

IMPROVING PRINCIPAL AND TEACHER RELATIONSHIP: PREDICTIVE POWER OF SCHOOL PRINCIPALS' LEADERSHIP WITH TEACHERS' ORGANIZATIONAL TRUST PERCEPTION

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ABSTRACT

Trust is a critical component of successful schools, especially trust between the principals and the teachers. Trust does not happen automatically. It has to be a part of overall planning for the professional development of both principals and teachers. The aim of this study is to identify the level of teachers' perception of school principals' leadership behaviors; and the level of teachers' trust in colleagues, in students and parents, and in principals. The study also aims to detect the predictive power of teachers' perception of school principals' leadership over teachers' organizational trust perception. The participants of this research are the teachers working in the primary and secondary schools located in the districts and villages of Burdur City of Turkey which provided education during 2009-2010 school years. For the research, the entire population of 2230 teachers in the Burdur City was invited. Of the 2230 teachers, 1891 responded to the questionnaire. They worked in 196 schools throughout Burdur, 154 of which are primary and 42 are secondary. Omnibus T Scale (Hoy & Tschannen-Moran, 2003) and Leadership Behavior Questionnaire (Ekvall & Arvonen, 1991) were used in the research. In the study it is found that, with respect to teachers' perception, the level of principals' leadership was high; the perception level of teachers' trust in colleagues and principals was high, whereas their perception of trust in students and parents was at medium level. It is also found that the relationship between teachers' leadership perception and their perception of trust in their principals was positive and significant at a high level while the relationship between teachers' perception of trust in colleagues and in students and parents was positive and significant at low level.

INTRODUCTION

Educational planning is critical to the success of schools. Having an understanding of where a school has been, where it is now, and where it is heading will help the principal and the teachers' better plan for the future. While educational planning is often focused on student outcomes, successful schools also create and implement plans for the improved relationship between the principals and the teachers. In particular, the trust that develops (or doesn't develop) between the principals and the teachers can have a significant impact on how well students learn.

Leadership studies have been a focus of the literature in management and organizational behavior. Since leadership is an interdisciplinary field, a wide range of research has been published in the areas of psychology, sociology, politics, management, educational administration and government (Yukl, 1989).

Researchers define leadership from their own points of view with different definitions. Bass (1990, p. 11) stated that leadership is a "group process", "a personality case (issue)", "a case of inducing compliance", "influencing experience", "exclusive behaviors", "a form of persuasion", "power relations", "a means for goal achievement", "an effect of interaction", "a differentiated role", "initiation of structure" and the various combinations of these definitions. Yukl (1989) defined leadership as influencing the objectives and the strategies of the mission; the loyalty and compliance to achieve these objectives; and the group and the organizational culture. Leadership is, for Northouse (2009), a process in which a person influences the group in order to achieve a common goal. For Erdoğan (2010), leadership is realizing the objectives of an organization and initiating a new structure and procedure to change the objectives. For Şişman (2002), it is the power to influence and prompt others to act in line with certain goals and objectives. Leadership comprises forethought, setting a prudent and credible vision and goals for the organization, and mobilizing the individuals to achieve them (Şişman & Turan, 2002).

Leadership enhances the shared values and beliefs, sense of community and collaboration (Waters, Marzano & McNulty, 2004).

One of the first studies that emphasized the significance of educational leaders was conducted by Edmonds (1979). The researcher detected that the skills and competence of school principals were the fundamental factors which affected the school performance in a positive way. According to Elliot (2000), leadership practices were important components of effective schools. Additionally, a number of researches have indicated that effective educational leaders enhanced student and school success (Cistone & Stevenson, 2000; Marzano, Waters & McNulty, 2005; Waters, Marzano & McNulty, 2004). Another study demonstrated that both the teachers and the school principals' leadership behaviors supported teachers' effectiveness (Azodi, 2006). Arnold, Barling and Kelloway (2001) found that the transformational leadership increased commitment and team effectiveness, while Parry and Proctor-Thomson (2003) found that there was a positive relationship between leadership and culture.

Moreover, other studies confirm that leadership behaviors affect the production outputs such as attitudes, efforts and working performance of the personnel. For example, Howell and Frost (1989) concluded that charismatic leadership behaviors were related to both the performance and the conformity to the mission, the leader and the group. Furthermore, it is understood that there was a meaningful relationship between the level of administrator's leadership behaviors that teachers observed and the level of teachers' job satisfaction (Yılmaz & Ceylan, 2011).

Various definitions of the organizational trust are also found in the literature. Trust was described as an individual's belief in another person's competence, openness and reliability (Mishra, 1996). Similarly, trust is the belief that the employer will be honest, deliver his/her commitments, and hold employees together (Callaway, 2006). Trust is a person's, a group's or an organization's confidence that another person, group or organization will protect the rights and benefits of everyone who voluntarily works or engages in an economic action together (Hosmer, 1995). Trust can also mean the voluntary acceptance of a party that an important action will be performed by the other party as expected without being controlled (Mayer, Davis & Schoorman, 1995). Trust is a psychological state which involves the willingness to accept the vulnerabilities and weaknesses related to the positive expectations about others' intentions and behaviors (Rousseau, Sitkin, Burt & Camerer, 1998). For Hosmer (1995), trust is the high expectations or personal decisions based on confidence related to the consequences of an unknown event although it is impossible to control other's actions and despite the vulnerability and weakness of individuals. According to Çelik (2015a), insecure places produce negative behaviors.

Much research revealed that organizational trust is another organizational variable to which the leadership is related. For example, it is found that there was a strong relationship between leadership behavior and organizational trust, in which the leadership behavior affected the other (Podsakoff, MacKenzie, Moorman & Fetter, 1990). As a result of this impact, the followers feel trust and respect for the leader and get motivated to do more than what is expected of them (Yukl, 1989). In a similar way, Yeh (2007) found that there was a meaningful and positive relationship between the leadership behaviors of managers and the workers' trust in the organization. For Childers (2009), there was a link between transformational leadership and trust. Arnold, Barling and Kelloway's (2001) research showed that transformational leadership increased trust and Laka-Mathebula (2004) found that there was a relationship between the style of leadership and trust. Azodi (2006) detected a significant relationship between leadership and the school principal's trust in the teachers, the students, and the families. Yılmaz (2006) found that the school principals' ethical leadership skills had an impact on the organizational trust level in schools. Zhu, May and Avolio (2004), and Yılmaz (2004) revealed a positive relationship between the school principals' leadership behaviors and the organizational trust. According to Arslantaş and Dursun (2008), ethical leadership behavior had a direct impact on cognitive trust. For Yılmaz (2004), there was a high-level, positive and significant relationship between school principals' leadership behaviors and trust; furthermore, there was a meaningful relationship

between school principals' supportive leadership behaviors and teachers' trust in their principals, colleagues, students and parents. Demir (2008) revealed that the transformational leadership styles of the administrators had an impact on the organizational justice perception and the trust in the administrator had a positive role in this relationship. In their studies, Yılmaz and Altinkurt (2012) found that teachers' perception of the organizational trust was positive. The researchers also revealed a high-level of positive relationship between the supportive leadership behaviors of the school principals and the teachers' trust in them; and the medium-level of positive relationship between the supportive leadership behaviors of the school principals and the teachers' trust perception of their colleagues and stakeholders.

In an organization, the trust between the management and the employees is important (Callaway, 2006). The leadership of the organizational manager is considered to be significant in terms of the employees' trust in the organization. In other words, the behavioral patterns and the roles of the manager influence the employees' trust in the organization (Yeh, 2007). The mutual trust among the organizational members and between the management and their employees brings about communication and extraordinary success within the organization (Callaway, 2006). Podsakoff, MacKenzie, Moorman and Fetter (1990) revealed that when employees had trust in their leaders, transformational leadership behavioral effected organizational citizenship behavior. On the basis of these findings, the researchers emphasized that as a result of transformational leadership behaviors, the performance increases more than what is expected. Korkmaz (2008) found the transformational leadership of the high school principals influenced the trust and cooperative atmosphere within schools. According to Çelik (2015b), where it is dominated by bureaucratic control, fear and distrust reveal.

A number of studies revealed that organizational trust was related to a number of organizational variables. Tschannen-Moran and Hoy (1998), for example, found that there was a link between trust and the openness of the organizational climate, cooperation among colleagues, professionalism, and authenticity. According to the researchers, open and authentic behaviors of managers led to higher employee trust, in other words, the behavior of managers determined trust. Sağlam Arı (2003) found that there was a positive relationship between the trust in the manager and organizational commitment, while Milligan (2004) detected a statistically significant relationship between organizational trust and organizational commitment and between trust in a manager and the likelihood of an employee quitting a job. Laka-Mathebula (2004) showed that there was a link between organizational commitment and leadership styles. In his research, Uz (2006) detected that there was a positive and strong relationship between trust and communication in administrator-officer relationships, while Koç and Yazıcıoğlu (2011) revealed that there was a positive relationship between trust in a manager and the job satisfaction of workers. Polat and Celep (2008) showed that when the organizational trust perception of secondary education teachers was at a high level, then organizational trust was related both to organizational justice and to organizational citizenship behavior. Organizational trust has a significant effect on teachers to exhibit organizational citizenship behaviors.

In Turkey, the leadership of school principals is the focus of much research. Akbaba Altun (2003), for example, found that school principals considered the elements of transformational leadership significant; however, they did not put them into practice. Babaoğlu and Litchka (2010) came to the conclusion that the leadership efficiency of school principals was at high level, according to the perceptions of both principals and teachers. Altinkurt and Karaköse (2009) revealed that although the ethical leadership behaviors of school principals were generally perceived positively, this perception was not so high. Moreover, the researchers revealed that almost half of the teachers did not think the school principals were tolerant and fair enough. Yılmaz and Altinkurt (2012) detected in their research that the teachers' perception pertaining to the leadership behaviors of the school principals was positive.

A considerable amount of research in Turkey focuses on the trust condition of organizations. For example, Uz (2006) detected that managers and officers did not have sufficient trust in each other, and also there was a meaningful difference between their

perceptions. Özer, Demirtaş, Üstüner and Cömert (2006) found that the organizational trust level within high schools was medium. Sağlam Arı and Güneri Tosunoğlu (2011) identified that honesty, competence, openness, loyalty, and consistency influenced trust in their subordinates.

The leadership behaviors of school principals affect and determine many variables within the school organization. One of these variables is the employee's perception of trust in organization. As the leadership behaviors of the school principals improve, the teachers' perception level of organizational trust in the school gets better as well. In this research, while the leadership behavior of school principals was dealt with unidimensionally, perception of trust in organizations was handled in three dimensions. "Trust in colleague," one of the sub-dimensions of trust in organization, refers to teachers' trust in their colleagues. The perception of "trust in students and parents" indicates the trust the teachers have in their students and their parents. "Trust in principal" perception means the teachers' trust in their school principals.

There is limited research which investigates the relationship between the leadership of the primary and secondary school principals in Turkey and organizational trust (Arslantaş & Dursun, 2008; Yılmaz, 2006; Yılmaz, 2004; Yılmaz & Altınkurt 2012). Therefore, more research needs to be conducted to explore the relationship between the two organizational variables. In this regard, the aim of this research is to investigate, from the primary and secondary school teachers' point of view, how the organizational trust perception of teachers is affected by their school principals' leadership. Thus, to accomplish this objective, the following question is considered: From the primary and secondary school teachers' perspective, how does the leadership of school principals affect the organizational trust perception of teachers?

METHODOLOGY

This study employed a quantitative research approach in which the relational screening method was used.

Participants

The participants of this research were the teachers working in the primary and secondary schools located in the districts and villages of Burdur City of Turkey during 2009-2010 school year. The entire population of teachers was 2,230 teachers. Questionnaires were sent to all the teachers. Only 1891 teachers completed the questionnaire for the research. The 1,891 teachers worked in 196 schools throughout Burdur, 154 of which are primary and 42 are secondary. The 1891 teachers aged from 20 to 65. All teacher demographics were displayed in Table 1.

Table 1: Teacher Demographics

| Features of Teachers | | Number (%) | Total (%) |
|--------------------------|---------------------------|--------------|-------------|
| Gender | Female | 885 (47%) | 1891 (100%) |
| | Male | 972 (51%) | |
| | No response | 34 (2%) | |
| Married | Married | 1541 (81.5%) | 1891 (100%) |
| | Not Married | 331 (17.5%) | |
| | No response | 19 (1%) | |
| Children | Having Children | 1368(72%) | 1891 (100%) |
| | Not Having Children | 486(26%) | |
| | No response | 37 (2%) | |
| Branch of Teacher | Classroom Teacher | 572 (30%) | 1891 (100%) |
| | Teachers of Other Subject | 660 (35%) | |
| | No response | 659 (35%) | |
| School Type | Primary Schools | 1276 (67.4%) | 1891 (100%) |
| | Secondary Schools | 615 (32.5%) | |

| | | | |
|------------------------|--------------------------|--------------|-------------|
| School Location | Urban | 754 (40%) | 1891 (100%) |
| | Non-Urban | 1037 (55%) | |
| | No response | 100 (5%) | |
| Graduation | Bachelor's Degree | 1624 (85.9%) | 1891 (100%) |
| | Two-year Degree | 166 (8.8%) | |
| | Masters or Ph.D. Degrees | 54 (2.8%) | |
| | No response | 47 (2.5%) | |

Data Collection Tools

The teachers' perception of their school principals' leadership behaviors was measured by the "Leadership Behavior Questionnaire," which was developed by Ekvall and Arvonen (1991, p. 17-26) and adapted into Turkish by Tengilimoğlu (2005). The unidimensional questionnaire consists of 36 statements. Some of the statements are as follows: 1. Is friendly, 2. Listens to ideas and suggestions, and 3. Creates order. The scale is a 5-point Likert-type scale with the answers ranging as 1. Never, 2. Rarely, 3. Sometimes, 4. Mostly 5. Always. High scores indicate that the leadership behavior is perceived as positive while low scores imply the opposite. The alpha reliability coefficient of the Leadership Behavior Scale was found to be .73.

To measure the teachers' perception of organizational trust in their schools, "Omnibus T Scale," was used in this study. It was developed by Hoy and Tschannen-Moran (2003) and adapted into Turkish by Özer, Demirtaş, Üstüner, and Cömert (2006). The scale consists of 20 statements. The organizational trust scale consists of three sub-dimensions. Some examples of the sub-dimensions and the statements in the scale are as follows: Trust in colleagues: 1. Teachers in this school trust each other, 2. Teachers in this school typically look out for each other. Trust in students and parents: 1. Students in this school care about each other, 2. Parents in this school are reliable in their commitments. Trust in administrator: 1. Teachers in this school can rely on the principal. 2. Teachers in this school have faith in the integrity of the principal. If the working group has a high score on every dimension this means that the trust level is high while a low score indicates a low trust feeling. The scale is a 5-point Likert-type ranging from 1. Disagree, 2. Low Agree, 3. Mid Agree, 4. Mostly Agree, to 5. Strongly Agree. A high score on this scale means that the trust level is high, whereas a low score means the trust level is low. The alpha reliability coefficient of the trust in colleague dimension, one of the sub-dimensions of the organizational trust scale, was found to be .77; the alpha reliability coefficient of the trust in students and parents dimension was found to be .83; and the alpha reliability coefficient of the trust in principal dimension was found to be .70.

The mean score for leadership behavior and trust are as follows: 1 - 1.79 = Very low level; 1.80 – 2.59 = Low level; 2.60 – 3.39 = Medium level; 3.40 – 4.19 = High level and 4.20 – 5.00 = Very high level.

Data Analysis

A simple linear regression analysis was carried out to identify how the leadership behaviors of school principals affect (predict) the "trust in colleagues", "trust in students and parents", and "trust in principal" perceptions of the teachers (Can, 2013). The IBM SPSS 20 software was used in research data analysis.

FINDINGS

The descriptive analysis and regression analysis findings regarding the "leadership behaviors" of the school principals from the perspectives of primary and secondary school teachers; and teachers' perception level with respect to their "trust in colleagues", "trust in student and parents" and "trust in principal" can be found in this section. The results of the descriptive analysis are presented in Table 2.

Table 2: Descriptive Statistics

| | \bar{X} /Std.Error | Level | Measurement Range Points (Min-Max) |
|------------------------------|----------------------|--------------|------------------------------------|
| Leadership Behavior | 4.0866±.82203 | High level | 1.00-5.00 |
| Trust in Colleagues | 3.7952±.83027 | High level | 1.00-5.00 |
| Trust in student and parents | 3.2400±.78647 | Medium level | 1.00-5.00 |
| Trust in principal | 4.0073±.91864 | High level | 1.00-5.00 |

As seen in Table 1, with respect to primary and secondary school teachers' perception, the average of the leadership behaviors of the school principals is ($\bar{X}=4.0866$), the average of the teachers' trust in colleagues is ($\bar{X}=3.7952$), the average of the teachers' trust in students and parents is ($\bar{X}=3.2400$), the average of the teachers' trust in the school principal is ($\bar{X}=4.0073$). Considering the averages, with respect to teachers' perception, the leadership behaviors of school principals were perceived to be at a high level, teachers' perception of trust in colleagues, and trust in school principals were also at a high level but their perception of trust in students and parents was at a medium level.

The results of the simple linear regression analysis, which was carried out to identify, with respect to teachers' perception, the predictive power of the leadership behaviors of school principals over teachers' perception of "trust in colleagues," "trust in students and parents" and "trust in principal" are presented in Table 3.

Since the p-value ($p=0.00$) in the table, relating to the perception of "trust in colleagues," is smaller than .05, it indicates that the $R=.45$ -value calculated for the relationship between the predictor and predicted variables in the regression model is significant. In other words, in this regression model, the linear relationship between the teachers' perception of "trust in colleagues" and the leadership behaviors of the school principals is at a statistically significant level.

Data analysis shows that there is a significant relationship between the leadership behaviors of the school principals and the teachers' perception of "trust in colleagues" ($R=.45$ $R^2=.202$), and the leadership behaviors of the school principals have a significant predictive power over teachers' trust in colleagues ($F_{(1-1889)}=479.437$). The leadership behaviors of the school principals explain the 20% of the change in the teachers' perception of trust in colleagues. The significance test for the leadership behavior coefficient ($B=0.088$), the predictor variable in the regression equation, shows that the leadership behavior is a significant predictor. According to these results, it can be said that, 20% of the total variance in the teachers' perception of "trust in colleagues" results from their opinions towards the "leadership behaviors" of their school principals. The regression equation for the teachers' perception of "trust in colleagues" is as follows:

$$\text{Trust in Colleague} = (.088 \times \text{Leadership Behavior}) + 13.567$$

Table 3: The simple linear regression analysis, to identify the predictive power of the leadership behaviors of school principals over teachers' perception of "trust in colleagues," "trust in students and parents" and "trust in school principal".

| Dependent Variable | Parameter | B | St. Error | β | t |
|---------------------|---------------------|---------|------------|------------------------|----------|
| Trust in Colleagues | Intercept | 13.567 | .606 | - | 22.403 |
| | Leadership Behavior | .088 | .004 | .450 | 21.896 |
| | | $R=.45$ | $R^2=.202$ | $F_{(1-1889)}=479.437$ | $p=0.00$ |
| | Intercept | 14.83 | .686 | - | 21.606 |

| | | | | | |
|------------------------------|---------------------|----------|------------|-------------------------|----------|
| Trust in student and parents | Leadership Behavior | .075 | .005 | ,355 | 16.481 |
| | | $R=.355$ | $R^2=.126$ | $F_{(1-1889)}=271.620$ | $p=0.00$ |
| Trust in principal | Intercept | 1,133 | ,301 | - | 3,769 |
| | Leadership Behavior | ,128 | ,002 | ,828 | 64,141 |
| | | $R=.828$ | $R^2=.685$ | $F_{(1-1889)}=4114.128$ | $p=0.00$ |

The p-value ($p=0.00$) in the table, relating to the perception of “trust in students and parents,” is smaller than .05 indicating that the $R=.35$ -value calculated for the relationship between the predictor and predicted variables in the regression model is significant. In other words, in this regression model, the linear relationship between the teachers’ perception of “trust in students and parents” and the leadership behaviors of the school principals is at a statistically significant level.

It is found that there is a significant relationship between the leadership behaviors of the school principals and the teachers’ perception of “trust in students and parents” ($R=.355$ $R^2=.126$), and the leadership behaviors of the school principals have a meaningful predictive power over teachers’ trust in students and parents ($F_{(1-1889)}=271.620$). The leadership behaviors of the school principals explain the 12% of the change in the teachers’ perception of trust in students and parents. The significance test for the leadership behavior coefficient ($B=0.075$), the predictor variable in the regression equation, shows that the leadership behavior is a significant predictor. According to these results, it can be said that, 12% of the total variance in the teachers’ perception of “trust in students and parents” results from their opinions towards the “leadership behaviors” of their school principals. The regression equation for the teachers’ perception of “trust in students and parents” is as follows:

$$\text{Trust in Students and Parents} = (.075 \times \text{Leadership Behavior}) + 14.830$$

The fact that the p-value ($p=0.00$) in the table, relating to the perception of “trust in principal,” is smaller than .05 indicates that the $R=.828$ -value calculated for the relationship between the predictor and predicted variables in the regression model is significant. In other words, in this regression model, the linear relationship between the teachers’ perception of “trust in principal” and the leadership behaviors of the school principals is at a statistically significant level.

It is seen that there is a significant relationship between the leadership behaviors of the school principals and the teachers’ perception of “trust in principal” ($R=.828$ $R^2=.685$), and the leadership behaviors of the school principals have a significant predictive power over teachers’ trust in them ($F_{(1-1889)}=4114.128$). The leadership behaviors of the school principals explain the 68% of the change in the teachers’ perception of trust in their principals. The significance test for the leadership behavior coefficient ($B=0.128$), the predictor variable in the regression equation, shows that the leadership behavior is a significant predictor. According to these results, it can be said that 68% of the total variance in the teachers’ perception of “trust in principal” results from their opinions towards the “leadership behaviors” of their school principals. The regression equation for the teachers’ perception of “trust in principal” is as follows:

$$\text{Trust in Principal} = (.128 \times \text{Leadership Behavior}) + 1.133$$

While there is a low-level relationship between the teachers’ perception of their school principals’ “leadership behaviors” and their perception of “trust in colleagues” and “trust in students and parents,” the relationship between the teachers’ perception of the “leadership behaviors” of their school principals and their perception of “trust in principal” is found to be positive at a high significant level. The relationship at the highest level identified in the research

is between the leadership of the school principals and “trust in principal.” The relationship at the lowest level, on the other hand, is between the leadership of the school principals’ and the perception of “trust in students and parents.”

DISCUSSION AND CONCLUSION

The research results demonstrate that the teachers’ perceptions of leadership behaviors of the school principals were at a high level and the teachers’ trust in colleagues and in principal were at a high level while their trust in students and parents was at a medium-level.

The findings of the research revealed that there was a meaningful relationship between the primary and secondary school teachers’ perception of the leadership behaviors of their principals and their perception of trust in principal. The teachers’ perception of the leadership behaviors of their principals had a strong predictive power over their trust in their principals. Moreover, the teachers’ leadership perception of their principals explains their trust in their principal by 68% (a ratio of two over three). This finding suggests that if the leadership behaviors of the school principals are perceived to be more positive, the teachers’ perception of trust in principals will also increase to a large extent. Yılmaz (2004) and Yılmaz and Altinkurt (2012), who had arrived at parallel findings with those of this study in their previous researches, identified that there was a positive and high-level relationship between the supportive leadership behaviors of the principals and teachers’ perception of trust in the principal; that the supportive leadership behaviors of principals explain the perception of trust in principal by a ratio of two over three and had a strong predictive power over teachers’ perception of organizational trust.

In this research, it is found that the relationship between the teachers’ leadership perception of their principals and their perception of trust in colleagues, and trust in students and parents were positive though at a low level. The teachers’ perception of the leadership behaviors of their principals explains their trust in colleagues by 20% (a ratio of one over five) and their trust in students and parents by 12% (by ratio of one over eight). This finding signals that if the leadership behaviors of the school principals become more positive, there will also be an increase, even if it is slight, in the teachers’ perception of trust in their colleagues and trust in students and parents. In other words, the leadership of the school principals has a low-level predictive power over the teachers’ trust in colleagues, and trust in students and parents. Yılmaz (2004) and Yılmaz and Altinkurt (2012), who conducted a research in a similar topic, identified that there was a positive and medium-level relationship between the supportive leadership behaviors of the principals and teachers’ perception of trust in colleagues and stakeholders. They also found in their researches that the supportive leadership behaviors of principals explained teachers’ perception of trust in colleagues by a ratio of one over three, and their perception of trust in stakeholders by a ratio of one over five. Demir (2015) concluded that trust in colleagues have the high correlations with teacher collaboration and supportive work environment. According to Salı (2014) when establishing positive relationships with people, it is easier to accept and support them.

According to the findings of this study, improved school principals’ leadership behaviors can support developing trust between the school leader and the teachers. In particular, if school principals integrate strategies to improve organizational trust into the strategic planning process by implementing specific leadership styles, school principals may be able to improve the climate of the school. School principals can plan professional development that focuses on building trust. On the basis of the findings, it can be said that as the leadership behaviors of the school principals improve, the teachers’ perception level of trust in colleagues, trust in students and parents, and trust in principals will improve as well. If the school principals want to have a successful school, improvement of leadership behaviors sounds significant.

Additional research on the relationship between the leadership of the school principals and organizational trust needs to be carried out to confirm the findings of this study. It is recommended that qualitative and quantitative research methods be used in future research.

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