Factors Affecting Trust in Female and Male School Leaders

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Abstract

Within the past 80 years, leadership has been a serious discussion and it is also considered important to understand what variables relevant to effective leadership. Among these variables, gender is so critical and as a result it must be examined with regard to optimizing leadership effectiveness in professional, political, cultural, and personal realities of the twenty-first century as well as in school. In this century, women and men have been, are, and should be leaders. However, there are some factors that effect their leadership practices. To this end, this research aims to determine the factors that affect teachers' trust in male and female school leaders. The study employed a qualitative research design. The data were collected with interview technique. In this regard, 20 teachers were interviewed. The participants were determined with purposeful sampling method. The data were analyzed with inductive analysis method. Results revealed that the participant teachers trust different behaviors or characteristics of their male or female leaders. In general, teachers trust in their female leaders' more because of their objective, idealistic, dedicated behaviors, and also their motherly, sensitive and compassionate personality. On the other hand, teachers trust in their male leaders as they are fair, trustworthy, frank, competence, more rational and strong communicators. While male leaders are believed to take initiative and implement the laws and regulations more strictly, female administrators are more interested in the administration profession, behave meticulously and work devotedly. It is recommended that school administrators should create a climate of objectivity and trust in school.

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Factores que afectan a la confianza en los líderes escolares femeninos y masculinos

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Resumen

En los últimos 80 años, el liderazgo ha sido un tema de debate y se considera importante comprender qué variables son relevantes para un liderazgo efectivo. Entre estas variables, el género es tan crítico y, debe examinarse con respecto a la optimización de la eficacia del liderazgo en las realidades profesionales, políticas, culturales y personales del siglo XXI, así como en la escuela. En este siglo, las mujeres y los hombres han sido, son y deben ser líderes. Sin embargo, hay algunos factores que afectan sus prácticas de liderazgo. Para tal fin, esta investigación tiene el objetivo de determinar los factores que afectan la confianza de los docentes en los líderes masculinos y femeninos. Este estudio se basa en una investigación cualitativa. Los datos fueron recolectados con la entrevista. Se entrevistó a 20 docentes. Los participantes se determinaron con el método de muestreo intencional. Los datos fueron analizados con el método de análisis inductivo. Los resultados revelan que los docentes confían en diferentes comportamientos o características de sus líderes masculinos o femeninos. En general, los docentes confían más en las mujeres por su comportamiento objetivo, idealista, dedicado, y también por su personalidad maternal, sensible y compasiva. Por otro lado, los docentes confían en los hombres ya que son comunicadores justos, confiables, francos, competentes, más racionales y fuertes. Si bien se cree que los líderes masculinos toman la iniciativa e implementan las leyes y reglamentos de manera más estricta, las lideres femeninas están interesadas en las tareas administrativas, son meticulosas y trabajan con devoción. Se recomienda que los lideres escolares creen un clima de objetividad y confianza.

Palabras clave: líder femenina, líder masculino; dirección escolar; profesorado; confianza.

Leadership is considered as one of the key factors in school administration. According to the Oxford English Dictionary a leader is a person who leads a group of people in a country or an organization (OUP, 2021). In this context, a leader encourages people to act for a specific purpose (Koçel, 2015: 668). When schools are concerned, according to Salihu (2019) a leader needs to change their leadership style from time to time to meet or address the needs presented in an unfavorable situation. As an educator, this would be quite difficult to manage a school, because there are many internal and external factors. Among these factors, teacher collaboration, creating a collaborative school climate, managing financial difficulties, adopting changing situations are some important ones.

As has been previously mentioned in many studies, Landis, Hill and Harvey (2014) underline that leadership is one of the most important components in the success of organizations. According to Peleg (2012), leadership in general has been conceptualized as the ability to address problems, inspire, and encourage other to realize their potential towards delivery of the organizational goals. In this process, leadership styles and behaviors are contingent or dependent on certain situational forces as well as group members' characteristics (Yukl, 2006).

Leadership directly influences a group and benefits from the group synergy (Güney, 2012: 35), activates psychological, political, institutional, and other resources to satisfy the desires of followers (Burns, 1978: 18), influences the group's goal-oriented activities (Rauch & Behling, 1984: 46). It is also a process of creating willingness and determination to achieve the goal with collective efforts (Jacobs & Jacques, 1990: 281) and an interaction between subordinates and leaders. Leadership emerges and develops with the acceptance of the behaviors of the leader by the members of the organization and their trust in him or her rather than the characteristics of the leader. In this regard, leadership is the sum of knowledge and skills that mobilize a community in order to unite within the framework of specific goals and achieve these goals (Eren, 2008: 525).

However, the leader's behavior is affected by the organization's purpose, the leader's personality and environmental conditions. They should reconcile organizational goals with the followers' goals for success, and make the followers believe that the organizational goals are realistic. They are affected

by the structural, technical, economic, cultural, technological, political, legal developments and the environmental conditions of the organization as well (Eren, 2008: 527-533). It can be said that there is a relationship between leadership and organizational trust. As in other institutions, the trust of teachers and other staff in school leaders undoubtedly affects their motivation in work processes.

Trust is a feeling that person feels sure of another person's words, behaviors, and decisions and feels willingness to act accordingly (McAllister, 1995). Moreover, trust is the belief that one's participation in a relationship and the willingness to be vulnerable to another person. It will have benevolence, trustworthiness, ability, honesty, openness, and respect (Daly & Chrispeels, 2008). Also, trust is a concept that is not easy to explain in today's organizational structures, where the feeling of unity and solidarity decreases, and individuality is more prominent. Furthermore, trust can be defined as the confidence that teachers have in their principals to do the best for them and their interests (Balyer, 2017).

Trust includes risk-taking and vulnerability based on the belief that a person will not behave harmfully to another person (Hoy & Tschannen-Moran, 2003). Trust is essential in creating and developing an effective learning environment among school stakeholders. It is also a critical factor in determining whether working relationships between stakeholders are positive or negative (Ennis & McCauley, 2002; McMillan, Meyer, & Northfield, 2004).

Louis (2007) expresses trust as the state of believing and relying on the integrity, righteousness, justice, friendship of a person or group of others. The participation of teachers and families in school-related decisions is encouraged with new understandings and approaches such as school-centered management, trust, total quality management, and empowerment, and the collaboration between the stakeholders of the school was emphasized (Tschannen-Moran, 2001). Research shows that there are strong links between leadership behavior and subordinates' trust in them. In this context, Whitener, Brodt, Korsgaard and Werner (1998) states that there are three dimensions: trust, belief or expectation that the other party will behave in good faith, the willingness to be exposed to and bear the risk of the other party's behavior and making himself dependent on the other party to a certain extent. Employees'

trust in the leader may result from the leader's personal characteristics and behavior, as well as reflecting the trust in the organizational values represented by the leader.

Leader behaviors such as transparency, fairness, loyalty, consistency, and honesty interact with trust in the leader, Yang and Mossholder (2004) increased the performance of employees on and off-duty, thus creating an effective input on the employee's organizational citizenship behavior, Bell and Menguc (2002) and Whitener et al. (1998) stated that leaders are perceived as reliable by their subordinates. They are expected to deal with their subordinates, mentor them and are accepted as competent administrators. Whitener et al (1998) states that trust in the leader is primarily influenced by the behavioral consistency, integrity of the leader, authority sharing and devolution, communication and showing interest. Leader's behavior in difficult times and ability to communicate with subordinates form the basis of the future trust relationship. In terms of employees, the degree of trust in the leader constitutes an important input that affects job satisfaction, organizational commitment, and organizational citizenship behavior and job performance. Trusting each other, principals and teachers work together to solve and serve the school's problems. School leaders, who create a bond of trust, can be a source of inspiration for teachers to show high effort and achieve success (Tschannen Moran, 2003).

Schools are structured as open and social systems. In such an environment, trust becomes strategic importance in the success of the school. It can contribute to the development of a healthy communication at school, the increase of organizational and educational efficiency, and the formation of a psychologically comfortable working environment. As this is an important issue for schools, this study aims to determine the factors that affect teachers' trust in their female and male administrators. To achieve this general goal, the answers of the following questions were researched:

1. What are the participant teachers' views on their trust in their male or female leaders?
2. What are the participants' views on their trust in their leaders' knowledge, competence, consistency, honesty, transparency, justice, sincerity?
3. How do the leaders' behaviors affect the participant teachers' organizational commitment, citizenship behaviors and performance?

It is of great importance to maintain trust-based relationships between school leaders and teachers. As trust may influence school and student success and efficiency, the findings of this study may help to those who develop educational policy. The findings of this study may also contribute to practitioners to establish a climate of trust at schools. There are limited researches on teacher trust on school leaders in especially in Turkey. Therefore, the findings mat contribute to the leadership literature as well. The study findings may also help stakeholders to understand the way how schools are administered. As a result, they may take some steps toward school leaders. Although the educational components contribute to the processes of schools with social responsibility, trust in leadership can also contribute to school success. Therefore, it is important to determine teachers' trust in their male or female leaders. Especially, through this study, it is researched if the leader's gender makes any difference.

Method

Research Design

Since this study aims to determine the factors that affect teachers' trust in their male and female school leaders, a qualitative research method was used. These kinds of research can be defined as studies in which qualitative data collection methods such as observation, interview and document analysis are implemented (Creswell, 2017; Yıldırım & Şimşek, 2011). In this study, a "case study" approach, which is a qualitative research design, was used. Case study is a method in which one or more events, settings, programs, social groups or other interconnected systems are investigated and analyzed in depth (Denzin & Lincoln, 2005; Marshall & Rossman, 2006). Also, Yıldırım and Şimşek (2011) define the case study as investigating one or a few situations in depth and analyzing the data related to the situation with a holistic approach. By using this method, participants can illustrate their thoughts freely on a specific issue.

Participants

The participants the study consists of 20 teachers working at Kindergartens, Primary Schools, Secondary Schools and High Schools in Adıyaman province in Turkey, in the 2019-2020 academic year. The participants were determined with maximum variation method. In order to maximize the participants, different age, experience and education level are taken into consideration. For this purpose, the study group consisted of the participant of the abovementioned features. The main purpose of this method is to obtain in-depth knowledge from the participants of varying features. In this research, in order to obtain the data, the participants were informed about the study purpose with an e-mail sent prior. In this regard, 75 teachers were e-mailed. They were asked whether they can take part in the research voluntarily or not. Finally, 20 teachers accepted to take part in the research voluntarily. In the following step, the volunteer teachers were comforted about the confidentiality of the data to be gathered from them. At this stage, the researcher promised to keep their identities in secret. The researchers also warranted that they will never share their identities with anyone else or in any part of the research. After that, the interviews were organized on agreed-upon days, and conducted through the zoom program accordingly. Each interview was recorded with the participants' permission and took approximately 30-40 minutes.

For maximizing variability, half of the participants were chosen among female teachers, ten were chosen among male administrators. Similarly, equal number of participants were chosen from each school type. Their experience was also considered. In this manner, while 5 had between 1-5 years experience, 5 had 6-10 years, 5 had 11-15 years and 5 had 16 and more experience. In order to provide equal presentation, the researchers sent an e-mail to a large group of people. By doing so, it was possible to choose equal number of participants.

Data Collection

In this study, the data were collected with semi-structured interview technique. According to Karasar (2007) this method is neither as rigid as fully structured interviews, nor as flexible as unstructured interviews. This method was used because it provides this flexibility to the researcher. The aim of the semi-structured interview is to determine the parallelism and difference

between the information provided by the individuals and to make comparisons accordingly (Balcı, 2015; Kümbetoğlu, 2005; Punch, 2005; Büyüköztürk et al., 2008, 151).

The research questions were developed by the researchers and prepared by taking the opinions of three faculty members. Seven questions were asked to the participants about trust in school leaders. The research data were collected through the interview process on zoom due to the pandemic and videos were recorded. After the data were transferred to the word document. The data analysis process was initiated after the process of checking the answers given by sending them to the interviewed teachers. The interviews were conducted by just one of the researchers.

During the interview, the researcher directed the questions objectively without being guiding, and showed a professional attitude that would not allow for misunderstanding with his tone of voice, gestures or gestures. In this context, it was aimed that the interviews were held in a comfortable and sincere environment for each participant and the interviews took place in this direction. The consent of the participants was obtained by giving the information that the interviews will be recorded. In this way, the interviews were recorded and at the same time, the participants' attitudes, gestures and expressions and reactions were observed and the relevant notes were taken. After analyzing the data obtained as a result of the research, it was communicated to the participants and the participant's approval was obtained.

Data Analysis

The research data were analyzed with inductive analysis technique. This type of analysis purposes analyze the collected data, and comment about it (Mayring, 2000). The primary purpose of the inductive approach is to allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured methodologies. In deductive analyses, such as those used in experimental and hypothesis testing research, key themes are often obscured, reframed, or left invisible because of the preconceptions in the data collection and data analysis procedures imposed by investigators (Thomas, 2006). In the data analysis process, to start with, the data were organized. In this process, the researchers revisited each interview record, and listened to each record. Here, the

researchers analyzed the transcripts in order to increase the accuracy of the gathered data. After that, each participant's interview record was reviewed align with the data analysis procedures indicated by Bogdan and Biklen (2007). This data analysis process was defined as development of coding categories, mechanical data sorting, and analyzing it below each coding category. In this regard, each participant's interview was coded differently around the common topic. With this study, emerging and repeated themes were gathered below coding categories in three steps as category definition, exemplification, and codification regulation. In the same manner, first, the responses to each question were categorized into meaningful categories. Later, these categories were named, and coded accordingly. Second, the conceptualized comments were collected. Third, it was targeted to abstain from repetition. At the final phase, the described conclusions were conveyed and related to each other. It was also planned to base a cause-effect relationship among the existing parts. The participant teachers' were coded as T1, T2, T3, and T4…

When organizing and analyzing the collected data, constant comparative approach was implemented. This kind of approaches end in the saturation of categories and the emergence of theories. In this phase, theories can rise by means of these analysis and categorization (Bogdan & Biklen, 2007; Glaser, 1992). By means of implementing such a method, each data set was re-analyzed in regard to key topics, recurrent events, or facilities. Here, each participant's data were reviewed several times to assure and contradicting statements until the data were organized into desired categories and sub-codes in compatible with the research question.

Validation

In order to provide validation of this study, some precautions were taken. In the first place, during the interviews, the interviewer's role was the facilitator and listener. The interviewer just asked the questions and recorded the replies without leading the participants. In the second place, for ensuring the content validity, the interview questions were reviewed by six experts who were expert in qualitative researches. With these experts' feedback, the research questions were finalized. In the third place, the teachers were warranted that the confidentiality of the research would be provided. This made the participants share their opinions freely without having any

hesitations. The interview places were chosen outside the participants' own institutions to avoid being influenced by some power relations. Also, as for enhancing the internal validity, while preparing the interview form, the related literature was analyzed deeply in order to establish a rich contextual frame. In this process, member checking was also done. Moreover, the research process was instructed step by step to increase external validity. In this regard, the design, participants, data collection, and data analysis processes were explained in detail. For providing internal reliability, the data were transcribed without making any interpretation. Two researchers coded the data. In order to check the consistency of the coded data, the coded data were compared with that of the researcher and the consistency technique recommended by Miles & Huberman (1994), and it was calculated as 88%. The raw data and coded data were saved for the other researchers' further research demands. Inductive analysis method, one of the types of content analysis, was used in analyzing the data obtained within the scope of the research. This type of analysis is generally used to gather, analyze and interpret similar data collected on a subject (Büyüköztürk et al. 2008; Mayring, 2000; Yıldırım & Şimşek, 2011). Inductive analysis is carried out in order to reveal the concepts underlying the data and the relationships between them through coding (Miles & Huberman, 1994; Yıldırım & Şimsek 2011).

Results

In this part of the study, the findings of the research are presented and interpreted. Participants' opinions regarding the factors that affect trust in school leaders are given in Table 1.

Table 1. *Teachers' Opinions on Factors Affecting Trust in School Leaders*

Theme	Sub-Themes	Codes
Trust in School Leaders	*Female Leaders*	*More sensitive to questions*
		Compassionate
		Idealistic
		Caring
	Male Leaders	*Fair*
		Convincing
		Speak clearly and more rational
		Strong communication
		Taking initiative
		Knows the laws and regulations

As can be seen in Table 1, teachers' trust may change according to principals' gender. The participants trust in female school leaders because they are more sensitive, compassionate, idealistic, and caring. Similarly, male school leaders are seen as fair, convincing, frank and more rational. On the other hand, male administrators are considered as being strong communicators. They also take initiatives and know laws and regulations better than their male counterparts. In this regard, a teacher working in kindergartens stated, *"...male leaders are fair and behave equally (T1).* It was understood that teachers working at primary school's trust in male leaders. A teacher from a primary school explained, *"... I find the words of our male school* leader *more convincing because he keeps his promises... (T2).* Similarly, most participants who work at secondary school's trust in their male leaders more. A teacher from a secondary school stated, *"... they speak clearly and avoid indirect expressions, and think more rationally rather than behaving with emotions (T8).* On the other hand, teachers working at high school's trust in their female leaders. A teacher from a high school noted, *"... they filter their words through compassion, behave with care, and they are more idealistic ... (T14).* Teachers from high schools also rely on male school principals as they communicate more easily with them, take initiative, obey laws or regulations.

Table 2. *Teachers' Trust in Their Leaders'' Knowledge and Competency*

Theme	Sub-Themes	Codes
Trust in leaders' knowledge and competence	*Female Leaders*	*More concerned about the profession, more meticulous,*
	Male Leaders	*Knowledgeable in legislation and technical issues.* *Competent* *Administrative experience* *Innovative* *Ready to adapt to change*

In Table 3, teachers' views on their trust in their leaders'' knowledge and competency are presented. Here, the participants trust their male leaders'' technical competency more. According to the participants' views, while female leaders are more concerned about their profession and more meticulous, male leaders are more ready for change. It can be inferred that male school leaders are more experienced, competent, equipped, innovative, more experienced in administration and ready to adapt changes. In this manner, a teacher working in a kindergarten expressed, "... *female leaders are more concerned about their profession and behave more meticulously ...*" (T12). The participants observed that male leaders are more successful in technical matters. A participant working in a primary school reported, "*Our male school leader is experienced and highly knowledgeable in administration work...*" (T11). The participant teachers also noted that the work of administration is mostly related to experience, competency and personality rather than gender. A participant working in a high school emphasized "…*male leaders are more willing to keep up with the changes in following innovations, behave more calmly when they encounter with problems ..."* (T4).

Table 3 *Teachers 'Opinions on Their Leaders'Consistency and Honesty*

Theme	Sub-Themes	Codes
Trust in Consistency and Honesty	*Female Leaders*	*Keeps promises*
		More realistic
		Consistent and honest
		Emotional
	Male Leaders	*Honest*
		Compatible with what they say and do.
		More rational while making decisions

In Table 3, the participant teachers' opinions regarding their leaders' consistency and honesty are presented. Teachers generally think that school leaders of both genders are honest. In this regard, participants think that in general despite the perception that female managers are more consistent, honest, realistic, keep promises. On the other hand, male leaders are also considered as honest, and make more rational decisions. Here, a teacher who work at a preschool education institution stated, *"... female leaders keep their promises, whilemale administrators behave more rational. They are also more honest..."* (T2). In this manner, a participant working in a primary school said, *"...what our male school leader says and does overlaps with each other. Therfore, I trust him more..."* (T2). On the other hand, in general teachers think that being consistent and honest is not about a matter of gender; it is a matter of character. In this regard, a teacher working in a secondary school noted, *"I trust in male* leaders *more as female leaders are a bit emotional ..."* (T13). The participants have a general opinion that female leaders are more consistent as they are more constructive when they encounter problems. Here, a teacher underlined, "… *female leaders are more consistent and more honest than male leaders ...*" (T16). Another teachers working in a high school stated, *"...male leaders can make more rational decisions…*" (P14).

Table 4 *Teachers' Opinions on Trust in Their Leaders' Transparency*

Theme	Sub-Themes	Codes
Trust in Leaders' Transparency'	*Female Leaders*	*Speak clearly* *Can be communicated easily* *More neutral* *Clear answers*
	Male Leaders	*Answers are clear and precise* *More transparent and open to communication,* *Explaining the truth* *Reactive communication style*

In Table 5, the participant teachers' views on their trust in their school leaders' transparency are presented. In general, the participants think that female leaders feel confident while speaking and communicating, tell the truth, behave neutrally, and give clear answers. On the other hand, participants have the opinion that they trust more in their male leaders since male school leaders give clear and precise answers, communicate more transparently and easily. They are believed to express the facts, but they have a reactive communication style. In this regard, a teacher working in a preschool stated, "…*female leaders talk clearly, establish dialogue more easily with their fellows than male leaders. Therefore, I trust in female leaders more*..." (T20). A teacher from a primary school said, "…*male school leaders are more open and more clear. They say what they thinkinstead of making indirect expressions* …(T8). However, another teacher expressed, *".... openness and transparency are related to personality type, not management style...* "(T18). A participants working in a secondary school underlined, "*male leaders are able to convey everything as it iswithout being grateful to anyone when it comes to transparency ...*" (P16). A teacher from a high school mentioned, "...*male teachers trust in female leaders more because their communication style is more clear ...*"(T14).

Table 5 *Teachers' Opinions On Trust in Leaders' Justice*

Theme	Sub-Themes	Codes
Trust in *Leaders'* Justice	Female Leaders	Fair
		Equal
		Humanist
		Objective
	Male Leaders	More rational
		Fair

In Table 5, the teachers' opinions regarding their trust in their leaders' justice are presented. In this context, participants stated that in general they trust female managers more than male leaders due to their fair, emotional, humanist and objective behaviors. They also said that they just trust in their male leaders as they are more rational and fairer. In this manner, a teacher from a preschool institution stated, *"male leaders behave more rationally, but female leaders behave fairer regarding the distribution of tasks throughout school…"* (T12). Also, another participant working in a primary school underlined, "*male leaders behave rationally. However, I trust the justice of female leaders because they are more objective..."* (T19). A teacher from a secondary school emphasized, *"… female leaders behave more objectively and equally. Therefore, we trust in them more…*" (T6). Moreover, a teacher from a high school stated, *"… female leaders are more human-oriented, and they never discriminate teachers according to their ethnicity, gender, economic or social status. They behave more objectively than their male counterparts*" (T17).

Table 6 *Teachers' Views on Trust in Leaders' Behaviors Regarding Establishing Organizational Commitment, Citizenship and Performance*

Theme	Sub-Themes	Codes
Trust in Establishing Organizational Commitment, Citizenship and Performance	Female Leaders	Efficient
		Motivated
		Cooperative
		Committed
		Devoted
		Respect
	Male Leaders	Commitment
		Determined
		Performance-oriented

In Table 7, teachers' views regarding their *leaders*' behaviors affecting organizational commitment, organizational citizenship, efficient work and performance are presented. In this regard, in general teachers think that as a result of their trust in their leaders, their efficiency, motivation, cooperation demand, sense of belonging, dedication, respect, love and happiness increase more. In this regard, a teacher from a pre-school institution noted, *"… during the process of organizing pre-school festivals, our school principal always stands by us during working hours and helpsus, makes us forget our tiredness....*" (T11). Another teacher from a primary school stated, "*...the good work we do is appreciated and shown as an example. When we are appreciated, we forget everything and our sense of belonging increases. In this manner, I trust in my female* leaders *more ..."* (T7). A teacher from a secondary school reported, "*… the fact that our female* leaders *greet all teachers outside the school by saying good morning and deal with our problems. This contributes to our performance positively …*" (P4).

Conclusion, Discussion and Recommendations

This qualitative research was conducted to determine teachers' perceptions about the factors that affect their trust in their male and female leaders. To this end, some results were obtained. According to a result, the participant teachers trust different behaviors or characteristics of their male or female leaders. Here, the results of this research revealed that in general teachers trust in their female leaders' more because of their objective, idealistic, dedicated behaviors and also their motherly, sensitive and compassionate characteristics. On the other hand, teachers of this sample trust in their male leaders for some other reasons. In this regard, teachers trust in their leaders, as they are fair, trustworthy, frank, more rational and strong communicators. Being fair, objective and establishing justice are important values everywhere as well as at schools. In this context, Zeinabadia and Rastegarpourb (2010) discovered that procedural justice plays crucial roles in the functions of transformational leaders. In addition, Mendis, and Silva (2017) put that female leader demonstrate their ability to meet the requirements of their gender role and that conforming to their gender role can impede their ability to meet the requirements of their role. It can be inferred from the research results that male leader are considered to take initiative and implement the laws and regulations more strictly. In addition, although the participants of this sample perceive those female administrators are more interested in the administration profession, behave meticulously and work devotedly, their male school administrators are perceived as more experienced and technically equipped, open to development, innovation, and change. Male administrators are also perceived to behave calmer, and they are ready to adapt change fast.

Furthermore, the participants emphasized that contrary to a general belief that female managers are more consistent, honest and realistic, in fact male managers are also honest, and make more rational decisions. Male administrators are also believed to have a consistency with what they say and do. In this manner, Mertz and McNeely (1998) found similarities and differences among male and female leaders in some ways. They conveyed that there may occur differences in terms of their ages at their first principalship, experience, career path, mentoring opportunities, ways of handling role conflict, and perceived leadership styles. In this regard, a specific difference between the male and female administrators was found in the dissatisfaction

expressed by the male ones over their lack of vacation time. In fact, Babcock (1991) found that when testing for gender differences, female elementary school principals perceived themselves performing more than male counterparts. However, male administrators perceived themselves performing in most all of the roles of instructional leadership behavior.

What is more, it was understood from this research that participant teachers trust in their female managers more due to their fair, objective, and humanistic behaviors. Results revealed that as teachers trust in their female managers, they feel more motivated and as a result they work more effectively and their performance increases. It was also found that female leaders strengthen cooperation among employees, provide commitment, develop sense of belonging, dedication, respect, love, and happiness at schools more. For this reason, the participant teachers considered that the level of their power, energy, sense of responsibility, motivation, morale, and happiness increases more. As a result of teachers' trust in their administrators, it is considered that they may do their best for their leaders and organization. In this regard, teachers may put all their efforts both at school and outside the school to make their schools more successful. In fact, Hoy, Tarter and Witkoskie (1992) indicate that morale, sense of trust, confidence, enthusiasm, and friendliness among teachers is one of the seven features of a "healthy" school (p.183). In addition, Berkovich (2018) discovered that when principals and teachers are of the same gender, both affective and cognitive trust in the principal are higher. Moderation analysis indicated that female teachers' affective trust in male principals increases with relational duration. A second moderation effect that was found indicated that gender similarity and cognitive trust in principal have a negative interactive effect on teachers' continued commitment to school, countering the positive effect of gender similarity on commitment. On the other hand, Balyer (2017) found that teachers do not trust in their principals in general because of their unfair behaviors. In a study conducted by Garbini (2010) measured participants' reactions to leaders of different genders. The study revealed that respondents reacted negatively to hypothetical women leaders when they were described as ambitious or having a keen will to power. The respondents seemed to view such women with moral outrage, contempt and disgust. Respondents also indicated that they were unlikely to support such leaders. However, when presented with hypothetical

male leaders described in exactly the same way, participants were likely to respond favorably, viewing such leaders as competent, assertive and strong.

In conclusion, it can be recommended that female and male administrators should treat employees in a fair way, give importance to cooperation, keep communication channels open, have the competence to do management work, use a clear and transparent language by avoiding indirect expressions. It is also recommended that administrators should prioritize the interests of the employees of the organization, motivate employees, create an atmosphere of trust within the organization and provide continuous support of employees.

Limitations

As can be for all researches, this study has several limitations in terms of results transferability to the population. In the first place, the study group was composed of volunteer teachers so they may not necessarily be representatives of other teachers in other institutions. For this reason, the results can only be limited to the participants of this study. When inferring the results, researchers must be more careful. Secondly, the researchers consist of the main instruments of data analysis in this study. Therefore, the analyses and comments are a product of their own interpretations. This means that according to Bogdan and Biklen (2007) and Creswell (2002) other researchers may discover different features of importance with the same data sets.

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