

The Relationship Between Trust in Principal and Teacher Voice

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Abstract

This study aims to determine the relationship between trust in principal and teacher voice according to teachers' perceptions. This descriptive study is designed in the correlational survey model, one of the quantitative research designs. The study's target population consists of 2150 teachers working in primary, secondary and high schools in Bolu city centre. The study sample consists of 342 teachers determined by simple random sampling method. Personal information form, trust in principal scale and teacher voice scale are used to obtain data. Since the collected data do not show a normal distribution, non-parametric tests are used for the study. According to the study results, teachers' perceptions of trust in principal and teacher voice are at a high level and as teachers' perceptions of trust in principal increase, their perceptions of teacher voice change in the same direction. The study offers some significant implications for both principals and teachers.

Keywords: Teacher voice, teachers' views, trust, trust in principal.

Yöneticiye Güven ve Öğretmen Sessliliği Arasındaki İlişki

Abstract

Bu araştırmada öğretmen algılarına göre yöneticiye güven ve öğretmen sessliliği arasındaki ilişkiyi belirlemek amaçlanmıştır. Araştırma nicel araştırma desenlerinden ilişkisel tarama modelinde kurgulanan betimsel bir çalışmadır. Araştırmanın çalışma evrenini Bolu il merkezinde bulunan ilkokul, ortaokul ve liselerde görev yapan toplam 2150 öğretmen oluşturmuştur. Araştırmanın örneklemini ise basit tesadüfî örnekleme yöntemi ile belirlenen 342 öğretmen oluşturmuştur. Araştırmada veri elde etmek için kişisel bilgi formu, yöneticiye güven ölçeği ve öğretmen sessliliği ölçeği kullanılmıştır. Toplanan veriler normal dağılım göstermediğinden araştırmada non parametrik testlerden yararlanılmıştır. Araştırma sonucuna göre, öğretmenlerin yöneticiye güven ve öğretmen sessliliği algıları yüksek düzeydedir ve öğretmenlerin yöneticilere güveni arttıkça sesslilik düzeyleri de aynı yönde değişmektedir. Çalışma hem yöneticiler hem de öğretmenler için bazı önemli çıkarımlar sunmaktadır.

Keywords: Öğretmen sessliliği, öğretmen görüşleri, güven, yöneticiye güven.

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Introduction

Schools are one of the most important educational institutions. Undoubtedly, it is crucial for teachers to fulfil their duties and responsibilities and provide a qualified education service for schools to carry out their goals. Principals may find it challenging to run the school using just their judgment and ideas. Teachers in this setting can voice their ideas in matters pertaining to educational activities and school administration. Teachers can fulfil all of them by participating in organizational decisions and submitting their ideas. However, teachers may need to trust their principals in order to reveal their ideas more freely. Because research studying the effects of trust at school (Arar, 2018) shows that trust increases the overall success of the school, supports a positive school climate, strengthens effective communication with teachers, and reduces conflicts (Handford & Leithwood, 2013), and also improves teachers' commitment to the school and self-efficacy skills (Goddard, Tschannen-Moran, & Hoy, 2001; Ghamrawi, 2011; Moye, Henkin, & Egley, 2005; Tschannen-Moran, 2000). In this sense, trust in principal may leverage teachers to express their ideas and recommend solutions to school problems, change and the production of projects.

Research on teacher voice, often defined as the ability of teachers to express their ideas or concerns to solve problems they face or reflect on positive situations, has been limited in Turkish and other international literature (Aygün & Özen, 2019; Baş, 2019; Detert & Burris, 2007; Gozali et al., 2017; Göktaş-Kulualp, 2016; Gürler, 2018; Moçoşoğlu & Kaya, 2021; Qi & Ming-Xia, 2014; Sağnak, 2017; Walumbwa & Schaubroeck, 2009; Zengin, 2019). Therefore, this study is an original study that shows the relationship between trust in principal and teacher voice and contributes to the literature. So, the aim of this study is to determine the relationship between trust in principal and teacher voice according to teachers' perceptions.

Trust in Principal

Trust is such a fundamental emotion that not only in schools where teachers work but also all psychologically healthy individuals seek at every moment of their lives because trust is the basis for the development of any social relationship (Arslantaş, 2007; Keçeci et al., 2017) or organization (Doğan & Karakuş, 2020). In the school context, trust is a cornerstone for ensuring effectiveness and high student achievement (Tschannen-Moran & Gareis, 2015). However, it is also vital for facilitating intra-school relationships and motivating school staff to be open and sincere (Berkovic, 2018).

Trust in manager which is expressed as employees' taking risks and dangers from manager and believing that manager will exhibit behaviours that will produce positive results (Hoy & Miskel, 2008; İslamoğlu et al., 2007; Kovac & Jesenko, 2010; Sue-Chan et al., 2012; Zhang et al., 2008), is the beliefs and expectations of employees that managers will be honest, fair, equal and act consistently (Reinke & Baldwin, 2001). Trust in manager increases employees' organizational commitment,

enables them to work more willingly and happily (Doğan, 2019), take action, be innovative and productive, be brave and free to show their performance, and increase their job satisfaction (Perry & Mankin, 2007). In addition, trust in manager increases employees' organizational citizenship and desire to stay in the organization (Bijlma & Van de Bunt, 2003), performance, group dynamics, and information sharing (Renzl, 2008). On the other hand, in organizations with no trust in manager, employees' stress levels are high, conflicts and absenteeism increase, there may be resistance to change. Therefore employees' performance may decrease (Bulut, 2012). Insecurity, which causes employees to avoid cooperation, focus only on their work, resist change and new practices, and destroy creativity (Islamoglu et al., 2007), leads to an increase in employees' job-hopping behaviours and a decrease in their performance (Doğan, 2019; Mayer & Gavin, 2005).

Principals are important in establishing and maintaining an environment of trust (Bryk & Schneider, 2003). Teachers trust their principals when they believe in the sincerity of their words and behaviours (Tschannen-Moran & Hoy, 2000). In schools where there are principals who are honest, accessible, care about teachers and can communicate effectively with them, include teachers in the decision-making process, respect opposing views, support risk-taking, make sure that teachers' basic needs are met, and make efforts to increase the performance levels of low-performing teachers, it may be easier to create an environment of trust (Brewster & Railsback, 2003). Therefore, it would be beneficial for principals to show the above attitudes and behaviours to build trust in themselves and create an organizational trust environment. When the related literature is examined, various studies show that teachers who trust their principals establish positive relationship and successful organizations in schools where they work (Arar, 2018; Bektaş et al., 2020; Berkovich, 2018; Çoban et al., 2020; Duman, 2018; Van Maele & Van Houtte, 2015).

Teacher Voice

Voice is employees' expressing their ideas, concerns, and suggestions about the organization and work to increase organizational efficiency (Morrison, 2011) and communicating these thoughts, ideas, suggestions, information, and the problems they face to those who will willingly and informally take appropriate steps for change and development (Morrison, 2014). The main factor that constitutes voice, the focus of voluntary and improvement-based communication, is the desire to improve organizational efficiency and contribute to the organization (Morrison, 2011). Teacher voice is the open expression of teachers' perspectives, opinions, and experiences on educational policies and practices (Frost, 2008). Although teachers are the most influential and powerful people whose opinions can be taken into consideration in the development of education and changes to be made in education, their opinions are not consulted in the decision-making process (Heneveld, 2007). In fact, as individuals who experience educational practices, taking their opinions on

educational activities' development and improvement processes can ensure that the educational services offered to students are more qualified because teachers can see the problems and deficiencies encountered in practice in the classroom. Therefore, teachers' opinions should be taken in educational reforms. The literature argues that teachers are the last ones to hear and learn about educational reforms and do not have a share in the preparation and implementation of reforms. However, to reduce teachers' resistance to change, to increase their belief in change, and to view reforms positively, their voice behaviours should be given importance, and their opinions and suggestions should be taken (Hargreaves & Shirley, 2011). In addition to improving teachers' communication and collaboration with principals, voice, which increases professional solidarity and cooperation, increases teachers' participation in educational developments, increases their level of commitment, reduces turnover, creates opportunities for professional development, and thus increases student achievement (Gyrko, 2012; Ingersoll, 2007; Kahlenberg & Potter, 2015).

Employees' open disclosure of their ideas helps them develop positive attitudes toward the organization. Employees who reveal important issues and ideas contribute to the organization and communicate with other employees, thus improving organizational communication (Stamper & Van Dyne, 2001). As a result, including teachers' opinions and suggestions can make implementing changes and developments in education easier. Detert and Edmondson (2011) state that teachers' participation is a tool and a prerequisite for school development and change; Honingh and Hooge (2014) state that it is crucial to give importance to voice in achieving organizational goals and to encourage and reward silent behaviours of employees. Organizations that support employee voice and have a working environment where employees express their suggestions, concerns, knowledge, and experiences can be more successful (Çetin & Çakmakçı, 2012). In this sense, taking the opinions and recommendations of teachers, who are one of the most critical factors in the development and change of schools, in the development process and encouraging their participation in this process can facilitate achieving the general aims of education mostly and school in particular. However, in this process, teachers should believe that they will not face any negative situations due to the opinions they express.

The fact that employees constantly put forward ideas in the organization that needs to be supported may cause organizational communication to deteriorate. Therefore, vocalization can risk organizations in specified situations (Wijaya, 2019). Employees who show vocal behaviour by expressing their opinions can be seen as problematic individuals, and their image in the organization can be damaged (Milliken et al., 2003). Moreover, this situation may cause employees to worry that they may receive low-performance grades (Pinder & Harlos, 2001), making it difficult to reach a consensus and thus to make decisions and take action (Ashford & LeCroy, 2009). In this context, managers should take measures to prevent employees from experiencing and worrying about the negative situations that may

arise. They should show with their behaviours that employees who show vocalization do not face such adverse situations and practices.

The manager's attitude towards his/her employees affects their vocalization behaviours. Therefore, in the relations between the manager and the employees, the manager should support the employees to express their ideas by eliminating the situations that prevent the emergence of employees' vocal behaviour (Edmondson, 2003). Democracy can be mentioned in organizations where employees can freely express their opinions and managers create trust by acting in a lawful, open, and transparent manner (Saydkove & Tutar, 2014). One contextual variable that reveals employees' voice behaviour is trust in the manager (Premaux & Bedeian, 2003).

Studies on teacher voice, which is generally defined as the ability of teachers to express their ideas or concerns to cope with the problems they face or to reflect on positive situations, have been limited in Türkiye and the international literature. (Aygün & Özen, 2019; Baş, 2019; Detert & Burris, 2007; Gozali et al., 2017; Göktaş-Kulualp, 2016; Gürler, 2018; Moçoşoğlu & Kaya, 2021; Qi & Ming-Xia, 2014; Sağnak, 2017; Walumbwa & Schaubroeck, 2009; Zengin, 2019). Trust in manager is among the most critical factors of employee voice. The fact that the manager expresses the employees' opinion as his/her own is an important factor in whether the employee's voice behaviour emerges (Gao et al., 2011). In other words, it can be said that the employee's ability to express his/her opinion depends on his/her trust. Therefore, this study is original research revealing the relationship between trust in principal and teacher voice and contributing to the literature. So, this study aims to determine the relationship between trust in principal and teacher voice according to teachers' perceptions. On this ground, answers to the following questions are sought:

1. What is the level of teachers' perceptions of trust in principal and teacher voice?
2. Do teachers' perceptions of trust in principal and teacher voice differ significantly according to the variables of gender, marital status, educational status, school level, age, seniority, and working time in the current school?
3. Is there a significant relationship between trust in principal and teacher voice?

Methods

Research Design

The research is a descriptive study designed in the correlational survey model, one of the quantitative research designs. The correlational survey model aims to determine the existence or degree of change between two or more variables

(Karasar, 2005). This correlational study aims to analyze the relationship between trust in principal and teacher voice.

Sample

The study group of the research consists of 2150 teachers working in primary, secondary, and high schools in Bolu city centre. The study sample consists of 739 teachers determined by simple random sampling method. 342 teachers make a return, and the collected data are evaluated. These return rates indicate that the acceptable number of teachers has been reached within the scope of the target population and sample size (Ural & Kılıç, 2005).

Of the 342 teachers who participate in the study, 36.5% are female (n=125), 63.5% are male (n=217); 80.1% are married (n=274), 19.9% are single (n=68); 27.8% of the teachers are at primary school-level (n=95), 35.7% at secondary school-level (n=122), 36.5% at high school-level (n=125); 78.7% have undergraduate education (n=269), 21.3% (n=73) have postgraduate education; 14.3% of the teachers are 20-30 years old (n=49), 38.9% are 31-40 years old (n=133), 35.7% are 41-50 years old (n=122), 11.1% are 51 and over (n=38); 15.5% of the teachers have 1-5 years seniority (n=53), 17.5% have 6-10 years seniority (n=60), 20.5% have 11-15 years seniority (n=70), 16.7% have 16-20 years seniority (n=57), 29.8% have 21 years and above seniority (n=102). The proportion of teachers whose working period in the current school is between 1-5 years is 67.8% (n=232), 6-10 years is 23.4% (n=80), and 11 years or more is 8.8% (n=30). seniority.

Data Collection Instrument

This study uses personal information form, trust in principal scale, and teacher voice scale to obtain data.

Trust in Principal Scale

Trust in Principal Scale is developed by Hoy and Tschannen-Moran (2003) and adapted into Turkish by Polat (2007). The scale, developed in a five-point Likert style and consisting of 15 items, is graded as Strongly Disagree (1), Disagree (2), Partially Agree (3), Agree (4), Strongly Agree (5). Polat (2007) calculates the Cronbach Alpha reliability coefficient of the scale as .96. In this study, the Cronbach Alpha coefficient calculated for the scale of Trust in Principal is .91. This value shows that the scale has high reliability (Özdamar, 2002).

Teacher Voice Scale

Teacher Voice Scale developed by Van Dyne and Lepine (1998), adapted to Turkish by Çetin and Çakmakçı (2012) and to educational institutions by Gürler (2018) is a five-point Likert style scale consisting of 7 items and one dimension. It is graded as Strongly Disagree (1), Disagree (2), Partially Agree (3), Agree (4),

Strongly Agree (5). The Cronbach Alpha reliability coefficient of the scale is calculated as .85 by Gürler (2018) and .87 by Çetin and Çakmakçı (2012). The Cronbach Alpha reliability coefficient calculated for the Teacher Voice Scale in this study is .89. This value shows the scale has high reliability (Özdamar, 2002)

Data Analysis

The normality of the data is examined by Kolmogorov-Smirnov and Shapiro-Wilk tests. According to the test results, it is determined that the data are not normally distributed ($p < .05$). Therefore, non-parametric tests are used in the study. Standard deviation and arithmetic mean values are calculated to determine teachers' perceptions of trust in principal and teacher voice. Mann-Whitney U test is used to determine whether teachers' perceptions of trust in principal and teacher voice differed according to gender, marital status and educational status variables; Kruskal-Wallis tests are used to determine whether they differed to school-level, age, seniority and working time in the current school. Mann-Whitney U test is used to determine which levels teachers' perceptions of trust in principal and teacher voice differed according to the school-level variable. Spearman Rank Difference Correlation analysis is used to determine whether there is a significant relationship between trust in principal and teacher voice.

Findings

In this section, the findings on teachers' perceptions of trust in principal and teacher voice, whether these perceptions differ according to the variables of gender, marital status, educational status, school-level, age, seniority, working time in the current school, and the relationship between trust in principal and teacher voice are presented. Teachers' perceptions of trust in principal and teacher voice are given in Table 1.

Table 1.
Teachers' Perceptions of Trust in Principal and Teacher Voice

Scales	n	\bar{x}	sd
Trust in Principal	342	3.59	.91
Teacher Voice	342	3.70	.74

When Table 1 is analyzed, it is found that teachers' perceptions of trust in principal ($\bar{x}=3.59$) and teacher voice ($\bar{x}=3.70$) are at a high level. These findings can be explained by the fact that teachers trust in their principals at a high level and express their opinions at a high level in solving problems, issues related to their work, expressing project ideas, and conveying ideas for improving the working quality of the school environment. Mann-Whitney U results for teachers' perceptions

of trust in principal according to gender, marital status, and educational status variables are given in Table 2.

Table 2.
Mann-Whitney U Results for Teachers' Perceptions of Trust in Principal According to Gender, Marital Status, and Educational Status Variables

Scales	Variable	n	\bar{x}	Rank Sum	U	p
Trust in Principal	Female	125	166.68	20835.50	12960.500	.494
	Male	217	174.27	37817.50		
Trust in Principal	Married	274	175.12	47984.00	8323.000	.173
	Single	68	156.90	10669.00		
Trust in Principal	Undergraduate	269	171.44	46974.50	9299.500	.986
	Postgraduate	73	164.74	11678.50		

* $p < .05$

When Table 2 is analyzed, no significant difference is found in teachers' perceptions of trust in principal according to gender ($U=12960.500$), marital status ($U=8323.000$), and educational status ($U=9299.500$) variables ($p > .05$). According to this, teachers' perceptions of trust in principal do not differ according to the status of having male-female, married-single, undergraduate-postgraduate education. Mann-Whitney U results for teachers' perceptions of teacher voice according to gender, marital status, and educational status variables are given in Table 3.

Table 3.
Mann-Whitney U Results for Teachers' Perceptions of Teacher Voice According to Gender, Marital Status and Educational Status Variables

Scales	Variable	n	\bar{x}	Rank Sum	U	p
Teacher Voice	Woman	125	171.53	21441.00	13559.000	.997
	Man	217	171.48	37212.00		
Teacher Voice	Married	274	175.29	48030.00	8277.000	.153
	Single	68	156.22	10623.00		
Teacher Voice	Undergraduate	274	171.35	46951.00	9276.000	.011*
	Postgraduate	68	182.09	11702.00		

* $p < .05$

When Table 3 is analyzed, it is found that there is no significant difference in teachers' perceptions of teacher voice according to gender ($U=13559.000$) and marital status ($U=8277.000$) variables ($p > .05$); however, it is found that there is a significant difference according to the education level variable ($U=9276.000$; $p < .05$). It is determined that the perceptions of teacher voice of teachers with postgraduate level education ($\bar{x}=182.09$) are higher than the perceptions of teachers

with undergraduate level education ($\bar{x}=171.35$). According to these findings, while teachers' perceptions of teacher voice are similar to being male-female, married-single, they differ according to undergraduate-postgraduate graduation status. Kruskal-Wallis Results for teachers' perceptions of trust in principal and teacher voice according to school-level variables are given in Table 4.

Table 4.

Kruskal-Wallis Results for Teachers' Perceptions of Trust in Principal and Teacher Voice According to School-Level Variable

Scales	School Level	n	Rank Sum	sd	χ^2	p	Significant Difference
Trust in Principal	A.Primary	95	203.97				
	B.Secondary	122	150.08	2	16.172	.000*	A*-B, A*-C
	C.High	125	167.72				
Teacher Voice	A.Primary	95	194.67				
	B.Secondary	122	164.69	2	7.383	.025*	A*-B, A*-C
	C.High	125	160.54				

* $p<.05$

When Table 4 is analyzed, it is found that teachers' perceptions of trust in principal and teacher voice differ significantly according to the school-level variable ($p<.05$). These findings can be explained by the fact that the perceptions of trust in principal and teacher voice of teachers working in primary, secondary and high schools differ.

According to the Mann-Whitney U results to determine the school-levels of teachers' perceptions of trust in the principal, it is found that primary school teachers' perceptions of trust in principal are higher than both secondary school teachers' perceptions of trust in principal ($\bar{x}_{\text{rank}}=127.53$; $\bar{x}_{\text{rank}}=124.45$) and high school teachers' perceptions of trust in principal ($\bar{x}_{\text{rank}}=94.57$), respectively ($\bar{x}_{\text{rank}}=99.90$).

According to the Mann-Whitney U results, which are conducted to determine the school-levels of teachers' perceptions of teacher voice, it is found that primary school teachers' perceptions of teacher voice are higher than both secondary school teachers' perceptions of teacher voice ($\bar{x}_{\text{rank}}=119.47$; $\bar{x}_{\text{rank}}=123.19$) and high school teachers' perceptions of teacher voice ($\bar{x}_{\text{rank}}=100.84$) and high school teachers' perceptions of teacher voice ($\bar{x}_{\text{rank}}=100.85$), respectively. Kruskal-Wallis results for teachers' perceptions of trust in principal and teacher voice according to age variable are given in Table 5.

Table 5.

Kruskal-Wallis Results for Teachers' Perceptions of Trust in Principal and Teacher Voice According to Age Variable

Scale	Age	n	Rank Sum	sd	χ^2	p	Significant Difference
Trust in Principal	A. 20-30 years	49	174.85				
	B. 31-40 years	133	173.68	3	1.674	.642	-
	C. 41-50 years	122	163.45				
	D. 51 year and over	38	185.38				
Teacher Voice	A. 20-30 years	49	162.72				
	B. 31-40 years	133	172.12	3	.474	.925	-
	C. 41-50 years	122	173.88				
	D. 51 year and over	38	173.00				

*p<.05

When Table 5 is analyzed, it is found that teachers' perceptions of trust in principal and teacher voice do not differ significantly according to age variable ($p>.05$). According to these findings, the perceptions of teachers of different ages on trust in principal and teacher voice are similar. Kruskal-Wallis results for teachers' perceptions of trust in principal and teacher voice according to seniority variable are given in Table 6.

Table 6.

Kruskal-Wallis Results for Teachers' Perceptions of Trust in Principal and Teacher Voice According to Seniority Variable

Scale	Seniority	n	Rank Sum	sd	χ^2	p	Significant Difference
Trust in Principal	A. 0-5 years	53	180.04				
	B. 6-10 years	60	156.30	4	2.543	.637	-
	C. 11-15 years	70	176.68				
	D. 16-20 years	57	164.48				
	E. 21 year and over	102	176.37				
Teacher Voice	A. 0-5 years	53	161.85				
	B. 6-10 years	60	168.08	4	1.352	.852	-
	C. 11-15 years	70	176.81				
	D. 16-20 years	57	166.34				
	E. 21 year and over	102	177.76				

*p<.05

When Table 6 is analyzed, it is found that there is no significant difference in teachers' perceptions of trust in principal and teacher voice according to seniority variable ($p>.05$). These findings can be explained by the fact that the perceptions of teachers with different seniority towards trust in principal and teacher voice are

similar. Kruskal-Wallis results for teachers' perceptions of trust in principal and teacher voice according to the variable of working time in the current school are given in Table 7.

Table 7.
Kruskal-Wallis Results for Teachers' Perceptions of Trust in Principal and Teacher Voice According to the Variable of Working Time in the Current School

Scale	Working Time in the Current School	n	Rank Sum	sd	χ^2	p	Significant Difference
Trust in Principal	A.1-5 years	232	175.32				
	B.6-10 years	80	172.57	3	4.394	.222	-
	D.11 year and over	30	173.94				
Teacher Voice	A.1-5 years	232	177.94				
	B.6-10 years	80	160.99	3	3.411	.323	-
	D.11 year and over	30	152.02				

*p<.05

When Table 7 is analyzed, teachers' perceptions of trust in principal and teacher voice do not differ significantly according to the variable of working time in the current school ($p>.05$). These findings can be explained by the fact that the perceptions of trust in principal and teacher voice of teachers with different working hours in their schools are similar. The results of the Spearman Rank Difference Correlation Coefficient to determine the relationship between teachers' perceptions of trust in principal and teacher voice are given in Table 8.

Table 8.
Correlation Analysis Results for the Relationship between Trust in Principal and Teacher Voice

Scale	Teacher Voice
Trust in Principal	0.54**

*p<.01**. The correlation is significant at 0.01 level (2-tailed).

When Table 8 is analyzed, a medium-level positive significant relationship ($r=.54$; $p<0.01$) is found between trust in principal and teacher voice (Büyüköztürk, 2011). This finding can be explained by the fact that as teachers' perceptions of trust in principal increase, their perceptions of teacher voice will change in the same direction.

Discussion and Conclusion

In this section of the study, which aims to analyze the relationship between trust in principal and teacher voice according to teachers' perceptions, the results obtained

in line with the findings, discussions and conclusions within the literature framework are presented.

Teachers' perception of trust in principal is at a high level. Teachers' high level of trust in their principals will enable them to establish better relationships with principals, increase their performance, motivation, and teamwork, and reduce conflicts and stress. When principals cannot create a working environment that will ensure the trust of teachers, the school climate may be damaged, and thus organizational productivity may decrease. Because the critical element needed for a healthy working environment is the trust between managers and employees (Wong & Cummings, 2009). Managers' behaviours and practices are essential determinants in forming an environment of trust. Trust in manager will contribute to the increase in the performance of employees, their compliance with organizational rules and procedures, and the realization of organizational change (Arslantaş & Dursun, 2008). Cho and Poister (2014) emphasizes that trust in leader will increase teamwork and organizational performance. Tan and Tan (2000) states that trust in manager results in positive individual and organizational outcomes. The trust environment created by the principal will ensure that teachers are positively affected professionally and psychologically and thus work more efficiently and effectively (Değirmenci et al., 2022; Doğan & Karataş, 2012; Tuti & Ada, 2019).

According to the results of the research, teachers' having a high level of voice perception will undoubtedly contribute to expressing their ideas openly, taking part and actively participating in the decision-making process, and thus developing the school's strategy, productivity, sharing knowledge and experience among teachers and empowering teachers by ensuring their professional development, generating the emergence of new projects and innovative ideas, different solutions in solving problems. It will also prevent silence in schools due to teachers expressing their ideas. However, this vocalization will be meaningful in making a constructive voice. This is because vocalization can sometimes lead to a prolonged decision-making process, disagreement, deterioration of teacher relations, conflict, and the manager staying in the background. Van Dyne, Cummings and Mclean (1995) state that stress may occur in employees as a result of the resistance of other members of the organization against employees who express their opinions by showing vocal behaviour; Milliken et al., (2003) state that these employees may be perceived as problematic people who cause problems and their image may be damaged. In schools, teachers raising their voices about the functioning of managerial processes may be perceived negatively by principals. This situation may cause teachers to withdraw, remain silent, become demotivated, become withdrawn, and move away from the school's aims. In this context, principals should guide teachers as reliable and ethical leaders and maintain the necessary power distance by guiding them. In a school where the power distance is high, it may become difficult for the principal to lead the teachers because the principal may lose his/her authority.

On the other hand, teachers should use voice behaviour in a balanced way to contribute to the development of themselves and the school. When the studies on voice behaviour in the literature are examined, it is possible to come across studies (Baş, 2019; Bulut & Bayramlık, 2015; Çetin, 2013; Gürlü, 2018; Sağnak, 2017) that support the results of this study and conclude that teachers' perceptions of voice behaviour are at a high level. In addition, Kıranlı Güngör and Potuk (2018) emphasize that teachers are competent in expressing their ideas in situations that benefit the school and that they clearly state these ideas. Teachers are more willing to achieve organizational goals due to being encouraged and rewarded (Honigh & Hooge, 2014), so teachers' high perceptions of teacher voice are important and positive for schools (Baş, 2019).

Employee voice, which is explained as employees' voluntary open expression of their knowledge or thoughts about possible developments related to their work (Van Dyne et al., 2003) and work-related problems (Premaux & Bedeian, 2003), provides organizations with a competitive advantage, improvement of their current situation and sustainable development (Janssen & Gao, 2015; Maynes & Podsakoff, 2014; Morrison, 2011), managers' determining the problems that may arise in the work early or in advance contributes to the creation of an innovative organizational culture (Tangirala & Ramanujam, 2008). In other words, it will prevent many negative situations by enabling managers to exhibit proactive behaviour. Since voice is described as a constructive and extra-role behaviour that challenges the status quo and vertical communication that forces the status quo to change (Morrison, 2014), it will increase the innovative work behaviours of teachers who will contribute to the adaptation of schools to be dynamic and competitive by moving away from stagnation and thus integrating innovative practices and change required by the 21st century into the school. This situation will enable teachers to produce and implement new ideas and projects, and the activities carried out in the school will be done more efficiently and increase the quality of educational activities. Teacher voice will also facilitate the principals' work in solving school problems. Vocal behaviour has positive results, such as employees expressing their concerns, discussing managerial issues, and providing feedback (Holland et al., 2013). In this sense, the constructive voice of teachers will have important contributions to schools. Morrison (2011) emphasizes that constructive vocalization behaviours are very important as a proactive behaviour to improve organizational activities. Detert and Burris (2007) state in their research that vocalisation will increase if the leader cares about the employees' ideas. If the leader does not care, vocalization may decrease and may harm the leader. Employees who cannot express their work-related problems may have physical and mental health problems (Cortina & Magley, 2003). However, when the employee can express his/her problems and concerns about his/her job comfortably, he/she will believe that the problems can be solved and thus will have a positive attitude towards his/her job (Morrison & Milliken, 2000). This situation will enable the employee to make more effort to achieve organizational goals.

According to the research results, teachers' perceptions of trust in principal do not differ according to gender, marital status, educational status, age, seniority and working time in their current school. Similar to the results of this study, Çeliker (2015) states that the perceptions of teachers with different gender, age and seniority on organizational trust, and Ertürk (2019) states that the perceptions of trust in principals do not differ. In this sense, it can be said that the studies in the literature support the results of this study.

While teachers' perceptions of teacher voice are similar according to gender, marital status, age, seniority and working time in their current school, they differ according to undergraduate-postgraduate graduation status. Postgraduate-level teachers' voice perceptions are higher than undergraduate-level teachers. According to these results, postgraduate-level teachers express their thoughts more on school problems, improving the quality of work at school, producing projects, functioning of the school, school problems and encouraging their colleagues within the scope of expressing their thoughts. This may also be because postgraduate teachers have specialized in their fields due to their master's and doctorate-level education. Postgraduate education teachers may have different perspectives and want to apply the knowledge, skills, and expertise they have acquired, and this may contribute to their higher level of voice perceptions. In the literature, it is possible to find studies (Bulut&Bayramlık, 2015; Gürler, 2018) that support the results of this study, but reveal that teachers' voice behaviours do not differ according to educational status (Baş, 2019; Benlioğlu, 2021; Tangirala et al., 2013).

Bulut and Bayramlık (2015) conclude that teachers' perceptions of teacher voice do not differ in gender variable. However, LePine and Van Dyne (1998), Detert and Burris (2007), Baş (2019), Gürler (2018) state that male teachers' voice behaviours are at a higher level than female teachers. Regarding marital status, Özyılmaz (2020) and Benlioğlu (2021) find that the employees' voice behaviours do not change, supporting this study's results.

In terms of seniority variable, in the opposite direction to the results of this study, Bulut and Bayramlık (2015) conclude that teachers who have just started their profession have lower voice behaviours than other groups. Gürler (2018) finds that teachers in the 47-51 age range have higher levels of voice behaviour than teachers in other age groups; Tangirala and Ramanujam (2008), Detert and Burris (2007), Near and Miceli (2008) find that senior teachers have higher levels of voice behaviour.

Bulut and Bayramlık (2015) and Baş (2019) determine that teachers' voice behaviours do not differ regarding the length of service in the current school. Different results may emerge in the studies since they are conducted on different sample groups, the management approaches of the principals working in different cities, regions and countries, and their paradigms towards voice behaviour. In addition, the fact that most of the demographic variables in this study do not make a

difference in teachers' voice behaviour may have emerged because principals in the 21st century adopt a participatory management approach that attaches importance to the opinions of all teachers.

According to the research results, teachers' perceptions of trust in principal and teacher voice differ according to the school-level variable. Primary school teachers' perceptions of trust in principal and teacher voice are higher than both secondary and high school teachers' perceptions of trust in principal and teacher voice. The fact that the teachers working in primary schools have better relationships with principals and teachers because their course loads are all day and week, they know each other better, and they want to contribute to the solution of problems related to the school and project production as a result of staying at the school for longer periods compared to secondary and high school teachers may have led to a higher level of both trust in principal and teacher voice perceptions. Some research results in the literature (Detert & Burris, 2007; Qi & Ming-Xia, 2014; Walumbwa & Schaubroeck, 2009) show that leadership behaviour, directly and indirectly, affects vocal behaviour. Li and Sun (2015) emphasize that leaders are important in motivating and encouraging employees to voice their opinions. In this sense, in order for teachers working in secondary and high schools to reveal their opinions more to contribute to the quality of education by expressing their opinions, concerns and suggestions about the functioning of the school and practices, high school and secondary school principals should give more importance to teacher voice and therefore support teachers to express their opinions and create a democratic school climate and culture. By supporting teachers' ideas, they should make them feel that they care about them and provide teachers with opportunities for different perspectives to emerge in solving problems. Çetin (2013) states that when teachers believe their thoughts and suggestions are considered and implemented by principals, their voice behaviours will increase. Therefore, principals should find and develop methods to increase teachers' voice behaviours (Gürler, 2018).

According to the study results, a medium-level positive relationship exists between trust in principal and teacher voice. In the literature, some studies support this study's results and conclude a positive relationship between trust in managers and voice (Çetin & Güven, 2017; Premaux & Bedeian, 2003). Principals who keep their word, are honest, consistently skillful, sensitive to problems, supportive, finish what they start, do their job diligently will ensure that teachers trust them. A teacher who trusts his/her principal is expected to be interested in school problems, express his/her opinions on the solution to school problems, contribute to the improvement of the quality of work life in the school, eliminate the problems related to the work and functioning of the school, and produce projects. According to teachers' perceptions, the existence of a medium-level relationship between trust in principal and teacher voice may ultimately increase the effectiveness of the school because if the employee feels safe and expresses his/her thoughts, his/her attitude towards voice behaviour is positive; when he/she does not feel free and safe, they avoid

expressing their ideas and concerns (Cheng et al., 2014). In addition, employees do not speak up when they feel unsafe (Avey et al., 2012; Van Dyne et al., 2003). In this sense, the literature supports the emergence of a medium-level positive relationship between trust in principal and teacher voice.

Implications

As a result, since schools are one of the organizations in which social relations are experienced most, exchanging ideas is vital. It may be difficult for principals to manage the school with only their thoughts and decisions. In this context, teachers need to express their opinions in situations such as school management and educational activities. This situation brings teachers' behaviours of being vocal to the forefront. Principals should, first of all, be honest and trustworthy. By creating a trustworthy school environment, they should ensure that teachers express their opinions in all practices to carry out schools' aims because most work requires cooperation. It may be difficult for principals and teachers who do not trust each other to cooperate as a team. In addition, teachers who do not trust their principals may prefer silence by not sharing their ideas about the school. This situation may prevent the surfacing of different ideas.

The recommendations developed in line with the findings and results of the study are as follows:

1- Considering that postgraduate teachers have higher perceptions of teacher voice, it can be aimed to increase the perceptions of teacher voice by directing undergraduate teachers to postgraduate education.

2- In order to increase the teacher voice behaviours of teachers working in middle and high schools, it is recommended that principals should support teachers' ideas and make them feel that they care about them, provide teachers with opportunities for different perspectives to emerge in solving problems and generate a reliable, democratic school climate and culture.

3- Research can be conducted to study trust in principal and teacher voice with different variables.

4- Qualitative research can be conducted to analyze the subjects in depth.

Limitations of the Study

The results of this research are limited to the answers given by a total of 342 teachers working in primary, secondary and high schools in Bolu city center to the scales of trust in principals and teacher voice. Teachers' views on trust in principal and teacher voice are limited to the items in the scales. The findings and results reached in the research reflect the views of the teachers in the research universe, and it would not be correct to make a sharp generalization scientifically.

Statements of Publication Ethics

This research is evaluated ethically at the Human Research Ethics Committee meeting of Bolu Abant İzzet Baysal University, dated 27.06.2022 and numbered 2022/07 (Protocol No: 2022/285).

Conflict of Interest

There is no conflict of interest in this research. The research is carried out without commercial or financial support from any legal person, institution or organization.

Author Contributions

The first author contributed significantly to the acquisition of data, critically reviewing and interpreting it for important intellectual content.

The second author contributed to the editing of the article, its concept and design, the preparation of the manuscript, the analysis of the data, and gave the final approval of the version to be published.

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Geniřletilmiř zet

Okullar en nemli eęitim kurumlarından biridir. Okulların amalarını gerekleřtirmesinde kuřkusuz ęretmenlerin grev ve sorumluluklarını yerine getirmeleri ve nitelikli bir eęitim hizmeti sunmaları olduka nemlidir. ęretmenlerin tm bunları yerine getirmeleri rgtsel kararlara katılımları ve fikirlerini sunmaları ile mmkndr. Ancak ęretmenlerin fikirlerini ortaya ıkarmaları iin yneticiye gvenmeleri gerekebilir, nk okulda gvenin etkilerini inceleyen arařtırmalar (Arar, 2018), gvenin okulun genel bařarısını artırdıęını, olumlu bir okul iklimini destekledięini, ęretmenlerle etkili iletiřimi glendirdięini ve atıřmaları azalttıęını (Handford ve Leithwood, 2013) ve ayrıca ęretmenlerin okula baęlılıklarını ve z-yeterlik becerilerini geliřtirdięini (Goddard, Tschannen-Moran ve Hoy, 2001; Ghamrawi, 2011; Moye, Henkin ve Egley, 2005; Tschannen-Moran, 2000) ortaya koymaktadır. Bu anlamda okul yneticisine duyulan gven, ęretmenlerin fikirlerini ifade etmelerine, okul sorunlarına, deęiřime ve proje retmelerine ynelik czm nerilerinde bulunmalarına katkı saęlayabilir.

Gven, sadece ęretmenlerin grev yaptıkları okullarda deęil psikolojik olarak saęlıklı tm bireylerin hayatlarının her anında aradıkları nemli bir duygudur, nk gven herhangi bir sosyal iliřkinin (Arslantař, 2007; Keeci vd., 2017) veya rgtn geliřmesine (Doęan ve Karakuř, 2020) temel teřkil etmektedir. Okul zelinde gven, etkililięi ve yksek ęrenci bařarısını saęlamakta bir kře tařı olmakla

beraber (Tschannen-Moran ve Gareis, 2015) okul içi ilişkileri kolaylaştırmak ve okuldaki işgörenleri açık sözlü ve samimi olmaya motive etmek bakımından da önemli bir yerdedir (Berkovic, 2018). Okulda güven, etkililiği ve yüksek öğrenci başarısını sağlamakta bir köşe taşı olmakla beraber (Tschannen-Moran ve Gareis, 2015) okul içi ilişkileri kolaylaştırmak ve okuldaki işgörenleri açık sözlü ve samimi olmaya motive etmek bakımından da önemli bir yerdedir (Berkovic, 2018).

Çalışanların yöneticiden gelebilecek risk ve tehlikeleri göze alması, yöneticinin kendisine olumlu sonuçlar ortaya çıkaracak davranışlar sergileyeceğine inanması (Hoy ve Miskel, 2008; İslamoğlu vd., 2007; Kovac ve Jesenko, 2010; Sue-Chan vd., 2012; Zhang vd., 2008), olarak ifade edilen yöneticiye güven, çalışanların yöneticilerin dürüst, adil, eşit olacağına ve tutarlı davranacaklarına olan inançları ve beklentileridir (Reinke ve Baldwin, 2001). Okul yöneticisine güven anlamında ise, öğretmenler yöneticilerinin sözleri ve davranışları sonucu ortaya çıkan samimiyete inandıkları takdirde yöneticilerine güvenirlere (Tschannen-Moran ve Hoy, 2000). Yöneticiye güven, çalışanların örgütsel bağlılığını arttırmakta, onların daha istekli ve mutlu çalışmalarını (Doğan, 2019), harekete geçmelerini, yenilikçi ve üretken olmalarını, performanslarını göstermek için cesur ve özgür olmalarını, iş tatminlerinin atmasını sağlamaktadır (Perry ve Mankin, 2007). Ayrıca yöneticiye güven, çalışanların örgütsel vatandaşlık ve örgütte kalma isteklerini (Bijlma ve Van de Bunt, 2003), performanslarını, grup dinamiğini ve bilgi paylaşımını arttırmaktadır (Renzl, 2008).

Seslilik, çalışanların örgütsel verimliliği artırmak örgüt ve işle ilgili fikir kaygı ve önerilerini ifade etmesi (Morrison 2011) hem de bu düşünce, fikir, öneri, bilgileri ve karşılaştığı sorunları değişim ve gelişim amacıyla istekli ve gayri resmi olarak uygun adımlar atacak kişilere iletmesidir (Morrison 2014). Odak noktasını gönüllülük ve iyileştirme temelli iletişimin oluşturduğu sesliliği oluşturan ana faktör, örgütsel verimliliği geliştirme ve örgüte katkı sağlama isteğidir (Morrison 2011). Öğretmen sesliliği ise öğretmenlerin eğitim politikaları ve uygulamalarına yönelik bakış açılarını, görüşlerini ve deneyimlerini açıkça belirtmesidir (Frost, 2008). Mesleki dayanışma ve iş birliğini artıran seslilik, öğretmenlerin okul yöneticileri ile iletişimini ve ortak iş görmelerini geliştirmesinin yanında, eğitimle ilgili ortaya çıkan gelişmelere katılımlarının arttırmakta, adanmışlık düzeylerini yükseltmekte, işgücü devir hızını azaltmakta, mesleki gelişim fırsatı oluşturmada böylelikle öğrenci başarısının artmasını sağlamaktadır (Ingersoll, 2007; Gyurko, 2012; Kahlenberg ve Potter, 2015). Çalışanların fikirlerini açık açıklamaları örgüte karşı olumlu tutum geliştirmelerini sağlamakta önemli konuları ve fikirleri ortaya çıkaran çalışanların örgütüne katkıda bulunması ve diğer çalışanlarla da iletişimde bulunmaları Dolayısıyla örgütsel iletişimi geliştirmektedir (Stamper ve Van Dyne, 2001). Sonuç olarak öğretmenlerin görüş ve önerilerine yer verilmesi, eğitimde meydana gelen değişim ve gelişmelerin daha kolay uygulanmasını sağlayabilir. Nitekim Detert ve Edmondson (2011), öğretmenlerin katılımının okul gelişimi ve değişimi için bir araç ve ön koşul olduğunu; Honingh ve Hooze (2014) ise, örgütsel

amaçları ulaşmada sesliliğin önemsenmesi, çalışanların sessizlik davranışlarının cesaretlendirilip ödüllendirilmesinin önemli olduğunu belirtmişlerdir. Çalışan sesliliğini destekleyen ve çalışanların önerilerini kaygılarını bilgi ve tecrübelerini ifade ettikleri bir çalışma ortamına sahip örgütler daha başarılı olabilmektedirler (Çetin ve Çakmakçı, 2012). Bu anlamda okulların gelişimi ve değişiminde en önemli konumda olan faktörlerden biri olan öğretmenlerin değişim ve gelişim sürecinde görüş ve önerilerinin alınması ve bunların önemsenmesi öğretmenlerin bu sürece katılımlarının teşvik edilmesi, özelde okul genelde eğitimin genel amaçlarına ulaşmayı kolaylaştırabilir.

Çalışan sesliliğinin en önemli faktörlerinden biri yöneticiye güvendir. Yöneticinin çalışanların fikrini kendi fikri gibi ifade etmesi çalışanın seslilik davranışının ortaya çıkıp çıkmamasında önemli bir faktördür (Gao, Janssen ve Shi, 2011). Bir başka ifade ile çalışanın fikrini ifade edebilmesinin yöneticisine güvenmesine bağlı olduğu söylenebilir. Dolayısıyla bu araştırma okul yöneticisine güven ile öğretmen sesliliği arasındaki ilişkiyi ortaya çıkarması ve alanyazına katkı sunması bakımından özgün bir araştırmadır. Dolayısıyla bu araştırmada öğretmen algılarına göre yöneticiye güven ve öğretmen sesliliği arasındaki ilişkiyi belirlemek amaçlanmıştır. Bu amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır:

1- Öğretmenlerin yöneticiye güven ve öğretmen sesliliğine yönelik algıları ne düzeydedir?

2- Öğretmenlerin yöneticiye güven ve öğretmen sesliliğine yönelik algıları cinsiyet, medeni durum, eğitim durumu, okul kademesi, yaş, kıdem ve mevcut okulundaki çalışma süresi değişkenlerine göre anlamlı farklılık göstermekte midir?

3- Yöneticiye güven ve öğretmen sesliliği arasında anlamlı bir ilişki var mıdır?

Araştırma nicel araştırma desenlerinden ilişkisel tarama modelinde kurgulanan betimsel bir çalışmadır. Araştırmanın çalışma evrenini Bolu il merkezinde bulunan ilkokul, ortaokul ve liselerde görev yapan toplam 2150 öğretmen oluşturmuştur. Araştırmanın örneklemini ise basit tesadüfi örnekleme yöntemi ile belirlenen 342 öğretmen oluşturmuştur. Araştırmada veri elde etmek için kişisel bilgi formu, yöneticiye güven ölçeği ve öğretmen sesliliği ölçeği kullanılmıştır. Toplanan veriler normal dağılım göstermediğinden araştırmada non parametrik testlerden yararlanılmıştır. Araştırma sonucuna göre, öğretmenlerin yöneticiye güven ve öğretmen sesliliği algıları yüksek düzeydedir. Öğretmenlerin yöneticiye güven algıları cinsiyet, medeni durum, eğitim durumu yaş, kıdem ve mevcut okulundaki çalışma süresi değişkenlerine göre farklılık göstermemektedir. Öğretmenlerin öğretmen sesliliğine yönelik algıları ise; cinsiyet, medeni durum, yaş, kıdem ve mevcut okulundaki çalışma süresine göre benzer özellik göstermekte iken; lisans-lisansüstü mezuniyet durumlarına göre farklılaşmaktadır. Öğretmenlerin yöneticiye güven ve öğretmen sesliliği algıları okul kademesi değişkenine göre farklılık göstermektedir. Yöneticiye güven ve öğretmen sesliliği arasında orta düzeyde pozitif

yönlü anlamlı bir ilişki vardır. Araştırma sonuçları doğrultusunda okul yöneticilerinin dürüst ve güvenilir olmaları, güvenilir, demokratik bir okul iklim ve kültürü oluşturarak öğretmenlerin okulun amaçlarını gerçekleştirilmesine yönelik tüm uygulamalarda fikirlerini dile getirmeleri, okul yöneticilerinin öğretmenlerin fikirlerini destekleyerek onları önemseyişinin hissettirilmesi, problemlerin çözümünde farklı bakış açılarının ortaya çıkması için öğretmenlere fırsat sunulması önerilebilir.