



PERCEPTIONS OF TECHINICAL AND INDUSTRIAL VOCATIONAL HIGH SCHOOL TEACHERS ABOUT ORGANIZATIONAL TRUST

(TEKNİK VE ENDÜSTRİ MESLEK LİSESİ ÖĞRETMENLERİNİN ÖRGÜTSEL GÜVEN ALGILARI)

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ABSTRACT

“Trust is an important power motivating a person”. This expression of Covey emphasizes the importance of “trust” which is one of the main values of humanity. Trust means an emotional ability, continuity and the dynamic aspect of the human relations. With regard to organizational meaning, trust represents a social need thought in the context of important variables such as motivation, cooperation, unity for a common vision, and effective communication of the individuals gathered for certain objectives. Organizational trust can be evaluated according to various variables. In this study, the organizational trust level of teachers working in technical and industrial vocational high schools was evaluated according to some dimensions. These dimensions are “sensibility to workers”, “trust to administrator”, “communication climate”, and “openness to modernity”. In the research, "Organizational Trust Scale at Schools" was employed. It was applied to 161 teachers in Ankara and Kırıkkale. The study concluded that the average of sub dimension grade in the organizational trust dimensions at schools wasn't differentiated at a meaningful level.

Keywords: Organizational trust, Vocational and Technical Secondary Education, teacher, perception

ÖZ

“Güven insanı motive eden önemli bir güçtür”. Covey’in bu ifadesi en temel insani değerlerden biri olan “güven”in önemini ortaya koymaktadır. Güven duygusal bir beceriyi, bir kesintisizliği, insan ilişkilerinin dinamik yönünü ifade etmektedir. Örgütsel anlamda güven ise belirli amaçlar doğrultusunda bir araya gelen bireylerin motivasyon, iş birliği, ortak bir vizyon etrafında kuvvetli birliktelik, etkili iletişim gibi önemli değişkenler bağlamında düşünülen sosyal bir ihtiyacı temsil etmektedir. Örgütsel güven çeşitli değişkenler bağlamında değerlendirilebilir. Bu çalışmada teknik ve endüstri meslek liselerinde görev yapan öğretmenlerin kurumlarına (okullarına) olan örgütsel güven düzeyleri çeşitli boyutlar açısından değerlendirilmiştir. Bu boyutlar; “çalışanlara duyarlılık”, “yöneticiye güven”, “iletişim ortamı” ve “yeniliğe açıklık” şeklindedir. Bu araştırmada, “Okullarda Örgütsel Güven Ölçeği” kullanılmıştır. Ankara ve Kırıkkale illeri içerisinde 161 öğretmene uygulanmıştır. Elde edilen bulgular üzerinde yapılan analiz sonucunda, okulların örgütsel güvenin boyutlarının alt boyut puan ortalamalarının anlamlı düzeyde farklılaşmadığı bulunmuştur.

Anahtar Sözcükler: Örgütsel güven, Mesleki ve Teknik Ortaöğretim, öğretmen, algı

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INTRODUCTION

Trust is a multi dimensional concept and it is one of the major emotions playing an important role in human relations. Trust explained as a wish to trust can only be defined by feeling it because of its abstract aspect. People behave according to the behaviors and attitudes, social relations and expectations while forming trust to the other people that they have a relationship with, and build trust, which they feel to each other (Asunakutlu, 2002:2). Briefly, trust can be expressed as the expectation of the wish for trusting in the reliable side and showing a psychological sensitiveness to this expectation. Furthermore, the concept of trust also includes an emotional dependence representing an intimate interest for individuals (Wech, 2002:354; Asunakutlu, 2002: 2). Trust means an emotional ability, continuity and the dynamic aspect of the human relations. (Solomon & Flores, 2001:20). Covey mentions the importance of trust that is one of the basic humanistic values, by the given definition *Trust is an important power motivates people* (Eraslan, 2004: 27).

Trust is a concept, which has been examined and done researches about it by many social sciences, primarily as psychology and sociology. As the concept of trust has been so miscellaneously examined, it is a necessity to evaluate it in terms of different disciplines. As every discipline defines the role of trust in the social process, Worchel (1979) combines these different perspectives in three categories (Tüzün, 2007:95).

1. According to the personality theorists, trust is originated from individual's psychological development related to personality differences shaped by developmental and social factors.

2. Economists and sociologists consider trust as an institutional fact. Trust is a conceptual phase placed in the institutions by the individuals and it occurs both in the institution and inter institutions.

3. However, social psychologists focus on the movements between individuals which create or damage the trust at inter personal or group level; and they support the idea that the individuals form or destroy the trust at inter personal or group level.

The most frequently emphasized opinion about trust is the difficulty of defining the concept. Although the relations of trust with different disciplines make it difficult to define the concept, it is remarkable that it is a common perception among disciplines, trust is a significant determinative in inter personal and group behaviors. When the definitions of the trust concept are analysed, it is realized that trust in individual and group relationships is focused mostly on the expectations of the both parties and the wish to be defenseless against the opponent. When the definitions about trust are referenced, trust can be defined as, "a dynamic fact which is changed according to the every day life and work experience, and which depends on

cultural and ethical values about being honest among individual and group relationships, positive expectations about showing pragmatic behaviors.” (Tüzün, 2006: 28, 29)

Organizational Trust

The expectation of living in a comfortable and safe environment for people is also valid for the organization in which he spends most of his time and has to work for affording his vital needs. (Yılmaz, 2006a:46). Nowadays the importance of organizational trust is increased as the proportion of the environmental and economic changes of the organizations, the need for cooperation and flexibility in relationships, the increase in the belief of teamwork have increased and the changes in relationships with the employees and the standards of career. (Shapmir & Lapidot, 2003: 463-467). As a conclusion of this improvement, organizational trust has been started to define as a network of behaviors and organizational relationships that are composed of the trust of the employees towards their managers and the organization in the relationships and interactions.

Therefore; the organizational trust concept can be defined as; “In the organizational structure formed to attain certain objectives, trust is an abstract process in which all the elements in an organization feel to each other in the context of honesty, belief, loyalty and intimacy, but it becomes concrete with behaviors.” This definition presents the strategic importance of trust in realizing the organizational objectives and surviving its existence. Due to formation of the organizational trust, the administrative staff has major responsibilities. This responsibility process includes providing trust environment and supporting it. Trust as an important cultural value is effective in description if organizational trust exists or not. High level of organizational trust has many benefits for the organization. In the structures where the organization trust level is high, the following features can be mentioned: (Yılmaz, 2006a; 56-59);

1. Trustworthy organizational environment,
2. Availability of organizational improvement and development,
3. Availability of effective inter-organizational cooperation,
4. As a consequence of the development of the feeling of belonging to the organization, employees’ effective usage of their intelligence and abilities,
5. Achieving success with the approach of learning organization,
6. As the result of the trust of employees to the organization, the decrease in the cost of work and operations.
7. The easiness of the distribution of the authority,
8. The usage of the common sense as the result of the improvement of the communication.

Trust in Educational Organizations

The focus of this study, trust in educational organizations, is discussed in terms of various variables in the following paragraphs.

Trust concept has a strategic importance in schools that are constructed as an open and social system and it plays an important role in the success of schools. Trust has a positive effect on success in the school structure which includes various stakeholders. These stakeholders can be defined as school administration, teachers, students, office workers, auxiliary staff, and parents. It is an obligation that school's vision and its objectives should be clarified in order to create an effective trust process among these stakeholders. Furthermore, the expectations of the individuals from each other should be determined and these expectations should be made known for everybody. Having a consensus on work environment and its rules, the analysis of the legal arrangements and improving the communication process at school and accelerating the information flow are all necessary, too.

With the features of the school administrators for providing trust there are also some elements which prevent them from creating a sustainable trust at school. Brewster and Railsback (2003: 10, 11) list these factors as follows (Yılmaz, 2006: 7):

1. During top-down decision-making process, misinform others arbitrary or fail to make the best decisions in favor of the school.
2. Ineffective communication climate
3. Lack of follow-through or support for school improvement efforts and other projects
4. Unstable or inadequate school funding
5. Failure to remove teachers or principals who are widely viewed to be ineffective
6. Frequent turnover in school leadership
7. High teacher turnover
8. Teacher isolation in the school

The school environment based on trust can both increase the educational success and enable the employees to be happy and peaceful at school. A high success level will be developed when the administration staff and teaching staff trust each other and the students trust in all the stakeholders. In some researches, it is concluded that there was a positive relationship between organizational trust and the improvement of schools, carrying out their objectives, creating a healthy school environment and achieving the job satisfaction of the employees (Huff ve Kelley, 2003; Roxanne M. M., 2004; Yılmaz, A., & Ceren, G. A., 2009). Organizational trust both determines the quality of inter-personal communication and it is a strategic indicator for creating an atmosphere providing an effective productive education.

The main aim of this study is to evaluate organizational trust perception of the teachers working in Technical and Industrial High Schools in terms of

various dimensions. These dimensions are “sensitivity to workers”, “trust to administrator”, “communication climate” and “openness to modernity”. It is important to analyse the concept of trust in educational organizations, in terms of revealing the emotional processes that has a strategic place in the organizational structure. As in the frame of this importance, the technical and industrial vocational high schools were taken into the concept of this research. These industrial technical training schools are preparing the students to the higher education by supplying the vocational formation which industry needs in various business fields as well as the minimum general knowledge required in the secondary education level.

METHOD

Research Model

This research was arranged as “survey model”. This model is a research approach aiming to describe the past and the current situation. In order to get a general conclusion at a target population involving many components, the survey model is applied to the whole target population or on a sample group of it (Karasar, 1998).

Target Population and Sample Group

The technical teachers working at Technical and Industrial high schools in Ankara and Kırıkkale in 2007–2008 academic year participated in the study. 175 teachers chosen from the target population with the method of incidental sample study formed the sample of the study. Incidental sampling method aims to minimize labour loss in time and application and defines it is composed of volunteer participants. The basic thing is the opportunities of the researcher (Büyüköztürk et. al, 2009;91).

The teachers in the sample group were informed about the research and the data collection instruments were handed out. The gathered data were controlled one by one before they were recorded to the computer. 14 instruments were not calculated because they were not filled out properly. At the end of this process, the scale forms of the 161 teachers working at Technical and Industrial Vocational High Schools (Anadolu Technical High Schools; Technical High Schools; Anadolu Vocational High Schools; Industrial and Technical High Schools) were taken into evaluation.

Data Collection Instrument

In this research, “Organizational Trust Scale” developed by Yılmaz (2005:570) was employed. The scale has 40 items and it is composed of 4 main parts. The main reliability Alpha value of the scale is 0,97. Each

subfactor reliability coefficient was found 0,95 for sensibility to workers, 0,95 for trust to administrator, 0,75 for openness to modernity and 0,92 for communication climate. Findings show that internal-structure reliability coefficients of subfactors were found high. Organizational Trust Scale at Schools is in the type of 6 pointed Likert as: Strongly Agree (6), Much Agree (5), Agree (4), Agree a little (3), Disagree (2), Strongly Disagree (1).

Yilmaz (2006a: 90-92) describes the dimensions of Organizational Trust Scale at Schools as follows:

The first sub dimension of the scale is “sensibility to workers”. This dimension has 15 items in which the dispersion is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 20 and 29th ones. This dimension involves statements such as helping the new teachers at school, describing the principles and objectives of the school, arranging lectures for them to give a better service, and giving them the feeling that they are supported at school.

“Trust to administrator” is the second sub dimension. The items related to the ‘trust to administrator’ sub dimension in the scale are, 14, 15, 16, 17, 21, 22, 23, 24, 25, 26, 27, and 40th ones. It involves statements as follows: the school administrator’s being easily accessible for the employees, caring for the suggestions of the teachers, dealing with the problem of the teachers, carrying out the work principles about school in justice and objectively, being open and honest, and intimacy in his relations with teachers and supporting teachers in their contributions for improving the school.

The third sub dimension of the Organizational Trust Scale at School is “communication climate”. There are 9 items which are listed as the 28, 30, 31, 33,34, 35, 36, 37 and 38th ones of the scale. There are statements such as , explaining the principles and the regulations clearly to the teachers at school, communication channels’ being open, teachers’ not avoiding their feelings about the school, carrying out everything without any secret applications in the organization, transferring information on time to all employees completely and exactly, and teachers’ possibility in getting in touch with school managers.

The fourth and last sub-dimension of Organizational Trust Scale at School is “openness to modernity”. There are 4 items in this dimension. These are 18, 19, 32 and 39th ones. This dimension is trying to find out the level of the manager’s attitudes about asking and using the opinions of teachers in forming the principles, teachers’ proposing their suggestions about the school without any hesitations, the school’s being open for modernity, improvements and alterations according to teachers’ needs and suggestions.

The Analysis and Explication of Data

The statistical evaluation of the study is held in two parts. In the first part, the arithmetic means were evaluated in minimum and maximum point ranges. In the second part, four sub-dimensions of Organizational Trust Scale

at Schools were analyzed through arithmetic means and mean standard deviation values. The data gathered from the study was analyzed by SPSS software program version 16.0. The six-point scale range of the gap width was recorded 0.83 ($6-1=5$ ve $5/6=0.83$) via the formula “range / the number of target group” (Kan, 2006; Tekin, 1993; Turgut, 1992) and the scale was divided equivalent ratios in this proportion.

DIAGNOSIS AND EXPLICATION

The responses of the participants to the Organizational Trust Scale at School and their Arithmetic Mean and Standard Deviation are given in the table above. With this data, various analysis and evaluations are made.

Table 1. Teachers’ Perception of Organizational Trust

	Statements	N	\bar{X}	(ss)
1	New teachers are helped to unite to our school.	161	4,19	1,65
2	The objectives of the school are explained to the new teachers.	161	3,53	1,54
3	New teachers are trained to show better performance in their job.	161	2,86	1,44
4	Schoolteachers feel to be accepted at school.	161	3,55	1,59
5	The expectation of the school from the teachers is satisfactory for them.	159	3,55	1,35
6	Teacher’s schedules are arranged for balancing both in and out school activities.	161	3,91	1,52
7	Our School principles support the teachers’ objectives of career planning.	161	3,60	1,51
8	Our School principles are reviewed and updated if necessary.	161	3,63	1,44
9	Our School principles are formed by considering the opinions of teachers.	161	3,29	1,51
10	Our School acts according to its own principles.	159	3,92	1,38
11	This school acts in a harmony to satisfy the personal needs of the teachers and changes the principles if necessary.	160	3,54	1,31
12	This school is fair in decisions and applications about teachers.	160	3,49	1,55
13	In this school, every decisions and events about teachers are carried out fairly.	161	3,51	1,57
14	School Administrator can be reached easily by any school employees.	160	4,74	1,51
15	School Administrator listens to the teachers’ suggestions.	159	4,42	1,57
16	School Administrator deals with the problems of the teachers.	160	4,10	1,57
17	School Administrator carries out the school principles fairly and objectively.	160	3,96	1,57

18	School Administrator takes my opinion in forming work principles.	159	3,62	1,65
19	School Administrator uses my suggestions in forming school principles.	159	3,45	1,47
20	Discipline rules stated in laws are applied only in necessary situations and fairly.	160	4,18	1,42
21	School Administrator is straightforward and honest.	160	4,41	1,41
22	School Administrator is sincere in our relationship.	160	4,27	1,44
23	School Administrator supports me about my contributions to the job.	160	4,13	1,47
24	School Administrator trusts me about my responsibilities and duties.	160	4,42	1,36
25	Performance evaluations are carried out fairly and objectively.	160	3,89	1,48
26	School Administrator sees me not a tool to reach the school's aims but a human being.	160	4,11	1,54
27	If school manager trusts me, I can trust him/her, too.	160	4,68	1,39
28	In this school, work principles and regulations are explained to us clearly.	160	4,36	1,35
29	In this school, working hours and schedules support the employees to maintain their responsibilities.	160	4,49	1,39
30	In this school, communication channels are always open.	160	4,26	1,48
31	I am not reluctant to say what I feel about school.	160	4,58	1,33
32	I can make suggestions about school without any hesitations.	160	4,54	1,38
33	In this school, everything runs in an open and clear way not secretly.	160	3,99	1,56
34	In this school, information is conveyed on time.	160	4,18	1,49
35	In this school, the information is transferred to all employees completely and exactly.	160	4,17	1,47
36	In this school, teachers can communicate directly with the school manager.	160	4,65	1,42
37	In this school, working is enjoyable because of positive relationships.	160	4,20	1,49
38	Employees take positive feedback about the quality of the job.	160	3,93	1,43
39	This school is open to modernity, improvements and alterations in regard of teachers' suggestions and needs.	160	4,11	1,49
40	School manager does not conceal the beneficial information from me.	160	4,34	1,50
TOTAL		161	4.01	1.47

As seen in table 1, Technical and Industrial High School teacher's perceptions to Organizational Trust vary in various points. When the variation is analyzed, it is observed that the minimum and maximum point interval changes between \bar{X} : 2.86-4.74. The general average arithmetic scale the sample group gives is \bar{X} : 4.01. (Agree) According to this, teachers' perception of organizational trust is as "agree a little" and "much agree". There are no answers from the sample as "not agree" or "totally agree". The Standard Deviation of the answers is 1.47.

Table 2. Some Statements which the Participants Give High Points.

Statements	\bar{X}	Participation Interval
School Manager can be reached easily by any school employees.	4,74	Much Agree
If school manager trusts me, I can trust in him/her.	4,68	Much Agree
I am not reluctant to say what I feel about school.	4,58	Much Agree
I can make suggestions about school without any hesitations.	4,54	Much Agree
In this school, the working hours and course schedules support the workers to maintain their responsibilities.	4,49	Much Agree
School manager trusts me about my responsibilities.	4,42	Much Agree

When the table above is analysed, it is seen that the highest point is given to statement “School Administrator can be reached easily by any school employees.” \bar{X} : 4, 74 (much agree). This statement had the highest score by Technical and Industrial High School teachers belonging to the second sub-dimension of School organizational Trust Scale “trust to administrator”. This can be explained by the special organization climate in Technical and Industrial High Schools. In other words, this can be caused by the situation that the school managers in Technical and Industrial High Schools are selected among the vocational teachers, and there is a high and positive relationship among teachers and they know each other quite well.

“If School Administrator trusts me, I can trust in him/her, too.” statement is also in the second sub-dimension of School Organizational Trust Scale that is about “trust to administrator”. The score given to this statement is \bar{X} :4,68 (much agree). Trust is a bidirectional process. It is necessary to depend on each other and it is expected that trust develops in time. Trust, as Taylor clarified, is a fact that is obtained slowly because of the harmonious behaviors based on mutual kindness and respect for the benefit of the members of the organization (Dinç 2007:27). In this context, it can be implied that the teachers in the sample group sees their organizational trust perception open and improvable and emphasize on the School Administrator. It is necessary for the School Administrator to show trust raising behaviours both in his/her speech and in applications verbally and with the body language. For this reason, school manager has important responsibilities in raising trust at school.

“I am not reluctant to say what I feel about school.” statement has the third highest point \bar{X} : 4, 58 (much agree). This statement is included by the third sub-dimension of Organizational Trust Scale at School. It stresses “communication”. Teachers conveying their thoughts and suggestions to the

school manager without hesitation can be seen the indication of the useful and open communication channels at school.

When this statement is evaluated with “School Administrator can be reached easily by any school employees” statement, it is seen that friendship concept is important in trust rising. The results of the first statement and the results of this statement support each other. As Uzbilek (2006) states “friendship starts with the reciprocal influence and interaction of two similar people. It develops in time with the influence of sharing experiences and growing respect and love. This means voluntary and ongoing trust. Therefore, friendship is a relationship based on trust and sincerity (Gibbons, 2004). Friendship is constructed on cooperation and open communication. The reason for this is most probably respect, love and sincerity (Brass, 1985). Positive emotional ties and expectations increase trust. Friendship usually includes basics of cognitive trust basis. Trust is maintained by sharing the information voluntarily. Trust reinforces the relations and promotes risk-taking behaviours in friendship (Gibbons, 2004: 240).

Table 3. Some Statements which the Samples Give Medium Points.

Statements	\bar{X}	Participation Interval
New teachers are trained to show better performance in their job.	2,86	Agree a little
Our School principles are formed by taking the advice and suggestions of teachers.	3,29	Agree a little
School manager uses my suggestions in forming school principles.	3,45	Agree a little
This school deals fairly with every teacher.	3,49	Agree a little

The lowest scored statement is “New teachers are trained to show better performance in their job” \bar{X} :2.86 (Agree a little). The first sub-dimension of Organizational Trust Scale in School is “Sensibility to workers”. This sub-dimension illustrates a common problem encountered in schools. Teacher training at schools are not included in the regulations. A mentor is assigned for trainee teachers but teacher-training process is not carried out regularly.

“Our School principles are formed by considering the teachers’ opinions” \bar{X} :3.29 (Agree a little). “School Administrator considers my suggestions while forming school principles.” \bar{X} : 3.49 (Agree a little). These two statements are included in “Sensibility to workers” section which is the first sub-dimension of Organizational Trust Scale at School. The school’s getting suggestions from the teachers about the school principles and applications in an average basis show an argumentative aspect of the school organization. It shows that every individual’s opinions and suggestions are valued by the school administrator and school management. Having low

scores from this statement may show that there are some problems about raising trust at school.

Brownell (2000) proposes some techniques about this statement. Brownell clarified that trust is a fact which develops in time in an organization and states that the techniques below can be used to raise trust in an organization. These are to carry out the responsibilities and promises, sincerity and open communication, listening, maintaining trust, showing respect, behaving fairly, willingness to cooperation, avoiding blaming people and excuses, and taking responsibilities (Tüzün 2007:107).

“This school deals fairly with ever teacher.” \bar{X} :3.49 (Agree a little). This statement is included in the “Sensibility to workers” section which is the first sub-dimension of Organizational Trust Scale at School. If it is considered that the School Administrator is the leader of the school, it is obvious that the manager’s fair behaviour is vitally important in trust rising in school. To maintain trust, being sincere, justice and honest are very important concepts. According to Mayer and others (1995), the criteria about trust among people can be categorized under three headings. These are; perceived capability of the trusted person, kindness, and honesty. In this concept, the capability includes the person’s ability and qualifications. Kindness is the belief of the trusting person in trusted person to do good things. Lastly, honesty is a perception of trusted person in which the trusting one is devoted to some acceptable principles and rules. These principles are standard values such as, sincerity and consistency and being fair (Tüzün 2006:34).

Table 4. Four sub-dimensions of Organizational Trust Scale at Schools

Sub-dimensions of Organizational Trust	\bar{X}	Level of Agreement
Sensibility to Workers	3.68	Agree
Trust to Administrator	4.28	Agree
Openes to Modernity	4.07	Agree
Communication Climate	4.25	Agree

The agreement level of the participants about the first sub-dimension of the organizational trust, ‘Sensibility to workers’, is “Agree” (\bar{X} : 3.68). According to this data, the participants state that school administrator support the improvements of the teachers, help new teachers during the adaptation process to school and about other possible issues, consider the teachers’ opinions about school improvement and include them in the decision process.

The agreement level of the participants about the second sub-dimension of the School Organizational Trust Scale, Trust to the Administrator, is “Agree” (\bar{X} : 4.28). According to this data, the participants assert that the school principles impose trust in their practice and policy. Trust, an important

value that a manager should have, is seen by the teachers as an existing value of school administrator. Trust, which is the focal point of organizational actions and activities, adaptation to transformation and working as a team, also implies the objectiveness that the school administrators use in performance evaluation as a promotion and demotion tools.

The agreement level of the participants about the third sub-dimension of the School Organizational Trust Scale, 'Opens to Modernity', is "Agree" (\bar{X} : 4.07). According to this data, the participants affirm that the school principles are enthusiastic and open to modernity. It is concluded that, these days when openness to improvements and alteration is highly overrated, the school administrators approach to the alterations in their schools in a positive manner.

The agreement level of the participants about the fourth sub-dimension of the School Organizational Trust Scale, 'Communication Climate', is evaluated as "Agree" (\bar{X} : 4.25). According to this data, the participants of the study propound that the school administrators are open and willing to the communication. Regarding the importance of organizational communication, the strategic dimensions such as openness, transparency, and accountability are also regarded to exist at schools. When the importance of the communication for the formation of trust is taken into account, the attitudes of incommunicative managers will affect the organizational trust level negatively. To sum up, the participants think that the school administrators are aware of the relationship between communication and trust.

When the four dimensions of the School Organizational Trust Scale are evaluated generally, the organizational reliability of the school administrators is evaluated as "Agree" (\bar{X} : 4.01) by the participants. Relatively, trust, which is an important affective process, leads an increase in success, productivity, cooperation, cohesiveness, rapport, change, and transformation and it engages the shareholders to accomplish the objectives of educational institutions.

CONCLUSION

Schools must be the organizations in which the trust is experienced at the highest level. To understand the importance of trust at schools, build trust among stakeholders and maintain the permanence of it will provide strategically important profits for schools. To raise the educational quality and for a peaceful and harmonious organizational mechanism, trust is of the essence. As improvements and alterations are very basic specifications nowadays, organizations should not undervalue trust for their future plans. It is thought that making 'trust' an organizational policy and making it widespread will take the organization in different places in the competitive environment and has a lot of positive effects on the performance.

Organizational trust is the individual's having positive expectations towards the organization about its policy and applications which affect the individual itself, even in risky situations. The existence of organizational trust will lead the organization to success and will make it strong and flexible against the challenges. In these days, the structure of an organization gives importance to the psychological needs of employees and it can not deny the importance of trust socially.

In this study in which Technical and Industrial High School teachers' perception of organizational trust is evaluated in the context of various dimensions sample group's answers to the 'Organizational Trust Scale at Schools' are evaluated and graded. The participants have found the level of trust high in the sub-division of "trust to administrator" and medium in the sub-division of "Sensibility to workers".

Similar results have been found in the studies held by Özer and the others. According to this study, "the teachers evaluate the level of trust in their workplace at medium level. And in this study it is also found that when the number of teachers increases, the level of trust decreases" (Özer et al. 2006:119).

In conclusion, it is understood that the organizational trust level should generally be at high level in schools. The trust in school leads a healthy communication climate, educational and organizational quality and it makes the workplace "a happy school" in short.

SUGGESTIONS

1. The importance of organizational trust should be explained to the managers and the teachers in meetings and seminars.
2. Some measures should be taken to improve the sensitivity of the school administrators about other shareholders at school. Legal regulations should be made for considering the teachers' opinions about the applications at school.
3. Schools are educational organizations, its shareholders should acquire the school, and for this purpose, studies should be held to empower the relations among shareholders.
4. The committees organized in Total Quality Management applications should be reorganized functionally.
5. "Organizational Trust" and "Organizational Leadership and Trust" courses should be included in the programs of Teacher Training Faculties.

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