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Additional Way of Building Organizational Trust: Quantum Leadership

Örgütsel Güveni Oluşturmanın Farklı Bir Yolu: Kuantum Liderlik

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Abstract: This study aims to ascertain the impact of school administrators' quantum leadership abilities on the levels of organizational trust as perceived by the teachers themselves. The research was conducted using quantitative research methods within a relational survey model. The population of the study consisted of teachers serving in Rize province and its districts during the 2022-2023 academic year. The sample of the study consisted of 242 teachers determined through simple random sampling method. Two measurement tools were employed in order to facilitate the collection of data, namely the Quantum Leadership Scale, developed by Konan and Mermer (2021) and the Organizational Trust Scale, developed by Çalışkan (2021). The structure of both scales was tested theoretically, and their validity were established. Furthermore, a simple linear regression analysis was performed to ascertain the influence of school administrators' quantum leadership behaviors on teachers' levels of organizational trust. It is evident that an enhancement in the quantum leadership exhibited by administrators will result in a corresponding elevation of teachers' organizational trust levels. The findings from the research are significant for examining the quantum leadership skills of school administrators in fostering teachers' organizational trust within the chaotic structure of modern society. It can be posited that the presence of quantum leadership skills by school administrators facilitates the positive and significant development of trust among teachers in their institutions and leaders.

Keywords: Quantum leadership, Organizational trust, Administrator, Teacher.

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Öz: Bu araştırma, öğretmenlerin algılarına göre okul yöneticilerinin kuantum liderlik becerilerinin öğretmenlerin örgütsel güven düzeylerine olan etkisini ortaya koymayı amaçlamaktadır. Yöntem: Araştırma, nicel araştırma yöntemleri kullanılarak ilişkisel tarama modelinde yürütülmüştür. Araştırmanın evrenini 2022-2023 eğitim öğretim yılında Rize ili ve ilçelerinde görev yapan öğretmenler oluşturmaktadır. Araştırmanın örneklemini basit seçkisiz yöntemle belirlenen 242 öğretmen oluşturmaktadır. Bu çalışmada, veri toplamak amacıyla Konan ve Mermer (2021) tarafından geliştirilen "Kuantum Liderlik Ölçeği" ve Çalışkan (2021) tarafından geliştirilen "Örgütsel Güven Ölçeği" olmak üzere iki ölçme aracı ile araştırmacı tarafından geliştirilen "Kişisel Bilgi Formu" kullanılmıştır. Her iki ölçeğin yapısı, daha önce teorik olarak test edilip geçerliliği kanıtlanmıştır. Bu çalışmada ayrıca okul yöneticilerinin kuantum liderlik davranışlarının, öğretmenlerin örgütsel güven düzeyleri üzerindeki etkisini belirlemek amacıyla, örgütsel güvenin bağımlı değişken olarak kullanıldığı basit doğrusal regresyon analizi gerçekleştirilmiştir. Yapılan analiz sonucunda yöneticilerin sergilediği kuantum liderlik becerilerinin, öğretmenlerin örgütsel güven düzeylerinde artış sağladığı görülmektedir. Araştırma, modern toplumun kaotik özellikler taşıyan örgüt yapısı içerisinde okul yöneticilerinin kuantum liderlik gösterme becerilerinin öğretmenlerin örgütsel güven algılarını çeşitli değişkenler açısından incelemesi ile öne çıkmaktadır. Okul yöneticilerinin, örgütlerini hedeflerine ulaştırma sürecinde karşılaştıkları kaotik ve belirsiz durumlarda sahip oldukları kuantum liderlik becerileri sayesinde öğretmenlerin kurumlarına ve yöneticilerine karşı duydukları güven hissini olumlu yönde ve yüksek düzeyde gelişmesine katkı sağlayacağı söylenebilir.

Anahtar Kelimeler: Kuantum liderlik, Örgütsel güven, Yönetici, Öğretmen.

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1. INTRODUCTION

Within modern educational settings, the incorporation of innovative leadership models and the consequences of their implementation on dynamics of educational settings have become significant domains of academic investigation. A contemporary paradigm that is gaining traction within educational environments is quantum leadership, which emphasizes the interconnectedness of leaders and followers. This leadership style, marked by its adaptive, collaborative, and transformational characteristics, necessitates a comprehensive re-evaluation of conventional leadership roles and their efficacy in cultivating educators' trust.

A century ago, Western civilization experienced a relative decline in the level of prosperity it had enjoyed for many years. On the other hand, in the East, Japan has risen with a strong economy (Köse, Tetik & Ercan, 2001). This setting created an obligation to put forward new ideas in the American intellectual world (Yağmurlu, 1997). This search has brought about new concepts that have not been mentioned before, such as "Organization" and "Organizational Culture" in the field of social sciences (Güçlü, 2002). Within the concept of organization, employees' trust in their colleagues, administrators and institutions is considered important in terms of organizational climate (Polat, 2009). According to Erdem (2003) trust is a phenomenon that carries risks and may have positive or negative consequences. School, which is one of the leading educational settings, has a systematic structure that includes various traditions and attitudes as a cultural institution (Peterson & Deal, 2002). This cultural situation that emerges during the process constitutes the prerequisite for the sense of trust that stakeholders feel towards each other (Polat, 2009).

The organizational climate in educational institutions is shaped by administrators and leaders (Terzi, 2005). In particular, the leader of the school is likely to contribute to the formation of organizational culture. Organizational culture is expected to be affected by the characteristics of the administrator or the individual in the leadership position. This means that it is the characteristics of the organizational leader that prepares the educational institution for the conditions of the changing world (Turan & Bektaş, 2021). Considering the uncertainties in organizations and the dynamic nature of educational institutions, the concept of quantum leadership emerges in shaping school culture (Erçetin, Çevik, & Çelik, 2018). Although quantum leaders deal with complex or even uncertain situations that may occur in organizational setting, traditional management characteristics are insufficient to respond to these uncertainties (Üzüm & Uçkun, 2019).

1.1. Quantum Leadership

Quantum, by its very nature as an open system, also accounts for situations involving chaos and uncertainty (Konan, 2015). Although chaos, at the organizational level corresponds to a negative situation in terminology, it represents an unusual phenomenon in scientific terms (Saylık, 2020). Quantum leaders who accept this chaotic situation in the organizational setting, can take precautions in advance, and have developed problem-solving skills (Ertürk, 2022).

Since quantum theory includes interaction and chaotic situations with all the possibilities that may arise, it can offer different perspectives, especially to administrators (Konan, 2015). School administrators who have developed a quantum leadership style of behavior have developed the ability to turn chaotic situations into opportunities for their own institutions by inventing solutions in the face of unexpected events and situations (Çelik, 2021). Quantum administrators, who can develop a new order from the resulting chaos, play a critical role in bridging formal order and innovation (Saylık, 2020). The real skill

for these leaders will be to determine how to use the chaotic situations that arise to achieve the goals of the organization (Keskinılıç Kara, 2013).

Reflecting on the uncertainty gives leaders a solid stance and leaves them confident and calm in chaotic situations (Porter-O'Grady & Malloch, 2002). Leaders with this characteristic are expected to have developed some behavioral styles. As illustrated in table 1, quantum leaders must develop some forms of quantum behavior on vision, thinking, emotion, cognition, behavior, trust and existence (Shelton, 1999).

Table 1.

Quantum Leadership Skills

Skills	Capability
Quantum Vision	The ability to see on purpose
Quantum Thinking	Creative problem-solving ability
Quantum Emotion	The ability to actively feel
Quantum Cognition	The ability to recognize intuitively
Quantum Behavior	The ability to act accountable
Quantum Trust	The ability to trust the process of life
Quantum Being	The ability to be together

(Source: Shelton,1999, p.4)

Table 1 presents the key competencies associated with the conceptions of quantum leadership as proposed by Shelton (1999). These abilities are indicative of a multifaceted theoretical structure that incorporates both cognitive and affective domains. The notion of Quantum Emotion has been proposed as a framework to conceptualize the emotional dimension, defined as the ability to actively engage with one's feelings. The concept of cognitive intuition, as it pertains to quantum cognition, encompasses the recognition of patterns and insights that extend beyond the confines of analytical reasoning. Quantum behavior is defined by the concept of acting with a sense of accountability, while quantum trust is defined as a leader's ability to have faith in the natural progression of life and organizational processes. In conclusion, Quantum Being highlights the significance of relational presence and interconnectedness.

According to Erçetin (2000), quantum leaders consider the problem of integration with their stakeholders and see those in the organization not as followers but as people with whom they constantly share. This interaction shows that, according to Shelton's (1999) classification, the quantum leader has developed the skill of "quantum becoming" and has full leadership characteristics. The leader is aware that the members of the organization interact in the structure he is in (Konan, 2015). A leader with quantum thinking will be aware of the impact of the subjective movements of objects on the holistic structure, as in the universe (Saylık, 2020).

While another presumption of quantum leadership describes the uncertainty of leadership, this is also valid for leadership (Ertürk, 2022). This means that the leader perceives the world he is in as a chain of uncertainties, rather than perceiving the leadership situation itself as uncertainty (Ertürk, 2022). For this reason, chaotic situations are not expected to negatively affect leaders who have developed quantum skills. On the contrary, according to Porter-O'Grady and Malloch (2002), there is no situation more suitable for leader development than uncertainty. While quantum leaders motivate employees to go beyond their expectations and thoughts (Turan & Bektaş, 2021), they achieve this by maintaining a positive interaction with the group (Ertürk, 2022). The interaction and communication situation in educational institutions can sometimes be chaotic and unpredictable (Çelik, 2021). Within educational institutions, communication frequently becomes disorderly due to leadership deficiencies, alterations in policy, and competing priorities. A paucity of inclusive leadership has been demonstrated to engender

erosive effects on trust, whilst concomitantly engendering feelings of increasing faculty frustration (Polat & Turhaner, 2024). Such phenomena are compounded by the heightened feelings of uncertainty and isolation engendered by unclear communication in the context of mounting accountability pressures (Aygün, 2021). The implementation of sudden policy changes, absent proper dialogue, has been demonstrated to engender a decline in staff morale (Erlyani et al., 2022). This, in turn, has been shown to result in a deterioration in both collaboration and institutional cohesion (Verma & Kaur, 2024). Hence, this state of chaos can be seen as an opportunity for quantum leaders to improve communication and interaction rather than a reason to interrupt interaction.

According to Shelton (1999), organizational vision is the fundamental factor that forms the basis of quantum leadership and provides a clearer view of life. Organizations that have developed quantum skills act in a flexible and participatory structure that can be self-organized (Zohar, 1998). Leaders should improve the future perspectives of both the organization and its employees throughout the process (Porter-O'Grady & Malloch, 2002). This approach facilitates the establishment of a conducive and mutually beneficial environment among the organization's members and stakeholders, who are motivated to contribute towards the organization's advancement (Balmer, 2021). The leader will be able to make effective planning to achieve goals by directing the factors that make up the organizational climate. Quantum leaders, who differ from others in terms of certain characteristics, should attach importance to the constant flow of information and intend to accept and benefit from all kinds of changes in advance (Üzüm & Uçkun, 2019). According to Haris, Afdaliah, Budiman, and Haris (2016), the requirements for having quantum leadership problem-solving skills are as follows:

- 1- Learning objectives in a pluralistic community
- 2- Strategy development and implementation techniques
- 3- Systems theory
- 4- Data collection, monitoring, and analysis techniques
- 5- Effective communication and consensus

According to Zohar (2018), a quantum organization should have the following characteristics: holism, flexibility, self-organization, respect for diversity, ability to improvise, dreamer and playful, participatory and visionary. These features are expected to be prerequisites for the quantum organization and the quantum leader's ability to turn uncertainties into opportunities. While developments all over the world are followed in quantum organizations, where interaction is at the forefront, quantum organizations will not fall into despair in chaotic situations, being aware of unpredictable uncertainties (Turan, 2017). Since this quantum organizational climate is expected to continue in chaotic situations among the stakeholders of the organization, it is likely that there will be an uninterrupted and positive continuity in the organizational culture.

1.2. Organizational Trust

In organizations with sharing of skills, members are expected to share the vision of the institution and accept possible chaotic situations (Bayar, 2022). In this sense, it can be considered that employees' commitment to the organization and their organizational commitment are high. It can be assumed that employees who do not embrace the current culture and have a low perception of trust will not be open to sharing. In other words, organizational members are expected to be individuals who have developed a sense of trust in the organization as well as the personal knowledge and skills necessary for the organization to succeed (Balay, 2014). In order to achieve goals, the level of dedication and trust developed by the members towards the organization stands out as an important issue (Çelik, 2021). It is observed that in a low trust setting, organizational members begin to become alienated from the organization (Özkara & Sağlam Arı, 2019).

The notion of quantum leadership, with its emphasis on collaboration, adaptability and interconnectivity, offers a novel approach that closely aligns with the dynamic environment of educational institutions. This leadership style has been shown to promote a paradigm where leaders and followers engage in

collaborative creation of meaning and the cultivation of mutual trust (Purwandoko et al, 2023). Such a paradigm is posited to be essential for enhancing organizational effectiveness and teacher engagement in schools. Empirical studies have demonstrated that the implementation of quantum leadership principles within educational organizations has been shown to significantly elevate levels of organizational trust among educators. The adoption of these principles by leaders has been found to engender an environment that fosters open communication, innovation, and shared decision-making (Cai et al., 2024). Trust, as defined by Sendjaya and Pekerti (2010), is the expectation that individuals will act in a reliable and competent manner. This concept serves as a foundational element in educational institutions, facilitating collaboration and enabling teachers to feel empowered and valued. To elaborate further, organizational trust can be defined as the belief that stakeholders will behave in a reliable, honest, and fair manner (Rousseau et al., 1998). This form of trust has been demonstrated to exert a substantial influence on various dimensions of organizational performance, including communication, collaboration, and commitment.

Another variable that influences trust is national and organizational culture. Transformational leadership behaviors have been demonstrated to have a notable impact on the creation of trust in organizations (Polat, 2009). The leadership characteristics that the school administrator is expected to demonstrate are likely to influence the development of organizational trust or distrust. This situation is likely to directly concern the goals of the organization. Research has shown that multiple factors are effective in establishing organizational trust and that important results can be achieved by creating an environment of trust, which can also be considered a valid phenomenon for educational institutions organized in line with specific goals (Demircan & Ceylan, 2003).

1.3. Dimensions of Organizational Trust

1.3.1. Trust in Colleagues

In settings where there is no trust between individuals, people are far from exhibiting behaviors that will serve the real purpose (Yılmaz, 2021). It can thus be posited that the level of trust placed in colleagues within an organizational context has an impact on the achievement of the organization's goals. A high level of trust in employees positively affects cooperation and contributes to the achievement of goals (Çalışkan, 2021). With this developing sense of trust, the individual has the idea that his colleagues are fair, reliable by adopting and implementing ethical principles (Tüzün, 2007).

1.3.2. Trust in Administrator

Administrators in leadership positions in organizations must be strong characters to set an example for their employees (Çalışkan, 2021). There is a direct relationship between trust in the Administrator in the representative position of the organization and the organization itself (Tüzün, 2007). Employees can share or improve the climate of the organization as much as the sense of trust they feel towards the Administrator. Administrators who hold key positions in many organizations are also the main characters in creating trustworthiness (Mühl, 2014). Although trust in the leader and trust in the organization are not the same concepts, they are related (Nyhan & Marlowe, 1997). The sense of trust that employees develop towards their Administrators also means working in a safe and comfortable setting (Avram et al., 2015).

1.3.3. Trust in Institution

The degree of trust placed in an institution serves as the foundation for organizational commitment, job satisfaction and the exertion of considerable effort in achieving organizational goals (Çalışkan, 2021). Employees are more willing to implement the decisions taken in an organization where they are treated fairly (Avram, et al., 2015). Trust in the institution expresses the trust in the formal organizational structure, its response in society, the policies developed to solve problems, and its social features such as

interaction. (Tüzün, 2007). When the institutional structure is successful, organizational tensions are minimal and the sense of trust in the organization increases (Mühl, 2014). Individuals who have developed a sense of trust in the institution are supposed to be away from conflict and trust the organizational structure of the institution. Institutional trust is the employee's confidence that brings success in the future (Shapiro, 1987).

As can be seen, in schools that are established around certain goals and have an organizational identity, employees must trust each other and those in administrator positions in order to achieve their goals. It is hypothesized that the environment of trust created even in chaotic settings would not be damaged, and that organizations would not suffer chronological interruptions in achieving their determined goals. It is therefore anticipated that the study will offer a novel perspective to the subject area, given the absence of research examining the impact of quantum leadership behaviors on organizational trust in contexts of turbulence. In light of the findings, it is expected that the study will provide insight into organizational trust. In terms of advancing understanding of the cultural processes at play within educational institutions, the findings of this study are of significant importance. They also inform future research agendas in terms of analyzing the relationships between quantum leadership behaviors displayed by school administrators and the organizational trust created by teachers and administrative staff.

The objective of this research is to investigate the impact of school administrators' quantum leadership abilities on the levels of organizational trust as perceived by the teachers themselves. To achieve this, a number of sub-problems were identified and addressed as follows;

- 1- Does the perception of quantum leadership levels among school administrators differ significantly according to the demographic variables of the teachers?
- 2- Does the level of organizational trust exhibited by teachers vary according to their demographic characteristics?
- 3- Does a significant relationship exist between the organizational trust levels of the teachers and the quantum leadership skills of the school administrators, as perceived by the teachers?
- 4- Does the quantum leadership behavior of school administrators serve as a significant predictor of the level of organizational trust exhibited by teachers?

2. METHOD

2.1. Research model

The research model was developed with the aim of investigating the impact of school administrators' quantum leadership abilities on the levels of organizational trust as perceived by the teachers themselves. The correlational research model is employed to ascertain the nature of the relationship between variables and to establish the types of relationships that exist between these variables (Creswell, 2002; Fraenkel, Wallen & Hyun, 2012). This methodological approach facilitates the attainment of a comprehensive understanding of the extent to which variances in quantum leadership skills exhibited by school administrators are associated with discrepancies in teachers' perceptions of trust within the institution.

2.2. Population and Sample

The population under investigation comprises all teaching staff employed in the Rize province and its districts during the 2022-2023 academic year. The sample comprises 242 teachers, selected through the application of a probability-based sampling method known as simple random sampling. Simple random sampling is a technique for selecting a subset from a larger population, whereby each unit within the sample has an even chance of being chosen (Büyüköztürk et al., 2020). Table 2 presents the demographic information about the teachers included in the sample.

Table 2.
Information on Teachers Participating in the Research

Demographic features		F	%
Gender	Male	110	45,5
	Female	132	54,5
Education level	Kindergarten	15	6,2
	Primary school	58	24,0
	Middle school	110	45,5
	High school	59	24,4
Years of Service	Between 0 - 5 years	28	11,6
	Between 6 - 10 years	76	31,4
	Between 11 - 15 years	61	25,2
	Between 16 - 20 years	32	13,2
	21 years and over	45	18,6
	Total	242	100,0

2.3. Data Collection Tools

As a data collection tool in this research, the demographic information form created by the researchers, the Quantum Leadership Scale developed by Konan and Mermer (2021) and the Organizational Trust Scale developed by Çalışkan (2021) were used with the necessary permissions from the researchers who developed the scales.

2.4. Quantum Leadership Scale

The scale consists of 24 items were evaluated on a 5-point Likert-type scale including (1) Never, (2) Rarely, (3) Sometimes, (4) Mostly, (5) Always. The values of KMO = .96, Bartlett Test of Sphericity = 4621.59, $p = .000$ obtained by the researchers to ensure the construct validity indicating the viability of conducting factor analysis on the data. Then, exploratory factor analysis (EFA) was conducted with 260 data and confirmatory factor analysis (CFA) was conducted with 130 data, and it was seen that the goodness-of-fit criteria were met. As a result of EFA, the total variance was found to be 56.135%. In the context of the reliability studies conducted on the scale, the Cronbach Alpha internal consistency coefficient was calculated to be 0.965. The lowest possible score on the scale is 24, while the highest is 120. A high score on the scale indicates a high level of perception of quantum leader characteristics, whereas a low score indicates a low level of perception of these characteristics (Konan & Mermer, 2021).

2.5. Organizational Trust Scale

In accordance with the objective of evaluating the structural validity of the scale, an exploratory factor analysis (EFA) was conducted on the data of two distinct sample groups, comprising individuals employed in institutions operating within the health and education sectors. When the EFA results of both samples were examined, a three-factor structure with an eigenvalue greater than 1 was obtained. As a result of the analysis, a scale consisting of a total of 17 statements and three dimensions was obtained. Considering the contents of the expressions in the dimensions, the sub-dimension consisting of the first 7 items was named "Trust in Colleagues", the sub-dimension consisting of the next 5 items was named "Trust in the Administrator" and the sub-dimension consisting of the last 5 items was named "Trust in the Institution". CFA was applied to reveal whether the three-factor structure of the Organizational Trust

Scale obtained as a result of CFA could be confirmed in a different sector. The three-factor structure of the scale, comprising trust in colleagues, trust in the administrator, and trust in the institution, was confirmed through the application of CFA analysis. In the context of the scale's reliability studies, the Cronbach alpha internal consistency coefficient (for education workers) was calculated to be 0.93. The total variance explained for the scale was found to be 66.15% (Çalışkan, 2021).

2.6. Data Analysis

The data obtained from 242 participants in the study were analyzed based on the purpose of the research and the research questions. A correlation analysis was conducted to ascertain whether a relationship exists between quantum leadership and organizational trust, and to determine the direction and strength of the relationship. A simple linear regression analysis was conducted to ascertain whether quantum leadership is a predictor of organizational trust. The data were found to exhibit a normal distribution (George & Mallery, 2024). Kurtosis and skewness values were found to be -.803 and .352, respectively, for quantum leadership. Kurtosis and skewness values for organizational trust are -.685 and -.721, respectively. Independent t test was used in groups of two, and one-way ANOVA test was used in groups of more than two. Correlation and simple linear regression analysis were applied to examine the research questions.

2.7. Ethics Declarations

In this study, all the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were followed. No actions falling under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics," were carried out.

Information regarding ethical committee approval

The name of the ethics review board is as follows:

Date of the ethical assessment decision:

The number of the ethical assessment document is as follows:

3. FINDINGS

In this section, the findings regarding each sub-problem are given in tables and necessary explanations are made in the rest of the tables.

Table 3.
Examination of Dependent Variables by Gender

Score	Groups	N	\bar{X}	Sd	t Test		
					t	df	p
Quantum Leadership	Male	110	90,3273	20,90920	-,251	240	,80
	Female	132	91,0152	21,49489			
Organizational Trust	Male	110	66,9727	12,32768	-,101	240	,92
	Female	132	67,1288	11,62414			
Trust in Colleagues	Male	110	27,6273	4,95458	-,306	240	,76
	Female	132	27,8258	5,08177			
Trust in the Manager	Male	110	19,3636	4,51446	-241	240	,80
	Female	132	19,2197	4,70230			
Trust in the Institution	Male	110	19,9818	4,28349	-,190	240	,84
	Female	132	20,0833	4,00389			

Upon examination of Table 3, it becomes evident that there is no statistically significant difference in the quantum leadership behaviors exhibited by administrators and the organizational trust levels perceived by teachers based on gender ($p > .05$). In other words, the quantum leadership behaviors of school

administrators and teachers' feelings of organizational trust do not appear to exert a significant difference between male and female teachers, according to the perceptions of the latter. In terms of teachers' perceptions, the quantum leadership skills of administrators and the organizational trust exhibited by teachers are at comparable levels according to gender.

Table 4.

ANOVA Results of Quantum Leadership Behaviors According to Years of Service Variable

Years of Service	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	p	Post-Hoc Results
A. Between 0 - 5 Years	28	99,4286	19,82409	B.G.	4801,634	4	1200,408	2,751	,029*	A>D
B. Between 6 - 10 Years	76	91,2237	19,79198	W.G.	103406,945	237	436,316			B>D
C. Between 11 - 15 Years	61	91,4918	18,75955	Total	108208,579	241				C>D
D. Between 16 - 20 Years	32	81,7500	26,69179							
E. 21 and above	45	89,6889	21,43470							
Total	242	90,7025	21,18958							

*p<,05

Upon examination of Table 4, a statistically significant discrepancy ($p = 0.029$) is identified between teachers' years of service and their assessment of school administrators' capacity to exemplify quantum leadership. The LSD post-hoc test was employed to ascertain which groups exhibited a significant discrepancy following the ANOVA test. The results of the post-hoc test indicate that there is a statistically significant difference between the groups with 0-5 years of experience and those with 16-20 years ($p = 0.001$), as well as between the groups with 6-10 years and those with 16-20 years ($p = 0.032$), and between the groups with 11-15 years and those with 16-20 years. It has been determined that it is in favor of those with less service time. This finding indicates that teachers in less senior positions reported higher levels of leadership behaviors compared to those in more senior positions.

Table 5.

ANOVA Results of Administrators' Quantum Leadership Behaviors in Terms of Teachers' Type of School Variable

Type of School	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	P
Kindergarten	15	102,5333	15,35237	B.G.	3069,321	3	1023,107	2,316	,076
Primary school	58	92,4483	24,40030	W.G.	105139,257	238	441,762		
Middle school	110	90,0818	20,53555	Total	108208,579	241			
High school	59	87,1356	19,44795						
Total	242	90,7025	21,18958						

Upon examination of Table 5, it becomes evident that there is no statistically significant distinction ($p = 0.076$) between the type of educational institution and the capacity of its administrators to demonstrate quantum leadership behaviors. While the difference proved to be non-significant, it could be argued that this finding should not be overlooked, as it may still be considered noteworthy at an interpretative level,

suggesting that kindergarten teachers may tend to perceive administrators' quantum leadership behaviors more positively.

Table 6.
ANOVA Results of Organizational Trust in Terms of Years of Service

Years of Service	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	P
A. Between 0 - 5 Years	28	71,1071	13,02231	B.G.	622,952	4	155,738	1,097	,359
B. Between 6 - 10 Years	76	66,1053	11,45726	W.G.	33644,238	237	141,959		
C. Between 11 - 15 Years	61	65,9180	12,20423	Total	34267,190	241			
D. Between 16 - 20 Years	32	67,1250	11,42366						
E. 21 and Above	45	67,6444	11,90713						
Total	242	67,0579	11,92424						

Upon examination of Table 6, it becomes evident that there is no statistically significant difference between teachers' years of service and their organizational trust levels ($p = .359$).

Table 7.
ANOVA Results of Organizational Trust in Terms of School Type

Type of School	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	Sig.	Post-Hoc Results
A. Kindergarten	15	72,6667	6,87300	B.G.	2526,199	3	842,066	6,314	,000*	A>D
B. Primary school	58	70,4655	11,50471	W.G.	31740,991	238	133,366			B>D
C. Middle school	110	67,0909	11,28167	Total	34267,190	241				C>D
D. High school	59	62,2203	12,90692							
Total	242	67,0579	11,92424							

* $p < .05$

Upon examination of Table 7, it becomes evident that there is a statistically significant discrepancy ($p = 0.000$) between the type of educational institution and the level of organizational trust. To ascertain which groups exhibited a significant difference following the application of ANOVA, a post-hoc test was initially conducted in accordance with the results of Levene's test. As the variances were found to be equal ($LF=1.911$; $p > .05$), the LSD post-hoc test was employed.

LSD post-Hoc test results between teachers' organizational trust levels and the type of school they work in are seen in Table 7. It is understood that there is a significant difference Between teachers working at high school level and teachers working at kindergarten level ($p=.002$), between teachers working at high school level and teachers working at primary school level ($p=.000$), between teachers working at high school level and teachers working at secondary school level ($p=.010$). the difference is in favor of teachers working at kindergarten, primary school and secondary school levels. It can be interpreted as organizational trust levels of teachers working at high school level is lower than the teachers working in kindergarten, primary school and secondary school levels.

Table 8.

ANOVA Results of The Trust in Colleagues Subscale of Organizational Trust in terms of Years of Service

Years of Service	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	p	Post-Hoc Results
A. Between 0 - 5 Years	28	29,0357	5,77659	B.G.	273,526	4	68,381	2,800	,027*	A>B
B. Between 6 - 10 Years	76	26,5789	5,25170	W.G.	5787,549	237	24,420			
C. Between 11 - 15 Years	61	27,1967	4,83673	Total	6061,074	241				
D. Between 16 - 20 Years	32	29,3438	4,52669							D>B D>C
E. 21 and above	45	28,4667	4,20822							
Total	242	27,7355	5,01495							

*p<,05

A statistically significant difference ($p = 0.027$) was observed between teachers' years of service and their level of trust in their colleagues, as illustrated by data presented in Table 8. To ascertain which post-hoc tests should be performed in order to determine whether there were significant differences between the various groups following the application of ANOVA, Levene's test was initially employed. As the variances were found to be equal ($LF=.831$; $p>.05$), the LSD post-hoc test was subsequently utilized. The significant difference was found between 0-5 years of experience and 6-10 years of experience ($p=.025$), 16-20 years of experience and 11-15 years of experience ($p=.048$), 6-10 years of experience and 16-20 years of experience ($p=.008$), 6-10 years of experience and 21 and above ($p=.043$). It is seen that teachers with 16-20 years of experience have a higher level of trust in their colleagues than teachers with 11-15 years of experience.

Table 9.

ANOVA Results of The Trust in Colleagues Sub-Dimension in Terms of School Type

Type of School	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	p	Post-Hoc Results
A.Kindergarten	15	26,7333	4,63630	B.G.	564,353	3	188,118	8,145	,000*	
B.Primary school	58	29,8793	4,59625	W.G.	5496,722	238	23,095			B>A B>C B>D
C.Middle school	110	27,9091	4,25677	Total	6061,074	241				C>D
D.High school	59	25,5593	5,89644							
Total	242	27,7355	5,01495							

*p<,05

In Table 9, it is observed that there is a statistically significant difference ($p = 0.000$) between the type of school and the trust in colleagues. Levene's test was first applied to decide on the post-Hoc test to be performed and since the variances were equal ($LF=3.471$; $p>.05$), the LSD Post-Hoc test was employed. Table 9 illustrates that statistically significant differences were identified between primary school and

kindergarten ($p=.025$), primary school and secondary school ($p=.012$), and primary school and high school ($p=.000$) levels of education. These findings suggest that teachers at the primary school level exhibited superior performance in comparison to their counterparts at other educational stages. The findings indicate that primary school teachers exhibit a greater degree of trust in their colleagues compared to other groups. Conversely, teachers working at the secondary school level exhibit a greater degree of trust in their colleagues than those at the high school level.

Table 10.

ANOVA Results of The Trust in the Institution Sub-Dimension in Terms of Years of Service

Years of Service	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	P
A. Between 0 - 5 Years	28	21,1786	3,55958	B.G.	70,625	4	17,656	1,038	,388
B. Between 6 - 10 Years	76	20,3684	3,63993	W.G.	4030,041	237	17,004		
C. Between 11 - 15 Years	61	19,5574	4,71708	Total	4100,665	241			
D. Between 16 - 20 Years	32	19,5000	4,27295						
E. 21 and above	45	19,8000	4,24585						
Total	242	20,0372	4,12495						

As demonstrated in Table 10, the results of the one-way analysis of variance (ANOVA) indicated that there was no statistically significant difference in the Trust in the Institution sub-dimension across groups based on years of service ($F(4, 237) = 1.038, p = .388$). However, a slight tendency worth noting emerges upon examination of the mean scores as indicating that Teachers with 0–5 years of service reported the highest level of institutional trust ($ms = 21.18, sd = 3.56$).

Table 11.

ANOVA Results of the Trust in the Institution Sub-Dimension in Terms of School Type

Type of School	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	P	Post-Hoc Results
A.Kindergarten	15	23,3333	2,02367	B.G.	276,810	3	92,270	5,743	,001*	A>B,C,D
B.Primary school	58	20,5517	4,20181	W.G.	3823,856	238	16,067			
C.Middle school	110	20,0091	3,97122	Total	4100,665	241				
D.High school	59	18,7458	4,23692							
Total	242	20,0372	4,12495							

* $p<.05$

Table 11 reveals a statistically significant difference ($p = .001$) between the type of school and trust in the institution. To decide on the post-Hoc test to be performed, Levene's test was first applied and since the variances were equal ($LF=2.185; p>.05$), the LSD Post-Hoc test was employed. When the kindergarten and primary school ($p=.017$), kindergarten and secondary school ($p=.003$) and kindergarten and high school ($p=.000$) groups are examined, it is determined that the significant difference is in favor of the teachers working at the kindergarten level. However, it is found to be in favor of teachers working at the primary school level, when primary school and high school ($p=.016$) groups are examined. It shows that kindergarten teachers' sense of trust in their institutions is higher compared to other groups. In addition, teachers working at the primary school level have a higher level of trust in the institution than teachers working at the high school level.

Table 12.

ANOVA Results of the Trust in Manager Sub-Dimension in Terms of Years of Service Variable

Years of Service	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	P
A. Between 0 - 5 Years	28	20,8929	4,13064	B.G.	107,135	4	26,784	1,266	,284
B. Between 6 - 10 Years	76	19,1579	4,33913	W.G.	5012,191	237	21,148		
C. Between 11 - 15 Years	61	19,1639	4,80340	Total	5119,326	241			
D. Between 16 - 20 Years	32	18,2813	4,82757						
E. 21 and above	45	19,3778	4,84434						
Total	242	19,2851	4,60891						

Upon examination of Table 12, it becomes evident that there is no statistically significant difference ($p = .284$) between teachers' years of service and their level of trust in the administrator. This result may be interpreted as indicating a lack of correlation between teachers' levels of trust and their years of service variable.

Table 13.

ANOVA Results of the Trust in Manager Sub-Dimension of Organizational Trust in terms of School Type

Type of School	N	\bar{X}	Sd		Sum of Squares	df	Mean Square	F	P	Post-Hoc Results
A. Kindergarten	15	22,6000	2,22967	B.G.	309,501	3	103,167	5,105	,002*	A>B,C,D
B. Primary school	58	20,0345	4,81943	W.G.	4809,825	238	20,209			
C. Middle school	110	19,1727	4,40154	Total	5119,326	241				
D. High school	59	17,9153	4,74265							
Total	242	19,2851	4,60891							

* $p < .05$

When Table 13 is reviewed, it is observed that there is a statistically significant difference ($p = 0.002$) between the type of school in which teachers work and their trust in the administrator. To decide on the post-Hoc test to be performed to determine which groups had a significant difference, Levene's test was first performed and since the variances were equal ($LF=1.909$; $p > .05$), the LSD Post-Hoc test was employed. Post-hoc comparisons revealed an ordinal pattern in mean scores. Kindergarten teachers reported the highest levels of trust in their managers ($\bar{x} = 22.60$, $sd = 2.23$), followed by primary school teachers ($M = 20.03$, $SD = 4.82$), and then middle school teachers ($\bar{x} = 19.17$, $sd = 4.40$). Conversely, high school teachers reported the lowest levels of trust ($\bar{x} = 17.92$, $sd = 4.74$). The differences between kindergarten teachers and all other groups (primary, middle, and high school) were statistically significant. The results demonstrate that kindergarten teachers demonstrate a greater level of trust in their administrators than other groups. Furthermore, teachers at the primary level exhibit higher levels of trust in their administrators compared to those in secondary education.

Table 14.*Correlation Analysis on the Relationship Between Quantum Leadership and Organizational Trust*

	1	2	3	4	5	P
Quantum leadership	1	,680**	,332**	,756**	,719**	,000
Organizational trust		1	,795**	,905**	,913**	,000
Trust in colleagues			1	,497**	,527**	,000
Trust in the manager				1	,894**	,000
Trust in the organization					1	

When Table 14 is reviewed, it is concluded that there is a statistically significant relationship between quantum leadership and organizational trust, as well as its sub-dimensions. The strength of a correlation can be quantified by the absolute value of the coefficient, which ranges from 0.00 to 1.00. Values between 0.00 and 0.30 indicate a negligible correlation, while those between 0.30 and 0.70 represent a low correlation, and values above 0.70 signify a high correlation (Büyüköztürk, et al., 2020). The results demonstrate a positive and statistically significant correlation between quantum leadership and organizational trust ($r = 0.68$), as well as a positive but weaker correlation between quantum leadership and the trust placed in colleagues ($r = 0.332$). A significant, positive, and high-level relationship was observed between quantum leadership and trust in the administrator ($r=.756$), while a significant, positive, and high-level relationship was found between quantum leadership and trust in the institution ($r=.719$). The findings suggest that teachers' organizational trust levels increase with the quantum leadership skills exhibited by school administrators.

Table 15.*Regression Analysis on the Effect of Quantum Leadership on Organizational Trust Level*

Independent Variable	B	SE	β	t	P
(Constant)	9,633	5,726		1,682	,094*
Organizational Trust	1,209	,084	,680	14,380	,000*
	R=,680	R ² =,463	Adjusted R ² =,461	F= 206,79	p=,000

*p<,05

The regression model established which is compatible ($F=206.79$; $p=.000$) reveals that quantum leadership explains 46% of organizational trust. As regression coefficients examined, it was found that quantum leadership has a positive significant effect on organizational trust ($\beta=068$; $t=14.38$; $p=.000$). It can be reasonably deduced that an increase in the quantum leadership demonstrated by administrators will result in a corresponding enhancement of teachers' organizational trust levels.

4. DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This study aims to examine the impact of school administrators' quantum leadership abilities on the levels of organizational trust as perceived by the teachers themselves. The descriptive analysis of the quantum leadership skills of school principals in terms of teachers' opinions revealed no statistically significant difference in the perception of these skills according to teachers' gender. The fact that the gender variable does not create a significant difference can be generally explained as the leadership behaviors exhibited by school principals in terms of male and female teachers are consistent (Kosa, 2020; Erçetin, Çevik, & Çelik, 2018).

No statistically significant difference was found in terms of teachers' organizational trust levels and gender variable in the current study (Baş & Şentürk, 2011; Çokluk-Bökeoğlu & Yılmaz, 2008). In the study conducted by Polat & Celep (2008), similar results with the current study were found in the sub-dimension of trust in the administrator and in the sub-dimension of trust in colleagues, but it was determined that male teachers had higher levels than female teachers in the sub-dimension of trust in the institution.

When the quantum leadership skills exhibited by school administrators according to teachers' perceptions were examined in terms of the teachers' years of service variable, it was concluded that those with less years of service had higher perceived quantum leadership skills in school administrators. When the relevant literature is examined, there are also studies that conclude that the quantum leadership behaviors of school administrators do not create any significant difference according to professional seniority (Erçetin, Çevik & Çelik, 2018).

The results of the analysis examining the organizational trust levels of teachers in relation to their years of service indicated that it is seen that the trust in the administrator and the trust in the institution do not provide a statistically significant difference according to the years of service variable. According to this result, it can be said that teachers' organizational trust levels and their feelings of trust towards their administrators and institutions are similar in terms of their year of service (Polat & Celep, 2008; Çokluk Bökeoğlu & Yılmaz 2008).

It is seen that the variable of teachers' years of service creates a statistically significant difference in the sub-dimension of trust in colleagues. Accordingly, it was concluded that teachers with a working period of 6-10 years had lower levels of trust in their colleagues compared to other groups in terms of the years of service variable. In a related study by Baş and Şentürk (2011), the researchers found that organizational trust was significantly higher among teachers who had more experience. According to these results, it can be said that as the year of service increases, the sense of trust that teachers feel towards each other increases.

When the variable of the type of school and the perceived quantum leadership skills of the school principal are examined, it is seen that there is no significant difference (Çetin & Gürkan, 2021; Erçetin, Çevik, & Çelik, 2018). This finding can be attributed to the fact that school principals, by virtue of their ability to teach in the schools where they work, typically exhibit leadership at a level that can foster a sense of professional closeness with their teaching colleagues.

As a result of the analysis, it was concluded that teachers working at the kindergarten level had the highest level of organizational trust compared to other school types. It was concluded that as the level of education at which teachers work increases, their organizational trust levels decrease. Kindergartens characteristically exhibit smaller staff numbers and flatter organizational structures, thereby fostering closer relationships and facilitating more direct communication between administrators and teachers (Fang, 2020). This approach fosters greater inclusivity, accessibility, and mutual support, thereby enhancing institutional trust. Communication is frequently informal and relational, facilitating expeditious feedback and engendering heightened perceptions of transparency and fairness (Hao et al., 2025). The notion of care and collaboration within early childhood education serves to reinforce this notion, thereby fostering a culture of trust (Santiago et al., 2016). The fact that teachers' organizational trust levels decrease as the school grade increases can be interpreted as kindergarten teachers creating more friendly and sincere settings and developing trust-based relationships according to the level of students they address. A comparable outcome was reached in the study conducted by Baş and Şentürk (2011) on primary school teachers, which concluded that the teachers in question exhibited high levels of organizational trust. On the other hand, in the research conducted by Polat and Celep (2008) on secondary school teachers, no significant difference was found between teachers' perceptions of organizational trust and the school type variable.

The analysis yielded the conclusion that primary school teachers exhibit the highest level of trust in their colleagues among the various groups under consideration. The finding that primary school teachers exhibit a high level of trust in their colleagues may be interpreted as an indication that teachers at this level develop a stronger sense of belonging. A similar result was observed in the study by Baş and

Şentürk (2011) on primary school teachers, whereby the highest level of trust was reported for the sub-dimension of trust in colleagues.

The results of the statistical analysis conducted in order to investigate the correlation between teachers' trust in administrative figures and the type of school in question indicated that those employed in kindergarten settings exhibited a greater level of confidence and trust in their superiors compared to teachers in other academic environments. It was also concluded that primary school teachers had a higher level of trust in administrators sub-dimension compared to high school teachers. In light of this result, it can be said that administrators working in kindergartens can develop positive relationships with teachers to improve the sense of organizational trust. It can be concluded that these relationships increase teachers' feelings of trust towards their administrators. Similarly, in the study conducted by Çokluk Bökeoğlu and Yılmaz (2008), it is stated that primary school teachers have a high level of trust in the administrator compared to other groups.

As a result of the analysis conducted to determine whether teachers' trust in the institution differs in terms of the school type variable, it was concluded that kindergarten teachers have a high level of trust in the institution compared to other groups. Ng (2015) states that the sense of trust that organizational members feel towards their organizations creates a sense of integration with the organization. Similarly, according to Uzzi (2018), it is easier to establish an environment of trust in organizations with open communication. However, a statistically significant difference was also detected between primary school teachers and high school teachers. The results indicate that there is a greater degree of trust in primary school teachers than in high school teachers. The findings found in favor of kindergarten teachers can be explained by the fact that kindergarten teachers are connected to their institutions with a sense of belonging and develop a sense of trust in their institutions in the setting created. As a result, it is possible that the institution has gained and developed teachers' sense of trust.

In modern societies where the sustainable success of organizations is extremely important, quantum leadership can be thought to offer solutions (Mühl, 2014). The results of the analysis examining the correlation between the quantum leadership abilities of school administrators and the levels of organizational trust among teachers indicated the presence of a moderate, positive relationship between the two variables. According to this finding, quantum leadership, defined as school administrators' ability to find new solutions by turning chaos situations into opportunities (Porter-O'Grady & Malloch, 2002), positively improves teachers' sense of organizational trust. According to the findings, it can be said that administrators with quantum leadership skills affect positively and at a high level both teachers' feelings of trust towards them and teachers' feelings of trust towards their institution. A positive relationship has also been found between quantum leadership and trust in colleagues. It shows that the quantum leadership skills of administrators are effective in the feelings of trust, teachers feel towards their colleagues.

Shelton (1999) states that quantum organizations are built on interaction. The present study shows that the administrators with quantum leadership skills have a positive and high level of influence on both the teachers' feelings of trust towards them and their organizations. Furthermore, it can be observed that the quantum leadership abilities of the administrators contribute to the establishment of trust among teachers with their colleagues. Similarly, Aksoy (2018) emphasizes that those who are supported by their colleagues in coping with difficulties will strengthen the trust environment if they are approached with a helpful attitude.

According to Kosa (2020), one of the most important competencies of a quantum leader is to ensure that the members of the organization create a sense of trust both towards the organization and the leader. The results of the study indicate that the ability of school principals to lead in a quantum manner is a significant predictor of the levels of organizational trust among teachers. It can be thought that principals who can turn uncertain situations into opportunities by showing quantum leadership skills in school settings can positively improve the organizational trust levels of teachers in the school.

According to Polat (2009) schools where teachers have a sense of trust can reach its goals more easily. In terms of enhancing the perception of trust within the educational institution, the implementation of quantum leadership techniques among administrative personnel is likely to prove beneficial. Erçetin (2000) argues that the school setting is mobile and sometimes chaotic. He suggests that school principals should be aware of this chaotic structure at all times. Therefore, school administrators should focus on developing quantum leadership skills that can manage this chaotic structure in their schools in a way that will not harness the sense of trust.

Teachers with less experience have been found to perceive higher levels of quantum leadership skills in school administrators compared to other groups. The increase in experience may be associated with encountering various uncertain situations in the educational setting. Therefore, teachers with more years of service may not have internalized the quantum leadership skills exhibited by school administrators. Quantum leaders are positioned as the guides and even initiators of communication within the organization (Shelton, 1999). In chaotic situations, school administrators must keep communication channels consistently open to benefit from the experiences of these teachers, as it is an inherent requirement of the nature of quantum leadership. According to Porter-O'Grady and Malloch (2002), a quantum leader focuses on solving problems not with individual effort and limited perspectives but by fostering collaboration and interaction among team members. Moreover, involving stakeholders in decision-making mechanisms would be appropriate to leverage the views of these teachers in resolving the issue. The display of quantum leadership skills by these teachers, as perceived by administrators, can enhance their belief in the administrators' problem-solving capabilities.

Gedikoğlu (2015) emphasizes the significant role of in-school activities in strengthening communication among personnel in an educational institution and supporting a culture of collaboration. The lower level of trust that relatively less experienced teachers exhibit towards their colleagues may indicate that these teachers have not yet fully integrated into professional groups. Mühl (2014) suggests that spending time together among organizational members positively influences the overall climate of the organization. Within educational institutions, school administrators can organize various events to enhance the trust feelings of all teachers.

It has been concluded that preschool teachers exhibit higher levels of trust compared to other groups. According to Tan and Tan (2000), in-house activities foster team spirit and increase organizational commitment by bringing personnel together. For teachers at the secondary school and high school levels, activities aimed at enhancing trust can be organized to develop the teacher's sense of belonging to the management and the institution. Utilizing the time remaining after formal education to bring teachers together and engage in activities within the institution can be considered to enhance trust in the organization. Strong relationships established among staff can contribute to providing a more effective educational setting for students (Yılmaz, 2021).

The findings of this research have provided insights into the examination of school administrators' quantum leadership skills and teachers' levels of organizational trust based on the perceptions of teachers across various variables. Considering the significance of organizational trust and its role in achieving school objectives, it can be asserted that measures could be implemented to enhance the impact of quantum leadership on organizational trust. Initiatives with an applied, practical character, including leadership training workshops, peer mentoring programs and collaborative problem-solving sessions, can be developed. Furthermore, the dissemination of positive exemplars through case studies or reflective practice groups may facilitate the internalization and application of quantum leadership skills by administrators. Through these initiatives, administrators can not only observe the solutions stakeholders bring to uncertainties they encounter in decision-making but also foster awareness in quantum leadership. This approach facilitates administrators in gaining insights into how stakeholders

contribute to decision-making amidst uncertainties, enhancing their awareness and proficiency in quantum leadership.

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The authors declare no conflicts of interest (financial or nonfinancial).

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Eğitim kurumlarında örgütsel iklim yöneticiler ve doğal liderler tarafından şekillendirilir (Terzi, 2005). Özellikle okulun doğal liderinin örgüt kültürünün oluşmasında katkısı olması muhtemeldir. Örgüt kültürünün yöneticinin yahut lider pozisyonundaki bireyin özelliklerinden etkilenmesi beklenecektir. Bu da demek oluyor ki eğitim kurumunu değişen dünyanın şartlarına hazırlayacak olan örgüt liderinin özellikleridir (Turan ve Bektaş, 2021). Eğitim örgütlerinin durağan olmadığını ve her an yaşanabilecek belirsizlikleri de hesaba katacak olursak okul kültürünü oluşturmada kuantum liderlik kavramı öne çıkmaktadır (Erçetin, Çevik ve Çelik, 2018). Kuantum liderler, oluşan veya oluşabilecek karmaşık hatta belirsiz durumları örgüt ortamında ele alarak buna göre bir planlama içerisinde olmalarına karşın geleneksel yöneticilik özellikleri bu belirsizliklere cevap verme konusunda yetersiz kalmaktadır (Üzüm ve Uçkun, 2019).

Okuldaki güven ortamının tüm paydaşlar tarafından benimsenmesi beklenmektedir. Bireyler karşılıklı güveni sağladıklarında öğrenmeler için motivasyonları daha yüksek olacaktır (Polat, 2009). Hedeflere ulaşmada güven ortamının etkisi söz konusu olduğunda, örgütteki tüm üyelerin bu ortamın bozulmaması için çaba göstermeye istekli olmaları olasıdır. Özellikle yönetici pozisyonundakiler, örgütte güven ortamını oluşturma ve sürdürme sorumluluğunu taşımaktadır (Özkara ve Sağlam Arı, 2019). Okul yöneticisinden farklı coğrafyalardan gelen çalışanları ortak hedefler doğrultusunda örgütsel güven hissini aktarması beklenir (Dinç, 2007). Bu güven ortamının oluşmasıyla çalışanların rahat ve huzurlu bir ortamda çalışacağı düşünülebilir. Örgüt üyeleri yöneticiye güven duygusunu geliştirdiklerinde aynı zamanda örgüte güven duygularını da geliştireceklerdir (Tan ve Tan, 2000).

Görüldüğü üzere belli amaçlar etrafında oluşturulmuş ve örgüt kimliği olan okullarda da çalışanların hedeflere ulaşması adına birbirlerine ve yönetici pozisyonundakilere güven duyması gerekmektedir. Bu noktadan hareketle kaos ortamlarında bile oluşturulan güven ortamının zedelenmeyeceği örgütlerin belirlenen hedeflere ulaşmada kronolojik sekteye uğramayacağı düşünülmektedir. Alan yazında yapılan inceleme sonucunda modern yöneticilerin sahip olması muhtemel kuantum liderlik davranışlarının kargaşa durumlarında örgütsel güvene olan etkilerine yönelik bir araştırmaya rastlanmadığından çalışmanın alana yeni bir bakış açısı kazandıracığı düşünülmektedir. Bu kapsamda çalışmanın amacı, okul yöneticileri tarafından sergilenen kuantum liderlik davranışları ile öğretmenler tarafından algılanan örgütsel güven arasındaki ilişkinin incelenmesi olarak belirlenmiştir.

2. YÖNTEM

Bu çalışmada, okul yöneticilerinin öğretmenler tarafından algılanan kuantum liderlik davranışları ile öğretmenlerin örgütsel güven algıları arasındaki ilişkiyi ve yordayıcılığı belirlemek ve iki değişkeni demografik özellikler açısından analiz etmek amaçlanmıştır. Araştırmada korelasyonel araştırma modeli kullanılmıştır. Araştırmanın örneklemini, Rize ili ve ilçelerinde görev yapan 242 öğretmenden, basit seçkisiz örnekleme yöntemiyle seçilmiştir. Veri toplama aracı olarak Konan ve Mermer'in (2021) geliştirdiği Kuantum Liderlik Ölçeği ile Çalışkan'ın (2021) geliştirdiği Örgütsel Güven Ölçeği, gerekli izinler alınarak kullanılmıştır.

3. BULGULAR, TARTIŞMA VE SONUÇ

Araştırmanın bulguları incelendiğinde, kuantum liderlik ile örgütsel güven ve örgütsel güven ölçeğinin alt boyutları olan çalışma arkadaşlarına duyulan güven, yöneticilere duyulan güven ve kuruma duyulan güven arasında istatistiksel olarak anlamlı bir ilişki olduğu sonucuna varılmıştır. Diğer yandan kuantum liderlik ile örgütsel güven arasında kurulan regresyon modelinin geçerli olduğu sonucuna varılmıştır. Araştırma bulguları kuantum liderliğin, örgütsel güvenin yaklaşık %46'sını açıkladığını göstermektedir. Regresyon katsayılarının anlamlılığına yönelik yapılan inceleme sonucunda kuantum liderliğin örgütsel güven üzerinde pozitif yönlü anlamlı bir etkiye sahip olduğu bulgusuna ulaşılmıştır. Örgütlerin

sürdürülebilir başarısının son derece önemli olduğu modern toplumlarda kuantum liderliğin çözüm önerileri sunabileceği düşünülmektedir (Mühl, 2014). Okul yöneticilerinin, öğretmenler tarafından algılanan kuantum liderlik becerileri ile öğretmenlerin örgütsel güven düzeyleri arasında orta düzeyde pozitif bir ilişki tespit edilmiştir. Bu bulguya göre, okul yöneticilerinin kaos durumlarını fırsata çevirerek yeni çözümler bulma becerisi (Porter-O'Grady ve Malloch, 2002) olarak tanımlanan kuantum liderlik, öğretmenlerin örgütsel güven duygusunu olumlu yönde geliştirmektedir. Bulgulara göre, kuantum liderlik becerilerine sahip yöneticilerin hem öğretmenlerin kendilerine yönelik güven duygularını hem de öğretmenlerin kurumlarına yönelik güven duygularını olumlu yönde ve yüksek düzeyde etkilediği görülmektedir. Kuantum liderlik ile meslektaşlara güven arasında da olumlu bir ilişki bulunmuştur. Bu durum, yöneticilerin kuantum liderlik becerilerinin öğretmenlerin meslektaşlarına karşı hissettikleri güven duygusunda etkili olduğunu göstermektedir. Shelton (1999) kuantum örgütlerin etkileşim üzerine inşa edildiğini belirtmektedir. Bu çalışma, kuantum liderlik becerilerine sahip yöneticilerin hem öğretmenlerin kendilerine hem de kurumlarına yönelik güven duyguları üzerinde olumlu ve yüksek düzeyde bir etkiye sahip olduğunu göstermektedir. Ayrıca, yöneticilerin kuantum liderlik becerilerinin, öğretmenlerin meslektaşlarına karşı hissettikleri güven duygusunda da etkili olduğu görülmektedir. Aksoy (2018) zorluklarla başa çıkma konusunda meslektaşları tarafından desteklenenlere yardımsever bir tutumla yaklaşılması halinde güven ortamının güçleneceğini vurgulamaktadır.

Araştırmada elde edilen bulguya göre, okul müdürlerinin kuantum liderlik becerilerinin öğretmenlerin örgütsel güven düzeylerinin yordayıcısı olduğu görülmektedir. Kosa'ya (2020) göre, bir kuantum liderinin en önemli yetkinliklerinden biri, örgüt üyelerinin hem örgüte hem de lidere karşı güven duygusu oluşturmasını sağlamaktır. Okul ortamlarında kuantum liderlik becerileri göstererek belirsiz durumları fırsata dönüştürebilen müdürlerin, okuldaki öğretmenlerin örgütsel güven düzeylerini olumlu yönde geliştirebileceği düşünülebilir.

Araştırmanın bulguları, okul yöneticilerinin kuantum liderlik becerilerinin ve öğretmenlerin örgütsel güven düzeylerinin, öğretmenlerin çeşitli değişkenlere ilişkin algılarına dayalı olarak incelenmesine ışık tutmaktadır. Örgütsel güvenin önemi ve okulun hedeflerine ulaşmasındaki rolü göz önünde bulundurulduğunda, kuantum liderliğin örgütsel güven üzerindeki etkisini artırmaya yönelik tedbirlerin uygulanabileceğinin önemli katkı sağlayabileceği söylenebilir. Bu bağlamda, okul yöneticilerinin kuantum liderlik becerilerini geliştirmek için pratik, uygulamaya dayalı girişimler ve olumlu örneklerin paylaşıldığı etkinlikler geliştirilebilir. Bu sayede yöneticiler hem paydaşların karar alma süreçlerinde karşılaştıkları belirsizliklere getirdikleri çözümleri gözlemleyebilir hem de kuantum liderlik konusunda farkındalık geliştirebilirler. Bu yaklaşım, yöneticilerin paydaşların belirsizlikler karşısında karar alma süreçlerine nasıl katkıda bulduklarına dair içgörü kazanmalarını kolaylaştırarak kuantum liderlik konusundaki farkındalıklarını ve yetkinliklerini artırabilir.

ETHICS APPROVAL

This study was conducted in full compliance with the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions." None of the actions defined under Section Two, titled "*Violations of Scientific Research and Publication Ethics*", were engaged in throughout the study.

Ethics Committee Approval Information

Committee: Recep Tayyip Erdoğan University Ethics Committee for Social and Human Sciences

Date of Approval: 14 November 2022

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AUTHOR CONTRIBUTIONS

Both authors contributed equally to the study, with each author's contribution rate being 50%.

Author 1: Introduction and literature review, discussion, and conclusion.

Author 2: Research design, data analysis, methodological framework, supervision, and validity and reliability studies.

CONFLICT OF INTEREST

The authors declare that no financial or personal relationships with any individual or institution have been established in relation to this research. There is no conflict of interest between the authors.