concepts such as trust, order and protection in the second step after physiological needs (Boeere, 1998). Trust is an effective concept in the continuity and success of organizations as in the lives of individuals. Researches show that the sense of trust that employees feel affects their working behavior, their commitment to the organization and their perception of organizational justice. On the other hand, the loss of sense of trust that affects human relations at the individual-individual level negatively affects both the individual and the organization in the individual-organization dimension. Organizational trust has gained importance for employee satisfaction in recent years.

Trust is defined as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other (Mayer, Davis and Schoorman, 1995). Organizational trust is defined as positive expectations individuals have about the intent and behaviors of multiple organizational members based on organizational roles, relationships, experiences and interdependencies. (Shockley-Zalabak, Ellis and Winograd, 2000). In other words, organizational trust is the consistency of the organization's behavior in helping employees (Matthai, 1989). According to Adams and Wiswell (2007), trust is seen as an important factor for the organization to reach its strategic goals.

As in trust studies in psychology, social psychology, and sociology disciplines, understanding social mechanisms behind collaboration between the actors of different organizations has been in core of trust researches (Seppänen, Blomqvist and Sundqvist, 2007). Factors such as consistency of past actions of the parties, credible communication about what is trustful from other parties, believing that trust is a strong sense of justice, and the extent to which the actions of the parties are compatible with the formation of trust are important. Although there may be different reasons for the perceived reliability to be higher or lower, the level of perceived integrity is important in evaluating reliability rather than the reasons for creating perception (Mayer, Davis and Schoorman, 1995). From an organizational perspective, trust is critical in effective communication and successful team-working among co-employees as well as between employees and managers, minimization of risk and operating costs, enhanced employees' commitment and productivity (Pucetaite, Lämsä and Novelskaite, 2010). If the nature of trust and general mechanisms for experiencing trust are known, it may be possible to act trust-consciously e.g. by stressing the amount and scope of communication (Blomqvist and Stähle, 2000). Accordingly, there is a reciprocal relationship between trust and communication, which is an essential ingredient in employee/ employer relationships. This provides a trusting climate in which people feel free to share ideas, disclose feelings, and work for common goals in a participative manner (Mishra and Morrissey, 1990).

Tschannen-Moran (2003) defines trust as the desire to be vulnerable under the conditions of risk and addiction and determined that trust has five important aspects. These; benevolence, reliability, competence, honesty and openness. (i) Benevolence is a good will that one will act for the good of others. (ii) Reliability, the degree of the individual's trust in others; (iii) Competence is the level of trust in meeting the expectations of others. (iv) Honesty refers to the integrity of the person. (v) Openness is the ability of individuals to share information, influence and control. Trust is an important factor in increasing organizational climate, employee performance and organizational commitment (Laschinger, Finegan, Shamian and Wilk, 2001).

When perceptions about the individual's talent, benevolence and integrity have an impact on how much trust an individual can gain, these perceptions also affect the reliability of an organization (Davis, Schoorman and Donaldson, 1997; Schoorman, Mayer and Davis, 2007). In departments where safety is highly relevant and competes with productivity goals for attention, safety climate can be expected to be more salient and important a source of information from which employees establish or maintain beliefs about their trust in the organization (Kath, Magley and Marmet, 2010). Each dimension of trust is defined to be applicable to interpersonal, intergroup or inter-organizational analysis levels. At higher levels of analysis, such as organizations, it is well accepted that their representatives are seen in terms of talent and integrity. Benevolence can be

defined as the measure that a party believes in trying to do good for the truster (Schoorman vd., 2007). Also there is a significant interaction of time, and trust in management (Laschinger, Leiter, Day, Gilin-Oore and Mackinnon, 2012). There are differences in the definitions of trust as well as in the explanation of the trust dimensions depending on the emergence of trust. This difference may be related to the fact that trust is based on individual characteristics, psychological and individual tendencies, attitudes and beliefs, and emotional responses to organizational factors (Carnevale and Wechsler, 1992).

Trust is example of motivating factors that encourage individuals to stay in an organization. Trust in the manager and in the organization may be developed and enhanced by administering fair evaluations that have been determined using fair organizational procedures. Therewithal the research shows that communication style, content, and amount influences perceptions of trustworthy behaviors and that these perceptions affect important relational variables (Hubbell and Chory-Assad, 2005). In general, it can be a climate full of trust where employees perceive the existence of justice in their working space in an organization and observe its direct and indirect tokens. In this environment reflected to other employees and superiors, the fair and reliable behavior of superiors, the closest representative of the organization to individuals, creates organizational trust (Bidarian and Jafari, 2012). There are interrelationships among employee trust in the chief executive of the organization, trust in the organization and work satisfaction. With respect to defining chief executive trust, employees emphasized the manager's employee orientation, honesty, ability, fairness and forthrightness. The critical features that employees used to define organizational trust included the social significance of organizational mission, quality of outputs and the organization's persistence. The greatest proportion of government employees felt that organizations are worthy of trust because of the social significance of their mission. At the same time this reflects the view that government employees tend to have a service orientation and respect their organizations in terms of the perceptions of the social significance of the service provided for the public (Perry and Mankin, 2007).

It is emphasized that, as with individuals, some organizations develop a tendency to trust more than others. A number of experiences such as reciprocal comparison with various organizations that significantly improve the quality processes of the organization can increase the trend of trust. Groups and organizations can both gain trust from other parties and trust other parties. In summary, trust can be explained not only at the individual level, also from group and organizational perspectives (Schoorman et al., 2007). The focus for measuring organizational trust is on the way that the individual views the organization, rather than exclusively on the bond of the individual with the organization (Perry and Mankin, 2007). In this case, the role of organizations is important in developing trust between the organizations (Perks and Halliday, 2003). The development of institutional-based trust is predominantly employed in order to effectively create trust in inter-organizational relationships (Bachmann and Inkpen, 2011). It is emphasized that mutual trust is an essential factor of relationship quality and performance on inter-organizational relationships (Seppänen, Blomqvist and Sundqvist, 2007).

In order to increase learning and innovation in organizations, high levels of trust are needed to have interpersonal communication. When members of the organization trust each other and the organization, the future becomes more predictable (Demircan and Ceylan, 2003; Yılmaz, 2012). In organizations, trust is important in establishing beneficial relationships and ensuring effective

cooperation and communication. (Tschannen-Moran and Hoy, 2000). Especially to raise the level of organizational trust (Büte, 2011; Tokgöz and Seymen, 2013; Uslu and Ardic, 2013):

- Management should create a perception of equal pay for equal work for employees, equal social rights for employees,
- Mutual interaction should be ensured through good communication,
- The effects of the groups should be taken into account,
- Managers should gain the trust of employees,
- Managers and employees should be selected from talented people.

Since educational institutions are human-dense settings and they are based on values, foci of organizational commitment and the level of commitment of workers, their trust to other colleagues and the management and their perceived organizational support play an important role in the work life and in the realization of educational objectives (Celep and Yilmazturk, 2012). Trust in the manager and employees' trust in their superiors express the belief that superiors have certain competencies and that they are correct, honest and fair. Trust in co-workers expresses the belief that other co-workers of the employees are fair, honest, well-intentioned, talented and will not harm him/her (İsmayilov, 2019). Working together often involves interdependence, and people must therefore depend on others in various ways to accomplish their personal and organizational goals. It is emphasized to regulate, to enforce, and to encourage compliance in order to minimize the risk that may occur in business relations (Mayer, Davis and Schoorman, 1995).

Organizational trust is examined in four dimensions: sensitivity to employees, trust in managers, communication environment and openness to innovation (Yılmaz, 2005, 2006). Trust in the manager is attributed to the entire organization by the subordinates (Demirel, 2008; Büte, 2011). At the same time, according to Çubukçu and Tarakçıoğlu (2010), the characteristics of organizational trust in schools can be listed as follows: (1) Applying justice and ethical participatory management are important variables that increase organizational trust. (2) Administrators being autonomous in school management can increase their organizational trust levels. (3) It is important that the manager is committed, reliable, honest and open, and managers must have predictable behavior.

Organizational trust refers to trust in organizational managers and the organization's structure, as well as trust among employees (İsmayilov, 2019). When the employees feel that their organizations are supportive of them, it can be said that their trust is stronger (Eğriboyun, 2013). The benevolent and helpful attitude of teachers will have an impact on the increase in the sense of trust of the administrators in the organization (Büyükdere and Solmuş, 2006). According to Asunakutlu (2006), another factor related to organizational trust is to empower personnel. Managers who are equipped with more powers will be satisfied with their work and when they get successful results. At the same time, trust is important in increasing organizational efficiency and effectiveness (Tekingündüz, Aydın and Polat, 2014). On the other hand, organizational trust increases performance at the level of individual, organizational, group and department (Polat, 2007). At the same time, organizational trust is that the principal makes an effort for arrangements and changes in the school; it can make teachers and administrators understand each other better.

According to the results of the research conducted on organizational trust, it shows that there is a relationship between organizational trust and social support perceived by teachers (Taşdan and Yalçın, 2010), öğretmenlerin yaşam doyumları (Yılmaz and Sünbül, 2009), administrators' behaviors about differences management (Çınar, 2013), organizational climate (Özdil, 2005), organizational commitment (Matthai, 1989; Yılmaz, 2008; Zorba, Mutlu and Çelik, 2015), organizational burnout (Çağlar, 2011), organizational justice (Polat, 2007; Polat and Celep, 2008; Yıldız, 2013), leadership styles of school principals (Cemaloğlu and Kılınç, 2012), school climate (Ayık, Savaş and Çelikel, 2014), trust in the organization and the administrators (Tan and Tan, 2000), organizational identification (Tüzün, 2006), social relations (Uzbilek, 2006), organizational citizenship (Yılmaz, 2009) and ethical leadership (Yılmaz, 2006; Teyfur et al., 2013). Similarly, there are studies on trust and organizational trust in schools (Demircan and Ceylan, 2003; Özer, Demirtaş, Üstüner and Cömert, 2006; Çokluk-Bökeoğlu and Yılmaz, 2008; Memduhoğlu and Zengin 2011; Celep and Yilmazturk, 2012) bulunmaktadır. In addition, the relationship was examined between organizational trust and organizational commitment (Halis, Gökgöz and Yaşar, 2007; Çetinel, 2008; Demirel, 2008; Yılmaz, 2008; Çubukçu and Tarakçıoğlu, 2010; Taşkın and Dilek, 2010; Tekingündüz and Tengilimoğlu, 2013), organizational silence (Afşar, 2013), employee performance (Demirci, 2010), relationship between employee and administrators (Asunakutlu, 2002, 2006), job satisfaction (Shockley-Zalabak, Ellis and Winograd, 2000; İşcan and Sayın, 2010; Koç and Yazıcıoğlu, 2011; Semercioğlu et al., 2012; Tekingündüz et al., 2014), organizational justice (Bidarian and Jafari, 2012; Demirkaya and Kandemir, 2014), organizational citizenship behavior (Tschannen-Moran, 2003; Yücel and Samancı, 2009), school climate and self-efficacy perception (Tschannen-Moran and Hoy, 2000).

While each administrators are the subordinates of the managers at the upper level, on the other hand, they are the managers of the employees at the lower level. Therefore, principals are both managing and managed. The established trust relationship also includes different levels (Arı, 2003). Considering the organizational structure of the Ministry of National Education, it is seen that each administrator has a senior manager at the same time. Although organizational trust is a lot of research with related employees and teachers, there are not many studies examining the trust levels of school principals. The aim of this study is to determine the organizational trust level perceived by school principals. According to this; (1) What is the organizational trust level of school principals according to the opinions of the principals of high schools? (2) What are the factors that increase the perception of trust according to the opinions of the principals of high schools?

## **Method**

The research is a qualitative study to determine the organizational trust levels of administrators and to examine how the organizational trust level can be increased. In the writing of the study, scientific and ethical rules were followed. In order to determine the organizational trust levels of the administrators in accordance with this model, seven questions were asked, which were answered as (5) totally trust, (4) highly trust, (3) indecisive, (2) partially trust, (1) absolutely not trust. There are also open-ended questions to explain the reason for the answer given in the questionnaire. In the questions that the level of trust marked as (5) 'I completely trust'



and (4) 'I trust quite' the reasons were evaluated as trust. In the questions that marked (3) 'I am indecisive', (2) 'I partially trust', (1) 'I do not trust' the reasons were evaluated as distrust.

### Research Universe

The universe of the research consists of 19 school principals working in high schools in Bolu province in 2015-2016 academic year. In the research, the whole universe was tried to be reached. 7 of the surveys sent back. Personal information of the principals participating in the research are shown in Table 1.

**Table 1.** *Demographic features of principals*

		f	%
Gender	Female	1	14,29
	Male	6	85,71
Seniority	16-20 years	1	14,29
	Over 20 years	6	85,71

It can be said that the majority of the principals who participated in the research have seniority over 20 years and are mostly male.

### Data Collection Survey

The literature was examined and a form consisting of seven questions was prepared by the researcher. Forms were collected after they were filled in by sending them to schools. The following questions are included in the data collection survey:

1. How much do you think you trust senior management-deputy principals-investigators-other school principals- teachers- students- parents- environment- philanthropists-industrialists/businessmen- companies where students do internships?
2. Could you explain your reason for trust / distrust in these groups?

### Data Analysis

Content analysis method was used in the analysis of the data. The data collected in this analysis are conceptualized first, these concepts are organized logically and themes are determined accordingly. In the first stage of content analysis, the data is encoded. Later, these codes are brought together and themes are created (Yıldırım and Şimsek, 2003). In this research, the views of school administrators were coded and themes were created. Frequency and percentage were calculated by organizing the data.

## Findings and Discussion

For each question, the findings obtained from the participants are presented in a chart. In the questions, the principals were asked to evaluate their trust levels according to the groups with a minimum of 1 and a maximum of 5. Option 1 is removed from the table because it is not marked

for any question and for any group. When the responses of the participants to these questions are examined, 5 “I totally trust” options are marked in all groups except inspectors and parents, while 2 “I trust partially” options are selected for students and parents. The percentages regarding the trust levels of the principals according to the school-related groups are given in Table 2.

**Table 2.** *Percentage table of principals’ trust in groups*

Groups	Percent (%)			
	2	3	4	5
Senior management	-	-	42,86 %	57,14 %
Other school principals	-	-	14,29 %	85,71 %
Deputy principals	-	-	14,29 %	85,71 %
Teachers	-	14,29 %	57,14 %	28,57 %
Philanthropists- Industrialists/businessmen- Companies where students do internships- Environment	-	-	42,86 %	57,14 %
Investigators	-	57,14 %	42,86 %	-
Students	14,29 %	28,56 %	42,86 %	14,29 %
Parents	14,29 %	57,14 %	28,57 %	-

According to Table 2, it is seen that school principals mostly trust their deputy principals and other school principals. This may be due to the fact that deputy principals and other school principals are the most knowledgeable in administrative procedures, correspondence and practices. After the deputy principals, it is seen that there is a high sense of trust in the senior management and philanthropists-Industrialists-businessmen-companies where students do internships- environment. This situation can be explained by the fact that philanthropic businessmen contribute to education such as school, gym, facility, skill training support in the research area. In addition, the high level of trust in businesses that provide internships and support professional work and environment can be explained by the fact that the research is mainly applied in vocational high schools and that these high schools are successful in their professional fields.

In research data, the reasons of the questions marked at “I am indecisive” and “I partially trust” level were examined as distrust; the reasons stated in the questions marked at level of “I trust quite” and “I trust completely” were examined as trust in the organization.

The themes, codings and percentages created by the codings related to the positive reasons expressed according to the groups with a high level of trust in the school principals are shown in Table 3.



**Table 3.** Themes and codings created for the trust level of principals

Groups	Codes created by themes	Percent (%)
Senior management	<i>The appointment of principals was done recently, The support of superior management after becoming a manager</i>	57,14%
	<i>Providing adequate support, meeting their needs, teacher assignment</i>	42,86%
Other school principals	<i>Sharing information, exchanging views on any subject.</i>	85,71%
	<i>Different studies can be done together.</i>	14,29%
Depute principals	<i>Deputy principals will be selected by school principals. They will choose the people who are thought to be able to work together. Generally, they are selected from among those who have been deputy principals.</i>	85,71%
	<i>The term of office of deputy principals continues.</i>	14,29%
Philanthropists- Industrialists/ businessmen- Environment	<i>Providing financial support for the school</i>	57,14%
	<i>Visiting the schools</i>	42,86%
Teachers	<i>Recognizing and trusting teachers as a result of working in the same school for a long time. Efficient work. Academic and sporting achievements of students. Contributions to the projects.</i>	28,57%
	<i>Teachers contribute to student success and projects. They help teachers to produce and implement exemplary projects and to be willing to contribute to extra activities.</i>	57,14%
	<i>All teachers can contribute more to the success of the school.</i>	14,29%

According to the findings in Table 3, it is seen that the support of superior management is important for school principals. The support of the superior management increases the trust level of the school principals. In the creation of an organizational trust environment, the approach of the administrators and the sense of support and trust shown by the superior manager are also determinative (Asunakutlu, 2006). In the research carried out by Teyfur, Beytekin and Yalçınkaya (2013), it has been determined that differs significantly in sub-dimensions of organizational trust in employees, trust in the manager, communication environment and openness to innovation according to dealing with the problems by the Provincial and District Directorate of National Education. In the study conducted by Ari (2003), it was found that the highest emotional trust among the managers in the banking sector is the trust of the assistant managers in the banking sector. In addition, public administrators have less cognitive confidence to a top executive than private sector. It is the degree of belief in the desires and abilities of the superiors to share responsibility in their work and to do their work independently, which determines the trust of the

superiors to the subordinates (Gilbert and Tang, 1998). Administrators see other school principals, depute principals and teachers as trustworthy groups. In this case, it is seen that all the working groups in the school trust the administrators. The development of organizational relationships contributes to the formation of trust.

**Table 4.** Themes and codings with low level of trust in administrators

Groups	Codes created by themes	Percent (%)
Students	<i>High academic and sportive achievements, Compliance with school rules.</i>	14,29%
	<i>Student's appearance, attitude in general. Measuring the success of the school with the academic success of the students</i>	42,86%
	<i>Students who do not get high scores prefer vocational high schools</i>	28,56%
	<i>Willingness not to abide by school rules</i>	14,29%
Parents	<i>Motivating children for success, It is important for parents to take part in the studies for the school.</i>	28,57%
	<i>To keep track of their child's condition more. Lack of information on issues. They should meet more with the teachers.</i>	57,14%
	<i>The student's perception of showing negative behaviors positively.</i>	14,29%
Inspector	<i>They should take time to get to know the school and the administration.</i>	42,86%
	<i>Critical perspective.</i>	57,14%

In addition to the administrators who rely on students for their high academic and sporting achievements, it is seen that the students have less confident school administrations due to the negativity in the appearance, attitudes and behaviors. As a result of parents' unfair demands leaving teachers and administrators in a difficult situation and seeing their children right, there is a problem of trust in parents. The low level of trust in the inspectors may result from evaluating student and parent requests.

It was found that gender, professional seniority and working time in school did not cause any difference in the research conducted by Özdil (2004). In another study conducted by Çokluk-Bökeoğlu and Yılmaz (2008) it was found that the professional seniority did not cause any difference in teachers' perception of trust. It has been found that there is a moderate, positive and meaningful relationship between the level of managerial support perceived by teachers and the level of trust in the principal (Taşdan and Yalçın, 2010). The level of organizational trust of administrators is required. The administrators with a high level of trust can take more risks, and as a result, they will be able to work to make his school more successful. Employees can view principals as representatives of the organization and generalize their behavior and attitudes to the organization (Cüce, Güney and Tayfur, 2013). Hence, the increase in the organizational trust level of the administrators also increases the organizational trust of the teachers. It has been found that working environments where trust is common are important.

## Results and Suggestions

In this study organizational trust levels of administrators working in high schools and factors that increase and decrease the level of trust were tried to be examined. An important result that emerged in this research is that organizational trust level of principals at high schools is high for senior management, other school principals, the environment, deputy principals and teachers, and low perception for students, parents and inspectors. It is important to strengthen the trust environment among administrators, teachers, students and parents. Many studies on the level of organizational trust of teachers found that trust in administrators has an important place in their perceptions of organizational trust. Individuals' sense of trust increases when they participate in decision processes and feel that they are valued. In this case, more opportunities and powers should be provided to school administrators in order to increase teachers and other groups' trust in administrators. At the same time, trust in the administrators is an important resource for the employees, revealing the importance of increasing the trust level of the administrators.

As a result of the research, it was found that school administrators' trust levels were generally high. It has been determined that the factors that increase the sense of trust of parents and students in the conditions that create trust are predominant. In educational organizations, which are human resources organizations, both increasing the level of trust and ensuring the continuity of the administrators lead to the high performance of the administrators and their contribution to the realization of the school's goals. The fact that educational organizations have a basic structure consisting of students, teachers, parents and administrators has made it necessary to have an atmosphere of trust and reciprocal communication among all these individuals that will increase the sense of trust. In this case, there is a need for studies that will increase the reciprocal trust of the groups.

As a result, trust is important for achieving success in school and for healthy interaction between parents and teachers and administrators. The importance of education and school should be emphasized through media, press and technology in order to provide this environment. So the size of the school should be determined by considering its effect on the quality of education. Considering the organizational structure of the Ministry of National Education, positive results obtained with the increase in the level of organizational trust in the entire structure will be reflected in the school environment and the organizational trust levels of the school administrators will increase. The suggestions developed are as follows:

1. The organizational trust level of the managers should be increased.
2. Managers should be given more authority.
3. There is a need for more research on the level of organizational trust of managers.

## References

- Adams, S. H. and Wiswell, A. K. (2007). *Dimensionality of Organizational Trust*. Online Submission. Paper presented at the International Research Conference in The Americas of the Academy of Human Resource Development (Indianapolis, 28 Şubat- 4 Mart 2007).
- Afşar, L. (2013). *Örgütsel Sessizlik ve Örgütsel Güven İlişkisi: Konuya İlişkin Bir Araştırma*. Yayımlanmamış Yüksek Lisans Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

- Arı, G.S. (2003). Yöneticiye duyulan güven örgütsel bağlılığı arttırır mı?. *Gazi Üniversitesi Ticaret ve Turizm Eğitim Fakültesi Dergisi*, 2, 17-36.
- Asunakutlu, T. (2002). Örgütsel güvenin oluşturulmasına ilişkin unsurlar ve bir değerlendirme. *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9, 1-13.
- Asunakutlu, T. (2006). Çalışanlar ile yöneticiler arasında güven duygusunun araştırılması: Turizm sektöründe bir uygulama. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(4), 16-33.
- Ayık, A., Savaş, M. and Çelikel, G. (2014). Ortaöğretim kurumlarında görev yapan öğretmenlerin okul iklimi ve örgütsel güven algıları arasındaki ilişkinin incelenmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(27), 203-220.
- Bachmann, R. and Inkpen, A. C. (2011). Understanding institutional-based trust building processes in inter-organizational relationships. *Organization Studies*, 32(2), 281-301.
- Bidarian, S. and Jafari, P. (2012). The relationship between organizational justice and organizational trust. *Procedia-Social and Behavioral Sciences*, 47, 1622-1626.
- Blomqvist, K. and Ståhle, P. (2000, September). Building organizational trust. In *16th Annual IMP Conference, UK* (pp. 7-9).
- Boeree, C.G. (1998). *Personality theories Abraham Maslow 1908-1970*. <http://webpace.ship.edu/cgboer/maslow.html> (23.11.2015 tarihinde erişildi).
- Büte, M. (2011). Etik iklim, örgütsel güven ve bireysel performans arasındaki ilişki. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 25(1), 171-192.
- Büyükdere, B. and Solmuş, T. (2006). İş ve özel yaşamda kişilerarası güven. <http://www.isguc.org>
- Carnevale, D.G. and Wechsler, B. (1992). Trust in the public sector individual and organizational determinant. *Administration & Society*, 23(4), 471-494.
- Celep, C. and Yilmazturk, O. E. (2012). The relationship among organizational trust, multidimensional organizational commitment and perceived organizational support in educational organizations. *Procedia-Social and Behavioral Sciences*, 46, 5763-5776.
- Cemaloğlu, N. and Kılınç, Ç. (2012). Okul müdürlerinin liderlik stilleri ile öğretmenlerin örgütsel güven düzeyleri arasındaki ilişki. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 12 (23), 132 – 156.
- Cüce, H. Güney, S. and Tayfur, Ö. (2013). Örgütsel adalet algılarının örgütsel özdeşleşme üzerindeki etkisini belirlemeye yönelik bir araştırma. *H.Ü. İktisadi ve İdari Bilimler Fakültesi Dergisi*, 31(1), 1-30.
- Çağlar, Ç. (2011). Okullardaki örgütsel güven düzeyi ile öğretmenlerin mesleki tükenmişlik düzeyinin bazı değişkenler açısından incelenmesi. *Kuram ve Uygulamada Eğitim Bilimleri*, 11(4), 1827-1847.
- Çetinel, E. (2008). *Örgütsel Güven ile Örgütsel Bağlılık Arasındaki İlişki Üzerine Bir Örnek Olay*. Yayınlanmamış Yüksek Lisans Tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.
- Çınar, K. (2013). *Ortaöğretim Öğretmenlerinin Örgütsel Güven Düzeylerine Yöneticilerinin Farklılıklarıyla Yönetim Davranışlarının Etkisi*. Yayınlanmamış Yüksek Lisans Tezi, Cumhuriyet Üniversitesi Eğitim Bilimleri Enstitüsü, Sivas.

- Çokluk-Bökeoğlu, Ö. and Yılmaz, K. (2008). İlköğretim okullarında örgütsel güven hakkında öğretmen görüşleri. *Kuram ve Uygulamada Eğitim Yönetimi*, 54, 211-233.
- Çubukcu, K. and Tarakçıoğlu, S. (2010). Örgütsel güven ve bağlılık ilişkisinin Otelcilik ve Turizm meslek lisesi öğretmenleri üzerinde incelenmesi. *İşletme Araştırmaları Dergisi*, 4, 57-78.
- Davis, J. H., Schoorman, F. D. and Donaldson, L. (1997). Toward a stewardship theory of management. *Academy of Management review*, 22(1), 20-47.
- Demircan, N. and Ceylan A. (2003). Örgütsel güven kavramı: nedenleri ve sonuçları. *Yönetim ve Ekonomi*, 10 (2), 139-150.
- Demirci, Ü. (2010). *Örgütsel özdeşleşme ve örgütsel güvenin çalışan performansı üzerindeki etkisi*. Yayımlanmamış Yüksek Lisans Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Demirel, Y. (2008). Örgütsel güvenin örgütsel bağlılık üzerine etkisi: tekstil sektörü çalışanlarına yönelik bir araştırma. *Celal Bayar Üniversitesi İ.İ.B.F.Yönetim ve Ekonomi Dergisi*, 15, 179-194.
- Demirkaya, H. and Kandemir, A.Ş. (2014). Örgütsel adaletin boyutları ile örgütsel güven arasındaki ilişkinin analizine yönelik bir işletme incelemesi. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 18 (2), 263-279.
- Eğriboyun, D. (2013). Ortaöğretim okullarında görev yapan yönetici ve öğretmenlerin örgütsel güven ve örgütsel destek algıları arasındaki ilişki. *Kafkas Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(12).
- Gilbert, J. A. and Tang, T. L. P. (1998). An examination of organizational trust antecedents. *Public Personnel Management*, 27(3).
- Halis, M., Gökgöz, G. S. and Yaşar, Ö. (2007). Örgütsel güvenin belirleyici faktörleri ve bankacılık sektöründe bir uygulama. *Manas Üniversitesi Sosyal Bilimler Dergisi*, 17, 187-205.
- Hubbell, A. P. and Chory-Assad, R. M. (2005). Motivating factors: Perceptions of justice and their relationship with managerial and organizational trust. *Communication studies*, 56(1), 47-70.
- İsmayılov, Ü. (2019). *Öğretmenlerin Duygusal Zekâlarının Örgütsel Güvene Etkisi*. Yayımlanmamış Yüksek Lisans Tezi, Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü, Konya.
- İşcan, Ö.F. and Sayın, U. (2010). Örgütsel adalet, iş tatmini ve örgütsel güven arasındaki ilişki. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 24 (4) 195-216.
- Kath, L. M., Magley, V. J. and Marmet, M. (2010). The role of organizational trust in safety climate's influence on organizational outcomes. *Accident Analysis & Prevention*, 42(5), 1488-1497.
- Koç, H. and Yazıcıoğlu, İ. (2011). Yöneticiye duyulan güven ile iş tatmini arasındaki ilişki: Kamu ve özel sektör karşılaştırması. *Doğuş Üniversitesi Dergisi*, 12(1), 46-57.
- Laschinger, H.K.S., Finegan, J., Shamian, J. and Wilk, P. (2001). Impact of structural and psychological empowerment on job strain in nursing work settings: Expanding Kanter's model. *Journal of Nursing Administration*, 31, 260-272.
- Laschinger, H. K. S., Leiter, M. P., Day, A., Gilin-Oore, D. and Mackinnon, S. P. (2012). Building empowering work environments that foster civility and organizational trust: Testing an intervention. *Nursing Research*, 61(5), 316-325.



- Matthai, J. M. (1989). Employee perceptions of trust, satisfaction, and commitment as predictors of turnover intentions in a mental health setting. *Dissertation Abstracts International*, 51(2).
- Mayer, R. C., Davis, J. H. and Schoorman, F. D. (1995). An integrative model of organizational trust. *The Academy Of Management Review*, 20, 709-734.
- Memduhoğlu, H. B. and Zengin, M. (2011). İlköğretim okullarında örgütsel güvene ilişkin öğretmen görüşleri. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 8(1).
- Mishra, J. and Morrissey, M.A. (1990). Trust in employee/employer relationships: a survey of West Michigan managers. *Public Personnel Management*, 19(4), 443-486.
- Özdil, K. (2005). *İlköğretim Okullarında Güven ve Örgütsel İklim Arasındaki İlişki*. Yayımlanmamış Doktora Tezi, Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Özer, N., Demirtaş, H., Üstüner, M. and Cömert, M. (2006). Ortaöğretim öğretmenlerinin örgütsel güven algıları. *Ege Eğitim Dergisi*, 7(1), 103-124.
- Perks, H. and Halliday, S.V. (2003). Sources, signs and signalling for fast trust creation in organisational relationships. *European Management Journal*, 21(3), 338-350.
- Perry, R. W. and Mankin, L. D. (2007). Organizational trust, trust in the chief executive and work satisfaction. *Public Personnel Management*, 36(2), 165-179.
- Polat, S. (2007). *Ortaöğretim Öğretmenlerinin Örgütsel Adalet Algıları, Örgütsel Güven Düzeyleri ile Örgütsel Vatandaşlık Davranışları Arasındaki İlişki*. Yayımlanmamış doktora tezi, Kocaeli Üniversitesi, Sosyal Bilimler Enstitüsü, Kocaeli.
- Polat, S. and Celep, C. (2008). Ortaöğretim öğretmenlerinin örgütsel adalet, örgütsel güven, örgütsel vatandaşlık davranışlarına etkisi. *Kuram ve Uygulamada Eğitim Yönetimi*, 54, 307-331.
- Pucetaite, R., Lämsä, A. M. and Novelskaite, A. (2010). Building organizational trust in a low-trust societal context. *Baltic Journal of Management*, 5(2), 197-217.
- Schoorman, F. D., Mayer, R. C. and Davis, J. H. (2007). An integrative model of organizational trust: Past, present, and future. *Academy of Management Review*, 32(2), 344-354.
- Semericioğlu, S., Tengilimoğlu, D. and Semericioğlu, M. G. (2012). Özel ve kamu hastanelerinde çalışan tıbbi sekreterlerin iş doyumu ve örgütsel güven düzeylerinin karşılaştırılmasına yönelik bir alan çalışması. *Gümüşhane Üniversitesi Sağlık Bilimleri Dergisi*, 1(4), 226-238.
- Seppänen, R., Blomqvist, K. and Sundqvist, S. (2007). Measuring inter-organizational trust—a critical review of the empirical research in 1990–2003. *Industrial Marketing Management*, 36(2), 249-265.
- Shockley-Zalabak, P., Ellis, K. and Winograd, G. (2000). Organizational trust: What it means, why it matters. *Organization Development Journal*, 18(4), 35.
- Tan, H. H. and Tan, C. S. (2000). Toward the differentiation of trust in supervisor and trust in organization. *Genetic, Social, and General Psychology Monographs*, 126(2), 241.
- Taşdan, M. and Yalçın, Y. (2010). İlköğretim okulu öğretmenlerinin algıladıkları sosyal destek ile örgütsel güven düzeyleri arasındaki ilişki düzeyi. *Kuram ve Uygulamada Eğitim Bilimleri Dergisi*, 10(4), 2569-2620.

- Taşkın, F. and Dilek, R. (2010). Örgütsel güven ve örgütsel bağlılık üzerine bir alan araştırması. *Organizasyon ve Yönetim Bilimleri Dergisi*, 2(1), 37-46.
- Tekingündüz, S., Aydın, M. and Polat, H. (2014). Kamu sektöründe örgütsel adalet, örgütsel güven ve iş tatmini arasındaki ilişkilerin incelenmesi: Bir devlet hastanesi örneği. *Sayıştay Dergisi*, 94, 53-72.
- Tekingündüz, S. and Tengilimoğlu, D. (2013). Hastane çalışanlarının iş tatmini, örgütsel bağlılık ve örgütsel güven düzeylerinin belirlenmesi. *Sayıştay Dergisi*, 91, 77-103.
- Teyfur, M., Beytekin, O. F. and Yalçinkaya, M. (2013). İlköğretim okul yöneticilerinin etik liderlik özellikleri ile okullardaki örgütsel güven düzeyinin incelenmesi (İzmir il örneği). *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 21, 84-106.
- Tokgöz, E. and Seymen, O.A. (2013). Örgütsel güven, örgütsel özdeşleşme ve örgütsel vatandaşlık davranışı arasındaki ilişki: Bir devlet hastanesinde araştırma. *Marmara Üniversitesi Öneri Dergisi*, 10(39), 61-76.
- Tschannen-Moran, M. (2003). Fostering organizational citizenship: Transformational leadership and trust. In W.K. Hoy ve C.G. Miskel, *Studies in Leading and Organizing Schools* (pp. 157-179). Information Age Publishing: Greenwich: CT.
- Tschannen-Moran, M. and Hoy, W. K. (2000). A multidisciplinary analysis of the nature, meaning and measurement of trust. *Review of Educational Research*, 70, 547-593.
- Tüzün, İ.K. (2006). *Örgütsel Güven, Örgütsel Kimlik ve Örgütsel Özdeşleşme İlişkisi; Uygulamalı Bir Çalışma*. Yayınlanmamış Doktora Tezi, Gazi Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Uslu, O. and Ardiç, K. (2013). Güç mesafesi örgütsel güveni etkiler mi?. *Afyon Kocatepe Üniversitesi İİBF Dergisi*, XV (II), 313-338.
- Uzbilek, A. (2006). *Örgütlerde Oluşan Sosyal İlişkilerin Örgütsel Güvenin Alt Boyutlarına Etkileri: Başkent Üniversitesi Örneği*. Yayınlanmış Yüksek Lisans Tezi, Başkent Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Yıldırım, A. and Simsek, H. (2003). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yıldız, K. (2013). Öğretmenlerin örgütsel adalet ve örgütsel güven algıları. *Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 13 (1), 289-316.
- Yılmaz, Ç. (2012). *Örgütsel Güven ve Örgütsel Bağlılık, İş Tatmini Üzerindeki Etkileri: Tokat İli Özel Ve Kamu Bankalarında Bir Uygulama*. Yayınlanmamış Yüksek Lisans Tezi, Gaziosmanpaşa Üniversitesi Sosyal Bilimler Enstitüsü, Tokat.
- Yılmaz, E. (2005). Okullarda örgütsel güven ölçeğinin geçerlilik ve güvenirlik çalışması. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14.
- Yılmaz, E. (2006). *Okullardaki Örgütsel Güven Düzeyinin Okul Müdürlerinin Etik Liderlik Özellikleri ve Bazı Değişkenler Açısından Değerlendirilmesi*. Yayınlanmamış doktora tezi, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.
- Yılmaz, K. (2008). The relationship between organizational trust and organizational commitment in Turkish primary schools. *Journal of Applied Sciences*, 8(12), 2293-2299.



- Yılmaz, K. (2009). Özel dersane öğretmenlerinin örgütsel güven düzeyleri ile örgütsel vatandaşlık davranışları arasındaki ilişki. *Kuram ve Uygulamada Eğitim Yönetimi*, 15(59), 471-490.
- Yılmaz, E. and Sünbül, M. (2009). Öğretmenlerin yaşam doyumları ve okullardaki örgütsel güven düzeyi. *Journal of Qafqaz University*, 26, 172-179.
- Yücel, C. and Samancı, G. (2009). Örgütsel güven ve örgütsel vatandaşlık davranışı. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 19(1), 113-132.
- Zorba, E., Mutlu, O. and Çelik, B. (2015). Sporcuların yöneticilere duyduğu güven ile örgütsel bağlılık arasındaki ilişki. *International Journal of Science Culture and Sport (IntJSCS)*, 3(4), 188-196.