The Effect of Organizational Trust on the Culture of Teacher Leadership in Primary Schools

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Abstract

The purpose of this research is to examine the effect of the level of trust of primary school teachers towards their organization in relation to their perceptions of the school having a culture of teacher leadership. Participants of the study consisted of 378 teachers working in Burdur public primary schools. The data collection tool used two scales, the Teacher Leadership Culture Scale (TLCS) and Comprehensive Trust Scale (CTS). The TLCS consists of three dimensions including teacher collaboration, managerial support, and supportive work environment. The CTS has three sub-dimensions including trust in principals, trust in colleagues, and trust in clients. The data obtained from the participants was analyzed using the LISREL 8.5 program via structural equation modeling techniques such as the Maximum Likelihood Approach. The research results find the trust levels of teachers towards their organization in primary schools in Burdur to be positive and significant for the culture of teacher leadership in school. In addition, the trust level of teachers towards the organization are shown to explain 76% of the variability in the level of teacher leadership culture in their school. It was found that trust in principals has the highest correlation with managerial trust. Trust in colleagues also is found to have the highest correlations with teacher collaboration and supportive work environment.

Keywords: Organizational trust • Teacher leadership • Teacher collaboration • Managerial support • Supportive work environment

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Today, schools struggle with the growing problems of school safety and absenteeism while striving to raise the level of academic achievement. In order to cope with these problems, school administrators and teachers are required to work in collaboration with each other and they need to develop new strategies for several topics including teaching practices such as effective classroom management (Makiewicz & Mitchell, 2014). On the other hand, the current reforms towards social and economic change are observed to be insufficient for the transformation of schools. There is an increasing awareness that such a transformation can only be enabled by teachers with the support of the school administrators (Darling-Hammond, 1996). Therefore, there is an increase in the number of studies on concepts related to the continuity of professional development and changes in the way school administrators, especially teachers, do their jobs (Berger & Forgette-Giroux, 2012). Of these, the concept of teacher leadership is seen as a key element among initiatives with the purpose of reformatting schools and specializing teachers (Sergiovanni & Starratt, 1998; Smylie, 1995; Wasley, 1991). In its simplest form, teacher leadership is a model for providing teachers with leadership opportunities in their profession. Harris and Muijs (2004) proposed that teacher leadership is an opportunity for teachers to develop themselves and affect change in their school without leaving it. In this way the school will be able to more effectively benefit from the extremely valuable and rich source of their teachers' expertise and experience.

The definition of teacher leadership in the literature also reveals these expectations. According to Danielson (2006), the concept of teacher leadership generally refers to the set of teacher skills that affects the entire school. Wasley (1991) defines teacher leadership as "the proficiency in encouraging colleagues towards change," (p. 32). Troen and Boles (1994) define teacher leadership as a "collective leadership type where teachers develop professional competencies by working in collaboration," (p. 11). According to Harris and Muijs (2004), teachers who are leaders contribute to the development of their colleagues in school and direct them to perform activities developed together. Katzenmeyer and Moller (2001) depicted teacher leadership with the more comprehensive definition of "teachers who are leaders lead within and beyond the classroom, identifying with and contributing to a community of teacher learners and leaders, and they influence others toward improved educational practice," (p. 17).

As stated by Stoll and Louis (2007), teachers traditionally work in the classroom isolated from their colleagues behind closed doors. Teachers are rarely observed in collaborative work with their colleagues in schools. According to Harris and Muijs (2004), on the contrary, in the model of teacher leadership the parties develop horizontal leadership as a result of *learning culture*. This leadership process is cooperative rather than directed and is spontaneous rather than structured.

Teacher leadership practices target the development of a democratic and collaborative school by providing teachers with active involvement in the decision making process (Gehrke, 1991; Sergiovanni, 1994), taking advantage of the expertise and experience of teachers (Heller & Firestone, 1995), providing career development opportunities for teachers (Smylie, 1995), and improving education by giving them the responsibility to implement innovations, ultimately forming a "professional development community" (Gehrke, 1991; Smylie, 1995; Smylie & Denny, 1990). In summary, as stressed by Glickman (2002), teacher leadership empowers the teacher to be able to affect the school system and affect change.

According to existing literature, there has been a lot of research on teacher leadership abroad (Angella, Nixon, Norton, & Niles, 2011; Beach & Dentith, 2004; Birky, Shelton, & Headley, 2006; Brown, 2009; Du, 2007; Harris & Muijs, 2003; Ward & Parr, 2006). In addition, meta-analysis has also been used to examine teacher leadership. Since two of these studies are successive studies, these studies provide a comprehensive and systematic review of the teacher leadership literature. York-Barr and Duke (2004) studied 140 research studies related to teacher leadership published between 1980 and 2004. In their study, the majority of studies were found to be qualitative and very few of them used empirical research to study teacher leadership. These studies aimed to define the dimensions of teacher leadership, the characteristics of teacher leaders, and the conditions that support teacher leadership. Secondly, Poekert (2012) examined 52 studies on teacher leadership published between 2004 and 2012. Poekert indicated that qualitative research studies are still in the majority, but the amount of empirical research was observed to increase when compared to the previous years. In addition, Poekert showed that after 2004, studies mostly focused on the characteristics of teacher leaders and showed that research related to the development of teacher leadership is still limited. When national teacher

leadership studies are examined, it is seen that these studies were mainly aimed to determine the levels of teachers presenting teacher leadership behavior (Beycioğlu, 2009; Campbell, 1997; Çeküç, 2008; Dalgıç Dinlendi, 2012; Leo, 2011; Özçetin, 2013). Conclusively, there is a continuous need for studies on factors such as school culture and organizational trust leading to teacher leadership.

The Culture of Teacher Leadership

Today, school development studies have began to focus on teacher leadership through the strengthening of continuous professional development of teachers. In Turkey, as in many other countries in this respect, the School-Based Professional Development Model was initiated to target the self-development of teachers and principals using new approaches, enhancing themselves with new information, sharing experiences with colleagues, and reflecting all of these into their school development and strategies related to teaching-learning (Milli Eğitim Bakanlığı [MEB], 2010). Various research and evaluation studies have been carried out after the preliminary application of this approach in the cities of Ankara, Bolu, Istanbul, Izmir, Kocaeli and Van. For example, the study by Yalçınkaya, Mete, and Aksay-Albuz (2013) in Hatay was based on the opinions of the administrators and teachers who had applied the model, while the participants, beginning with the expectations of the model, were observed to have developed negative opinions. In the same study, lack of importance given by school management, lack of support for the study, lack of appreciation of the study, not creating the necessary environment for sharing, and increasing oppression of colleagues towards willing teachers were all observed. A report (2008) related to the evaluation of the preliminary application of the model prepared by the Teacher Development and Education General Directorate indicated a similar negativity. Teachers may have a negative prejudice towards their next evaluation due to the negative opinion of the school culture during their previous appointment when they evaluated the model. According to the report, the reasons for negative prejudice included negative viewpoints from experienced teachers, a lack of school management action or support, and insufficient time given for sharing the studies. As a result, this report expressed that the model had a positive impact on teachers in their personal and professional development, but this development could not be reflected on the development of the school or school culture.

Eaker and Gonzalez (2006) pointed out that this kind of school development approach generally focuses on changes in structural elements such as politics, rules, or programs. While structural changes are typically relatively quick and easy to practice, it cannot be said that they have a significant or lasting impact on the professional development of teachers or students. Primarily, a cultural change is required in order to achieve a significant and sustainable improvement in school. This means changes in assumptions, beliefs, values and habits. On the other hand, as Wells and Feun (2007) stated, changing the culture of an organization is a difficult and time-consuming job. Therefore, the formation of school culture is one of the most challenging aspects in the implementation of teacher leadership.

School culture is one of the most important and complex aspects of education. Robbins (1994) defines organizational culture as "a collective system of meaning that is followed by members that differentiate their organization from others," (p. 299). Hoy and Miskel (2010) expresses organizational culture as "a system of orientations that keep organizational units connected and give a distinct identity to them," (p. 165). For the realization of teacher leadership, a school culture that promotes the professional development and leadership of teachers is extremely important (Danielson, 2006; Harris & Muijs, 2004; Murphy, 2005). If the norms and values in a school aim to strengthen learning and continuous development, all members of the school in this culture will focus on learning; teachers will be expected to participate and teacher leaders will be seen as positive models in the teaching profession (York-Barr & Duke, 2004). Danielson (2006) suggests that the characteristics of a culture that can help the development of teacher leadership are risk taking, functional democratic norms, recognition of teachers as professionals, participation, cooperation, and sharing of experience. Katzenmeyer and Moller (2001) describe school culture that supports teacher leadership as a positive environment. Such environments have a focus on professional development. They accept teachers with their contributions as a leader. In this environment there is autonomy, professional solidarity, participation in decision making, effective communication, and teachers support each other. These features can be categorized in three basic dimensions: teacher collaboration, managerial support, and supportive work environment. These dimensions form the culture of teacher leadership.

Stoll (1998) states that each school has a different reality and perception of school life. Idealized classifications of school culture are incapable of representing this diversity. Therefore, school culture should be examined as a sum of multicultural specifics from different contexts and also as a mosaic of the organizational reality. Morgan (2006) states that organizational culture has a holographic feature whose characteristics of the whole are encoded in the cultural parts that create it. At the same time these cultures manipulate the whole and can reshape it. *Learning culture* (Harris & Muijs, 2004; Van Mael, Van Houtte, & Forsyth, 2014), *collaboration culture* (DuFour, DuFour, & Eaker, 2008; Waldron & Mcleskey, 2010) and *professional learning community* (DuFour, DuFour, & Eaker, 2008; Stoll & Louis, 2007) refer to teacher leadership culture in the literature. Teacher leadership can also be defined as compatible with the features of a target culture that is open-minded and powerful. It has features of collaboration supported by assumptions about learning and the development of continuity, beliefs, values, and norms supported by teachers, principals, and colleagues, where they work together and resolve issues together. On the other hand, Katzenmeyer and Moller (2001) noted that a culture that lacks the basic elements supporting teacher leadership could become an impediment to the realization of teacher leadership.

Organizational Trust

Trust, due its major role in terms of interpersonal solidarity and cooperation, is regarded as one of the basic conditions of stable, social relationships. Therefore trust as accepted by other fields in the social sciences is situated among the concepts studied comprehensively in the fields of organizational behavior and management (Mayer, Davis, & Schoorman, 1995; Schoorman, Mayer, & Davis, 2007; Van Maele, Van Houtte, & Forsyth, 2014). The variety of studies on trust has led to different definitions of trust. However, this situation has led to uncertainty about the meaning of trust at the same time. The first studies on trust describe behavioral aspects starting from behaviors such as cooperation while taking the risk of damage into account. This had been followed by general personality-feature definitions such as an individual expecting others will adhere to their promises. In the more current definition of trust, the emphasis is on complex concepts and multidimensional aspects (Van Maele, Van Houtte, & Forsyth, 2014). Thus, trust has begun to be addressed as a psychological feature individually as well as a

collective phenomenon that occurs collectively and organizationally (Schoorman, Mayer, & Davis, 2007; Shamir & Lapidot, 2003). In this respect, Makiewicz (2011) recognizes trust as an individual's belief that the behavior of another individual or group is done in good faith and in a manner that considers the interests of the organization. Rousseau, Sitkin, Burt, and Camerer (1998) have drawn attention to the common characteristics of trust generally accepted by researchers as taking place on different levels. These are risk taking, interdependence, and vulnerability. Hoy and Tschannen-Moran (1999) stated benevolence, competence, consistency, honesty, and openness are related features for educational organizations.

The pioneer studies on organizational trust in the field of educational administration aimed to explore the foundations of trust in the educational environment. These studies mainly aimed to demonstrate the confidence of a teacher on members of the school. This was followed in educational environment studies that examined the precursors of trust relationships. These have tried to determine how to create a relationship of trust in school. Recent studies in this area aim to reveal the results of trust in schools. These studies are done in support of the assumption that trust is a precursor of the performance of teachers and the effectiveness of the school (Van Maele, Van Houtte, & Forsyth, 2014). It is observed in the above-mentioned studies that trust is examined generally in terms of relational trust (Bryk & Schneider, 2002). Bryk and Schneider (2002) stated that trust forms the basis of social interaction in school within the framework of role relations. In a school, everyone has ideas about the obligations of all parties regarding their roles in school, and there are expectations regarding the obligations of each role. Parties evaluate the attitudes and behaviors of others by comparing these expectations to what they observe. Therefore, as stated by Tschannen-Moran (2014), in accordance with the obligations towards each other, the administrators, teachers, students, and parents expect each other to act appropriately according to the commonly accepted norms in school. In other words, all members of a school, starting with teachers, expect others to contribute to their students' learning by exhibiting appropriate attitudes and behaviors. From this point of view, trust is a normative feature which produces multiple social interactions between individuals in the context of school. As observed, trust in training organizations emphasizes the role of expectations in school at the interpersonal level and explains the

features of the decision-making criteria considered in terms of taking risks. In this study, trust is discussed as a teacher's belief that the behavior of principals, colleagues, parents, and students will be helpful, honest, responsible, principled, just, and consistent in consideration of the school's target. It is discussed as the relative risk-taking behavior.

Relationship between Organizational Trust and Teacher Leadership Culture

Social interactions within schools affect teacher behaviors and attitudes towards their work. The factors forming the basis of social interaction include school culture and trust. Teachers adopting the values and norms that focus on learning for all members of the school and its continuous improvement (York-Barr & Duke, 2004) and teachers making assumptions on the risk of the transformation in this direction (Rousseau, Sitkin, Burt, & Camerer, 1998) is dependent upon them finding other members of the school who are reliable, believing that their efforts for professional development, performance, and sharing will be supported (Van Maele, Van Houtte, & Forsyth, 2014). According to the literature, trust in schools, professional collaboration of teachers (Cosner, 2009; Louis, 2007; Tschannen-Moran, 2001, 2014), successful teacher leadership (Harris & Muijs, 2003), and hence the capacity to create a learning community in school (Gamoran, Gunter, & Williams, 2005; Hargreaves, 2007; Mulford, 2007; Tschannen-Moran, 2009) are expressed as important determinants. According to Bryk and Schneider (2002), the trust of teachers towards parents, colleagues, and principals affects how they comply with innovation, how they participate in professional development, and adopt teacher leadership, thus affecting the participation of the professional development community. Hargreaves (2007) suggests that trust is the backbone of realizing a strong and continuous professional development community in schools.

Support of school administrators is considered to be one of the main factors in the development of a suitable culture for teacher leadership (Barth, 2001; Donaldson, 2001; Crowther, Kaagan, Ferguson, & Hann, 2002; DuFour & Eaker, 1998; Katzenmeyer & Moller, 2001; Lambert, 2003). To direct the culture of a school, authority based on position is not enough. Behaviors, beliefs, relationships, and influence over the complex dynamics of the school is required (Kruse & Louis, 2009). Teachers closely monitor the actions of principals especially from

this point of view. Since teachers are subject to the harm that may be caused by the organizational power of a principal, it is extremely important to decide whether they can trust their principals or not (Tschannen-Moran, 2014).

In such a case, the supportive leadership of principals, teacher perception of principal accessibility and the principal's openness to the ideas of teachers, has a major impact on teacher trust in principals (Tschannen-Moran & Hoy, 1998). Barth (2001) noted that it is the expectation of a principal towards teachers to be the leader; empowering teachers, assigning them responsibilities, encouraging their successes, and appreciating their successes are all extremely important.

Teachers who trust their managers will work beyond what is formally required (Tschannen-Moran, 2003). They are willing to assume the risks of innovative applications (Rousseau, Sitkin, Burt, & Camerer, 1998). In practices such as teacher leadership, there is a risk of decline in teacher performance for a short time during the process of adaptation to the innovation. In this case, teachers who trust their managers will take the risk of initial failure (Handford & Leithwood, 2013). In order for teachers to be more open to learning new leadership roles they must have support from the administration and be given professional development opportunities along with the benefits they bring, shared experiences; they must learn from feedback (Buckner & McDowelle, 2000).

The openness of administrators to the participation of teachers in the management decision-making process creates the conditions needed to achieve mutual trust between teachers and principals in teacher leadership practices (Tschannen-Moran, 2001). This way, issues can be resolved. While overcoming adverse conditions, through openness and honesty mistakes will be considered as part of the learning process, as a developmental opportunity instead of a risk for blame. Finally, a professional dialogue can be formed during the identification and resolution of issues (Tschannen-Moran, 2014). Such a dialogue constitutes the foundation for the realization of teacher leadership culture as stated in Hargreaves (2007).

Since the teacher leadership model is based on collegiality, unlike the leadership of principals the cooperation of teachers is extremely important (McCay, Flora, Hamilton, & Riley, 2001). Harris and Muijs (2004) state that teachers operate more effectively where they are supported by and can collaborate with their colleagues. However, it is

very important to have trust and mutual respect based on their professional relationship in order to stimulate harmonious, productive relationships between colleagues and establish cooperation in schools. When confidence decreases, teachers feel a need to protect themselves and their interests from the damaging behavior of colleagues. In such cases, teachers are often reluctant to take risks and tend to be cautious. Therefore, instead of spending their energy earning and producing, they prefer to use their resources protecting themselves (Hoy & Tschannen-Moran, 1999). When there is no trust between employees, school culture makes teachers perceive the sharing of professional practices and plans as a risk. This can impact in a direction that prevents cooperation (Hallam, Dulaney, Hite, & Smith, 2014; Tschannen-Moran, 2014). Teachers in these schools may not feel safe participating in professional developmental activities, receiving professional feedback, mentoring colleagues, or explaining their thoughts on issues related to teaching method innovations. In other words, they can avoid taking the risk of working with colleagues due to concerns from a negative evaluation (Katzenmeyer & Moller, 2001; McLaughlin & Talbert, 2006). On the other hand, trust in colleagues ensures that teachers learn, that they are willing to try new ideas and applications (Bryk & Schneider 2002; Moolenaar & Sleegers 2010; Tschannen-Moran 2009). Moolenaar and Sleegers (2010) have found that teachers with high trust towards their colleagues are more open to trying new applications, self-development, and change. In summary, as stated by Tschannen-Moran (2009), trust in colleagues is a factor that improves cooperation between teachers and provides transformation in the culture towards the support of professional development.

A work environment that encourages teacher leadership in school is among the most important factors in the success of teacher leadership thus influencing the success of a school (Katzenmeyer & Moller, 2001). The literature also indicates the importance of providing a professional, collaborative environment where teachers can work towards shared purposes and learning (Clemson-Ingram & Fessler, 1997; Gehrke, 1991; Fullan & Hargreaves, 1996; Harris & Muijs, 2004). Barth (2001) implies that stagnation, unwillingness to take risks, insecurity, and schools dominated by weak relationships create barriers for teachers to take leadership initiative. To overcome these difficulties, a strong relationship between teachers and teacher leadership through the implementation of a work environment that encourages change is required (Harris, 2005). As teacher-leadership researchers noted (Hobson & Moss, 2010; Katzenmeyer & Moller, 2001), in such an environment teacher-leaders can have an impact on school policy; besides improving their own teaching skills and improving their classroom performance, they can also help their colleagues in school to develop their leadership skills and professional competences by encouraging them. However, in order to implement teacher leadership in a school, it is necessary to communicate to teachers that they will not be harmed with the risks they take and they are safe in this respect (Danielson, 2006). Thus, trust can become an effective way to reduce uncertainty in a school. As stated earlier, since trust is on the basis of compatible and productive relationships, trust is essential for effective collaboration and communication. As the level of trust in a school increases, co-workers will approach work more voluntarily (Hallam et al., 2014; Hoy & Tschannen-Moran, 1999, 2001). Danielson (2006) noted that when teachers act more openly sharing their thoughts and feelings, cooperation along with solidarity and team spirit become strengthened. This is very important for the realization of teacher leadership in schools.

Trust relationships between teachers, students, and parents are extremely important for the formation of an adequate working environment for teacher leadership. Van Maele, Van Houtte, and Forsyth (2014) highlighted the impact of teacher trust in students over the performances of the teacher and students. Therefore, the connection established by teachers and students has a significant impact on the school and class participation. Parental involvement is another factor that has an effect on student success. Therefore, the trust relationship between teachers and parents enables both sides to act in cooperation when the benefit of a student is in question, and this enables parents to become active members of the school.

As a result, teachers having a trust-based social interaction with other members of the school can have a powerful effect on establishing professional collaboration that builds teacher leadership culture, executive coaching, and a supportive work environment. Especially when qualitative research studies on teacher leadership are examined, it can be observed that in participant interviews, trust seems to be frequently emphasized. Beachum and Dentith (2004) studied the effect of teacher leadership on the transformation of school culture through interviews

and observations on teachers. They found that trust and collaboration form a favorable culture for teacher leadership by causing a change in traditional roles and approaches. In the study of Du (2007), which examined the role of instructional leadership in primary schools, participants emphasized the importance of trust in colleagues and a trust-based, collaborative environment for teacher leadership. Birky, Shelton, and Headley (2006) in their research on the impact of supervisors on teacher leadership found that trust in managers plays an important role in the encouragement of teachers towards teacher leadership. Browne (2009), in his study examining the development of teacher leaders, revealed the importance of a supportive culture based on trust in school. Conclusively, without research studies directly examining the relationship between teacher leadership and organizational trust, there is a consensus in the literature that teachers desire to feel safe. This consensus proposes that it can support the realization of teacher leadership or it could also become one of the major obstacles when not supported by school culture. Especially in schools where relationships are not based on trust, teachers may show resistance in departing from their traditional teacher roles due to the anxiety of taking risks (Danielson, 2006; Lambert, 2003). As a result, trust in the organization can be an important factor in the realization of a culture (Katzenmeyer & Moller, 2001) needed to achieve the teacher leader model. In a culture that is focused on the professional development and acceptance of teacher contributions to innovation where teachers support each other, there is professional solidarity, participation in decisions, and effective communication. In this respect, the effect of an organization's trust on culture in support of teacher leadership is shown in the conceptual model (Figure 1).

According to the conceptual model, if there is teacher trust (Hoy & Tschannen-Moran, 2003) in the behavior of principals, colleagues, and clients to be helpful, consistent, competent, honest and open, then there is a positive and significant impact on the realization of teacher leadership culture (Demir, 2014). Such a culture provides a working environment where teachers can work together towards a common purpose in a collaborative setting which facilitates learning from each other. It also encourages development and leadership in teachers. It enables school administrators to provide opportunities for teachers to perform their leadership roles. Using a model that is developed in this direction, it is intended to demonstrate how the trust levels teachers have towards their organization affect the teacher leadership culture in these schools.

Method

Model

This research is a causal-comparative design using structural equation modeling. This study aims to determine the effect of the organizational trust level of Burdur public primary-school teachers on the teacher leadership culture in the schools they serve. Causal-comparison is a research model aimed to reveal the causal relationships between dependent and independent variables. In other words, this model aims to reveal the effect of one variable on other variables (Gay, Mills, & Airasian, 2010).

Participants

Participants in the study consisted of 378 teachers working in 21 public primary schools located in the city center of Burdur. 50.8% of the teachers participating in the study were female and 49.2% were male. With a participant average of 12.68 years of professional experience, the average number of years they have worked in their respective schools is 4.19 years. Teachers indicated that 18.8% of them have a college education, 79.6% have university degrees, and 1.6% have graduate degrees. The teachers in the study group stated the socioeconomic status of the majority of students
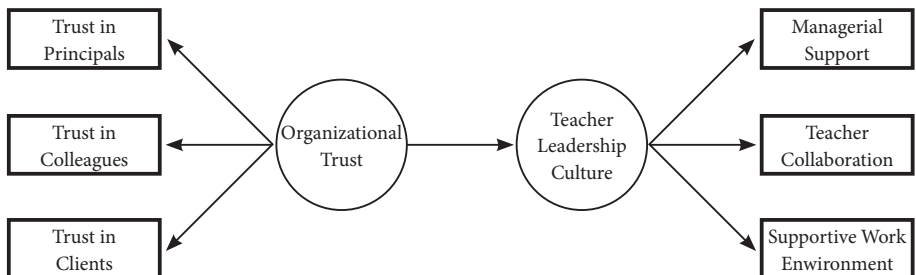

Figure 1: Conceptual model.

in their school. 22.2% stated low, 70.4% stated moderate, and 7.4% stated higher status.

Data Collection Tools

Two scales were used in the data collection tool for the questions related to the personal information of teachers. These are the Teacher Leadership Culture Scale and the Omnibus T-Scale. The Teacher Leadership Culture Scale, developed by Demir (2014), was prepared using a Likert-type, five-point scale in order to measure the level of school culture that supports teacher leadership. The scale consists of three dimensions: teacher collaboration, managerial support, and supportive work environment. *Teacher collaboration* measures the level of how teachers work together towards a common purpose in the school and measures the observation of a collaborative environment where teachers learn from each other. This dimension has eight points, with "We share new ideas and methods that we have learned in this school with our colleagues" as one example of these points. *Managerial support* consists of ten points that measure the level to which principals provide opportunities to teachers for their development and practice of teacher-leader roles by encouraging them towards leadership. "Our principal allows teachers to take advantage of professional development opportunities" is one example from the ten points. *Supportive work environment* measures the level to which a school has a work environment that encourages teacher leadership and a work environment where trust-based and positive communication takes place. This dimension has nine points. "When someone does something wrong in this school, we discuss ways to do better instead of blaming each other" is an example of one of these points.

Scale items are graded between 1 (strongly disagree) and 5 (strongly agree). For the reliability of the study, internal consistency was tested and the formula for Cronbach's alpha coefficient was used. The results were verified using the Composite Reliability Coefficient (CRC). For the sub-dimensions of the Teacher Leadership Culture Scale, alpha internal consistency coefficients were calculated to be .88 and .91. Composite reliability coefficients ranged from .93 to .95. Construct validity of the scale was tested with exploratory analysis and the two-step approach of confirmatory factor analysis. Using the results obtained from the confirmatory factor analysis on the first-order model for the Teacher Leadership Culture Scale, the measurement model

was found to be fit from the data ($X^2(329) = 658.31$, $p > .01$). Comparative fitness values ($X^2 / sd = 2$, $p = .00$, $CFA = .95$, $NFI = .90$, $SRM = .06$, $RMSEA = .05$, $GFI = .85$, $AGF = .86$) seem to confirm this conclusion. The results obtained from the second-order confirmatory factor analysis of the scale also demonstrated a high level of fit for the structural model with the data ($X^2(327) = 574.16$, $p > .01$). When the fit indices are examined ($X^2 / sd = 1.76$, $p = .001$, $CFA = .96$, $NFI = .91$, $SRM = .05$, $RMSEA = .04$, $GFI = .90$, $AGF = .87$), the structural model is found to be fit with the data. The dimensions of teacher collaboration, managerial support, and supportive work environment for teacher leadership culture are shown to strongly predict the latent variables. Teacher leadership culture scale's alpha internal consistency coefficients calculated for this study are .90 for the dimension of teacher collaboration, .87 for the dimension of managerial support, and .88 for the dimension of supportive work environment. The Omnibus T-scale is a six-point Likert-type grading system developed by Hoy and Tschannen-Moran (2003) for use in describing how teachers perceive the organizational trust level of schools. Turkish adaptation of the scale was created by Ozer, Demirtas, Üstüner, and Cömert (2006), and consists of the sub-dimensions of trust in colleagues, trust in clients, and trust in principal. A total of 26 items form this scale. Eight items are in the first dimension of the scale, ten items are in the second dimension of the scale, and eight are in the third dimension of the scale. In the factor analysis conducted to test the construct validity of the adaptation work (principal component analysis), factor loadings of items were chosen to be .40. In this scale, the first dimension represents a variance of 29.80% of the total variance, while the second dimension represents 11.76%, and the third dimension represents 7.27%. The ratio of the total variance explained by these factors is 48.83%. The internal consistency coefficient (Cronbach's Alpha) for this scale was calculated at .82 for the first dimension, .70 for the second dimension, and .87 for the third dimension (Ozer et al., 2006). The alpha internal consistency coefficient of the comprehensive confidence scale was .88 for the dimension of trust in colleagues, .82 for the dimension of trust in clients, and .87 for the dimension of trust in the principal.

The data was collected using a data collection instrument consisting of the personal data and scales. The instrument was distributed to teachers working in primary schools in Burdur who volunteered to participate in the study mentioned above.

Analysis of Data

Research data was analyzed using the LISREL 8.5 application via structural equation modeling techniques. Syntax was written in the scripting language of SIMPLIS, and the Maximum Likelihood Approach was used in the estimation procedure. Structural equation modeling provides a systematic and comprehensive statistical approach to test a model where a combination of causal modeling is observed, as well as for models with a mutual relationship between observed and latent variables.

Thus, it is intended to demonstrate the linear, structural relationships between all latent variables observed in the model (Çelik & Yılmaz, 2013). Structural equation modeling, different from regression analysis, provides a systematic and comprehensive analysis in a single process by modeling the relationships between these variables (Anderson & Gerbing, 1988). Also among the reasons for the choice of structural equation modeling is that it provides a mechanism that takes measurement errors between the model's dependent and independent variables into account. Regression findings can be misleading since regression analysis may ignore errors in the measurement of the independent variables (Raykov & Marcoulides, 2006).

A conceptual model primarily suggested by Kline (2011) was used in the structural equation modeling section of the study. In the conceptual model, the latent variables of teacher leadership culture were defined by teacher collaboration, managerial support, and supportive work environment as the observed variables. Organizational trust, a latent variable, was defined by three observed variables (trust in principals, trust in colleagues, and trust in clients). Along with the effect of teachers' trust levels regarding the organization on teacher leadership culture, it was intended to demonstrate the relative weight of the components of the variable on the relationship in question. The observed variables of the study (managerial

support, teacher collaboration, supportive work environment, trust in principals, trust in colleagues, and trust in clients) were examined by calculating the Pearson correlation coefficient. In order to do this, the results for the coefficient of skewness were examined and the variable distribution of scores was observed to range from .263 to 1.016. These scores are identified as a normal distribution since they are within the limits of ± 1 (Büyüköztürk, 2007). Additionally, multiple linear connections between variables were examined in accordance with the Pearson simple correlation coefficients (Table 1). Since there was no correlation coefficient over .90 between variables (Tabachnick & Fidell, 2007), the problem of a level leading to a multi-linear relationship was not encountered. Therefore, the data was found to be suitable for structural equation modeling techniques. After testing the measurement model, in the testing phase of the structural model, as indicated by Kline (2011), compliance between the data model and parameters was observed. The findings were then reviewed by examining the structural model.

Findings

According to the model developed in this study among public school teachers in Burdur, teachers' trust levels regarding their organization were found to be the antecedents of the level of support towards a culture of teacher leadership in the schools where they work. These two latent variables in the model are defined with six observed variables (managerial support, teacher collaboration, supportive work environment, trust in principals, trust in colleagues and trust in clients). First of all, the relationships between these variables were examined in accordance with the Pearson correlation coefficients. The correlation coefficients indicating a relationship between the observed variables are shown in Table 1.

Table 1
Correlation Coefficients between Observed Variables

Variable	Managerial Support	Teacher Collaboration	Supportive Work Environment	Trust in Principals	Trust in Colleagues
Teacher Collaboration	.64**				
Supportive Work Environment	.84**	.73**			
Trust in Principals	.79**	.44**	.68**		
Trust in Colleagues	.56**	.61**	.73**	.52**	
Trust in Clients	.45**	.50**	.53**	.34**	.54**

**p < .01.

All correlation coefficients in the matrix of observed variables as shown in Table 1 are significant at the level of .01. Organizational trust's sub-dimension, trust in principal, has the highest correlation with *managerial support* among these variables ($r = .79; p < .01$). This was followed by trust in colleagues (r = .56; p <.01), and trust in clients ($r = .45; p < .01$). Organizational trust's sub dimension, trust in colleagues, has the highest correlation with *teacher collaboration* among these variables ($r = .61; p < .01$). This was followed by trust in clients ($r = .50; p < .01$) and trust in principals ($r = .44; p < .01$). Organizational trust's sub-dimension, trust in colleagues, has the highest correlation with *supportive work environment* among these variables ($r = .73; p < .01$). This was followed by trust in principals ($r = .68; p < .01$), and trust in clients ($r = .53; p < .01$).

A measurement model was used to examine the relationship of the teacher leadership culture variable and the organizational trust variable with the observed variables as well as with with each other. The measurement model was observed to fit the data ($X^2 = 13.18$, and $sd = 5$, $X^2/sd = 2$, $p = .022$, $CFA = 1.00$, $NFI = .99$, $SRM = .024$, $RMSEA = .066$, $GFI = .99$, $AGFI = .95$). The fit statistics indicate that the research model provides a reasonable fit to the data ($\chi^2 = 10:36$, $SD = 4$, $p = .034$, $CFA = 1.00$, $NFI = .99$, $SRM = .015$, $RMSEA = .065$, $GFI = .99$, $AGFI = .95$). X^2/sd ratio of the model is 2.56, and when compared to the recommended ratio of 3, it can be concluded as a good fit.

In this model, among the teachers in public primary schools in Burdur, it is observed that the level of trust in their colleagues has the greatest level of impact on the level of trust in their organization ($\beta = .86, p < .01$). This was followed by trust in clients ($\beta = .62; p < .01$) and trust in principals ($\beta = .59; p < .01$). The factors that have the greatest impact on the perceptions of teachers towards their schools having supportive conditions for teacher leadership are respectively supportive work environment ($\beta = .97; p < .01$, teacher collaboration ($\beta = .83; p < .01$) and managerial support ($\beta = .76, p < .01$).

Level of trust in the organization among teachers working in public primary schools in Burdur explains 76% of the variance in their perception of their schools having the conditions to support teacher leadership.

Discussion

When the findings of this study on the impact of the level of trust of Burdur's public primary school teachers regarding their organization on the teacher leadership culture of the school was examined, the sub-dimension of *trust in the administration* was found to be the highest correlated variable to *administrator support* regarding organizational trust. A variety of research results that support this finding exist in teacher leadership and organizational trust researches. For example, Angella, Nixon, Norton, and Niles (2011) have observed that in schools where the teacher leadership model is successfully implemented, school administrators gained the trust of teachers and changed school conditions favorably for teacher leadership. In a similar study, Hoy, Tarter, and Kottkamp (1991) and Tarter, Bliss, and Hoy (1989) found that the trust of school teachers is correlated to the supportive behaviors of school administrators. In this respect, we can conclude that teachers tend to trust in managers who motivate them, encourage participation in school-related decisions, encourage them towards self-development, and make them feel that they are respected. While teachers put trust in managers, as Hoffman, Sabo, Bliss, and Hoy (1994) also stated, "a teacher's trust in that administrators will be loyal to their promises and will consider the best benefit for teachers" may influence teachers into believing the honesty in the administrator's suggestions to participate in decision making and self-development. These are the incentives for self-improvement and the value of a more courageous act and effort.
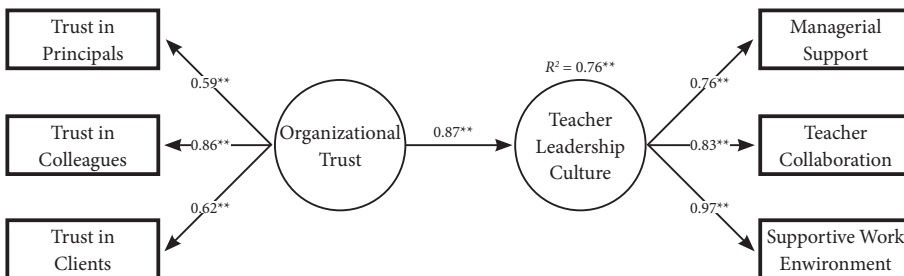

Figure 2: Structural model of the impact of teachers' trust levels regarding the organization to teachers' perceptions of their schools having teacher leadership culture.

Trust in colleagues from the organizational trust variables has the highest correlation with teacher collaboration. Consistent with these findings, Hoy, Tarter, and Kottkamp (1991) found in their research that collaboration between teachers is correlated with trust in their colleagues. Harris (2005) also stated that teachers can build strong relationships with peers only when they have established mutual trust between them. Without such a trust relationship, teachers fail to build a community that can learn together and share information. According to Grant (2006), stimulus efforts for professional solidarity would fail in schools that are dominated by secrecy and suspicion among colleagues. In order for teachers to work together as a team, school culture should be based on values of openness, trust, and participation. Ward and Parr (2006) similarly emphasized the necessity of relying on colleagues for the implementation of knowledge-sharing and collaboration. Conclusively, when the trust of a teacher in their colleagues increases, an increase in the probability of success regarding professional cooperation is observed.

The organizational trust variable that has the highest correlation with supportive working environment is observed to be trust in colleagues. Van Maele and Van Houtte (2011) stated that just as the trust in colleagues can increase the school's capacity towards the building of professional learning communities, it can also reduce uncertainty and increase cooperation as well. Kochanek (2005) found that trust in colleagues is a significant factor regarding teacher behaviors such as sharing information, asking for help, and providing feedback to each other. This research has also concluded that it is important to build mutual trust relationships for the formation of a work environment in which teachers support each other, welcome each others' successes, and don't blame each other when problems arise.

Taking the teachers from public primary schools in Burdur into consideration, the model indicates that the most significant impact on teacher trust towards an organization is the level of trust in their colleagues. This is followed by trust in clients and trust in principals, respectively. Van Maele and Van Houtte (2011) proposed that trust in a school is formed through social exchanges within the role of school relationships. In organizational trust studies similar to this one, a sense of trust among the work of teachers is generally examined under four reference groups on the basis of organizational roles: school administrators, teachers, students, and parents. The relationship between all components of organizational trust and the different organizational variables were examined, but observations indicated that a relationship with the creation of the trust structure was not the focus. Using the model of this study, where the formation of teacher leadership culture is concerned, a significant impact with trust in colleagues can be observed on trust in the organization. At this point, one can say that teachers have a common understanding with colleagues about mutual obligations and expectations. Generally when they meet the expectations of their role, their level of establishing trust relationships in school are higher. On the other hand, the effect of trust in students and parents, and trust in managers is also quite high. Considering the magnitude of the effect, one can conclude these factors have an effect on organizational trust as great as the effect of having a relationship on mutual trust among teachers.

The factors that affect teacher perceptions about schools having supportive conditions for teacher leadership are listed by magnitude as supportive work environment, teacher collaboration, and managerial support. Harris and Muijs (2003) study demonstrated that teacher leadership can be realized in a supportive environment where colleagues have positive relationships. The findings of this study also support this view.

The level of trust for teachers in public primary schools in Burdur towards their organization can explain 78% of the variance regarding their perceptions towards their school's level of having an environment that supports teacher leadership. There are several opinions about the possible impact of teacher trust in the organization on teacher leadership. For example, Angelle, Nixon, Norton, and Niles (2011) have suggested that in a healthy culture of trust and support, teachers and administrators can share the goals that ensure the development of teacher leadership. Ward and Parr (2006) mentioned the need for trust in order to build a workplace culture that will encourage teachers to share ideas with colleagues.

Lieberman, Saxl, and Miles (1988) mentioned the importance of necessary transparency, collective learning culture with courage, risk-taking, perseverance, trust, and encouraging enthusiasm in order to realize teacher leadership. Frost (2008) argued that a trusting and supportive environment where there is no blame when things don't go well or expectations are not met encourages teachers to take leadership risks. Muijs and Harris (2003) argue

that the level of trust between teachers influences the behavior of taking the initiative. In addition, Cohen-Vogel and Herrington (2005) indicate that trust encourages teachers to be more open, to share their ideas, and to express their concerns freely.

As a result of this research it is empirically proven that the suggestion of many researchers in the literature is correct. There is a significant effect of organizational trust on the formation of a culture conducive to the realization of teacher leadership.

According to the results of this research, it is recommended that maintaining the continuity of teachers' professional development as well as developing an organizational culture favorable for teacher leadership in order to transform teachers to leader-teachers contributes to the development of their own schools and their own development through collaboration with colleagues. To do this, school administrators should create an interactive environment for teachers to get to know each other and build trust relationships. School administrators should be aware that they are not only responsible for establishing trust relationships between themselves and teachers, but also for the establishment of trust relationships among teachers, and between teachers, students, and parents. Hoy and Tschannen-Moran (1999) stated that trust is contagious. Trust in supervisors can help teachers build trust relationships with colleagues, parents, and students. In order to ensure the realization of trust relationships, school administrators at every opportunity should encourage teachers to collaborate and try new ideas together. They should also provide the necessary environments and resources, show appreciation of teacher opinion even if it is different from their own, lead by example with an open door policy, and prove they support open communication whenever possible. In addition, it is recommended that researchers may also examine other antecedents of teacher leadership culture.

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