

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

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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.

INTRODUCTION

'Culture' refers to a way of having people in union. This union never denies the differences between people. In contrast, it benefits from them and this has always been reinforced by the creativity that may result. It can be specified that receiving the maximum efficiency from individuals allows for development of the organization (Sisman 2007).

People, culture and education are an integral whole. Education management approaches, which are shaped by the cultural structure of the society, thereby also appear as a case, which concern the anthropology. Because the moral values of the society and the role of the education in the gaining of personality are two facts, which are accepted by the societies (Antropoloji Nedir 2016).

In terms of anthropology, there is a strong relationship between information and human

beings, the manufacturer of the information. Even more, because it is a human achievement, it's related with all aspects of human life. Due to these features, anthropology and education exhibits a unity with each other. Beyond the formal cooperation and rules, culture brings a unity and identity to an organization that affects all aspects of organizational life. This identity creates a sense of loyalty in employees. As an indicative of strong sense of culture, this commitment plays an important role in ensuring the success of both the individual and group levels.

Therefore, organizational culture, although a concept originated in anthropology (Ouchi and Wilkins 1985; Reichers and Schneider 1990) has been found interesting and has been one of the topics frequently investigated in the field of organizational behavior literature.

Organizational culture is the system of habits, beliefs, values, behaviors, and norms that shape the manner of people in an organization.

Organizational culture occurs as a result of the coexistence of employees. In other words, employees create a culture consisting of their own values and norms in their organizational culture and share the common values of this culture (Güçlü 2003). Pettigrew (1979) was the first to emphasize the culture of organization and defined the culture for a particular group and a particular time as publicly and collectively and as a meaningful operating system. He separated the nature of the culture into symbols, language, ideology, beliefs, rituals and myths. He also classified culture, the system of vocal signs, namely as the language (Pettigrew 1979). Unless it provides a cognizable harmony in between the external environment and organizational culture, a solely powerful culture does not guarantee the achievement of the school.

The culture of an organization significantly influences the function of that organization, including methods of communication and the style of leadership of the organization (Enham 2005). Eren (2001) expressed the characteristics of an organizational culture as the following:

- ♦ Organizational culture is a phenomenon, which is learned and acquired.
- ♦ Organizational culture should be allocated among group members.
- ♦ Organizational culture is not a written text, as it takes place in the form of values, beliefs and the mentality of organization members and their consciousness.
- ♦ Organizational culture could be expressed as behavioral patterns, which are repeated regularly.

Balci (2002) stressed that school culture is an atmosphere, which includes the history and traditions of the school and bilateral communication among staff members at the school. Moreover, norms, beliefs, attitudes, expectations, behaviors and dispositions form the school culture, which provides insights about priorities and the way to behave in the organization. It could be also stated that organizational cultures highlight the expectations of teachers and students for each other in terms of education.

Studies have revealed that the teachers who literally maintain the school culture and adapt this culture are more pleased and more efficient when compared with others who do not literally maintain and fail to adapt to organizational culture (Johnsen 1999; Lal 2012). School culture has three fundamental functions. These functions could be indicated as the following:

- a) It obtains to form the sense of identification of the school members.
- b) It increases the dedication of school vision.
- c) It provides insights for the standards of behavior.

Apart from these three main functions, there are some other functions. For instance, school culture can minimize the ambiguities in the school, clarify employees' workflow, remind individuals about why the school exists and provide absolute philosophy about how the tasks should be performed (Simsek 2003).

Aslan (2009) stated that the environment, which surrounds a school, including socio-economic status, rural and urban areas, geographical features, expectations of the families and support from society, are the key elements that form external indicators of the school culture.

When these factors are taken into consideration, it is understood that the most important role belongs to the school administrators in terms of forming and managing the school culture. This is because school cultures need to be planned, coordinated, examined and modified (Çelik 2002).

Kuyumcu (2007) indicated that formulating and operating the school culture is the task of the school administrators and school culture cannot be more powerful and long lasting than when necessary precautions are taken by the school administrators to block potential conflicts that might arise as a result of a clash of different cultures.

The existing literature regarding organizational culture indicates that it is possible to observe different terminologies, such as company culture, firm culture, institutional culture and so forth. It could be indicated that all these terms have the same meaning (Unutkan 1995).

Moreover, Eren (2010) indicated that organizational culture is a sub-culture of society and organizational culture plays an important role in gaining competitive advantages, since organizational cultures play a key role in forming goals, strategies and plans. Furthermore, organizational culture facilitates or complicates the execution of organizational strategies. It could be mentioned that organizations with a strong culture have well-defined behavioral parameters and are well informed about how to act within the organization. On the other hand, organizations with weak culture administrators may face difficulties in how to act, and therefore, fail to form strategies to gain a competitive advantage. It is

stated that numerous factors might affect organizational culture. These factors could be stressed as the environment, the sector in which the organization provides facility, the structure of the organization, information systems, styles practiced at decision-making, business policies, communication, and the ethics of the organization. These factors all play a crucial role in shaping certain values and beliefs, which build the organizational culture. In this respect, this study aims to determine and examine the relationship of the organizational culture, which is available in schools, the command of educational leadership, which should be available at the administration of the school, and lastly, the characteristics of the organizational trust in the school.

The organizational culture approach has brought a new symbolic approach to the organizational life. Organizational culture, which is a social phenomenon of the cultural approach, is based on social and anthropological basis. The concept of organizational culture helps one understand the symbolic foundation of the organization. Organizational culture is not just a depiction of the organization, but also a description of the organization within itself (Çelik 1998).

Objectives of the Study

This study aims to examine the relationship of educational leadership and trust by analyzing the employees' organizational culture in public and private schools, which are located in North Cyprus. This research could be characterized as a descriptive study. Surveys were chosen as the research method, in order to gather responses of the respondents. Survey methods are useful in testing different hypotheses by measuring numerous variables with responses gathered from the respondents and attempts to build correlations with previous behaviors and experiences. Survey methods are also useful at promoting certain statistical inferences by conducting statistical techniques to find relationships among variables. Nyhan (1997) stated that survey methods could be expressed as relational tools.

METHODOLOGY

Sample of Population

This study was carried out to examine the employees of public and private secondary

schools in North Cyprus and their relationship with the organizational culture, educational leadership and trust in their schools. In this regard, this study is a form of descriptive survey model. For this study the researchers consulted with public and private school teachers and students. Surveys were used to measure the variables by looking at the answers of the questionnaires, which were answered by different respondents. The researchers then used these to evaluate various hypothesis and relate with the past behaviors and experiences. Statistical techniques are used (Neuman 2008).

Research Approach

A quantitative research technique has been used in this study. The questionnaire was prepared by Sazali (2012) and has four sections as follows: Section A (Instructional Leadership), Section B (School Culture), Section C (Trust), and Section D (Demographics).

In the first part of the questionnaire, Section A (Instructional Leadership) has fifty questions, which should be answered by the School Principal. In Section A, each question holds five ratings using a Likert-type system. These are "almost always", "often", "sometimes", "rarely", and "almost never". In the second and third sections, Section B (school culture) and Section C (Trust), a scale was used with the following responses: "Strongly Disagree", "Disagree", "Neutral", "Agree" and "Strongly Agree". In the final section, Section D (Demographics), there are questions for teachers and administrators regarding their gender, age, education, work experience and how long they have been working. The questionnaires were distributed to the schools by the researchers and collected after forty minutes.

This study aims to examine the relationship between educational leadership and trust by analyzing the organizational culture of employees working in public and private schools in TRNC. This research could be characterized as a descriptive study. Surveys were chosen as a research method to gather the responses of the respondents. Survey methods are useful to test different hypotheses by measuring numerous variables within responses gathered from the respondents and attempts to build correlations with the previous behaviors and experiences. Survey methods are also useful at promoting certain statistical inferences by conducting statistical techniques to find relationships among

the variables. Nyhan (1997) stated that survey methods could be expressed as relational tools.

Sample and Population

Public and private secondary schools, which are providing educational facilities in TRNC during the 2014-2015 teaching period, represent the population of the current study. Teachers and school administrators were chosen as a sample to collect data. The samples for this study were selected using Krejcie and Morgan’s (1970) formula. The sampling method used was a proportional stratified random sampling method. For North Cyprus, teachers from normal secondary schools were selected. Ninety-five percent (95%) of the population of teachers in secondary schools in Northern Cyprus has applied this formula. Stratified sampling was used. Sampling was selected based on regions of North Cyprus. Four hundred respondents agreed to be part of the study and respondents were composed of teachers and school administrators working for public and private secondary schools in TRNC.

Data Collection and Analysis

The organizational culture survey was done using a school culture survey developed by Steve Gruemert and Jerry Valente (1998). It has six dimensions. For the instructional leadership survey, the Principal Instructional Management Rating Scale, developed by Philip Hallinger (1987), which has three dimensions, was used. For the trust survey, the instrument developed by Scott (1981) was used.

In order to be sure about the reliability of the questions, eight pilot schools were chosen from Nicosia, Famagusta, Kyrenia, Morphou and Iskele. These schools were asked to answer the questionnaire. The results were analyzed using the SPSS 20.0 statistics program in order to prove that the results were valid. The reliability of the study was determined by Cronbach’s Alpha. The reliability of all the measures and the scales were as follows: Instructional Leadership size: 96, School Culture size: 90, Confidence size: 89, and All were 93. The alpha values of the scale revealed a high degree of reliability of the survey. The questionnaire was accepted as reliable.

Sisman’s (2004) internal validity of the research survey was checked out by Cronbach’s alpha and the value found was 92.

RESULTS

For this part of the study, statistical interpretations will be carried out regarding the organizational culture at public and private schools and the relationship between educational leadership and trust.

The questionnaire also included the demographic information of the respondents, including their gender, age, education, occupational seniority and how long that respondent had been working in the same place.

Table 1: Gender of the respondents

<i>Valid</i>	<i>Frequ- ency</i>	<i>%</i>	<i>Valid %</i>	<i>Cumulative %</i>
Male	164	41.0	41.0	41.0
Female	236	59.0	59.0	100.0
Total	400	100.0	100.0	

As seen in Table 1, the sample group comprised of 164 men (41.0%) and 236 women (59.0%) in a total of 400 participants. It is concluded that school administrators and the staff that works at school are mostly female.

As seen in Table 2, the sample group consisted of 83 respondents under 31 years of age (20.8%), 191 of 31-40 years (47.8%), 116 of the 41-50 age (29.0%) and 10 of the 50 years of age and older (2.5%). This consisted of a total of 400 participants. Out of 400 people participating in the study, who were teachers, and people in the executive position, between the ages 31-40 years then between the ages 41-50 and mostly after 50 years of age allocated to retirement, have left their places for younger generations.

Table 2: Age of the respondents

<i>Valid</i>	<i>Frequ- ency</i>	<i>%</i>	<i>Valid %</i>	<i>Cumulative %</i>
Below 31	83	20.8	20.8	20.8
31-40	191	47.8	47.8	68.5
41-50	116	29.0	29.0	97.5
Above 50	10	2.5	2.5	100.0
Total	400	100.0	100.0	

As shown in Table 3, the sample group consisted of 168 respondents who had worked in their location for less than 10 years (42.0%), 183 who had worked for 10-20 years (45.8%), 46 who had worked for 21-30 years (11.5%), and three who had worked for 30 years or more (0.8%).

This consisted of a total of 400 participants. The study included employees that worked for up to 10-20 years and very little participants that worked for over 30 years.

Table 3: Distribution of participants by mandate

Valid	Frequency	%	Valid %	Cumulative %
Below 10	168	42.0	42.0	42.0
10-20	183	45.8	45.8	87.8
21-30	46	11.5	11.5	99.3
Above 30	3	.8	.8	100.0
Total	400	100.0		

As Table 4 shows, the participants consisted of 400 people, of which instructional leadership results were 3.83 ± 0.50 , 3.78 ± 0.48 for teacher collaboration, for teacher development it was 3.96 ± 0.62 , it was 3.93 ± 0.48 for cooperation objective, the cooperation colleague was 3.84 ± 0.52 , and learning partnership was determined as 3.86 ± 0.58 .

Table 4: Distribution of descriptive statistics

	N	Mean	Std. deviation
Collaborative leadership	400	3.8316	.50426
Teacher collaboration	400	3.7854	.48350
Professional development	400	3.9630	.62096
Unity of purpose	400	3.9300	.48795
Collegial support	400	3.8456	.50226
Learning partnership	400	3.8669	.58618
Valid N (listwise)			

As can be seen in Table 5, 131 of the participants (32.8%) lie in the 1-5 seniority years, 112 of them (28%) in the 6-10 seniority years, and 157 of them (39.3%) are in the 10th seniority year. The maximum number of seniority years is 157.

Table 5: The distribution of the seniority in the study group

	f	%	Valid %	Cumulative %
1- 5	131	32.8	32.8	32.
6 -10	112	28.0	28.0	60.8
Below 10	157	39.3	39.3	100.0
Total	400	100.0	100.0	

In Table 6, 400 people have been marked with mean values of Collaborative Leadership as

$\bar{X}=3.83$, Teacher Collaboration as $\bar{X}=3.78$, Professional Development as $\bar{X}=3.96$, Unity of Purpose as $\bar{X}=3.93$, Collegial Support as $\bar{X}=3.84$, and Learning Partnership as $\bar{X}=3.86$. When looking at the results. School Managers pay more attention on professional development ($\bar{X}=3.96$), because nowadays education is easier with access to the Internet. On the other hand, because of a hard-working program and having many programs, teacher cooperation is low ($\bar{X}=3.78$).

Table 6: Dimensions of school culture means and standard deviation

Descriptive statistics	N	Mean	Std deviation
Collaborative leadership	400	3.8316	.50426
Teacher collaboration	400	3.7854	.48350
Professional development	400	3.9630	.62096
Unity of purpose	400	3.9300	.48795
Collegial support	400	3.8456	.50226
Learning partnership	400	3.8669	.58618
Valid N (listwise)	400		

While examining Table 7, there is a meaningful connection between defining the school mission, managing the instructional program, promoting a positive school climate, and trust.

Table 7: Dimensions of instructional leadership and trust means and standard deviation

Descriptive statistics	N	Mean	Std deviation
Defining the school mission	400	4.0697	.48709
Managing the instructional program	400	3.8993	.50245
Promoting a positive school climate	400	3.9286	.48730
Trust	400	3.4292	.58945
Valid N (listwise)	400		

In Table 8, the results of the Impact of Organizational Culture on Organizational Leadership are given. Statistical results were analyzed and it was found that there was a significant difference between the school culture and organizational leadership ($p < 0.05$). This is because it is connected to the school culture organization and the integrity of itself.

In Table 9, the relationship between organizational culture and trust was examined. There is significant difference for that relationship of ($p < 0.05$). In addition, there is a significant difference on leadership and collaboration and

Table 8: Impact of organizational culture on organizational leadership

<i>Model</i>		<i>Sum of squares</i>	<i>Df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	25.772	1	25.772	148.892	.000 ^b
	residual	68.892	398	.173		
	Total	94.664	399			
2	Regression	26.505	2	13.253	77.192	.000 ^c
	residual	68.159	397	.172		

Valid N (listwise)

Table 9: The effect of the school culture on organizational trust

<i>Model</i>		<i>Sum of squares</i>	<i>Df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	20.711	1	20.711	69.900	.000 ^b
	residual	117.924	398	.296		
	Total	138.635	399			
2	Regression	25.322	2	12.661	44.358	.000 ^c
	residual	113.313	397	.285		
	Total	138.635	399			
3	Regression	28.799	3	9.600	34.610	.000 ^d
	residual	109.836	396	.277		
	Total	138.635	399			
4	Regression	31.070	4	7.767	28.523	.000 ^e
	residual	107.565	395	.272		
	Total	138.635	399			

shared vision (p<0.05). On the first horizontal column, the effect that instructional leadership has on trust can be seen by (p<0.05). On the second horizontal column, the effect that instructional leadership and collaboration of colleagues has on trust shows that a difference of (p<0.05) has been reached. On the third horizontal column, the effects that instructional leadership, collaboration of colleagues and associated learning have on trust can be seen (p<0.05). On the fourth horizontal column, the effects that instructional leadership, collaboration of colleagues and associated learning and unity of purpose, have

on trust show a difference (p<0.05). This is because of the organizational trust patients in school education.

In Table 10, there is a meaningful connection between School Mission, Education Program Leadership, School Climate and Trust. When they are compared to each other the integrity can be sensed.

DISCUSSION

This study has aimed to examine the relationship between educational leadership and

Table 10: Between leadership and trust correlation

		<i>School mission</i>	<i>Curriculum management</i>	<i>School climate</i>	<i>Trust</i>
<i>School Mission</i>	Pearson Correlation	1	.570**	.545**	.267**
	Sig. (2-tailed)		.000	.000	.000
	N	400	400	400	400
<i>Curriculum Management</i>	Pearson Correlation	.570**	1	.610**	.255**
	Sig. (2-tailed)	.000		.000	.000
	N	400	400	400	400
<i>School Climate</i>	Pearson Correlation	.545**	.610**	1	.289**
	Sig. (2-tailed)	.000	.000		.000
	N	400	400	400	400
<i>Trust</i>	Pearson Correlation	.267**	.255**	.289**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	400	400	400	400

trust by analyzing the organizational culture of employees who are working in public and private schools located in North Cyprus. The work done in these chapters was examined separately, but the researchers have achieved significant results when they examine it as a whole.

The research done by Morris (2010) to investigate the relationship between academic success and leadership in British Catholic schools has shown that people value instructional leadership and instructors show leadership behavior both inside and outside of school premises. Thus, these factors are concluded to have a positive effect on academic success.

According to Zorlu (2015), results are like this, and because of leadership of teaching technique, teaching level is in high level. There's some difference between school manager's teaching method and teacher's teaching method. Teachers pay attention on degree, however school managers do not pay attention on sex gender. Research shows that the results, which are gained with teachers and the result, which researchers gained in the end, complete each other.

Mattar (2012) says that education was adopted by education managers in his "Instructional Leadership in Lebanese Public Schools" title. Another study says that there are 203 teachers in both degree areas. In this research, five high degree schools and five low school methods were used. The result shows that climate functions are much more effective than the technology method. This research is supported by other researchers.

Sim (2011) tries to figure out the school manager's method in Malaysia in his "Instructional Leadership Among Principals of Secondary Schools in Malaysia". In the same way the success of the students is also researched. In this research PIMRS was used and applied to 220 teachers. According to the result, Malaysian managers have passed all of the seven degree of success. Researchers came across a good connection between leadership method and student success. Sim's research supports this research.

Today the concept of trust has been the subject of many different disciplines such as psychology, sociology, economics, politics, anthropology, history and communication.

CONCLUSION

Studies on organizational culture have suggested numerous definitions for "culture". Or-

ganizational culture can be defined as a shared assumption model, which occurs as a result of harmony among the unique social and psychological environments of an organization. Moreover, it could be said that the history of an organization's values, beliefs, structure and traditions is one of the main factors, which constitute organizational culture, and thus, organizations may have unique cultures.

It could be also be stressed that globalization influences organizations. Furthermore, it could be indicated that an organizational trust may not be formulated without organizational culture. The main aim of the current study has been to determine and analyze the characteristics of organizational culture, which is formed in schools, including investigating the command of educational leadership, which is required for school administrators and the characteristics of organizational trust in schools. "Trust" can be described as a human activity, which is consciously performed and people are free to choose either to trust or not to trust each other.

As a result of this study, it could be suggested that administrators, employees and organizational factors are the key actors, who play crucial roles at the provision of organizational trust.

The results of the study also revealed that the quality of the communication among administrators and employees plays an important role in constructing trust in an organization, increasing motivation and creating opportunities to express needs and expectations to each other.

Moreover, the current study has stressed the importance of creating chances for employees to state their opinions, demands and even complaints, in order to build effective organizational trust in the organization.

Last but not least, it could be indicated that the findings of the current study are partially compatible with the findings of similar studies, which have been previously conducted.

In conclusion, different perceptions among teachers and school administrators on educational leadership may cause problems regarding the organization of the school. This may in turn become a source of organizational conflict.

RECOMMENDATIONS

Further research in this area could consider broadening the target group or themes. For ex-

ample, organizational commitment and mobbing could be added. A broader study may be conducted in the future by combining this research with other leadership types and cynicism. Further research will create a great advantage.

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