

Analyzing of Organizational Trust in Secondary Schools in Turkey

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ABSTRACT The purpose of this study is to determine the perception levels among teachers working for vocational and general secondary schools about their feelings of organizational trust. The study was based on the survey model. The study sample comprised a total of 392 teachers from 18 schools in Ankara province (Turkey). A scale of Organizational Trust was used for collecting data. It was found that there was a meaningful difference among teachers' organizational trust depending on the variable of school type and that the difference was in favor of teachers working for vocational schools. Furthermore, organizational trust scores were higher among teachers with a longer employment period in the same school.

INTRODUCTION

Scientists define an organization as a group of individuals whose works are coordinated for specific objectives within a hierarchy of authorization and responsibilities (Schein 1988: 18). The concept of trust is described as a sentiment originating from a person's honest and predictable acts towards another person and protection of that other person's interests (Mishra 1996: 261). In other words, trust is a phenomenon resulting from mutual conviction of two individuals about each other's honesty and integrity and their belief that they will not knowingly hurt each other (Dönertas 2008: 34). According to Mayer et al. (1995: 713), a trusting individual believes that the other person will take actions that are consistent with the former's interests, and therefore, does not need to control the other person or to defend himself or herself against his or her actions. Similarly, Bachmann (2003: 63) describes organizational trust as trust existing in organizational relations. From the standpoint of employees, organizational trust is related to support given by the organization. It is the conviction that the manager is honest and a man of his word (Demircan and Ceylan 2003).

Another characteristic of organizational trust is that it is a phenomenon, which forms and de-

velops within a specific timeframe (Mcknight et al. 1998: 473). This trust grows if the organization keeps fulfilling its commitments to the employee. According to Matthai (1989: 32), consistent attitude displayed by the organization in keeping its commitments in cases characterized by uncertainties and risks will create and develop organizational trust. Daboval et al. (1994: 2) believe that a positive trust is formed when an employee believes that the organization will take a positive attitude towards him or her even in a problematic situation. A negative trust is, however, formed when the employee sees a negative attitude taken by the organization. They also note that a neutral trust will occur when the employee has no worries related to the organization.

According to Tüzün (2007: 107), trust does not automatically emerge in an organization and it requires a management activity, which should include trust to be structured upon employees and managed. In addition, many researchers say that attitude taken by the organization's leader is the source of trust (Bryk and Schneider 2003; Simsek and Taşçı 2004; Arslan 2009). A study conducted by Lima et al. (2013: 223) by interviewing 1,300 persons showed that leader's support leads to an increase in the employee's organizational trust. Increased trust, in turn, boosts the employee's satisfaction and his or her loyalty to the organization while producing a positive effect on his or her increased efforts within the organization there are also attitudes, which have a negative effect on organizational trust. A research conducted by Keles et al. (2011:

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13) found out that discrimination against and in favor of employees affect organizational trust negatively. Many other researches demonstrated that trust placed in the leader also produces a similar effect on organizational trust (Deluga 1994; Tan and Tan 2000; Polat 2007; Yilmaz 2009). Another research conducted by Asgari et al. (2008: 227) showed that organizational trust is particularly affected by the acts of transformational leadership. According to the results of this research, there is a strong and positive correlation between the acts of transformational leadership and organizational trust.

Organizational trust among employees also affects their individual performance. A survey conducted by Büte (2011: 188) by interviewing 303 employees determined that the perception of organizational trust had a strong effect on their individual performance. In addition, a survey conducted by Marane (2012: 46) who interviewed 245 persons demonstrated that organizational trust, as a phenomenon, had a positive effect on innovative behavior among individuals.

Considering that organizational trust affects the efficiency and performance of organizations, it is an element that all organizations must have. This was seen in studies that have been done on teachers working in schools. According to Yilmaz (2006: 6), organizational trust becomes much more important when that organization is an academic institution. Bas and Sentürk (2011: 52) share the same opinion and state that schools are organizations where the level of organizational trust should be at the highest level. The phenomenon of organizational trust in schools includes interdependence between the teacher and the school and high level of organizational trust is essential because it lets teachers feel that they are citizens of the organization (Özer et al. 2006; Bas and Sentürk 2011: 52). The outcome of a survey conducted by Annamalai et al. (2010: 628) by interviewing 714 teachers showed that teachers with a high level of perception of organizational trust are recognized by the school and ensured that they developed the feeling of being appreciated and gained self-confidence.

Researchers term schools in want of organizational trust as “sick schools” because they argue that a healthy work environment in school can only be possible if there is harmony and that such harmony can only be possible if there is organizational trust (Hoy et al. 1991; Lunen-

burg and Ornstein 2004). Yilmaz (2009: 484) attributes it to the fact that teachers avoid supporting each other and sharing information.

The leader’s role is emphasized in creating organizational trust in surveys conducted in schools. According to Yilmaz (2006: 6), organizational trust can exist in schools only if the management is honest and open and treats everybody equally. In addition, surveys conducted in schools showed that the leadership attitude of the principal affects the level of organizational trust among teachers (Yilmaz and Altinkurt 2012: 20). Researchers, however, draw attention to positive and meaningful relationships discovered between supportive leadership attitude taken by the principal and organizational trust (Turan 2001; Yilmaz 2004; Tasdan and Yalçın 2010: 2609).

Most of the studies were conducted in primary schools (Bökeoglu and Yilmaz 2008; Yücel and Samancı Kalaycı 2009; Tasdan and Yalçın 2010; Bas and Sentürk 2011), whereas some research was in secondary schools (Polat and Celep 2008; Öztürk and Aydın 2012). The scarcity of research in secondary schools and the difference between vocational and general secondary schools, made this study necessary. This study provides a comparison of organizational trust level between vocational and general secondary schools.

Objective

The objective of this study is to determine the level of perception of organizational trust among teachers working for vocational and general secondary schools. The study aimed to provide answers to the following questions:

1. What are the levels of perception of organizational trust among teachers working for vocational and general secondary schools?
2. Is there any meaningful difference between the levels of perception of organizational trust among teachers working for vocational and general secondary schools in terms of gender, position, career, discipline, level of education, age, seniority, and the length of service in the school?
3. Is there any meaningful difference between the levels of perception of organizational trust among teachers employed by vocational and general secondary schools?

METHODOLOGY

This study focusing on the level of organizational trust in secondary schools was based on the survey model. The survey model intends to describe events by collecting the opinions and determining the attitudes of individuals in the group in respect of a phenomenon (Karakaya 2014: 59).

Participants

The universe of this study consists of secondary schools in Ankara. The universe is made up of a total of 16,661 teachers working for 337 schools, including 7,722 teachers from 167 general schools and 8,939 teachers from 170 vocational schools (MEB 2015).

The size of the universe and sampling error were taken as a basis in order to determine the size of the sample. The size of the sample required for universes up to 25,000 (0.5 sampling error and confidence level $\alpha=0.05$) is 378 (Sahin 2011: 127). Considering that there are 16,661 teachers in the universe, it was assumed that 378 would be sufficient for sampling.

A total of 450 questionnaires were distributed by the researcher to collect data. The participants were randomly chosen. 412 questionnaires were returned. The rate of return of questionnaires was 91.5 percent. 392 eligible data collection tools were used for analysis.

The data was collected from teachers working in seven townships of Ankara province. Data collected in the survey was analyzed after they had been coded to SPSS 13.0 package software. Frequency, percentage, t-test, ANOVA, Scheffe test and Kruskal Wallis analyses were used for analyzing the data. The results were tested at the level $p<.05$.

Data Collection Tool

The *Organizational Trust Scale* was used for data collection. The *Organizational Trust Scale* developed by Daboval et al. (1994) was used for determining the respondents' organizational trust level. The scale consists of 21 questions with a 5-point Likert-type scale. The scale was adapted to Turkish by Kamer (2001). The reliability study conducted by Kamer (2001) showed that the scale's reliability alpha value was 0.96. In addition, Polat and Celep (2008: 314)

used the same scale in a survey they conducted in secondary schools across Turkey. Reliability tests conducted as part of this survey revealed a reliability coefficient of .96. Furthermore, a factor analysis showed that the factor load values of the items were above 0.45 and that a single factor comprised all the items.

For this research the questionnaires were applied to six secondary schools in two townships of Ankara province as a pilot survey. Reliability analyses of data obtained as a result of the pilot survey indicated that the scale's Cronbach's Alpha value was .925. Factor analyses conducted showed that the factor load values of the item ranged between 0.524 and 0.712 and that a single factor comprised all items. Thus, all items included in the scale of the pilot survey were taken into consideration.

RESULTS

More than half of the teachers who took part in the survey (56%) were male and the rest were female. An examination of the breakdown of the career steps of the respondent's show that teachers made up the majority of sixty percent. In addition, it is seen that more than four fifths of the respondents at eighty-three percent have B.A. degrees. An examination of age distribution indicates that more than half of them at fifty-seven percent are in the age bracket of 42 to 57 years. A breakdown of the respondents by seniority shows that more than three-fourths of them at seventy-seven percent have a length of service ranging between 13 years and 29 years. According to an examination of the types of their respective schools, almost half of them at forty-six percent are general schools and vocational schools represent a similar percentage.

According to an examination of a breakdown of items regarding organizational trust based on the perceptions of teachers assigned to secondary schools, items which have the highest percentage based on the teachers' opinions included, "Teachers can easily communicate with each other in our school" ($\bar{x}=3.7$), "Working hours and work schedules in our school permit the employees to perform their work while sparing time for their families" ($\bar{x}=3.6$), and "I have positive and pleasant relationships in my school" ($\bar{x}=3.6$). Items with the lowest average assigned to teachers' opinions include, "Decisions made in this school are applied to teach-

ers fairly" ($\bar{x}=2.8$) and "Decisions made in this school are applied to everybody equitably" ($\bar{x}=2.8$).

Table 1 indicates that average organizational trust among male teachers is $\bar{x}=3.37$, as compared to $\bar{x}=3.28$ among female teachers. According to the outcome of a t-test conducted, there was no difference between the level of organizational trust among male and female teachers. The school variable was checked and no meaningful difference was found between male and female respondents. In other words, the gender variable is not a meaningful determinant of the level of organizational trust among teachers.

Table 1: t-test results for organizational trust according to teachers' gender

Gender	N	\bar{x}	S	df	t	p
Male	212	3.37	.63	364	1.403	.161
Female	154	3.28	.62			

Table 2 indicates that average organizational trust is $\bar{x}=3.20$ among teachers working for general schools, and $\bar{x}=3.44$ among teachers from vocational schools. According to the result of a t-test conducted, there was a meaningful difference among teachers [$t_{(366)}=3.64$, $p<.05$]. In other words, teachers in vocational schools trust their organizations more than teachers working for general schools.

Table 2: t-test results for organizational trust according to teachers' schools type

Type of school	N	\bar{x}	S	df	t	p
General school	171	3.20	.717	366	-3.644	.000
Vocational school	197	3.44	.535			

The distribution for all teachers presented in Table 3 indicates that teachers in the arts area

have the highest level of organizational trust in average ($\bar{x}=3.39$) in contrast to teachers in the science area who have the lowest average of organizational trust ($\bar{x}=3.29$). According to the ANOVA test conducted, there was no meaningful difference between the groups. In other words, from the standpoint of all teachers, the area variable is not a meaningful determinant of the level of organizational trust among teachers.

The distribution for teachers working for vocational schools presented in Table 3 shows that teachers in the arts branch have the highest level of average organizational trust ($\bar{x}=3.71$) as compared to the teachers in the vocational area who had the lowest percentage ($\bar{x}=3.33$). According to the result of an ANOVA test conducted, there was a meaningful difference between the groups. The result of the Scheffe test done in order to determine the groups that differed showed that teachers in the arts area have a higher organizational trust than teachers in the vocational field. In other words, teachers in the arts branch trust their organizations more than teachers in the vocational field. Furthermore, the average organizational trust among vocational teachers were lower than both science and arts teachers. In that context, it was concluded that higher average trust observed among teachers working for vocational schools than teachers from general schools is not attributable to vocational teachers. Thus, it can be said that this difference resulted from science and arts teachers.

The distribution regarding science teachers presented in Table 4 indicates that their average organizational trust is similar to that of teachers working for vocational schools ($\bar{x}=3.51$) and general schools ($\bar{x}=3.18$). According to the result of a t-test, there was a meaningful difference between different schools [$t_{(130)}=2.931$, $p<.05$]. In other words, science teachers working for vocational schools trust their organizations more than science teachers in general schools.

Table 3: Anova test results for organizational trust according to teachers' areas

	Area		n	\bar{x}	S	df	F	P	Scheffe
All Teachers	Science	A	132	3.29	.63	2	.690	.502	
	Arts	B	119	3.39	.68	363			
	Vocational	C	115	3.33	.56				
Vocational School's Teachers	Science	A	45	3.51	.40	2	7.696	.001	B-C
	Arts	B	36	3.71	.49	193			
	Vocational	C	115	3.33	.56				

Table 4: Results of a t-test applied to points for organizational trust allocated to arts and science teachers by types of schools

Area	Type of school	n	x	S	df	F	P
Science Teachers	General school	87	3.18	.69	130	-2.931	.004
	Vocational school	45	3.51	.40			
Arts Teachers	General school	83	3.25	.71	117	3.519	.001
	Vocational school	36	3.71	.49			

The distribution related to arts teachers shown in Table 4 shows that their average organizational trust is equal to those of teachers working for vocational schools ($\bar{x}=3.71$) and those working for general schools ($\bar{x}=3.25$). According to the result of a t-test conducted, there was a meaningful difference between different schools [$t_{(117)}=3.519, p<.05$]. In other words, arts teachers assigned to vocational schools trust their organizations more than arts teachers working for general schools.

The distribution related to position variable shown in Table 5 indicates that deputy principals have the highest sequential average (241) while principals have the lowest (130.55). According to the results of a Kuruskal Wallis test, there was a meaningful difference between the groups ($\chi^2_{(2)} = 8.83; p<.05$). A dual Mann-Whitney U test was conducted with a view to determining which groups differed from the others. The results of this test indicated that there were meaningful differences between deputy principals and teachers, and between deputy principals and principals. In other words, deputy principals have a higher level of organizational trust as compared to principals and teachers.

The distribution related to the career variable in Table 5 shows that specialized teachers have the highest sequential average (189) in

contrast to head teachers who have the lowest average (115). According to the results of a Kuruskal Wallis test, there was no meaningful difference between the groups ($\chi^2_{(2)}=3.01; p>.05$). In other words, the career variable is not a meaningful determinant of the level of organizational trust among teachers.

The distribution related to the level of education in Table 5 indicates that the group with an associate degree has the highest level of sequential average (190) while those with a master's degree have the lowest average (173). According to the results of a Kuruskal Wallis test, there was no meaningful difference between the groups ($\chi^2_{(2)}=.491; p>.05$). In other words, the variable related to the level of education is not a meaningful determinant of the level of organizational trust among teachers.

The distribution by age as a variable presented in Table 6 shows that teachers at 50 years and older teachers have the highest average of organizational trust ($\bar{x}=3.47$) in contrast to teachers in the age bracket of 34< years ($\bar{x}=2.99$). According to the result of an Anova test conducted, there was a meaningful difference between the groups. The result of the Scheffe test showed that teachers in the age bracket 50> years have a higher level of organizational trust than teachers who are 34 years old or younger. In other words,

Table 5: Results of the Kruskal Wallis Test related to points for organizational trust allocated to teachers by position, career, and the level of education

Variables	n	Sequential average	df	χ^2	p	
Position	Principal A	10	130.55	2	8.83	.012
	Deputy principal B	21	241.00			
	Teacher C	335	181.48			
Career	Teacher A	214	181.40	2	3.01	.222
	Specialist teacher B	146	189.37			
	Head teacher C	6	115.58			
Level of Education	Associate degree A	14	190.86	2	.491	.782
	Bachelor degree B	306	184.62			
	Master's degree C	46	173.78			

Table 6: Anova test results for organizational trust according to teachers' age, seniority and the length of service at the school where they were last employed

Variables			<i>n</i>	<i>x</i>	<i>S</i>	<i>df</i>	<i>F</i>	<i>P</i>	<i>Scheffe test</i>
<i>Age (Years)</i>	34 and <	A	32	2.99	.66	4	3.896	.004	A-E
	35-39	B	38	3.38	.63	355			
	40-44	C	95	3.28	.55				
	45-49	D	92	3.34	.68				
	50 and >	E	103	3.47	.60				
<i>Seniority (Years)</i>	11 and <	A	36	2.99	.70	4	4.526	.001	A-C
	12-17	B	76	3.21	.65	363			
	18-23	C	118	3.42	.53				
	24-29	D	94	3.38	.64				
	30 and >	E	44	3.46	.67				
<i>Length of Service in the School (Years)</i>	5 and <	A	98	3.21	.78	4	3.526	.008	A-E
	6-10	B	48	3.26	.59	356			
	11-15	C	69	3.29	.56				
	16-20	D	68	3.39	.49				
	21 and >	E	78	3.54	.55				

teachers in the highest age bracket have a higher level of organizational trust than teachers who are in the lowest age group.

The breakdown by seniority shown in Table 6 indicates that teachers in the seniority category (30>) have the highest average of organizational trust (\bar{x} =3.46) in contrast to those in seniority category (11<) (\bar{x} =2.99). According to the result of an Anova test conducted, there was a meaningful difference between the groups. The result of the Scheffe test done in order to determine the groups that differed showed that teachers in seniority group (18>) have a higher level of organizational trust than teachers who worked 11 years or a shorter period. In other words, teachers with seniority equal to or over 18 years trust their organization more than teachers whose length of service is shorter than 12 years.

A breakdown by the length of service in the school presented in Table 6 indicates that teachers in seniority category (21>) have the highest average of organizational trust (\bar{x} =3.54) in contrast to those in seniority category (5<) (\bar{x} =3.21). According to the result of an Anova test conducted, there was a meaningful difference between the groups. The result of the Scheffe test showed that teachers in seniority group (21>) have a higher level of organizational trust than teachers who have the shortest length of service (5 years or less). In other words, teachers with seniority equal to or over 18 years have a higher organizational trust than teachers whose length of service is shorter than 12 years. In addition, points for organizational trust increase in

parallel with the length of service in the same school. In other words, the longer a teacher has served in a school, the higher is his or her trust in the organization.

DISCUSSION

It has been established that the level of organizational trust among teachers working for secondary schools was \bar{x} = 3.32. This average was calculated as \bar{x} = 3.79 in a survey conducted by Polat and Celep (2008: 320) and x =3.74 in a survey conducted by Yilmaz and Altinkurt (2012: 16) in Kütahya province, and \bar{x} =4.01 in a survey led by Öztürk and Aydin in secondary schools in Bolu province. While the levels of organizational trust found in different surveys differed, it can be generally said that it is high. This result shows the level of trust placed by teachers in their schools. High confidence levels among teachers are important because they also show their loyalty to their schools. A survey conducted by Liu and Wang (2013: 229) found out that there was a positive correlation between employees' organizational trust and organizational confidence. In that context, it is possible to say that high trust also indicates the teachers' loyalty to their schools.

It has been found out that the level of organizational trust among teachers did not vary meaningfully by gender. This result confirmed the findings of previous studies (Bökeoglu and Yilmaz 2008: 218; Tasdan and Yalçın 2010: 2615; Bas and Sentürk 2011: 46). It was, however,

found as a result of studies based on dimensions that the difference was in a single dimension among four different dimensions (Polat and Celep 2008: 319; Öztürk and Aydın 2012). In addition, it was found that the level of organizational trust did not vary meaningfully between teachers' areas of specialization. It is, however, seen that arts teachers have the highest average while vocational teachers and science teachers have the lowest average. These averages are similar to those obtained in a survey conducted by Öztürk and Aydın (2012: 494) in secondary schools.

It was determined that organizational trust varied meaningfully depending on the type of school. Results indicate that organizational trust among teachers working for vocational schools was higher than teachers employed by general schools. Polat and Celep (2008: 319) did not discover any difference in their study. Öztürk and Aydın (2012: 498), however, found out a difference similar to that mentioned in this study. These researchers attribute the difference to pressure put by university entrance exams on teachers working for general schools because expectations of success in those exams and efforts made in that direction are higher in general schools as compared to vocational schools. This conclusion may be true, but vocational schools also employ vocational teachers in addition to science and arts teachers. Higher average trust among teachers employed by vocational schools may result from the fact that they teach occupational skills. Thus, tests should be made based on different areas of specializations of teachers by controlling (fixing) the school variable in order to state that the conclusion is true. According to test results obtained about vocational schools, the level of organizational trust among vocational teachers was lower than those of science and arts teachers. In that context, it can be stated that a higher average observed at vocational schools as compared to general schools may not be attributed to vocational teachers. The difference stems from science and arts teachers. To have a clearer view of the source of that difference, a t-test was conducted by controlling (fixing) area (science and arts) variables of teachers based on school type as a variable. The tests showed that science and arts teachers working for vocational schools were placing higher trust in their organizations than science and arts teachers (separately) assigned to general schools. In that context, it can be clearly

said that the difference in the level of trust results from the type of school rather than areas of specialization. This finding confirms the premise of Öztürk and Aydın more openly. In that context, it can be stated that work pressure felt in a school clearly leads to a decline in organizational trust among teachers. In addition, Basaran and Akbas (2012) say that different types of pressure felt in secondary schools produce a negative effect on trust put by employees in the organization and other employees, but reasons for the lower average of trust among vocational teachers assigned to vocational schools as compared to other teachers could not be explained. Further research is needed to explain those reasons. Considering the system of revolving funds, which is believed to be the main difference separating vocational teachers from others as another variable is recommended.

It was found out that the level of organizational trust varied meaningfully depending on teachers' positions. Thus, deputy principals had a higher average than principals and teachers. Lower average trust among teachers as compared to deputy principals, may be due to their work schedule. Teachers working for secondary schools are present at their school only when they have a class. A teacher, for instance, who teaches 10 hours a week, will be at the school for only 10 hours in that week. He or she will not go to school at other times. Relationship between teachers and secondary schools is, therefore, limited to class hours. Deputy principals, however, spend more time because they work full time. Thus, deputy principals are more informed about events taking place in the school than teachers and take greater interest in such events. In addition, they make more use of the school's resources and have a stronger bond with it. Principals also work full time just like deputy principals, but their level of trust was lower than that of other groups according to the results of this study. The reason was that the Ministry of Education subjected principals to rotation for the first time shortly before the survey. All principals who have completed five years in the school were transferred to other schools, which shortened the length of service of all principals taking part in the survey. It is, therefore, assumed that principals had a lower average. Many studies revealed that the mandatory rotation affected the principals' organizational trust feelings negatively and reduced their efficiency in the

workplace (Hargreaves and Fink 2006; Nural and Çitak 2012; Tonbul and Sagirolu 2012). As well as according to Demircan and Ceylan (2003: 139), organizational trust cannot be formed in a short period and it takes considerable time to build it.

The importance of time for building organizational trust was also observed in this study. Average organizational trust among teachers was compared with their term of employment in the school and a meaningful difference was discovered. In addition, it was found out that average trust increased in parallel with the term of employment. In other words, it can be said that longer length of employment with the same school increases the teachers' organizational trust. In that context, it can be concluded that subjecting the employees of educational institutions to mandatory transfer after five years of service destroy trust that they have placed in their institutions. It can also be said that such mandatory transfers harm trust built by employees, whether a manager or a teacher, toward their schools because trust is a phenomenon that forms within an organization over time (Brownell 2000). Additionally, Yücel and Samanci (2009: 129) emphasize that teachers who have worked in the same school for a long period of time make more endeavors for the success and development of the school and make more sacrifices to perform tasks related to the school. From that perspective, it can be said that mandatory transfers in educational institutions harm organizational trust as well as the school's efficiency.

According to Leblebici (2005), individuals who have worked for the same organization for a long period suffer from many problems such as lethargy and managerial blindness. Researches indicate that managers are also aware of those problems (Tonbul and Sagirolu 2012: 335). Some other researchers note that transfers will make a school more dynamic, eliminate managerial blindness, and start change and transformation in schooling systems (Elma et al. 2011). Thus, the appointment regulation, which the Ministry of Education put into effect after it had been published in the 27,318th issue of the Official Gazette dated 13th August 2009 and amended as specified in the 28,020th issue of the Official Gazette dated 9th August 2011 aims to ensure that all school employees, particularly managers, are subjected to mandatory transfers. Mandatory transfer (rotation) of the employees of educational institutions aims to ensure that they work

for different institutions for specific periods so that they bring new ideas and contributions to those institutions. This study, however, shows that such transfers have a negative effect on organizational trust. A study conducted by Yilmaz et al. (2012) also concluded that such transfers are harmful to the organizational trust and cause communication and harmony problems among employees. In addition, some researches indicate that teachers do not like the majority of newly appointed principals (Tonbul and Sagirolu 2012: 336).

CONCLUSION

This study focusing on the level of organizational trust among teachers working for vocational and general secondary schools in Turkey. It was demonstrated three important results. It was determined that organizational trust varied meaningfully depending on type of school. Organizational trust among teachers working for vocational schools was higher than teachers working for general schools. In addition, it was found out that the level of organizational trust differ meaningfully depending on teachers' positions. Thus, deputy principals had a higher average than principals and teachers. Beside this, it was found out that organizational trust increased in parallel with the term of employment. The level of organizational trust among teachers was compared with their term of employment in the school and a meaningful difference was discovered.

RECOMMENDATIONS

In that context, the following suggestions are made to ensure that organizational trust among the employees of secondary schools is enhanced:

- ♦ Values shared in the educational institutions in Turkey must be identified, reminded, and adopted.
- ♦ Communication among the employees of secondary schools must be enhanced.
- ♦ Efforts should be made to alleviate pressure felt by teachers working for general schools because of success in university admission tests.
- ♦ A study should be conducted to identify the reason behind lower organizational trust among vocational teachers employed by

vocational secondary schools, which should also include the revolving fund system, which is believed to be the main driver in those schools.

- ♦ The mandatory transfer policy should be revised by considering its impact on organizational trust among teachers (for example, it may be considered for longer periods rather than five years).

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