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## Relationship between School Principals' Leadership Behaviors and Teachers' Organizational Trust*

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| A R T I C L E   I N F O | A B S T R A C T |
|---|---|
| | **Purpose:** A comfortable and happy work environment, where all the teachers are sincere and true to each other and sure that what they say and do will not be used against them, is a basic need for a teacher. It is thought that meeting this expectation is up to the feeling of trust, especially in the principal, and then in colleagues and students and parents. The aim of the study is to reveal the relationship between school principals' leadership behaviors and teachers' organizational trust, and at what level leadership behaviors predict teachers' organizational trust. **Research Methods:** A correlational survey model was used to select participants (n=722). |

**Findings:** The results show a significant and positive relationship between democratic leadership behaviors and all dimensions of organizational trust, while autocratic and laissez-faire leadership behaviors have a significant and negative relationship with all dimensions of organizational trust. When compared to autocratic and laissez-faire leadership behaviors, democratic leadership is the most significant predictor of principal trust. In addition, democratic leadership is the only significant and positive predictor of trust in colleagues, students, and parents, even though it is at a low level.

**Implications for Research and Practice:** The results of the study show that democratic principal behaviors affect not only teachers' principal trust but also their trust in colleagues, students, and parents. Therefore, school principals should take education seminars to increase their awareness about the importance democratic leadership.

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### Introduction

Leadership is one of the most intriguing and foremost subjects in the administration field. Leadership is briefly defined as influencing a group of people in order to achieve a common goal (Northouse, 2010), but it also requires the leader to consider many different organizational behaviors such as organizational support, organization trust, citizenship, commitment, justice, culture, climate, and employee job satisfaction. These behaviors may be affected by school principals' leadership styles and they may affect employee performance and the productivity of the organization.

At schools that are considered educational organizations, teachers want and need to trust their principal, colleagues, students, and parents. In this context, it is thought that the leadership behaviors school principals show may satisfy the need of teachers' feeling trust. In a service sector like education, the quality of the school output is considered to be mainly related to school principals' leadership behaviors and teachers' feelings of organizational trust depending on those behaviors. In this regard, the aim of the present study is to reveal the relationship between school principals' leadership behaviors and teachers' organizational trust, as well as to determine at what level principals' leadership behaviors predict teachers' organizational trust.

There are nearly as many leadership definitions as the number of people who try to define it; researchers have defined it by using key terms such as personality traits, leader behaviors, interaction between leader and followers, role relations, perception of followers and its impact on followers, and organizational culture (Yukl, 1989). In accordance with this explanation, a leader can be defined as a person who can gather a group of people around himself for a common goal, and who has the abilities and skills to inspire and influence those people. In other words, a leader influences others, shows them where and how to go, and sets a clear mission and goal (Aksit, 2010). Regarding these definitions, leadership is a process that implies complicated relations between a leader and followers, and that requires a leader to influence them but not to use authority. It is only possible to mention leadership when there is a group of people seeking a common goal (Simsek, 2009). There are different classifications about leadership styles in literature, but this study mainly focuses on autocratic, democratic, and laissez-faire leadership behaviors and hereby these three leadership behaviors are mentioned.

*Autocratic leadership style:* Autocratic leaders think that followers need to be directed and kept under control all times. This kind of leader assigns tasks and defines how to do them, but stays away from promoting communication between group members. Autocratic leadership has both positive and negative aspects. This leadership type especially helps new recruits learn the rules and standards for their job, and effectively motivates followers to finish a given task. However, this type of leadership may force followers to comply with rules, resulting in them becoming dependent on the leader while not feeling free in the organization. As a result, followers may lose their creativity, and their endeavors to improve themselves may get damaged. They may also lose interest in their jobs, their job satisfaction may

decrease, and their attitude towards their jobs may turn into hatred and anger (Northouse, 2009).

*Democratic leadership style:* Democratic leaders collaborate with followers in order to find solutions to the problems they face. They support followers, and propose suggestions instead of giving orders. Their personal traits and struggles to elevate group goals makes the followers like, respect, and trust them (Aksit, 2010). These leaders make decisions by consulting their followers, and, except for the crisis, the decisions taken by the whole group direct the organization. They also encourage the followers to take part in activities such as planning and making decisions. These leaders are open to communication in all directions, and the feeling of success ensures job satisfaction for the group members. Through this method, conflicts in the organization are solved and both motivation and productivity increase. The negative side of this leadership type is that it may slow down the decision-making process during a crisis (Sabuncuoglu & Tuz, 1998).

*Laissez-faire leadership style:* Laissez-faire leaders need the least amount of authority to lead. They leave the followers on their own and let them make their own plans and programs. What is positive about this leadership type is that it enables the followers to determine their own plans and policies, making them feel free to make decisions accordingly, and it also triggers their creativity. This leadership type is suitable in research and development departments, or when the followers are professionals in their field, for encouraging their creative and innovative ideas. However, it may cause destructive results when division of labor or the sense of responsibility is poor between group members (Eren, 1998).

Trust means having positive thoughts about others, relying on their words and behaviors, and having a willingness to trust them (Cook & Wall, 1980). The concept of trust also involves a sincere interest and affection towards other people (Wech, 2002). Trust means volunteering to be vulnerable to the acts of the trustee without any need to watch or control him/her, based upon the expectation that the trustee will do an important thing for the truster (Mayer, Davis, & Schoorman, 1995).

Organizational trust is a multidimensional concept, emphasizing organizational characteristics that constitute trust and ensure organization members act in a particular way. Organizational trust also involves the creation of a safe atmosphere where nobody is afraid of punishment so that the members of the organization voluntarily make themselves vulnerable (Adams & Wiswell, 2008). Organizational trust is the reliability of an organization perceived by the members, and it relies on the belief that the organization will act in favor of members, at least not disfavoring them (Tan & Tan, 2000). In other words, it is defined as the belief of the members that their rights will be protected in the organization, and they will encounter ethical behaviors (Cubukcu & Tarakcioglu, 2010). According to Tuzun (2007), organizational trust consists of positive expectations about other group members' intentions and attitudes, and relies on organizational roles, relationships, and experiences.

In organizations where the feeling of trust is dominant, there is an open and participative environment, the members adopt their responsibilities, productivity and

organizational commitment is high, the culture of reconciliation is prevalent, and the inclination to work in groups, job satisfaction and levels of taking part in decision making process increase (Teyfur, Beytekin, & Yalcinkaya, 2013). In addition, organizational trust decreases costs, increases cooperation between members, arouses a feeling of contributing more to the workplace, makes it easy to obey organizational rules, and minimizes conflicts (Erdem, 2003). In this study, organizational trust is examined in terms of schools and is categorized into three dimensions: principal trust, trust in colleagues, and trust in students and parents.

*Principal trust:* Positive relations, which are regarded as the most important sources in an organization between the principal and followers, are based on the feeling of trust. When the followers trust in the principal this implicitly makes them trust in the organization. In general, as the trust in the principal and organization increases, participation in the decision-making process, job satisfaction, performance, organizational commitment, perceptions about organizational success and justice, information sharing, search of consensus, willingness to try more for the wellbeing of the organization, and productivity increase, while conflicts and intention to leave the job decrease (Topaloglu, 2010). In schools, principal trust is about teachers' trust in their principal's honesty, how well the principal is interested in teachers' problems, consistent relationships between them, the level of proficiency of the principal in his/her job, whether s/he keeps his or her promises, and whether they share information about members with others (Yilmaz, 2009).

*Trust in colleagues:* This is defined as the belief that colleagues are competent, fair, and reliable, and they are going to treat others in the organization ethically. Trust in colleagues makes the employees support each other, and thus not exploit each other in any way (Ferres, Connell, & Travaglione, 2004). In schools, trust in colleagues is about relying on other teachers in the organization, not being suspicious of them, believing in their words and promises, believing that what they talk about between each other will not be shared, and that the relationship between teachers is open and consistent (Yilmaz, 2009). Teachers always share information about their teaching methods, deficiencies, and needs. However, if they do not think their colleagues are reliable, they may not risk believing that their words may be used against them.

*Trust in students and parents:* Trust in students means teachers' believing in students' words, and that they will take charge of their duties. It also involves the mutual feeling of trust between these two parties. Trust in parents expresses teachers' belief that they will be supported by parents; parents will take charge of their duties and keep their promises (Samanci, 2007). When the teachers consider their students as reliable, they do their best to form learning environments in order to increase their academic success. In return, when the students trust in their teachers, they tend to take more risks to learn new things (Goddard, Tschannen, Moran, & Hoy, 2001).

Since a school's management system based on legal authority makes the feelings of risk and vulnerability in the principal-teacher relationship inevitable, trust becomes the most natural and important part of this relationship. Leadership style plays an important role in this relationship, and researches also show that leadership style is

influential on the feeling of trust. In return, teachers' perception of trust increases when the principals take charge of their positions. School principals' supportive behaviors, sensitivity to teachers' needs, openness to teachers' ideas and feedback, setting a good example, creating a healthy climate at school, respecting teachers' vocational decisions, and collaborative attitudes enable them to be perceived as reliable by the teachers (Adams, 2008).

Once the principals and teachers trust each other and feel the support of the families, they easily try new implementations. In addition, the feeling of trust fosters an exchange of information explicitly between the principals and teachers and allows them to learn new things from each other. They also honestly talk about the implementations that work or do not work, which means they disclose their deficiencies and makes themselves vulnerable. Otherwise, without a feeling of trust it is impossible for school stakeholders to communicate sincerely (Bryk & Schneider, 2003).

The leadership behaviors of school principals are influential on all stakeholders, especially teachers. The leadership behaviors of the principal affects all the work conducted at a school, or the organizational behaviors of the teachers may differ. One of these organizational behaviors is organizational trust. All the things the principals do, implement, and say may increase or decrease organizational trust. It is thought to be quite normal that a feeling like trust, which is based on human relations, is affected by the relationship with the principal and affects relationships with him or her.

It is known that school principals' leadership behaviors affect many organizational behaviors in a school, such as organizational trust. At schools, the leadership behaviors of the principals who are responsible for all administrative activities and their approach to teachers, students, and parents may determine the environment of trust expected to occur and the success of the school accordingly. So, this study will help determine the leadership behaviors that create a school environment in which teachers work comfortably and without care. It will also determine how leadership behaviors effect teachers' perceptions about organizational trust. This study is also thought to be significant as it points out which leadership behaviors increase teachers' organizational trust levels. Accordingly, the results of the study will guide school principals if they happen to work with teachers having troubles with trust issues.

According to a literature review within accessed resources, there are no studies dealing with the relationship between democratic, autocratic, and laissez-faire leadership types and teachers' perceptions about organizational trust at schools. Therefore, this study is thought to contribute to the educational administration field. The main objective of the study is to indicate the relationship between principals' leadership behaviors and teachers' organizational trust. Within this context, the following research questions will be addressed:

1. Is there a significant relationship between the teachers' perceptions about school principals' leadership behaviors and their organizational trust levels?

2. At what level do the teachers' perceptions about their principals' leadership behaviors predict their organizational trust levels?

## Method

*Research Design*

This is a correlational study that aims to determine the relationship between school principals' leadership behaviors and teachers' organizational trust, and at what level school principals' leadership behaviors predict teachers' organizational trust. A correlational survey model was used in this study. Survey models aim to describe the current situation or as it has been in the past (Karasar, 2007).

*Research Sample*

The population of the current study comprises 7233 teachers working at 252 public primary and secondary schools in the central districts (Akdeniz, Toroslar, Yenisehir, and Mezitli) of Mersin, Turkey (Mersin Directorate of National Education [MoNE], 2017). The data were collected from 722 teachers (308 male and 414 female), selected through simple random sampling. According to the calculation of sample size out of a population whose number of members is certain (Saunders, Lewis, & Thornhill, 2009), the study sample is at a 95% confidence level and a 5% error interval, which are thought to be satisfactory numbers. Detailed information about gender, age, educational status, school level, amount of time spent at a school, and union membership status is given in Table 1:

**Table 1**
*Descriptive Statistics for Participants' Gender, Age, Educational Status, School Level, Amount of Time Spent at a School, and Union Membership Status*

| Demographic Details | | N | % |
|---|---|---|---|
| | Male | 308 | 42.7 |
| Gender | Female | 414 | 57.3 |
| | Total | 722 | 100 |
| | 22-27 | 38 | 5.3 |
| | 28-33 | 121 | 16.8 |
| | 34-39 | 195 | 27.0 |
| | 40-45 | 152 | 21.1 |
| Age | 46-51 | 125 | 17.3 |
| | 52-57 | 62 | 8.6 |
| | 58 + | 29 | 4.0 |
| | Total | 722 | 100 |

Table 1 Continue

| *Demographic Details* | | N | % |
|---|---|---|---|
| | Undergraduate | 74 | 10.2 |
| Educational Status | Graduate | 610 | 84.5 |
| | Postgraduate | 38 | 5.3 |
| | Total | 722 | 100 |
| | Primary | 316 | 43.8 |
| School Level | Secondary | 406 | 56.2 |
| | Total | 722 | 100 |
| | 0-5 years | 441 | 61.1 |
| | 6-10 years | 131 | 18.1 |
| Amount of Time Spent at a School | 11-15 years | 93 | 12.9 |
| | 16 + years | 57 | 7.9 |
| | Total | 722 | 100 |
| | Yes | 559 | 77.4 |
| Union Membership Status | No | 163 | 22.6 |
| | Total | 722 | 100 |

*Research Instruments and Procedures*

The data of the study were collected through the "Principal Behaviors Scale", developed by Kurt and Terzi (2005), and the "Omnibus Trust Scale", developed by Hoy and Tschannen Moran (2003).

*The principal behaviors scale:* developed by Kurt and Terzi (2005), this scale involves 29 items and 3 sub-dimensions that are democratic-participative principal behaviors (9 items), autocratic principal behaviors (9 items), and laissez-faire principal behaviors (11 items). These three sub dimensions comprising the principal behaviors scale explained 43.698% of total variance. The reliability study of the scale was conducted using an internal consistency coefficient. The Cronbach's Alpha coefficient was .66. The Cronbach's Alpha coefficient of the sub dimensions of the scale was found to be .85 in the "democratic-participative principal behaviors", .87 in the "autocratic principal behaviors", and .83 in the "laissez-faire principal behaviors" (Kurt and Terzi, 2005). The reliability analysis performed for this study shows that the Cronbach's Alpha coefficient is .95 in the "democratic-participative principal behaviors", .90 in the "autocratic principal behaviors", and .93 in the "laissez-faire principal behaviors". The scale is a 5-point Likert type scale that was assigned points from the most negative to positive as never (1,00-1,79), scarcely (1,80-2,59), sometimes (2,60-3,39), mostly (3,40-4,19), and always (4,20-5,00).

*The omnibus trust scale:* developed by Hoy and Tschannen Moran (2003), this scale was used in the current study to measure teachers' perceptions about organizational trust. The scale was originally in the English language but was translated into Turkish, and validity and reliability analyses were performed by Gokduman (2012). After the

analysis, three sub dimensions were found: principal trust, trust in colleagues, and trust in students and parents. The Cronbach's Alpha coefficient of the scale was found to be .87. Cronbach's Alpha coefficient of the sub dimensions of the scale was found to be .71 in the "principal trust", .77 in the "trust in colleagues", and .87 in the "trust in students and parents" (Gokduman, 2012). The reliability analysis done for this study shows that the Cronbach's Alpha coefficient is .88 in the "principal trust", .90 in the "trust in colleagues", and .88 in the "trust in students and parents". The omnibus trust scale consisting of 26 items is a 5-point Likert type scale that was assigned points from the most negative to positive as strongly disagree (1,00-1,79), disagree (1,80-2,59), partially agree (2,60-3,39), agree (3,40-4,19), and strongly agree (4,20-5,00).

*Data Analysis*

The SPSS 20.0 software pack was used to analyze the research data obtained from the participants. A correlation analysis was conducted to reveal if there is a significant relationship between the teachers' perceptions about their principals' leadership behaviors and their organizational trust. In addition, a multiple regression analysis was conducted in order to determine at what level the teachers' perceptions about their principals' leadership behaviors predict their organizational trust.

The main objective in the regression models is to get the equality that is based on the relationship between dependent and independent variables. In this study, the bilateral relationship between dependent and independent variables is examined. While creating regression models, it is desired that independent variables have significant relationships with dependent variables. So, it is thought that these variables will contribute to the regression model intended to be created. Incidentally, since the bilateral relationship between independent variables is under .80, there is not a multicollinearity (multiple relationships) problem, which is a main problem of multiple linear regressions (Buyukozturk, 2012).

In order to determine whether the parametric test can be used or not, whether the dependent variable is normally distributed in each condition of the independent variable was determined. For this purpose, the size of the sample and the standard values of the skewness of the data were taken together. As it was inferred from data analysis that the number of units per each condition of the independent variable was n>30, the standard values of the skewness of the dependent variable of organizational trust (-3.00, -0.25, 1.48) were found to be in the range of -3 and +3 in the standard values of the skewness (Buyukozturk, 2012; Klein et al., 2000), and the distribution was found to be normal.

## Results

The first question of the study concerns whether there is a significant relationship between the teachers' perceptions about their principals' leadership behaviors and their organizational trust. The results of the correlation analysis are indicated in Table 2.

**Table 2**

*The Correlation Analysis Results about the Relationship between the Principals' Leadership Behaviors and Teachers' Organizational Trust*

|  | 1 | 2 | 3 | 4 | 5 | 6 | $\overline{X}$ | SS |
|---|---|---|---|---|---|---|---|---|
| Democratic Principal | 1 |  |  |  |  |  | 3.59 | .91 |
| Autocratic Principal | -.540** | 1 |  |  |  |  | 2.47 | .90 |
| Laissez-faire Principal | -.581** | .640** | 1 |  |  |  | 1.95 | .88 |
| Principal Trust | .726** | -.552** | -.650** | 1 |  |  | 3.53 | .79 |
| Trust in Colleagues | .294** | -.166** | -.177** | .462** | 1 |  | 3.44 | .74 |
| Trust in Students and Parents | .254** | -.109** | -.109** | .334** | .589** | 1 | 3.00 | .63 |

**p<.01

According to the results of the correlation analysis in Table 2, there is a significant and positive relationship between democratic principal behaviors and all sub dimensions of organizational trust: principal trust (r=.72), trust in colleagues (r=.29), and trust in students and parents (r=.25). According to these findings, the scores of principal trust, trust in colleagues, and trust in students and parents increase with an increase in democratic principal behaviors. However, autocratic principal behaviors have a significant and negative relationship with principal trust (r=-.55), trust in colleagues (r=-.16), and trust in students and parents (r=-.10). Furthermore, laissez-faire principal behaviors also have a significant and negative relationship with principal trust (r=-.65), trust in colleagues (r=-.17), and trust in students and parents (r=-.10). According to these findings, the scores of principal trust, trust in colleagues, and trust in students and parents decrease with an increase in autocratic and laissez-faire principal behaviors.

The second question of the study concerns at what level the teachers' perceptions about their principals' leadership behaviors predict their organizational trust. The results of the simple regression analysis are given in Tables 3, 4, and 5.

**Table 3**

*The Regression Analysis Results about at What Level Principal Behaviors Predict Teachers' Principal Trust*

| Model | Unstandardized coefficients | | Standardized coefficients | t | R | $R^2$ |
|---|---|---|---|---|---|---|
| | β | Std error | Beta | | | |
| 1. (Constant) | 1.270 | .082 | | 15.394** | | |
| Democratic Principal Behaviors | .630 | .022 | .726 | 28.304** | .726 | .527 |
| 2. (Constant) | 2.501 | .128 | | 19.607** | | |
| Democratic Principal Behaviors | .456 | .025 | .525 | 18.252** | .778 | .605 |
| Laissez-faire Principal Behaviors | -.311 | .026 | -.345 | -11.966** | | |
| 3. (Constant) | 2.685 | .143 | | 18.752** | | |
| Democratic Principal Behaviors | .437 | .026 | .503 | 16.912** | .781 | .609 |
| Laissez-faire Principal Behaviors | -.272 | .029 | -.301 | -9.250** | | |
| Autocratic Principal Behaviors | -.077 | .028 | -.088 | -2.776** | | |

F democratic principal behaviors= 801,137**

F democratic principal behaviors, laissez-faire principal behaviors= 551.277**

F democratic principal behaviors, laissez-faire principal behaviors, autocratic principal behaviors= 373.516**

Dependent Variable: Principal Trust, **p<.05

As seen in Table 3, democratic, laissez-faire, and autocratic principal behaviors predict principal trust at a significant level. According to step-by-step regression analysis results, three steps are included in the analysis. Democratic principal behaviors processed in the first step predict almost 53% of "Principal trust" [R=.726, $R^2$=.527]. In the second step, laissez-faire principal behaviors are included in the model besides democratic principal behaviors, and these two variables predict 60,5% of "Principal trust" [R=.778, $R^2$=.605]. In the third step, autocratic principal behaviors are included in the model besides democratic and laissez-faire principal behaviors, and these three variables predict 60,9% of "Principal trust" [R=.781, $R^2$=.609]. According to Beta and $R^2$ values, the relative significance order of predictor variables on principal trust is "democratic principle behaviors", "laissez-faire principal behaviors", and "autocratic principle behaviors".

**Table 4**

*The Regression Analysis Results about at What Level Principal Behaviors Predict Teachers'*
*Trust in Colleagues*

| Model | Unstandardized coefficients | Standardized coefficients | | t | R | $R^2$ |
|---|---|---|---|---|---|---|
| | β | Std error | Beta | | | |
| 1.(Constant) | 2.593 | .107 | | 24.175** | .294 | .086 |
| Democratic Principal Behaviors | .239 | .029 | .294 | 8.241** | | |
| F democratic principal behaviors = 67.910** | | | | | | |
| Dependent Variable: Trust in Colleagues, **p<.05 | | | | | | |

As seen in Table 4, democratic principal behaviors predict trust in colleagues at a significant level (R=.294, $R^2$=.086, p<.05). According to these findings, democratic principal behaviors account for 8,6% of the total variance in "Trust in colleagues". Democratic principal behaviors predict teachers' trust in colleagues in a positive way and at a significant level (Beta= .294, p<.05).

**Table 5**

*The Regression Analysis Results about at What Level Principal Behaviors Predict Teachers'*
*Trust in Students and Parents*

| Model | Unstandardized coefficients | | Standardized coefficients | t | R | $R^2$ |
|---|---|---|---|---|---|---|
| | β | | Std error | Beta | | |
| 1.(Constant) | 2.370 | .093 | | 25.425** | .254 | .065 |
| Democratic Principal Behaviors | .177 | .025 | .254 | 7.053** | | |
| F democratic principal behaviors = 49.743** | | | | | | |
| Dependent Variable: Trust in Students and Parents, **p<.05 | | | | | | |

As seen in Table 5, democratic principal behaviors predict trust in students and parents at a significant level (R=.254, $R^2$=.065, p<.05). According to these findings, democratic principal behaviors account for 6,5% of the total variance in trust in students and parents. Democratic principal behaviors predict trust in students and parents in a positive way and at a significant level (Beta= .254, p<.05).

## Discussion, Conclusion, and Recommendations

In this study, the relationship between school principals' leadership behaviors and teachers' organizational trust has been examined in accordance with teacher perceptions. The results of the study show that there is a relationship between teachers' perceptions about their principals' leadership behaviors and their organizational trust, and democratic principal behaviors predict all dimensions of organizational trust, but especially principal trust.

Upon analyzing the relationship between teachers' perceptions about school principals' leadership behaviors and teachers' organizational trust, there is a positive and significant relationship between democratic principal behaviors and all dimensions of organizational trust, while there is a negative and significant relationship between laissez-faire, autocratic principal behaviors and all dimensions of organizational trust. According to these findings, it can be stated that as school principals' democratic behaviors increase, the level of teachers' organizational trust increases. Analyzing the literature, this result of the study is completely parallel to Celik (2016), who found a positive, medium, and significant relationship between democratic leadership and principal trust, trust in colleagues, and trust in students and parents. In addition, he also found that the highest positive and significant relationship is between democratic leadership and principal trust variables. In similar studies, Cemaloglu and Kilinc (2012), and Ozyigit (2012) determined there is a negative and significant relationship between laissez-faire principal behaviors and trust in the principal and trust in school. In the accessed studies conducted abroad, there is no study that deals with the relationship between organizational trust and leadership behaviors handled in this study, but some studies dealing with the relationship between leadership behaviors and other organizational behaviors were found. Aunga and Masare (2017) revealed a medium and positive relationship between democratic leadership and teachers' performance. Bhatti, Maitlo, Shaikh, Hashmi, and Shaikh (2012) examined the relationship between autocratic and democratic leadership and teachers' job performance in private and public schools, and reached the result that democratic leadership has a high relationship with teachers' job performance. Ndaipa (2016) also found a significant relationship between democratic leadership style and school climate. Regarding these results, it is possible to say that the positive and significant relationship between democratic principal behaviors and teachers' organizational trust stems from teachers' participation in decision making and management, and the principals taking their offers seriously, considering their individual differences and needs, and giving them opportunities to show their creativity, all of which are considered to be desirable and positive for the efficiency of the schools.

According to the findings of the study, democratic principal behaviors predict teachers' perceptions about principal trust in a positive way and at a high level, which explains about 53% of the total variance in principal trust. It is also seen that democratic leadership is the only significant predictor of teachers' perceptions about trust in colleagues, students, and parents, even though it is at a low level. In the accessed studies conducted in Turkey and abroad, there is no study that deals with

whether democratic, autocratic, and laissez-faire leadership behaviors predict organizational trust. Yet, there are some studies dealing with the predictive effects of different leadership styles on organizational trust. According to Yilmaz's (2004) study, supportive principal behaviors predict teachers' principal trust at a high level, while they predict teachers' trust in colleagues and in students and parents at a medium level. Yilmaz and Altinkurt (2012) examined the relationship between leadership behaviors, organizational justice, and organizational trust, and found that supportive leadership and organizational justice are the significant predictors of teachers' perceptions about organizational trust. They also reached the result that supportive leadership and organizational justice account for two thirds of principal trust, one third of trust in colleagues, and about one fifth of trust in stakeholders. Lima Rua and Araujo (2013) revealed the predictive effect of transformational leadership on organizational trust in their studies conducted in Portugal. Adiguzelli (2016) examined the relationship between distributed leadership and organizational trust according to teachers' views, and found that distributed leadership is a significant predictor of organizational trust. Beycioglu, Ozer, and Ugurlu (2012) also found that distributed leadership at schools positively affects trust among colleagues and trust in the principals. Bas (2012) determined that all dimensions of instructional leadership predict all dimensions of organizational trust, and Sendjaya and Pekerti (2010) found that servant leadership is a significant predictor of organizational trust in their studies. Teyfur, Beytekin, and Yalcinkaya (2013) reached the results in their studies that the ethical leadership skills of school administrators significantly affect the organizational trust level in primary schools. Based on the findings of this study, it is understood that democratic leadership is the most significant predictor of teachers' perceptions about principal trust. In addition, democratic principal behaviors in schools also affect teachers' trust in colleagues, and trust in students and parents. In accordance with this finding, Reyhanoglu (2006) and Tuzun (2006) point out that it is possible to generalize followers' principal trust as trust in the organization, which supports the results of the present study.

In conclusion, there is a relationship between school principals' leadership behaviors and teachers' organizational trust, and school principals' leadership behaviors predict teachers' organizational trust in terms of teacher perceptions. Regarding the findings of the study, the following suggestions are recommended:

1. The results show that democratic principal behaviors presented by the leader are highly effective on principal trust; likewise, principal trust also affects trust in colleagues and trust in students and parents. So, school principals must take in-service training organized by the Ministry of Education to show and understand the importance of democratic leadership behaviors.

2. School principals must be more open to communication, deal with teachers' problems more often, and be more transparent and consistent in their actions in order to increase teachers' perceptions about principal trust.

3. In the present study, the relationship between school principals' leadership behaviors and teachers' organizational trust was examined according to teachers'

perceptions. Therefore, it is recommended that similar studies be conducted addressing school principals' own views about their leadership behaviors.

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## Okul Müdürlerinin Liderlik Davranışları ile Öğretmenlerin Örgütsel Güvenleri Arasındaki İlişki

### Özet

*Problem Durumu:* Günümüz çağdaş toplumlarında ortak bir amacı gerçekleştirmek üzere bir araya gelen insanlar örgütleri oluşturmaktadırlar. Bu örgütlerde yer alan insanlar bir taraftan örgütün ihtiyaç ve amaçlarına yönelik çalışırken bir taraftan da kendi amaçlarını gerçekleştirmeye uğraşmakta ve bunu yaparken bir takım ihtiyaçlarının karşılanmasını beklemektedirler. Bütün çalışanların birbirine karşı açık ve doğru olduğu, iletişim kanallarının her yönüyle açık olduğu, çalışanların söylediklerinin ve yaptıklarının daha sonra aleyhlerinde kullanılmayacağından emin olduğu rahat ve mutlu bir çalışma ortamı bir örgüt çalışanı için en temel ihtiyaçlardan birisidir. Bu beklentinin gerçekleşebilmesi ise en başta örgütün yöneticisine daha sonra da meslektaşlara ve paydaşlara duyulan güvene bağlıdır. Okul özelinde düşünüldüğünde de yönetimsel faaliyetlerden sorumlu olan okul müdürü gösterdiği liderlik davranışlarıyla ve öğretmenlere, öğrenci ve velilere karşı yaklaşımıyla okulda oluşması beklenen güven ortamını ve buna bağlı olarak okulun başarısını birinci elden belirleyebilmektedir. Bu noktada okul müdürünün göstereceği demokratik liderlik davranışlarının örgütsel güveni sağlamada ne kadar önemli olduğu göz önüne alındığında, araştırma sonuçlarının literatüre olumlu katkılarda bulunacağı düşünülmektedir.

*Araştırmanın Amacı:* Bu araştırmada kamu ilkokul ve ortaokullarında çalışan öğretmenlerin algılarına göre, okul müdürlerinin gösterdiği demokratik-katılımcı, otokratik ve tam serbesti tanıyan liderlik davranışları ile öğretmenlerin örgütsel güvenleri arasındaki ilişkinin incelenmesi amaçlanmıştır. Bu amaca ilişkin şu araştırma sorularına cevap aranmıştır:

1. Öğretmenlerin, okul müdürlerinin göstermiş oldukları liderlik davranışlarına ilişkin algıları ile örgütsel güven düzeylerine ilişkin algıları arasında anlamlı bir ilişki var mıdır?

2. Öğretmenlerin, okul müdürlerinin göstermiş oldukları liderlik davranışlarına ilişkin algıları onların örgütsel güven düzeylerine ilişkin algılarını ne düzeyde yordamaktadır?

*Araştırmanın Yöntemi:* Bu araştırmada okul müdürlerinin liderlik davranışları ile öğretmenlerin örgütsel güven algıları arasındaki ilişkiyi belirlemek amacıyla ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini 2016-2017 eğitim-öğretim yılında Mersin ili merkez ilçelerinde (Akdeniz, Toroslar, Yenişehir ve Mezitli) 252 kamu

ilkokul ve ortaokulunda görev yapan 7233 öğretmen oluşturmaktadır. Çalışma evreninden oransız eleman örnekleme yoluyla seçilen örneklemde, 308 erkek ve 414 kadın öğretmen olmak üzere toplam 722 öğretmenin ölçeği değerlendirmeye alınmıştır. Araştırmanın verilerini toplamak amacıyla gerekli izinler alınarak Kurt ve Terzi (2005) tarafından geliştirilen "Yönetici Davranışları Ölçeği" ve Hoy ve Tschannen Moran (2003) tarafından geliştirilip Gökduman (2012) tarafından Türkçe'ye uyarlanan "Örgütsel Güven Ölçeği" kullanılmıştır. Yönetici davranışları ölçeği, demokratik-katılımcı yönetici davranışları, otokratik yönetici davranışları ve tam serbesti tanıyan yönetici davranışları alt boyutlarından oluşmaktadır. Ölçeğin güvenirliği demokratik-katılımcı yönetici davranışları için .95, otokratik yönetici davranışları için .90 ve tam serbesti tanıyan yönetici davranışları için .93 olarak hesaplanmıştır. Örgütsel güven ölçeği ise yöneticiye, meslektaşlara ve öğrenci ve velilere güven alt boyutlarından oluşmaktadır. Ölçeğin güvenirliği yöneticiye güven için .88, meslektaşlara güven için .90 ve öğrenci ve velilere güven için .88 olarak hesaplanmıştır.

Öğretmen algılarına göre, okul müdürlerinin göstermiş oldukları liderlik davranışları ile öğretmenlerin örgütsel güven algıları arasında anlamlı bir ilişkinin olup olmadığını ortaya koymak için korelasyon analizi yapılmıştır. Yine öğretmen algılarına göre, okul müdürlerinin göstermiş oldukları liderlik davranışlarının öğretmenlerin örgütsel güven algılarını ne düzeyde yordadığını belirlemek için ise çoklu regresyon analizinden yararlanılmıştır.

*Araştırmanın Bulguları:* Okul müdürlerinin liderlik davranışı alt boyutlarından demokratik yönetici davranışı boyutu ile örgütsel güven alt boyutlarından yöneticiye (r=.726, p<.01), meslektaşlara (r=.294, p<.01), öğrenci ve velilere (r=.254, p<.01) güven arasında pozitif yönde anlamlı ilişki bulunmuştur. Liderlik davranışının diğer alt boyutu olan otokratik yönetici davranışı boyutu ile örgütsel güven alt boyutlarından yöneticiye (r=-.552, p<.01), meslektaşlara (r=-.166, p<.01), öğrenci ve velilere (r=-.109, p<.01) güven arasında negatif yönde anlamlı ilişki bulunmuştur. Liderlik davranışının son alt boyutu olan tam serbesti tanıyan yönetici davranışı boyutu ile örgütsel güven alt boyutlarından yöneticiye (r=-.650, p<.01), meslektaşlara (r=-.177, p<.01), öğrenci ve velilere (r=-.109, p<.01) güven arasında negatif yönde anlamlı ilişki bulunmaktadır. Öğretmen algılarına göre demokratik, otokratik ve tam serbesti tanıyan yönetici davranışlarının öğretmenlerin yöneticiye güvenini ne düzeyde yordadığının tespiti için adımsal regresyon analizi yapılmış ve regresyon analizinin birinci adımında işlem gören demokratik yönetici davranışları yordayıcı değişkeninin yöneticiye güvene ilişkin toplam varyansın yaklaşık %53'ünü açıkladığı görülmüştür [R=.726, R²=.527]. Adımsal regresyon analizinin ikinci adımında demokratik yönetici davranışlarının yanında tam serbesti tanıyan yönetici davranışları değişkeni de modele girmiştir. Demokratik yönetici davranışları ve tam serbesti tanıyan yönetici davranışları değişkenlerinin birlikte yöneticiye güvenin %60,5'ini açıkladığı görülmüştür [R=.778, R²=.605]. Adımsal regresyon analizinin üçüncü adımında demokratik yönetici davranışları ve tam serbesti tanıyan yönetici davranışları değişkenlerinin yanında otokratik yönetici davranışları değişkeni de modele dâhil edilmiştir. Demokratik yönetici davranışları, tam serbesti tanıyan yönetici davranışları ve otokratik yönetici

davranışları değişkenlerinin üçü birlikte yöneticiye güvene ilişkin toplam varyansın yaklaşık %60,9'unu açıklayabilmektedir [R=.781, R$^2$=.609]. Buna ek olarak yine öğretmen algılarına göre okul müdürlerinin demokratik yönetici davranışlarının öğretmenlerin meslektaşlara güveninin (R=.294, R$^2$=.086, p<.05) ve öğrenci ve velilere güveninin (R=.254, R$^2$=.065, p<.05) anlamlı bir yordayıcısı olduğu tespit edilmiştir.

*Araştırmanın Sonuçları ve Önerileri:* Bu araştırmanın sonuçları, öğretmen algılarına göre, okul müdürlerinin liderlik davranışları ile öğretmenlerin örgütsel güvenleri arasında ilişki olduğunu ortaya koymuştur. Bu ilişki demokratik yönetici davranışlarıyla örgütsel güvenin alt boyutları arasında pozitif yönlü ve anlamlı düzeydeyken otokratik ve tam serbesti tanıyan yönetici davranışlarıyla örgütsel güvenin alt boyutları arasında anlamlı ve negatif yönlüdür. Buna göre okul müdürlerinin demokratik davranışlarının öğretmenlerin örgütsel güvenlerini artırmakta ancak otokratik ve tam serbesti tanıyan davranışlarının öğretmenlerin kurumlarına karşı duyduğu örgütsel güveni azaltmakta olduğu söylenebilir. Araştırma bulguları, demokratik yönetici davranışlarının öğretmenlerin müdürlerine güvenini pozitif yönde ve anlamlı düzeyde yordadığını göstermektedir. Aynı zamanda, demokratik yönetici davranışlarının öğretmenlerin meslektaşlarına ve öğrenci ve velilere güvenini de pozitif yönde ve anlamlı düzeyde yordadığı görülmüştür.

Araştırma bulguları demokratik yönetici davranışlarının müdüre güven üzerinde oldukça etkili olduğunu ve müdüre duyulan güvenin de bütün olarak kuruma, meslektaşlara ve öğrenci ve velilere duyulan güveni olumlu yönde etkilediğini göstermektedir. Bu yüzden okul müdürlerinin demokratik yönetici davranışlarını benimseyip sergilemelerini sağlayacak gerekli hizmet içi eğitimlerin bakanlıkça düzenlenmesi gerekmektedir. Okul müdürleri kendilerine duyulan güveni artırmak için iletişim kanallarını açık tutmalı, öğretmenlerin sorunları ile daha fazla ilgilenmeli ve eylemlerinde daha şeffaf ve tutarlı olmalıdırlar.

Bu araştırmada okul müdürlerinin liderlik davranışlarıyla öğretmenlerin örgütsel güvenleri arasında ilişki öğretmen görüşlerine göre incelenmiştir. Benzer çalışmalar okul yöneticilerinin liderlik davranışlarına ilişkin kendi görüşleri de alınarak yapılabilir.

*Anahtar Kelimeler:* Demokratik liderlik, otokratik liderlik, tam serbesti tanıyan liderlik, okul müdürüne güven.