Research Article

EVALUATING TEACHERS' PERCEPTIONS OF TRUST IN ORGANIZATION IN SEVERAL VARIABLES CONTEXT: THE CASE OF ADIYAMAN

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ABSTRACT

The aim of this study is to examine teachers' perception of organization trust towards their institution in terms of various variables - gender, marital status, union membership status, educational status, and working time. The research was carried out with 350 teachers working in secondary education institutions affiliated to the Ministry of National Education in Adıyaman Province. Data; organizational trust scale; Confidence in colleagues, trust in managers and trust in the organization was collected by using only the scale of trust in organization consisting of 16 questions and 7 items from these sub-dimensions. In accordance with the purpose of the study, descriptive statistics, parametric tests, independent samples t-test and variance analysis were used. According to the results of the analysis, it was determined that the level of trust developed by the teachers towards the institutions they worked in was moderate, in other words, the participants had a medium level of trust in their institutions. This result is expected to indicate that employees' perceptions of trust will increase as institutions move away from clientelistic policies and behaviors and a more democratic structuring is adopted.

Key words: Trust in organization, socio-demographic variables, teacher perceptions

1. INTRODUCTION

Human capital is the most basic resource of an organization and the key input of the organization. In order to achieve the intended personal and organizational goals, the sense of trust of this most basic resource in the organization is extremely necessary to feel the interdependence among employees and to maintain their existence.

Trust is one of the important feelings that should exist in all relationships between individuals. Trust is an abstract phenomenon that is not easy to describe, and is difficult and time consuming to form. Criteria such as the characteristics of people, their expectations and experiences, and the existence of some common ties or interests between them and the people to be trusted are determine the level and degree of trust (Asunakutlu, 2002: 2).

Interest in the issue of trust is increasing day by day in studies on organizations. Kramer and Cook (2004) associated this situation with the following reasons: First, the need for cooperation of organizations increases day by day and they have less hierarchy. The second is the adoption of organizational models that allow the decline of central control, the distribution of decision-making power and the participation of employees. The third is the efforts of organizations to adapt to a rapidly changing environment (Gill, 2007: 6).

In order to achieve personal and organizational goals, people must trust each other in a practice of working together, which often includes mutual solidarity. Trust must develop within an organization not only among members of a team, but also among different group members, between different levels of hierarchy and employees and supervisors (Abrams, 2003). Today, organizations require the existence of structures that give this opportunity to their employees who take the initiative to take advantage of the existing opportunities (Simons, 1995).

Developments such as rapidly changing and developing environmental conditions, competitiveness of organizations, organizational structures based on teamwork and cooperation, and obligations in information sharing have made trust an important concept for organizations. It does not seem possible for organizations that do not have an atmosphere of trust to achieve their goals. Mutual trust in organizations indicates a vital situation (İşcan and Sayın, 2010: 196; Sağlam Arı, 2003: 2). One of the most effective ways to increase organizational and individual success and productivity and to make it sustainable is to build trust within the

organization (McAllister, 1995: 24). This feeling of trust created by organizations in their own bodies is very important and necessary. This sense of trust contributes to the satisfaction of the employees within the organization. The high level of perceived or felt trust makes it easier for employees to take initiative and make effective decisions by evaluating alternatives. This convenience ultimately increases the success of the organization and enables the organization to succeed in a rapidly changing environment.

Education is one of the most important parameters to be considered in predicting the future of a society. Societies that aim to be self-sufficient in the future, or even exist, have to focus on the problems of the education system with great sensitivity. In this context, the existence of the quality problem in our education system reveals the necessity of focusing on human resources studies in educational organizations. In order to use human resources in a more effective, efficient and qualified way, educational organizations have to give the necessary importance to the concept of organizational trust (TDK. 1998).

Within the scope of the present study, the level of trust in the organization perceived by teachers in secondary education institutions affiliated to the Ministry of National Education in Adıyaman and their differences according to various variables were examined.

2. CONCEPTUAL FRAMEWORK

The origin of the word trust dates back to the 13th century and its etymological roots in the old expressions of the word mean loyalty and loyalty. But trust as a phenomenon is as old as the history of human society (Möllering, 2004). It has been emphasized since the 1980s, when the concept began to be addressed especially in the field of management and organizational behavior (Lewicki, 1998: 438-459).

Organizational trust can be interpreted as the general sense of trust of the organization and belief in activities and actions such as communication. Organization; It should be open, honest and competent, be considerate of individuals working for the company such as stakeholders, be reliable and aim to continue with its normative goals and values (Soloma, 2013b).

Organizations have intra-organizational trust, in other words interpersonal trust. In addition, there is trust between organizations or between members of these organizations. Trust in this context; It can be between individuals, groups or organizations. In order to understand organizational trust, these levels should be analyzed well (Adams, Thomson, Brown, & Sartori, 2008: 12). Polat (2009: 11). It states that in order for the perception of trust to develop in organizations, there should be at least two parties and there should be a relationship between them. Besides that, trust; As it will develop in the form of individual-individual, group-group, organization-organization, system-system; It can also take place in the form of individual-group, individual-organization and individual-system.

When the organizations with high performance employees are examined, it is seen that there is a high level of mutual trust among the employees in the organization. In addition, the concept of trust comes to the fore when any change or innovation is requested for the organization. Being reliable of organization managers facilitates the realization of the desired change and innovation and also helps employees to express their thoughts comfortably (Costigan, 1998: 303).

It is easier to gain trust when the purpose, vision, mission, values and goals of the organization are understood and shared by the organization's employees. Trust is at its core to be honest and concerned with the well-being of others. However, this does not mean that the interests of others will override the needs of the organization as a whole. The important thing here is that the needs of individuals and the organization should be balanced and the actions of individuals should be displayed in the right ways in order to create trust in organizations (Alston, 2014: 17-18).

Within the organization, managers have a relationship of trust towards their employees, employees 'colleagues and employees' managers. There is a trust both horizontally and vertically. This kind of trust is needed among the members of the organization. Without this trust environment, efficient and effective working of people together can only be made possible by applying very strict control, and today, according to a paradigm that accepts the employee especially with his feelings, it is not possible for such organizations to be successful.

Organizational trust is the result of an interaction that develops between the organization and its employees. Organizational and individual characteristics play an important role in the formation of this phenomenon. Employees to take part in the organization must be in a way that carries the personal foundations of trust. It is important that employees are equipped with tools that support the establishment of trust in the organization.

Trainings can be given to the employees in the organization to have the characteristics of the basis of trust (Polat, 2007: 47).

The development of trust between managers and employees within the organization; It allows to increase the performance of the employees, to establish an open communication system and to manage the information flow within the organization. In addition, organizational trust is built largely with the communication culture adopted by the organization management (Callaway, 2006: 23-24). On the other hand, it is stated that increasing the level of trust of the employees in the organization towards themselves, their managers and their friends will increase the effectiveness, efficiency and cooperation within the organization (Asunakutlu, 2001: 2).

Other definitions of organizational trust in the literature are given in Table 1.1 with their authors as follows.

Table 1.1 Definitions of Trust and Organizational Trust Concepts

Yazar	Güven ve Örgütsel Güven Kavramlarının Tanımları
Gabarro (1978: 294)	Trust is the level at which one person can predict another person's behavior in a way that corresponds to the expectation of that person's well-intentioned behavior in a normal situation.
Rotter (1967: 651)	Trust is positive expectations based on one's actions, statements and written statements by others.
Zand (1972: 230)	Trust is when an individual is deliberately vulnerable to the person and current situation of other people whose actions are unpredictable and uncontrollable.
Lewis and Weigert (1985: 968)	Trust is mutual loyalty and faith that are the basis of any relationship
Cohen ve Dienhart (2013)	It is the acquisition of strategic behavior or rational economic decision-making in situations involving trust, risk, and vulnerability.
Bromiley and Cummings (1995: 223)	Trust is the belief that a person or group will fulfill their promises to another person or a group in a clear and realistic manner, that they will be honest about the strict compliance of what is stated in the contract, and that they will not gain benefits for themselves even if given the opportunity.
Lewicki and McAllister (1998: 439)	Trust is an individual's belief that the other party's statements and actions will be positive.
Asunakutlu (2002: 5)	Organizational trust is a psychological environment that all employees and managers in the organization can create by acting together.
Zaheer, vd. (1998)	Organizational trust is the trust individuals and stakeholders have in the organization, including the willingness of employees and customers to acknowledge their vulnerability to the organization's behavior ascribed to positive expectations.
Gilbert and Tang (1998: 322)	Organizational trust is the belief by the employees of the organization that their managers will be fair and honest and that their managers will act according to the contract they have made among themselves.
Mishra and Morrissey (1990)	Organizational trust is the employee's perception of the financial and moral opportunities provided by the organization, and their belief that their managers will be honest and remain faithful to their promises.
Shockley, Zalabak vd. (1999)	Organizational trust is the state of wanting to be fragile, based on the belief that the other group or organization has sufficient open, honest, relevant, reliable, common goals, norms and values, based on the communication behavior of an organization in its culture and relationships and operations.
Top (2012: 261)	Organizational trust is the belief in the positive and negative results of activities and actions that are expressed in two-way communication and have an impact on the organization.
Rukshani and Senthilnathan (2015)	Organizational trust is defined as the loyalty of employees who believe in the managers of their institutions and in such a case, employees believe that any decision from the management level of the organization will be beneficial for them without any restrictions.
Darrough (2006: 15)	Organizational trust is the expectations employees have about their relationships and behaviors within organizational networks.
Gill (2007: 43)	Organizational trust refers to the level of trust between the members of the organization and the organization itself. This trust occurs as a result of interactions between employees, auditors and organizational managers.

2.1. Organizational Trust Models

With the increasing importance of the issue of trust, which has significant effects on the success of organizations, researchers have studied the concept of organizational trust and established various models related to organizational trust. Mishra (1996) defined four different trust dimensions as competence, openness, relevance and trustworthiness in the trust model he created. Shockley – Zalabak, Ellis and Winograd (2000) added the dimension of identification to Mishra's model. Bromiley and Cummings (1996) developed trust in the organizational trust inventory; They classified them as emotional, cognitive and intentional and explained that organizational trust reduces transaction costs within or between organizations. Whitener (1998) drew attention to the importance of five basic behaviors of managers in the formation of trust between manager and employee in the Managerial Reliability Model he developed. These theories are discussed in detail below.

2.1.1. Whitener's Managerial Reliability Model

According to the model, the attitudes and behaviors developed by managers towards their employees have a serious effect on the formation and development of trust within the organization (Whitener, Brodt, Korsgaard, & Werner, 1998: 516-517). He stated that in the managerial reliability model, there are five basic behaviors that affect the formation of employee perceptions about management reliability. These; integrity, consistency in behavior, correct and explanatory communication, sharing and distribution of control, attention and care (Üsün, 2015: 47).

According to this model, the structure, organizational culture and human resources policies and procedures applied in the enterprise, which are among organizational factors; Employees 'trust tendency, values and abilities, which are among the first interaction and expectations among relational factors, and among individual factors, have an important effect on the formation of employees' perceptions of trust. Managerial reliable behavior occurs within the framework of these variables. Finally, after the perceived similarity, perceived ability, trust tendency of the employees, and freedom of duty affect these behaviors, which are the limiting conditions, employees' sense of managerial trust emerges. Whitener et al. (1998), it is the behavior of the manager that initiates the trust relationship. According to this model, by questioning trust in managers, it can be determined at what level trust is perceived in organizational life (Üstün, 2015: 47).

2.1.2. Mishra's Trust Model

There are four dimensions in Mishra's organizational trust model. These; competence, openness and honesty, concern and reliability (Callaway, 2006: 38).

Competence: According to Mishra, this dimension is defined as "abilities and skills". From the point of view of trust between organizations, from the perspective of the members of the organization, how long the organization can continue to exist is measured by the extent to which the organization's objectives can be achieved and whether it is successful. The competence belief of the organization includes the skill, the quality in the production of goods and services, its economic success and technological progress. In terms of trust within the organization, it is measured by the level of trust employees feel towards their managers at all levels (Tokgöz, 2012: 24).

Openness and Honesty: The dimension of openness and honesty measures the amount and precision of the information that emerges as a result of the communication between the members of the organization (Callaway, 2006: 39). Openness and honesty play a key role in managerial and employee relations in terms of associating trust with other dimensions. The sector that constitutes the opening in the organization is the managers. Leaders have a key role in ensuring openness (Tuzun, 2006: 38).

Relevance: Çetinel (2008: 32) stated that Mishra defines relevance as "the situation in which the individual's own interests are balanced with the interests of others at group, organization or social level". Employees want to rely on senior management that their interests will be protected and they consider this attitude as relevance. In terms of relevance, trust does not only exist in hierarchical relationships; It is also true for the equal levels of the hierarchy.

Trustworthiness: Trustworthiness can be expressed as expecting reliable and harmonious behavior from the other person. Experience gained from mutual past relationships allows the parties to determine whether their disclosure and behavior are consistent. While consistent behavior provides trust; inconsistent behavior reduces trust. In other words, consistency in behavior and words provides organizational trust (Tokgöz, 2012: 24).

These dimensions are in interaction with each other. In the absence of any of the dimensions, trust relationships will be negatively affected (Eğriboyun, 2013: 25).

2.1.3. Shockley- Zalabak, Ellis and Winograd's Trust Model

To the four basic trust dimensions of Mishra, Shockley-Zalabak, Ellis and Winograd added the identification dimension by reviewing the concepts of job satisfaction and communication. The concepts of competence, openness and honesty, relevance and trustworthiness in the model are explained above in Mishra's model. Here, the concept of identification, which is added without revisiting these concepts, will be mentioned.

Identification measures whether organization employees are integrated with organizational goals, goals, beliefs, values and norms (Shockley-Zalabak et al., 2000). If the employees of the organization are identified with the organization, their organizational trust and efficiency will rise to a higher level. On the contrary, they will alienate from the organization and cause lower productivity in the organization (Dwivedi, 1983).

2.1.4. Bromiley and Cumming's Trust Model

Tüzün (2007) stated that Bromiley and Cummings "made the distinction between individual and organizational trust" in 1996, and stated that "individual trust emerged as expectations in one's relationships and behaviors, and organizational trust as expectations of individuals from organizational relationships and behaviors". Organizational trust can be perceived in different forms and levels according to the experience of the employees. Bromiley and Cummings expressed trust as a whole with "emotional, cognitive and intentional" parts. These three elements of trust are factors that explain the attitudes and behaviors of employees (Tuzun, 2007).

With the first dimension of the definition of trust, it claims that the individual "behaves reliably" or exhibits behaviors aimed at ensuring loyalty. The second dimension, including the first dimension, claims that safe individual behaviors are compatible with the desires of the individuals. The third dimension claims that the safe individual is not utilitarian. Bromiley and Cummings, in their study in 1996, accepted the three dimensions included in the definition of "reliable behavior" and defined it as behavior acting according to these dimensions (Tuzun, 2007).

It is possible to say that the organizational trust models mentioned above are effective in the formation of trust in organizations both individually and as a whole. When the organizational trust models are examined in general, it can be said that the fact that the parties have been in communication for a certain period of time, have sufficient information about each other, adopt their thoughts and wishes and thus set goals for their common interests cause the formation and development of trust between them (Arlı, 2011: 37).

2.2. Dimensions of Organizational Trust

McCauley and Kuhnert (1992) stated that the most fundamental factor contributing to organizational goals and objectives of organization members is the establishment of an atmosphere of trust within the organization and that a high-level trust climate to be created in the organization should focus on the organizational goals and objectives of the members of the organization, act in cooperation and meet the goals and objectives of the organization. He argued that it would help him reach successfully (McCauley and Kuhnert, 1992: 265).

The environment of trust to be built in organizations enables employees to work in harmony and the organization to have a long-term successful profile. An environment of trust to be built in the school environment will be an important determinant in the way the school and all relevant stakeholders act in harmony and achieve the determined goals.

The concept of organizational trust in researches; trust in managers, trust in colleagues and trust in organization are determined as components.

2.2.1. Trust of Employees in Their Managers

Leading is an act that represents the organization; leads individual and organizational goals to success. Therefore, it is important for managers to work on combining individual goals with organizational goals. In this way, at the point where organizational goals are achieved, individual goals will also be achieved (Çırpan and Koyuncu, 1998: 224).

It is important that employees have good relationships with their manager, especially with the first manager in the hierarchy pyramid; because these are their first interactions at the management level and it is important that there is mutual trust between them. However, it is important that there is a line between them in these relationships, and employees should not affect the opinion of managers in the situations mentioned above. By developing good, strong and trust-based relationships with managers, employees can create opportunities for their own career development, and besides, monitoring the manager while working will improve the mental resources of the employee as a subordinate (Mayer and Gavin, 2005: 875-876).

As long as an employee has his own duty and responsibility, a job within the organization, his performance is evaluated on the job he performs. However, this situation is quite different for those in managerial positions. The success of a manager is evaluated not only by his personal duty, but also by the success of the team he is responsible for and leads.

Organizational trust is an environment that must be created with the active participation of all organization employees. Managers' approach to the creation of this environment or climate can be seen as the main determining factor (Asanakutlu, 2002). In the studies conducted, it has been determined that school

administrators are an important factor in establishing organizational trust in the school environment (Hoy, Tarter & Witkoskie, 1992).

According to Fox (1985), the structures, roles and climate of organizations are a very important factor on the trust of the employees. If employees notice a lack of trust in the organization at the senior management level, they will lose their trust and respond with distrust. Conversely, if top management shows a high level of trust in employees, employees will have even more confidence and a higher confidence in management. In this way, trust in managers is very important for the success of the organization and the well-being of the employees. In addition, if they rely on the intent and motives of any authority, the rate of accepting the results will increase (Tyler, 1994).

According to Drinks and Ferrin (2002), they add that the trust of the employees is an important factor affecting the efficiency and productivity of the work and this may ultimately affect their performance. However, the trust of the employees in their managers is accepted as the trust that the employees have in each other within the organizational structure. As a result, an employee's trust in his / her manager is shaped by the ethical and fair behavior shown by their managers (Koç and Yazıcıoğlu, 2011: 47).

According to Hubell and Chory-Assad (2005), there are many factors affecting trust in managers. There are four elements that managers should take into account in order to build trust with managers. These; open communication environment, recognizing the right to make decisions to employees, sharing important information with employees and sharing expectations about the organization (Gilbert and Tang, 1998: 322). In organizations where these four factors are taken into account, it is accepted that employees' sense of trust towards their managers will be higher.

In any case, it is essential to create a responsive system for managers and provide a control that encourages trust, so that employees will see more of the effectiveness of organizational justice and be supported in this way. In this sense, if employees see that there is justice within the organization, it will mean that they feel more responsibility towards the organization (Tan & Tan, 2000).

2.2.2. Trust of Employees in Their Colleagues

Trust is the belief and phenomenon that is attributed to the actions people exhibit towards each other, the sincerity and good intentions in their discourse. In this case, trust or distrust between the parties begins with expectations about their mutual actions (Butler, 1991).

Trust among employees is shaped by the rationality and positivity of the relationship established. The integration of the individual with the organization they work for and the willingness to be involved in the activities of this organization improves in parallel with the satisfaction of the individual in the business relationship (Mowday, 1998). In order to keep the perception of trust among the employees at a high level, the procedures used in decision-making processes should be effective as well as the sense of equality and justice in organizational processes and practices (Shaw, 1997).

In an organization, if relationships based on trust occur among colleagues, this situation also reflects on the climate of the work environment. This situation is also reflected in the views of individuals outside the organization. In organizations where there is a high sense of trust among colleagues, a safe climate is created among employees, cooperation and interdependence increase, employees feel at home and happy when they come to the workplace, and they become more active and creative because they think their organizations as their own future, opportunities to participate in decision-making processes. and they can develop long-term relationships with each other (Tekingündüz, 2012: 55).

In today's organizations of our globalizing world, it is not easy to understand employees from different cultures and geographies and to work with them. However, employees in organizations that trust their colleagues must help each other, be in harmony with each other, and show transparency and openness. Organizations with such relational behaviors are more likely to be successful.

2.2.3. Trust of Employees in Their Organizations

Trust in an organization is an individual's involvement in a certain organization and identification with it, feeling emotionally connected to the organization (Sookyung, O'Neill, & Jeong, 2004: 62). In other words, trust in the organization is a positive perception towards trust, which includes the evaluation of organization employees as a whole, from intention to behavior. The expectations and behaviors of the employees of the

organization and the system, process and policies of the organization also have an important effect on the formation of trust within the organization.

Trust in the organization, in another aspect, is the trust in the system that includes the belief that it has developed over time against the functioning of social structures that do not belong to the employees and the reliability of these structures (Bachman, 2003: 63-64; Erdem, 2003: 171). When considered in the context of trust in the system, the conceptual overlap between trust in the organization and trust in the top management can be seen more closely. That is, trust in top management consists of roles, rules and formally structured relationships in the organization rather than being based on interpersonal interaction (McCauley and Kuhnert, 1992: 279).

Hardin (1996) stated that the structures of organizations should be designed according to trust in order to create a high level of trust perception in organizations (Kamer, 2001; Aktuna, 2007). Organizations in which high-level organizational trust prevails are more compatible in terms of their structures. However, it can be said that the strategic alliances of these organizations are stronger. Again, it is seen that these organizations are more competent in team formation than other organizations and they perform an effective crisis management (Huff & Kelley, 2003).

Apart from the structural characteristics of the organization, how organizational processes work also has a significant effect on organizational trust. The satisfactory, transparent, fair and equitable implementation of basic human resources functions such as job placement, promotion procedures, career development, disciplinary procedures, performance evaluation and rewarding procedures will play a major role in the development of reliable behavior in the organizational environment and may deter behaviors that may create insecurity. (Aktuna, 2007).

For employees, trust in the organization can be both directly trusting the institution they work for and trusting the organization's management. According to Culbert and McDonough (1986), employees who prefer to trust an organization internalize the goals, values and expectations of the organization and its systems. On the contrary, employees who do not trust the system do not trust the organization. In addition, in cases where employees consider the organization's systems to be unreliable, employees tend not to show their maximum capacity in areas that can be objectively evaluated. Trust in the organization's system is also linked to the trust in official authorized positions within the organization and technical procedures and standards (Bachmann, 2003: 63-64).

There are many factors that affect the trust in the organization. According to İslamoğlu (2007), the factors affecting the trust in the organization are as follows:

✓ A fair and honest mechanism,

✓ A positive image,

✓ Peaceful and fair environment,

✓ Care about recruitment and orientation

✓ Promoting loyalty,

✓ Having financial power,

✓ Caring for the employees and treating them with respect,

✓ Conducting an objective performance evaluation,

✓ Observing the needs of the employees,

✓ Create a long-term recruitment.

In order to increase the trust and loyalty of the employees to their organizations, it is essential to have some internal and external organizational regulations, especially those originating from managers. These steps that will increase the internal trust of the employees can be listed as follows:

✓ Establishing a clear and understandable communication system,

✓ Making the organization an open system that processes information, ensuring the freedom of all employees to access and share information without any obstacle and difficulty,

✓ Providing complete and timely information about the organization's policy and operation,

✓ Organizational career planning is open and all employees benefit equally and equitably.

Employees and managers have some responsibilities to build trust in organizations, and there are elements that are expected to contribute to trust building. These elements are briefly explained below (Asunakutlu, 2002: 6-9; 2006: 18; Gilbert and Tang, 1998: 329-331).

✓ *Rules and regulations:* The rules and regulations in the organization provide a common course of action and allow employees with different characteristics to come together within certain limits. In addition, the responsibility of everyone to comply with the rules and regulations equally allows the employees to build trust towards others.

✓ *Communication:* A well-organized communication system has an important place in preventing problems that may occur within the organization before they occur. Communication helps the parties to understand each other correctly and prevents problems to a great extent. It is thought that it will be easier to build a sense of trust among people who mutually understand each other correctly.

✓ *Delegation of authority and participation:* Instead of concentrating authority in a single center in organizations, enabling an effective devolution of authority and participation system can contribute to the formation of trust. It is believed that direct participation of employees in management and taking responsibility will increase their self-confidence and increase their performance.

✓ *Education and ethical values:* It is necessary to provide an education opportunity that will enable the people in the organization to develop their abilities in order to maintain their trust. In addition, the existence of ethical principles in the organization enables the employees of the organization to determine their behavior towards each other and eliminates ambiguity. Thus, employees' feelings of trust towards each other will be developed in organizations where there is no uncertainty.

Some obstacles are also encountered in the formation of an atmosphere of trust in organizations. Fraser (2010) states that there are some factors that can prevent or hinder the formation of trust in organizations. These elements are explained below respectively (Kramer and Lewicki, 2010: 251-252).

✓ *Disrespectful behavior:* It includes ignoring the contributions and feelings of the employees and blaming others for the problems that arise.

✓ *Communication problems:* It includes the employees not understanding and listening to each other.

✓ *Unmet expectations:* Hurtful words mean violations of psychological contracts, confidentiality and rules.

✓ *Ineffective leadership:* It includes the inability to use the powers in the hands of the managers, favoritism and bad decisions.

✓ *Reluctance to admit:* Includes no one undertaking or accepting mistakes and problems occurring in the organization.

✓ *Performance problems:* It includes the reluctance of the employees while performing their basic duties within the organization.

✓ *Incompatibility:* It includes the inconsistency of the organization's mission and values with the behaviors exhibited within the organization.

✓ *Structural problems:* It includes the occurrence of structural deficiencies as a result of system and operational changes within the organization and the problems arising from the inability of the authority to fully distribute the work-task.

Organizations with a structure where employees and managers can interact and share mutually, are involved in the decision-making process, are empowered and feel valued, it is more likely that a climate of trust within the organization can be created and its existence can be maintained.

2.3. Organizational Trust in Educational Institutions

Schools; they are open, social systems and play an important role in the change, development and development of societies. Creating an atmosphere of trust in schools is of vital importance in this context and has a strategic importance in terms of the success of schools. School management, teachers, students, auxiliary staff and parents are among the important stakeholders of the school. Clearly articulating the school's vision and goals

to these stakeholders is important in creating an effective trust process. In addition, the expectations of everyone in the school from each other should be determined and necessary arrangements should be made accordingly. Regulations such as the regulation of the working environment, consensus on rules and laws, improving the communication process in the school and accelerating the flow of information among the employees have an important place in creating an atmosphere of trust in schools (Arslan, 2009: 277).

Level of trust in schools; It is a result of the relationships between the administrator, teacher and students within the school. It can be said that everyone is responsible for the behavior displayed in schools and the resulting trust and insecurity. It can be stated that the most important factor in the occurrence of this situation is the school administrator. Especially the leadership behaviors of school administrators play an important role in creating an atmosphere of trust in schools (Yılmaz, 2006: 9).

In order to ensure the efficiency expected from our schools in terms of education, to achieve efficiency and to reach the determined goals and gains, all other stakeholders (students, parents of students, school service personnel, civil servants, stationery and other suppliers, neighboring businesses or household residents, etc.)) everyone needs to act and work in harmony and cooperation. This situation is of course closely related to the nature of the relations of all stakeholders with each other. Relationships between school administrators, teachers and students reveal the effect of education on social change. In a relationship, everyone knows their own roles and responsibilities, and they have some expectations for the other party to fulfill their responsibilities. For schools to operate effectively and efficiently, these personal responsibilities and the expectations of others must be taken into account. This situation can be achieved by building trust in schools (Bryk and Schneider, 2003: 40).

In order to build the climate of trust and to make the climate of trust permanent, the school management and teachers should be mutually honest with each other, behave consistently, be in positive actions that support each other, build open, unimpeded and fluent communication channels, the use of the financial and moral opportunities provided by the school They need to establish and support a system that will provide all teachers working at the school in an equal and fair way.

Brewster and Railsback (2003) saw the size of the school, its stability, its culture, and the relationships between its administrators and teachers as an effective factor in creating an atmosphere of trust. They stated that school administrators are at the top of these factors. The factors that school administrators should pay attention to in creating trust in schools are listed as follows:

✓ *Showing individual integrity:* First and foremost. School administrators should be honest and consistent in their behavior towards teachers and other stakeholders within the school. It is important for administrators who have authority in the school to establish relationships based on trust.

✓ *Paying attention to teachers:* School administrators; not ignore the interests and needs of teachers, students and parents, who are the main stakeholders of the school.

✓ *Being accessible:* School administrators; It should encourage open communication for teachers, students, parents and other staff and gain the trust of all members by providing this situation themselves first. The school administrator should take the first step to create a culture of trust in the school.

✓ *Creating an effective communication model:* The communication system in schools is important for the formation of trust. In schools where there is an ineffective communication system, the solution of the problems becomes difficult; The sense of isolation between the administrator, teacher and other staff is increasing. In this context, the communication system to be established in schools must be open and fluid, applicable to everyone at school.

✓ *Ensuring participation in the decision:* Everyone who is affected by the decisions made in the school should be consulted and in this sense, the participation of teachers and other staff in decisions should be ensured.

✓ *Valuing differences of opinion:* It is necessary to respect differences of opinion in establishing trust relationships within the school. Conflicts that may occur in the school environment can be beneficial for the school. In this sense, differences should be allowed and supportive relationships should be established.

✓ *Reducing teachers' sense of insecurity:* School administrators should do what is best for teachers and students, support teachers in their words and behavior, and prevent them from feeling insecure. School administrators' continuous criticism of teachers and their failure to support them will constitute an obstacle to the creation of an atmosphere of trust.

✓ *Provide essential resources for teachers:* School administrators should make sure that teachers have basic resources.

Organization employees; When the level of trust in themselves, colleagues and managers increases, it is expected that the effectiveness, efficiency and success in the organization will increase. In schools where a climate of trust prevails, it is possible for school staff to achieve a happier and more peaceful working environment as well as increasing educational success. In addition, it is expected that change, development and innovations will occur faster in a school environment with a high level of trust (Asanakutlu, 2002).

Trust in the organization is a phenomenon founded on social love and respect in schools, as in all other organizations. According to Bryk and Schneider (2003); People who see that their opinions are taken into consideration feel valuable and their trust towards the other party increases. In this sense, opinions of teachers and parents, especially school administrators, should be respected and valued in their relations with each other. Personal respect is a distinctive criterion for increasing individuals' trust. In addition, school administrators should treat teachers fairly and create supportive working conditions in order to create an effective and efficient school. However, all school members should make an effort to achieve the school's goals. This situation is closely related to the level of trust established within the school.

Bökeoğlu and Yılmaz (2008), creating an atmosphere of trust in schools; They state that it will be beneficial for the development and change of schools, for teachers to be open to innovation, for teachers to give hope that change and regulations will be beneficial for teachers, for teachers to understand each other better, to carry out school work in a healthy way and to create a better learning environment for teachers.

In addition, the ability of school administrators and teachers to fulfill their duties and responsibilities is an important factor that should not be ignored in the formation of a climate of trust in schools. A wrong power source (for example, coercive power source) to be used by school administrators or a behavior of crony nepotism (chronism) will hinder their communication with teachers, they will open them up, will cause job dissatisfaction in teachers, job dissatisfaction in time, and passivate teachers in the decision-making process. and it will create an undesirable situation that will cause teachers to be cynical intentions and behaviors towards the school and its administrators, resulting in displaced or, in other words, destructive dissenting behaviors that will harm the school.

3. METHOD

3.1. Research Approach

Relational scanning model, one of the quantitative research approaches, was used in this study, which was conducted in order to examine the trust levels of teachers in the organization perceived by the teachers in secondary education institutions affiliated to the Ministry of National Education in Adıyaman and the differences of these according to various variables. It is suggested that this quantitative research approach should be preferred in scientific studies conducted with the aim of revealing the differences between variables and the strength of relationships (Graziano & Raulin, 2012).

3.2. Universe and Sample

The universe of the research consists of 2136 teachers working in secondary education institutions affiliated to the Provincial Ministry of National Education in Adıyaman. In this sense, it is suggested that a sample of approximately 325 people should be reached for a population of 2136 (Yazıcıoğlu and Erdoğan, 2004: 50). With the simple random sampling method, a total of 350 teachers working in secondary education institutions affiliated to the Ministry of National Education in Adıyaman province were reached in about four months between February and June 2019 by using face-to-face survey technique, and the data collection process of the study was terminated.

3.3. Data Collection Tool

Socio-demographic variables prepared by the researcher for obtaining information about the participants were used as a measurement tool in the study. The organizational trust scale, developed by Adams (2004) to determine teachers' perceptions of trust in the organization, and later adapted to Turkish by Kanten (2012), consists of a total of 16 questions to measure trust in colleagues, trust in managers and trust in the organization. The subscale of the scale, consisting of 7 items (33, 34, 35, 36, 37, 38, and 39), was named as "The Role of Organizational Trust and Organizational Identification in the Formation of Employee Commitment and Proactive Behaviors" by Kanten (2012). It was taken from the doctoral dissertation and used in this study. The

scale was prepared as a 5-point Likert (1: Strongly disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly Agree).

3.4. Data Analysis

Within the scope of the research, descriptive analysis of the socio-demographic information of the participants and their responses to the scale expressions were included after the extreme values of the data were selected and made suitable for analysis. Before proceeding to the stage of performing analyzes for the main purpose of the study, the reliability of the data, the normality of the data distributions and the extent of the parametric conditions were evaluated. When the distribution of the expressions related to the scale is examined; It is seen that the internal consistency coefficient is 852 high reliability (Nunnally, 1978: 245) and above, and the skewness and kurtosis values are in the range of ± 1. Tabachnick and Fidell (2013) state that kurtosis and skewness among the central tendency criteria can satisfy the normality condition for scale values in the range of ± 1.5. Büyüköztürk et al. (2014) states that in order to determine to what extent a measurement tool meets the parametric conditions, it is necessary to meet the conditions such as normal distribution, random selection of the participants from the universe, homogeneity of variance, and sufficient number of participants. Based on the listed criteria, the t-test and analysis of variance, which are among the parametric tests, were performed between socio-demographic variables and the opposition scale, since the data provided parametric conditions.

4. FINDINGS

4.1. Descriptive Findings

Descriptive statistics of the socio-demographic data of 350 participants included in the scope of the research are included in Table 1. When the percentage frequency values are examined, it can be argued that the values show homogeneity. According to this, it is seen that the majority of those participating in the study are male, married, higher education graduate teachers with a working period of 15 years or more in the sector and a union membership.

Table 1. Descriptive statistics for socio-demographic variables

Demographic features		F	Rate (%)
Gender	Male	214	61,1
	Female	136	38,9
Maritual Status	Married	243	69,4
	Single	107	30,6
Working Time	Less than 3 years	63	18,0
	3-5 years	67	19,1
	6-9 years	78	22,3
	10-14 years	38	10,9
	15 years and plus	104	29,7
Union Membership	Yes	232	66,3
	No	118	33,7
Educational Status	Undergraduate	288	82,3
	Post graduate	62	17,7
Total		350	100,0

4.2. Findings Regarding the Analysis of Differences

Table 2. Analysis of the difference between trust in organization and gender

Scale	Gender	N	Mean	Std. Deviation	T	P
Trust in organization	Male	214	3,3995	1,08898	1,356	0,176
	Female	136	3,2426	1,03232		

As can be seen in Table 2, the arithmetic mean (t = 1.356; p> 0.05) as a result of the independent sample t-test conducted to determine whether the scores of the "trust in organization" scale of the teachers constituting the sample group differ significantly according to the "gender" variable. It was determined that there was no difference.

Table 3.Results of analysis of differences between trust in organization and marital status

Scale	Maritual Status	N	Mean	Std. Deviation	T	P
	Married	243	3,3302	1,08936	-0,219	0,827
Trust in organization	Single	107	3,3575	1,02453		

As seen in Table 3, the arithmetic mean as a result of the independent sample t-test performed to determine whether the scores of the "trust in organization scale" of the teachers constituting the sample group differ

significantly according to the "marital status" variable (t = 0.219; p> 0.05) It was determined that there was no significant difference.

Table 4. Results of the analysis of the difference between trust in the organization and union membership

Scale	Union Membership	N	Mean	Std. Deviation	T	P
	Yes	232	3,4159	1,06978	1,907	0,057
Trust in organization	No	118	3,1864	1,05419		

As seen in Table 4, the arithmetic mean as a result of the independent sample t-test (t = 1.907; p> 0.05) in order to determine whether the scores of the "trust in organization scale" of the teachers constituting the sample group differ significantly according to the "union membership" variable. It was determined that there was no significant difference.

Table 5. Results of analysis of differences between trust in organization and educational status

Scale	Educational Status	N	Mean	Std. Deviation	T	P
Trust in organization	Undergraduate	288	3,3845	1,00820	1,478	0,144
	Post graduate	62	3,1250	1,30160		

As can be seen in Table 5, the arithmetic mean as a result of the independent sample t-test performed to determine whether the scores of the "trust in organization scale" of the teachers constituting the sample group differ significantly according to the "union membership" variable (t = 1.907; p> 0.05) It was determined that there was no significant difference.

Table 6. Results of analysis of the difference between trust in the organization and working time

	Sum of Squares	Df	Mean Square	F	P	Difference in sig.
Between groups	17,556	4	4,389	3,975	,004	(Less than 3 years)-(10-14 years)
Within grouus	380,948	345	1,104			
Total	398,504	349				

Tukey's Test			
Working Time (I)	Working Time (J)	Mean difference	Sig.
Less than 3 years	3-5 years	,44048	,121
	6-9 years	,38919	,187
	10-14 years	.83521*	,001
	15 years and plus	,30346	,370
3-5 years	Less than 3 years	-,44048	,121
	6-9 years	-,05128	,998
	10-14 years	,39474	,347
	15 years and plus	-,13702	,920
6-9 years	Less than 3 years	-,38919	,187
	3-5 years	,05128	,998
	10-14 years	,44602	,203
	15 years and plus	-,08574	,983
10-14 years	Less than 3 years	-.83521*	,001
	3-5 years	-,39474	,347
	6-9 years	-,44602	,203
	15 years and plus	-,53176	,061
15 years and plus	Less than 3 years	-,30346	,370
	3-5 years	,13702	,920
	6-9 years	,08574	,983
	10-14 years	,53176	,061

As seen in table 6, the one-way analysis of variance (ANOVA) to determine whether the level of trust in the organization of the participants in the sample group shows a significant difference depending on the duration of the study indicates that the difference between the arithmetic means of the groups is significant (F = 3.975; p <0, 05) has been determined.

After this result, complementary post-hoc analyzes were used to determine the sources of differences. According to the results of the Tukey's Test conducted for this purpose, the group with the highest level of distrust towards the organization they work with was employees for less than 3 years (Average 3,6905), while the group with the lowest level of distrust to the organization they work with was employees with a working period of 10-14 years (Avg. 2,8553).

5. CONCLUSION AND DISCUSSION

Establishing effective and efficient organizational structures has been the main subject of many studies recently. The effectiveness and efficiency of organizations are in a direct or indirect relationship with many variables. When the relevant literature study was conducted, it was observed that there were many domestic and foreign studies on trust in the organization, which is among these variables, and it was found that the results of this variable, especially in our country, regarding the school environment were not studied sufficiently. In short, organizational trust is a concept that explains the existence of a psychological environment that all employees and managers in the organization can create by acting together.

As an open social system, principals working in schools, which are institutions that are institutionalized like other social structures and have a culture, should approach teachers with absolute equality and impartiality towards the teachers they work with, adhering to ethical values and adopting a trust-based attitude. . If this happens, a working peace is established between school administrators and teachers who have come together to achieve the same goals, the educational activities carried out in the school become more effective and as a result, it becomes more possible to reach the specified target gains.

Three basic factors that affect the formation of teachers' organizational trust at school can be mentioned. These are their trust in the managers, colleagues and other stakeholders they work with (Baş & Şentürk, 2011, p.36). It is of great importance that teachers do not feel any clientelistic attitude, behavior or perception in order to create and maintain this feeling of trust.

According to Blase and Blase (2003), principals are from the same country, from the same union, being the youngest teacher of the school, being the most senior teacher, having the same interests, being involved in the same activities outside of school, etc. For a number of reasons, they are more privileged towards these favorite teachers by giving some teachers the best equipped classes and the best students, supporting their professional and personal development, praising them among other teachers, appreciating them and making biased evaluations for them by giving them high performance scores. While school principals behave in favor of their favorite teachers, there are some consequences that harm the trust of the organization due to the fact that other teachers who witness this have negative feelings directly or indirectly against this situation (cited in Aydoğan, 2012, p. 4578).

In terms of the gender variable, it is seen that there is no significant difference between the participants' perceptions of trust in the organization. Bökeoğlu and Yılmaz, (2008), who conducted studies similar to the results of the research; Altun, (2010); Taşdan and Yalçın, (2010); Kılıçlar, (2011); Baş and Şentürk, (2011); Balcı, (2012); Polat, (2013); Önal, (2014); Özdere, (2015); Uğurlu and Arslan, (2015); Çeliker, (2015); Özgür and Akbaş, (2016); Girgin, (2017); Pars, (2017); Demirdağ, (2017); Bulut, (2018); Avci, (2019); Özdemir, (2019) and Çintay, (2013) found in their study that there was no significant difference between the teachers' gender variable and the organizational trust variable, that gender was not effective on the differentiation of organizational trust perception levels, and that the organizational trust perception levels of female and male teachers were similar to each other. . On the other hand, Invention (2019), as a result of his research on bank employees, found that there was no significant difference between the perception of organizational trust and the gender of bank employees. All these results are in line with our research results. Yilmaz, (2005), who reached different results in their studies according to our research results; Öztürk and Aydın, (2012); Soycan Ertürk, (2012); Polat, (2007); Çintay (2013); Sipahioğlu and Öner, (2013); Tekin, (2013); Ayduğ, (2014); Altunay, (2017) and Korkmaz (2019) found that teachers' organizational trust perception levels differ by gender. According to another study, Karademir (2016) stated that there are significant differences between the gender variable and the general and sub-dimensions of the nepotism scale, male teachers have a significantly higher level of nepotism perception than female teachers, and female participants have more confidence in the organization compared to male participants. He found that the level was higher in his research.

In terms of the marital status variable, it was observed that there was no significant difference between the participants' perceptions of trust in the organization. Conducting studies similar to the results we have obtained; Gören and Özdemir, (2015); Bulut, (2018); Sarıkaya, (2019) and Avcı (2019) reveal that marital status is not effective in the differentiation in organizational trust levels of teachers as a result of their studies. Unlike our research results, Ertürk, (2012); Çintay, (2013); In their studies, Gürbüz and Dede (2016) reveal that marital status is effective in the level differentiation in teachers' perceptions of organizational trust. In these studies, the trust level of married participants in the organization was higher than single participants in terms of their average scores. Researchers interpret this result as the fact that married participants carry their harmony in their social life into business life.

In terms of the union membership variable, it was observed that there was no significant difference between the participants' perceptions of trust in the organization. In a study similar to the result of the research, Özdemir (2019) found that there was no statistically significant difference between teachers' union membership or non-membership status and their trust in the organization.

In terms of the educational status variable, it was observed that there was no significant difference between the participants' perceptions of trust in the organization. It is observed that the differences in teachers' perception of trust are independent of their education level. In parallel with the results of this research, according to the results of their research on teachers' organizational trust level and educational status variable, Çintay, (2013); Gökduman, (2012); Paker, (2009); Gökduman, (2012); Yüksel, (2009); Altun, (2010) and Artuksi (2009) found that the educational situation was not effective in the differentiation of teachers' organizational trust perception levels. In other studies that differ according to our research results, Öztürk, (2010); Asunakutlu, (2004); Çimen, (2007) and Omarov (2009) state that educational status is effective in the differentiation in organizational trust levels of teachers.

Considering the working time variable, it is seen that there is a significant difference between the participants' perceptions of trust in the organization. It is seen that this difference is between the groups of teachers with a working period of less than 3 years and 10-14 years, and that the teachers in the study group less than 3 years trust their organizations less than those in the 10-14 years study group. Considering this result, it can be interpreted that as teachers' working time at school increases, their distrust towards their schools decreases and their sense of trust develops more over time. Polat, who found a significant difference between the variable of time spent in the profession and organizational trust, (2017) found that as the term of office of the teachers working in secondary education institutions operating in the province of Siirt increases, the level of organizational trust perception decreases. Unlike our research results, Çetinel, 2008; Özdemir, 2019 and Korkmaz 2019 found in their studies that there was no significant difference between the organizational trust variable and the time teachers spent in the profession. In addition, in his research on bank employees in the banking sector, Invention (2019) also found that there is no significant difference between the perception of organizational trust and the length of time the participants spend in the sector.

The fact that there is no significant difference in the perceptions of trust in the organization according to the variables of gender, marital status, union membership and education level is that, trust or distrust in the organization rather than these variables it depends on teachers extroverted personality traits, internal control and control focus, honest character. Being open to experience / development, meeting job expectations in the school environment, having a high level of job satisfaction, having a high level of commitment to work, the form of communication network in the school environment, the functioning of the reward-punishment system in the organization, and their active participation in school-related decisions. It can be interpreted as being dependent on factors such as school organizational structure, organizational climate, organizational culture and strong and dynamic social relations between teachers and teachers.

Based on the obtained data, it was determined that the level of trust developed by the teachers towards the institutions they work in was moderate, in other words, the participants had a medium level of trust in their institutions. This result is expected to indicate that employees' perceptions of trust will increase as institutions move away from clientelistic policies and behaviors and a more democratic structuring is adopted.

It should be stated that the evaluations regarding the results obtained within the framework of the research include teachers working in secondary education institutions affiliated to the Provincial Ministry of National Education in Adıyaman. Organizational trust perceptions can occur in different ways and levels in different cultural contexts. Therefore, comparative studies in different provinces and different regions may be recommended. On the other hand, when the relevant literature is evaluated, it is seen that there is research on the subject and a significant part of these have been carried out with a quantitative research approach. Therefore, future research can be handled with qualitative research approaches.

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