

Investigating the Relationship between Organizational Culture, Educational Leadership and Trust in Schools

Figen Lesinger¹, Gökmen Dagli², Zehra Altınay Gazi³,
 Sazali Bin Yusoff⁴ and Fahriye Altınay Aksal⁵

¹*Near East University, Physical Education and Sport Department*

^{2,3}*Near East University, Faculty of Education, Department of Educational Sciences,
 Nicosia, North Cyprus, Mersin 10, Turkey*

⁴*Institut Aminuddin Baki (National Institute of Educational Management and Leadership)
 Kementerian Pelajaran Malaysia (Ministry of Education Malaysia)*

⁵*Near East University, Faculty of Education, Department of Educational Sciences,
 Nicosia, North Cyprus, Mersin 10, Turkey*

*Telephone: ¹<+90 533 848 02 06>, ²<+90 533 868 46 86>,
³<+90 533 833 51 82>, ⁵<+ 90 548 864 11 01>*

*E-mail: ¹<figen.yamanlesinger@neu.edu.tr>, ²<gokmen.dagli@neu.edu.tr>,
³<zehra.altinay@neu.edu.tr>, ⁴< sazali@iab.edu.my>, ⁵<fahriye.altinay@neu.edu.tr>*

KEYWORDS Leadership. Organizational Trust. School Manager

ABSTRACT The desired level in order to be successful in teaching is paralleled with the success in the performance of school administrators in educational organizations. In terms of efficiency of the educational system, instructional leadership of school principals, has a very important place. The purpose of this study is to investigate the relationship between school culture, instructional leadership and organizational trust of the secondary school principals in the Turkish Republic of Northern Cyprus. Gender, age, seniority, years of work tasks, professional seniority, school culture, instructional leadership and relationships of organizational trust was also examined in the study. According to the findings of the study, there were significant differences between school culture of the school principals and instructional leadership. However, there have been also significant differences in instructional leadership and organizational trust and between school culture and organizational trust. According to these results, the instructional leadership of the higher culture school administrators is at the highest level. It is also the feature of high school principals' and the instructional leadership tasks they do to be successful in school, teachers have obtained their performance results that they would increase their level of organizational trust.