

The Predictive Power of Organizational Trust to Organizational Commitment in Elementary and High School Teachers*

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KEYWORDS Elementary School. Elementary Teacher. High School Teacher. High School. Organizational Commitment. Organizational Trust

ABSTRACT The purpose of the study was to determine the levels of elementary and high school teachers' organizational trust and organizational commitment, and also, the predictive power of trust to the commitment of elementary and secondary school teachers. The research was carried out on 1862 teachers. It was discovered that the levels of organizational trust, commitment to school and commitment to the work group of the elementary and high school teachers were high. On the other hand, while the levels of commitment to educational works and commitment to teaching profession of elementary teachers were very high, that of high school teachers, were high. In the study, it was discovered that a low level positive and significant relationship, existed between the teachers' perception of organizational trust, and commitment (commitment to school, educational works, teaching profession and workgroup). These relationships are also valid for both elementary and high school teachers.

INTRODUCTION

Trust between the management and employees is very important in organizations. Mutual trust among members of the organization, and between employees and managers, allows for remarkable performances and open communication (Callaway 2007: 23). Trust is essential for a steady social relationship (Blau 1964: 99). Trust is defined as "one party's willingness to be vulnerable to another party, based on the belief that the latter party is competent, open, concerned and reliable" (Mishra 1996), and as "the willingness of a party to be vulnerable to the actions of another party, based on the expectation that the other party will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party" (Mayer et al. 1995). Organizational trust is a feeling of confidence and support in an employer, the belief that an employer will be straightforward and will follow through on commitments, hold people together, and give them a feeling of security (Callaway 2007: 27). Lewicki et al. (1998) define trust in terms of "confident and positive expectations, regarding another's conduct".

Research results indicate that four factors determine trust, namely, open communication, giving workers a greater share in the decision-making process, sharing critical information, and true sharing of perceptions and feelings. Top managers and middle managers are mostly in

charge of building trust, because they enjoy a hierarchical advantage, and greater access to key information. Trust has six main advantages, which are improved communication, greater predictability and dependability, a reduction in employee turnover, openness, willingness to listen and accept criticism, non-defensively, increased repeat business and a reduction of friction among employees. Widespread distrust among employees towards administration is the result of an organization's ineffectiveness. Results have pointed out that an organization's effectiveness, is dependent on trust, as trust leads to more trust, and increased productivity and growth, trust brings credibility to an organization, and increases repeat business and customer loyalty, and trust leads to effective decision-making, because ideas, information and feelings are shared (Mishra and Morrissey 1990).

The trust of an employer has been found to influence different organizational outcomes in the organization. For example, Tschannen-Moran and Hoy (1998) stated that there is a link between trust and the openness of the organizational climate, cooperation among colleagues, professionalism, and authenticity. Researchers concluded that although the open and authentic behaviors of principals created trust in them, it did not seem to influence the trust that the teachers had in each other. Moreover, researchers stated that in general, the teachers' trust is related to how individual teachers of a school treat each

other. In summary, researchers concluded that the behavior of an employee builds the colleagues' trust in the employee, and the behavior of a principal, builds trust in the principal.

One of the variables that affects trust, is commitment. It has been demonstrated in numerous studies that there is a relationship between organizational trust and organizational commitment (Egriboyun 2015; Hodge and Ozag 2007; Laka-Mathebula 2004; Milligan 2004; Tschannen-Moran and Hoy 1998). "Commitment is an attitude or an orientation towards the organization, which attaches the identity of the person to the organization" (Sheldon 1971). Commitment to organization is defined by describing three factors, that is, "strong belief in and acceptance of the organization's goal and values, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership" (Porter et al. 1973). Meyer and Allen (1997) suggest that a "committed employee is one who stays with the organization through thick and thin, attends work regularly, puts in a full day (and maybe more), protects the company's assets, and shares the company's goals" (p. 3).

Several researches have identified a positive relationship between commitment and performance (Alfalla-Luque et al. 2014; Gholipour Haftkhavani et al. 2012), job satisfaction (Demirtas 2015), and organizational creativity (Holagh et al. 2014). On the other hand, an effective commitment positively influences the employees' professional efficacy, and reduces the likelihood of professional burnout and withdrawal behavior (Geneviciute-Janonienė and Endriulaitiene 2014).

Organizational development, effectiveness, creativity and productivity are highly dependent on the commitment of its human resources, therefore, defining the factors that have an effect on commitment to organization, would be valuable in increasing the productivity of any organization.

The Aim of The Research

The purpose of the study was to determine the levels of elementary and high school teachers' organizational trust and organizational commitment, and also, the predictive power of organizational trust on the organizational commitment of elementary and secondary school teachers. This study specifically examined how trust in the organization would predict the levels of the

teachers' commitment to school, educational works, teaching profession and workgroup. In order to achieve this purpose, the study tried to answer the following questions:

1. What are the levels of elementary and high school teachers' organizational trust and organizational commitment?
2. What is the nature of the relationship between elementary and high school teachers' organizational trust and their organizational commitment?

METHODOLOGY

This study adopted a quantitative, descriptive and relational survey model. The research was carried out on 1862 (1256 elementary school and 606 high school) teachers in Turkey's Burdur province, in the year 2009-2010. The elementary school teachers consisted of 630 female and 602 male teachers. The high school teachers consisted of 244 female and 352 male teachers.

The organizational trust scale and organizational commitment scale were used in the research. The teachers' perceptions of organizational trust were measured by the "organizational trust scale", which was developed by Daboval et al. (1994), and adapted to Turkish by Kamer (2001) (as cited in Polat 2007). The scale has one dimension and 21 items. In this research, the organizational trust scale's Cronbach Alpha value for elementary teachers was .80, and for high school teachers it was .80.

The teachers' perceptions of organizational commitment were measured by the "organizational commitment scale", which was developed by Celep (2000), and has four dimensions. This scale had 28 items, in which the commitment to school sub-scale had 9 items, commitment to educational works subscale had 7 items, commitment to teaching profession subscale had 6 items, and commitment to workgroup subscale had 6 items. In this research, the commitment to school sub-scale's Cronbach Alpha value for elementary school, was .73, and for high school teachers, it was .73, the commitment to educational works subscale's Cronbach Alpha value for elementary school was .76, and for high school teachers, .74, the commitment to teaching profession subscale's Cronbach Alpha value for elementary school was .77, and for high school teachers, .76, and the commitment to workgroup subscale's

Cronbach Alpha value for elementary school .73, and for high school teachers, .74.

Descriptive statistics (frequency and mean) and simple linear regression analysis were performed in the research. If the mean is between 1-1.80, it means a very low level. If it is between 1.81-2.60, it means a low level, if it is between 2.61-3.40, it is medium level, if it is between 3.41 and 4.20, it means a high level, and if it is between 4.21-5, it means a very high level.

RESULTS

According to Table 1, the levels for organizational trust, commitment to school and commitment to work group of the elementary and high school teachers are high. On the other hand, while the levels of commitment to educational works and commitment to teaching profession of elementary teachers are very high, that of high school teachers are at high levels.

P values (p=.00) of the perception of elementary and high school teachers' commitment to school, as shown in the Table 2 are smaller than 0.05. It indicates that R values (R=.39, R=.40) calculated for the relationship in the regression model are significant.

There is a significant relationship between elementary school teachers' perception of organizational trust, and their perception of commitment to school (R=.39 R²=.153), thus, elementary school teachers' perception of organizational

trust, is a significant predictor of their commitment to school (F₍₁₋₁₂₅₄₎=226.606). Organizational trust perceptions of the elementary school teachers explains fifteen percent of the variation in the teachers' perception of commitment to school. The significance level of the regression equation coefficient test (B=.345) also shows that organizational trust is a significant predictor of teachers' commitment to school. According to these results, it can be said that fifteen percent of the total variation of the teachers' perception of commitment to school are due to the perception of organizational trust. The regression equation for elementary school teachers' perception of commitment to school, is as follows:

$$\text{Commitment to School} = (.345 \times \text{Organizational Trust}) + 2.212.$$

The significant relationship between high school teachers' perception of organizational trust and perception of commitment to school (R=.40 R²=.168) is observed and high school teachers' perception of organizational trust is a significant predictor of their commitment to school (F₍₁₋₆₀₄₎=121.603). Organizational trust perceptions of high school teachers explains sixteen percent of the variation in the perception of the teachers' commitment to school. The significance of regression equation coefficients test (B=.321) also shows that organizational trust is a significant predictor. According to these results, it can be said that sixteen percent of the

Table 1: The mean and standard deviations

	Elementary schools		High schools		Min-Max.
	X /Std.dev	Level	X /Std.dev	Level	
Organizational trust	4.05 ± .73	High	3.80 ± .78	High	1.00-5.00
Commitment to school	3.61 ± .64	High	3.44 ± .61	High	1.00-5.00
Commitment to educational works	4.29 ± .49	Very high	4.12 ± .52	High	1.00-5.00
Commitment to teaching profession	4.31 ± .62	Very high	4.20 ± .71	High	1.00-5.00
Commitment to workgroup	3.80 ± .77	High	3.75 ± .73	High	1.00-5.00

Table 2: How organizational trust predicts the commitment to school according to teachers' perception (Linear Regression)

Dependent variable		Parameter	B	St. error	β	t
Elementary school	Commitment to school	Intercept	2.212	.095	-	23.399
		Organizational trust	.345	.023	.391	15.053
			R=.39	R ² =.153	F ₍₁₋₁₂₅₄₎ =226.606	p=.00
High school	Commitment to school	Intercept	2.226	.113	-	19.684
		Organizational trust	.321	.029	.409	11.027
			R=.40	R ² =.168	F ₍₁₋₆₀₄₎ =121.603	p=.00

total variation of the teachers' perception of commitment are due to the perception of organizational trust. The regression equation for high school teachers' perception of commitment to school, is as follows:

$$\text{Commitment to School} = (.321 \times \text{Organizational Trust}) + 2.226.$$

P values ($p=.00$) of the perception of elementary and high school teachers' commitment to educational works in the table are smaller than 0.05. According to the p values, it shows that for both elementary and high school teachers, the R values ($R=.34$, $R=.36$), calculated for the relationship in the regression model are significant (Table 3).

There is a significant relationship between elementary school teachers' perception of organizational trust, and their perception of commitment to educational works ($R=.34$ $R^2=.115$), thus, elementary school teachers' perception of organizational trust is a significant predictor of their commitment to educational works ($F_{(1,1254)}=163.679$). Organizational trust perceptions of elementary school teachers explains eleven percent of the variation in the teachers' perception of commitment to educational works. The significance of regression equation coefficients test ($B=.229$) also shows that organizational trust is a significant predictor of the teachers' commitment to educational works. According to these results, it can be said that eleven percent of the total variation of the teachers' perception of commitment to educational works are due to their perception of organizational trust. The regression

equation for elementary school teachers' perception of commitment to educational works is as follows:

$$\text{Commitment to Educational Works} = (.229 \times \text{Organizational Trust}) + 3.366.$$

The significant relationship between high school teachers' perception of organizational trust and their perception of commitment to school ($R=.36$ $R^2=.133$) is observed and high school teachers' perception of organizational trust is a significant predictor of their commitment to school ($F_{(1-604)}=92.534$). Organizational trust perceptions of high school teachers explains thirteen percent of the variation in the perception of teachers' commitment to school. The significance of regression equation coefficients test ($B=.245$) also shows that organizational trust is a significant predictor. According to these results, it can be said that thirteen percent of the total variation of teachers' perception of commitment to educational works are due to the perception of organizational trust. The regression equation for high school teachers' perception of commitment to educational works is as follows:

$$\text{Commitment to Educational Works} = (.245 \times \text{Organizational Trust}) + 3.191.$$

P values ($p=.00$) of perception of elementary and high school teachers' commitment to the teaching profession in the Table are smaller than 0.05. According to the p values, it shows that for both elementary and high school teachers the R values ($R=.24$, $R=.27$) calculated for the relationship in the regression model are significant (Table 4).

Table 3: How organizational trust predicts the commitment to educational works according to teachers' perception (linear regression)

	<i>Dependent variable</i>	<i>Parameter</i>	<i>B</i>	<i>St. error</i>	β	<i>T</i>
Elementary school	Commitment to educational works	Intercept	3.366	.074	-	45.573
		Organizational trust	.229	.018	.340	12.794
			$R=.34$	$R^2=.115$	$F_{(1-1254)}=163.679$	$p=.00$
High school	Commitment to educational works	Intercept	3.191	.099	-	32.210
		Organizational trust	.245	.025	.364	9.619
			$R=.36$	$R^2=.133$	$F_{(1-604)}=92.534$	$p=.00$

Table 4: How organizational trust predicts the commitment to teaching profession according to teachers' perception (linear regression)

<i>School</i>	<i>Dependent variable</i>	<i>Parameter</i>	<i>B</i>	<i>St. error</i>	β	<i>t</i>
Elementary school	Commitment to teaching profession	Intercept	3.473	.096	-	36.210
		Organizational trust	.207	.023	.243	8.879
			$R=.24$	$R^2=.059$	$F_{(1-1254)}=78.834$	$p=.00$
High school	Commitment To teaching profession	Intercept	3.269	.139	-	23.480
		organizational trust	.246	.036	.270	6.880
			$R=.27$	$R^2=.073$	$F_{(1-604)}=47.337$	$p=.00$

There is a significant relationship between elementary school teachers' perception of organizational trust and their perception of commitment to the teaching profession ($R=.24$ $R^2=.059$), thus, elementary school teachers' perception of organizational trust is a significant predictor of their commitment to the teaching profession ($F_{(1-1254)}=78.834$). Organizational trust perceptions of elementary school teachers explains five percent of the variation in the teachers' perception of commitment to the teaching profession. The significance of regression equation coefficients test ($B=.207$) also shows that organizational trust is a significant predictor of the teachers' commitment to the teaching profession. According to these results, it can be said that five percent of the total variation of teachers' perception of commitment to the teaching profession are due to their perception of organizational trust. The regression equation for elementary school teachers' perception of commitment to teaching profession, is as follows:

$$\text{Commitment to Teaching Profession} = (.207 \times \text{Organizational Trust}) + 3.473.$$

The significant relationship between high school teachers' perception of organizational trust and their perception of commitment to teaching profession ($R=.27$ $R^2=.073$) is observed, and high school teachers' perception of organizational trust is a significant predictor of their commitment to the teaching profession ($F_{(1-604)}=47.534$). Organizational trust perceptions of high school teachers explains seven percent of the variation in the perception of the teachers' commitment to the teaching profession. Significance of regression equation coefficients test ($B=.246$) also shows that organizational trust is a significant predictor. According to these results, it can be said that seven percent of the total variation of teachers' perception of commitment to the teaching profession are due to the perception of organizational trust. The regression equation for

high school teachers' perception of commitment to the teaching profession, is as follows:

$$\text{Commitment to Teaching Profession} = (.246 \times \text{Organizational Trust}) + 3.269.$$

P values ($p=.00$) of the perception of elementary and high school teachers' commitment to the workgroup in the Table are smaller than 0.05. According to the p values, it shows that for both elementary and high school teachers, the R values ($R=.47$, $R=.38$) calculated for the relationship in the regression model are significant (Table 5).

There is a significant relationship between elementary school teachers' perception of organizational trust and their perception of commitment to the workgroup ($R=.24$ $R^2=.059$), thus, elementary school teachers' perception of organizational trust is a significant predictor of their commitment to the workgroup ($F_{(1-1254)}=370.066$). Organizational trust perceptions of elementary school teachers explains twenty-two percent of the variation in the teachers' perception of commitment to the workgroup. The significance of regression equation coefficients test ($B=.508$) also shows that organizational trust is a significant predictor of the teachers' commitment to the workgroup. According to these results, it can be said that twenty-two percent of the total variation of the teachers' perception of commitment to the workgroup are due to their perception of organizational trust. The regression equation for elementary school teachers' perception of commitment to the workgroup, is as follows:

$$\text{Commitment to Workgroup} = (.508 \times \text{Organizational Trust}) + 1.746.$$

The significant relationship between high school teachers' perception of organizational trust and their perception of commitment to the workgroup ($R=.38$ $R^2=.147$), is observed and high school teachers' perception of organizational trust is a significant predictor of their commitment to the workgroup ($F_{(1-604)}=104.301$). Organizational trust perceptions of high school teach-

Table 5: How organizational trust predicts the commitment to workgroup according to teachers' perception (linear regression)

School	Dependent variable	Parameter	B	St. error	β	t
Elementary school	Commitment to workgroup	Intercept	1.746	.109	-	16.050
		Organizational trust	.508	.026	.477	19.237
			$R=.47$	$R^2=.228$	$F_{(1-1254)}=370.066$	$p=.00$
High school	Commitment to workgroup	Intercept	2.393	.136	-	17.555
		Organizational trust	.358	.035	.384	10.213
			$R=.38$	$R^2=.147$	$F_{(1-604)}=104.301$	$p=.00$

ers explains fourteen percent of the variation in the perception of the teachers' commitment to the workgroup. The significance of regression equation coefficients test ($B=.358$) also shows that organizational trust is a significant predictor. According to these results, it can be said that fourteen percent of the total variation of teachers' perception of commitment to the workgroup, are due to the perception of organizational trust. The regression equation for high school teachers' perception of commitment to workgroup, is as follows:

$$\text{Commitment to Workgroup} = (.358 \times \text{Organizational Trust}) + 2.393.$$

DISCUSSION

The results of this study are parallel with previous research results of Kucuksuleymanoglu and Celik (2014) that found the level of secondary school teachers' organizational commitment to be high. Differently in the research of Aytac, teachers' commitment was found to be at a medium level.

The results of this study are parallel with previous research results. For example, Darrrough (2006), Egriboyun (2015), Hodge and Ozag (2007), Laka-Mathebula (2004), Milligan (2004) and Tschannen-Moran, and Hoy (1998) found parallel results in their previous research that organizational trust positively affects the organizational commitment.

According to findings, by planning for the perception of the teachers' trust, it can support developing commitment to school. In particular, if school principals may be able to do trusty schools, employee commitment will be high. School principals can plan professional development that focuses on building trust. On the basis of the findings, it can be said that as the perception of the teachers trust improve, the teachers' perception level of commitment to school, commitment to educational works, commitment to teaching profession and commitment to work group improves as well. If the school principals want to have successful school, they need to make such planning a priority. Sali (2015) as concluded students in trusty schools will be more creative and successful.

CONCLUSION

The levels of organizational trust, commitment to school and commitment to workgroup of the elementary and high school teachers are at

high levels. On the other hand, while the levels of commitment to educational works and commitment to teaching profession of elementary teachers are very high, that of high school teachers are high.

In this study, the researchers discovered that a low level positive and significant relationship exists between the teachers' perception of organizational trust and commitment (commitment to school, educational works, teaching profession and workgroup). These relationships are also valid for both elementary and high school teachers. The elementary and high school teachers' perception of organizational trust is a weak predictor of the perception of teachers' commitment to school, educational works, teaching profession and workgroup. These relationship levels are about the same level for both elementary and high school teachers. It is said that in case of an increase in the organizational trust perception of both elementary and high school teachers, it will also weakly increase perceptions of teachers' organizational commitment (commitment to school, educational works, teaching profession and workgroup).

RECOMMENDATIONS

It is said that a climate of trust, open communication and commitment to the organization, contributes to an effective and productive work environment. By providing a trusted environment, school principals can increase the teachers' commitment to school, and this would also contribute to an effective and productive school environment. The results of this study also have implications for school administrators' actions to foster positive forms of teachers' commitment. The study's results emphasize the importance of building trust before, during and after a teacher's tenure.

In future researches, collecting interview data can gain deeper insight into these intricate relationships, between the variables. Also, these topics can be investigated in later researches, that is, how the causes of organizational trust affect organizational commitment, the positive effects of organizational trust and commitment, and in the same way, the negative effects of organizational mistrust and low organizational commitment for the organization.

In order for this research to be confirmed and supported further, more research investigating

the relationship between the organizational trust and organizational commitment perception of the teachers carried out. But the qualitative and quantitative research methods should be used in this future research.

NOTE

*This article was presented at The International Conference on Lifelong Learning and Leadership for All (ICLEL-15), in Olomouc on October 29-31, 2015.

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