RELATION AMONG MANAGERS, TEACHERS AND SCHOOLS AT STATE SCHOOLS IN TURKEY: SHARED LEADERSHIP, JOB SATISFACTION, ORGANIZATIONAL TRUST

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Abstract:

Within organizations in which leadership is shared with staff, staffs tend to develop positive feelings against both themselves and their organizations. At this study it is aimed at analyzing the level of shared leadership of the schools in terms of the teachers' perception; measurement of job satisfaction and organizational trust levels of the teachers; and settling the relationship among these variables. Additionally, it has been also tried to determine that whether shared leadership level at primary schools can predict job satisfaction and organizational trust of the teachers. The study is a research designed as relational survey method. Data of the research have been gathered from 476 teachers working at the primary schools during 2019-2020 Academic year in Central Malatya. Data have been gathered through Shared Leadership Scale, Job Satisfaction Scale and Organizational Trust Scale. For the analysis of the data, t-test, ANOVA test, correlation and regression analysis have been made. In compliance with the results of the research, levels of shared leadership, job satisfaction and organizational trust at primary schools are high. Shared leadership at primary school predicts job satisfaction and organizational trust of the teachers in a positive and significant manner.

Keywords: leadership, shared leadership, job satisfaction, organizational trust, collaboration

1. Introduction

It is a well-accepted fact that leadership is important for organizations for developing effective processes, obtaining fruitful outcomes and achieving their goals (Tengilimoğlu, 2005). For classical leadership approach there is a leader who performs all these processes and other employees follow him or her. (Bennett, Wise, Woods and Harvey, 2003). In recent years, sharing of leadership among employees instead of its concentration in just

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one person has gradually come into question (Baloğlu, 2011; Gosling, Bolden and Petrov, 2009). One of the leadership types which have emerged as a result of this idea is shared leadership. Increase in the number of studies on shared leadership also indicates the importance of the issue (Spillane, Camburn & Pareja, 2007; Korkmaz and Gündüz, 2011; Kösem, 2018; Kılınç, 2013; Işık, 2018; Hulpia, Devos, Rosseel & Vlerick, 2012; Aydoğan, 2018; Aslan and Ağıroğlu Bakır; 2015; Uslu and Beycioğlu, 2013).

2. Literature Review

2.1 Shared Leadership

Study of shared leadership within literature is of long standing. The term has first been discussed by Gibb (1954) and Katz and Kahn (1966) indirectly. Main studies have been held by Firestone (1996) and Weiss and Cambone (1994) in 1980s and 1990s. Shared leadership has been named variant terms within the literature. Concepts od "*distributed leadership*", (Oğuz, 2013; Yılmaz and Turan, 2015), "*distributing leadership*" (Hulpia, Devos and Rosseel, 2009; Davis, 2009; Taşdan and Oğuz, 2013; Korkmaz and Gündüz, 2011; Baloğlu, 2011; Özdemir, 2012), and "*sharing leadership*" (Korkmaz, 2011) have been used on lieu of "*shared leadership*". However, most scholars prefer the concept of "*shared leadership*". (Perry, Pearce, Sims, 1999; Duignan & Bezzina, 2006; Wood, 2005; Beycioğlu, 2009; Bostancı, 2012; Yılmaz, 2013; Ağıroğlu Bakır and Aslan, 2014; Özer and Beycioğlu, 2013; Aslan and Ağıroğlu Bakır, 2015). Shared leadership is mostly studied in order to determine its level in educational institutions (Spillane, Camburn & Pareja, 2007; Korkmaz and Gündüz, 2011; Kösem, 2018; Kılınç, 2013; Işık, 2018) and find out its correlation with organizational loyalty (Hulpia, Devos, Rosseel & Vlerick, 2012; Aydoğan, 2018; Aslan and Ağıroğlu Bakır; 2015; Uslu and Beycioğlu, 2013). Apart from these two variables, it is studied in order to determine its effect on academic success (Davis, 2009; Seashore Louis, Dretzke & Wahlstrom, 2010), job satisfaction, cooperation, organizational change, teacher efficiency (Hulpia and Devos, 2009; Oldaç, 2016; Harris & Spillane, 2008; Grant, 2011; Ali & Yangaiya, 2015).

Bolden et al (2009) have addressed three basic characteristics of shared leadership: 1. Leadership is the common characteristic of the group and is formed through interaction of group members. 2. It does not exist strict boundaries of leadership 3. Leadership practices are diversified by whole employees. These characteristics make shared leadership dynamic, interactionist and holistic, constantly. It is a sharing process to increase both individual and common capacities of employees in order to make affairs more effective. (Yukl, 2002). This means adoption and voluntarily sharing of leadership by employees.

2.2 Components of Shared Leadership

Shared leadership is different from other leadership types with its distinctive components. These components enable shared leadership to be expressed as a single type of leadership. (Chen, 2007):

- Focusing on shared activities: Revealing the leadership of employees through their voluntary participation to the activities, their acting in tasks and their influence on each other.
- Focusing on Student Success: What really matters is success. This motivates all employees to have a contribution to the outputs/achievements and to perform its leadership (Elmore, 2000; ref. Chen, 2007).
- Being able to recognize talents of employees: There exist common goal and cooperative work. With sharing leadership with employees' talents of whom are recognized, feeling as a leader and taking on responsibility of each employee becomes more meaningful (Gronn, 2002).
- Pushing the lines: Not limiting one's himself or herself with predetermined work streams. Bringing new idea sup by using previous studies (NCSL (National College for School Leadership, England), 2003).
- Focusing on interaction between leaders and their followers: At shared leadership there exists an interaction between leadership performer and his followers. This interaction means also follower's influence on leader. And this in turn means followers also perform leadership or contributes to common goal (Spillane, 2006).

2.3 Shared Leadership at Education and Training Institutions

Education and training groups which are among the most important ones of social organizations are the institutions which both influence society and is influenced by it. From this aspect, shared leadership has gained place at educational organizations. Staff within the organization working as specialist at distinct fields is within an interaction between both their fields and general operation of the society. Because of this interaction and complicated structure, common sense and making decisions in common have to be adopted rather than leadership of a single person (Hoy and Miskel, 2010). Hence, a structure which will make different leaderships at different departments or different fields possible should be formed (Beycioğlu and Aslan 2007).

Shared leadership in terms of educational organizations means being in struggle of the groups working in the organization (teacher, manager, other employees) for development of the organization in all fields (Jacops, 2010). As it is the case in many other fields, also within educational organizations it is impossible to expect just one leader to solve all the problems. Therefore, it is required that every employee within the organization should share the leadership in the organization in such a manner that he or she expresses his or her opinion, takes responsibility and contributes to common sense. Performing shared leadership within organization is based on sharing of duties and responsibilities at the highest point where conditions permit (Yener, 2014). Performing shared leadership within educational institutions means formation of structural organs in order to spread the leadership to a wide base; rewarding of proposals and Works of the employees which contribute to the organization and approval of innovation as a value within the organization. One of the most important dimensions of performing shared leadership at organizations is employees' trust in the organization. It is difficult for an

employee who feels himself or herself within the organization to take responsibility or use the leadership initiative within the organization.

2.4 Organizational Trust

Organizational trust means that employees consider that the organization foe which they serve will protect employees' rights and will not act contrary to employees' interests (Gambetta, 1988). Organizational trust has been attracting scholars' interest in recent years. This interest is due to adopting shared leadership rather than classical leadership of modern organizations and their preference of horizontal structuring. It is foreseen that within organizations with horizontal structuring employees working in the organization will perform more actively and will take responsibility for the organization. In modern organizations, the trust of the employees in the organization leader and the organization is as important as the trust of leader in his/her employees in terms of the efficiency of the organization (Topaloğlu, 2010). Formation of organizational trust is a long term process. Throughout this process, employees should respect and welcome each other and have to behave in a compatible manner. Organization behavior is formed in a long term as a result of continuation of these behaviors. (Demircan and Ceylan, 2003). Organizational trust is mainly composed of three dimensions as trust in manager, trust in colleagues and trust in organization itself. Trust in the manager is possible when they share organization's utilities equally, when they are accessible in order to provide motivation of employees and when they designate significant goals (Mishra and Morrisey, 1990; Gürbüz, 2012). Employees should be clearly informed about issues they have to pay attention while working, they have to be provided some sort of freedom in their fields, and should be let use some sort of initiative (Serdar, 2019). Employees working in same place and for the same goal should trust each other. Employees' building a team is possible with just trusting each other. Organizations members who trust in their colleagues may succeed adopting the organization, loyalty to the organization and team dynamics (Topaloğlu 2010). Employees' trust in organization means their trust in culture, policies and operations of the society. Trust in organization may sometimes be confused with trust to manager. This is due to a belief that the manager represents the organization. Employees of organization should believe that the organization has a culture extending from past to future and independent from the manager and organization has a policy not changing depending on the manager and processes related to operation of the organization have a hardly changing characteristic (Tan and Tan, 2000).

Organizational trust is considered significant since it minimizes uncertainty and chaos within the organization; increases communication among each other and cooperation capacities (Günüşen, 2016; Yıldız, 2019). Values such as honesty, helpfulness, competence, trustworthiness and transparency are considered significant in educational organizations for obtaining success (Tschannen & Hoy, 1998; Yılmaz, 2006). Organizational trust contributes to change and development of school, gives teachers a hope for future, helps teachers understand each other better, increases efficiency and

effectiveness of the business, makes teachers more open to change and provides thinking in order to be better (İsmayılov, 2019).

2.5 Job Satisfaction

Job satisfaction having been subject to scientific research since the beginning of 1900s has been studied by Elton Mayo within the scope of Hawthorne studies. In 1940s, by expressing that employees are different from machines, job satisfaction has been started to be studied as a way of getting more efficiency from employees (Güney, 2017; Eğinli, 2009; Taş and Önder, 2010). Job satisfaction is important for the employees who spend most of the day at workplace. Job satisfaction is described as a component of feelings held by employees against his or her work; (Locke, 1976), Mood of employee against his or her work under psychological and environmental conditions (Hoppock, 1935), suitability of rewards given to employees by employers when they finish the given work (Smith, 1977); or the main measure of competence (Başbekleyen, 2019; Demiray, 2018). Based on these explanations it may be stated that job satisfaction is fact which influences not only the employee, but also the organization and the manager.

Job satisfaction generally affects perspective of employee on life in a positive manner. Employees with a high job satisfaction have a better physical and psychological health, and less behavioral disorder. Moreover, job satisfaction also positively affects personal trust in the employee, harmony in the workplace, collaboration and cooperation, and reduces anxiety and tension in the employee. (Şakacı, 2019). The employee develops a negative attitude towards the organization when he/she notices that his expectations and the opportunities provided by the organization are different. This manner in turn affects job satisfaction negatively (Eğinli, 2009). Employees with high job satisfaction are generally satisfied with their work environments (Özgen and Yalçın, 2011). Hierarchical structure in the organization among subordinates and superiors operate functions well (Demiray, 2018). Samadov's (2006) study demonstrates that manager's attitudes and behaviors against employees' influence job satisfaction level of employees. Manager's gentle and helpful attitude, his admiration of employees and rewarding them when necessary increase job satisfaction level of employees.

2.5.1 Factors Influencing Job Satisfaction

Job satisfaction is not observed in the same way at every employee and organization. There are individual and organizational factors influencing job satisfaction (Tengilimoğlu, 2005). Individual factors may be specified as age, sex, marital status, seniority, status, education level, skill, performance, personality of employee. Organizational factors may be specified as wage and conferment, working conditions, feature of work, will for promotion and progress, employment security, management style, supervision, relations with colleagues and participation to decision making process (Akbulut, 2015).

3. Material and Methods

In this part of the study explanations related to kind of the research, sample, data collection tolls and data analysis take place.

3.1 Model of the Research

In this study, a relational surveying model was used to determine the effect of shared leadership of educational organizations on teachers' job satisfaction and organizational trust, based on the perceptions of teachers. Relational surveying model is a scanning approach to determine whether two or more variables change together, if so, to determine the direction of the change. (Karasar, 2007). In this model there are many elements in the population. In order to reach a general judgment about this population, scanning is done throughout the whole population or on a sample group taken from the population.

3.2 Population and Sample

Target population of the study is composed of teachers working in State schools affiliated to Ministry of National Education and located in central districts of Malatya in 2019-2020 Academic Year. 5465 teachers working fort he mentioned institutions constitutes the population of the study. As a result of difficulties such as difficulty at reaching whole of the population, limited time and economic difficulties the research is conducted on a sample which is considered to be large enough to represent the population. Sample is defined as a subgroup which is large enough to represent universe (Çıngı, 1990). Since population is located in Central Malatya and general characteristic of the schools are like each other, schools included in the research have been selected random sampling method. At this study 512 teachers are reached. Data from teachers who have inadequately or incorrectly filled their questionnaires are not processed and research is based on 476 questionnaires.

Frequency and percentage distribution indicating demographic characteristics of the sample (sex, age, marital status, education level, seniority and branch) is as indicated in Table 1.

Table 1: Demographic Characteristics of the Participants

Variables	Sub dimensions	f	%	Variables	Sub dimensions	f	%
Sex	Woman	224	47,1	**Education**	Undergrad	428	89,9
	Man	252	52,9		Grad	48	10,1
Age	20-29	44	9,2	**Seniority**	0-5 years	24	5
	30-35	72	15,1		6-10 years	52	10,9
	36-40	152	31,9		11-15 years	124	26,1
	41-49	136	28,6		16-20 years	136	28,6
	50 and over	72	15,1		20 and over years	140	29,4
Marital Status	Married	416	87,4	**Branch**	Form Tutor	188	39,5
	Single	60	12,6		Branch Teacher	288	60,5

3.3 Data Collection Tools

Form used in the research in order to collect data consists of two sections. In the first section, questions related to demographic characteristics of the participants take place. In the second section shared leadership, job satisfaction and organizational trust scales take place.

3.3.1 Personal Information Sheet

This form constitutes of six questions intended to determine sex, age, marital status, education level, seniority and branches of teachers taking place in the sample.

3.3.2 Shared Leadership Scale

This scale has been developed by Wood (2005) and adapted to Turkish by Bostancı (2012). Scale is composed of 18 clauses and 4 sub dimensions. These sub dimensions are; fulfillment of tasks commonly (9 clauses), mutual skill development (2 clauses), decentralized interaction (4 clauses) and emotional support (3 clauses). 12. 14. and 15. clauses belonging to decentralized interaction are coded reversely. At reliability analysis of this scale held by Bostancı, Cronbach alpha (α) value has been found as .91. Cronbach alpha value found for this research is .82. For all clauses of Shared Leadership Scale a 5 point likert type is used as 1- "Absolutely Wrong", 2- "Generally Wrong", 3- "May be both right or wrong", 4- "Generally right", 5- "Absolutely Right". While findings of the research analyzed arithmetic mean intervals have been evaluated as: 1.00-1.80: "Absolutely Wrong", 1.81-2.60: "Generally Wrong", 2.61-3.40: "May be both right and wrong", 3.41-4.20: "Generally Right", 4.21-5.00: "Absolutely right".

3.3.2 Job Satisfaction Scale

Job satisfaction Scale has been developed by Hackman and Oldham (1975) and adapted to Turkish by Silah (2003). Scale which has been made applicable to teachers by Taşdan (2008) has a five point graduation type and answered between the arrival of 1- Never Satisfied and 5- Strongly Satisfied. While findings of the research analyzed arithmetic mean intervals have been evaluated as 1.00-1.80: "Never Satisfied", 1.81- 2.60: "Not Fully Satisfied", 2.61-3.40: "Moderately Satisfied", 3.41-4.20: "Much Satisfied", 4.21- 5.00: "Absolutely Satisfied". The scale is composed of 14 issues. At reliability analysis of the scale by (2002) Cronbach alfa (α) value has been found as 0,95 . Cronbach alpha value found for this research is 0,89.

3.3.3 Organizational Trust Scale

The scale has been developed by Yılmaz (2006) and has 22 issues and these issues are composed of three dimensions as trust in colleagues, managers and partners. 8 issues are related with "trust in colleagues" (issues 2, 6, 7, 8, 13, 16, 21, 22), 7 issues are related with "trust in managers" (issues 1, 5, 9, 10, 12, 15 and 17) and 7 issues are related to "trust in partners" (issues 3, 4, 11, 14, 18, 19, 20). The scale has a five point graduation type and includes the answers: 1- Never 2- Rarely 3- Sometimes 4- Mostly 5- Always. While

findings of the research analyzed arithmetic mean intervals have been evaluated as; 1.00-1.80: "Never", 1.81- 2.60: "Rarely", 2.61-3.40: "Sometimes", 3.41-4.20: "Mostly", 4.21- 5.00: "Always". At reliability analysis of this scale held by Yılmaz (2006), Cronbach alpha (α) value has been found as .92. Cronbach alpha value found for this research is .90.
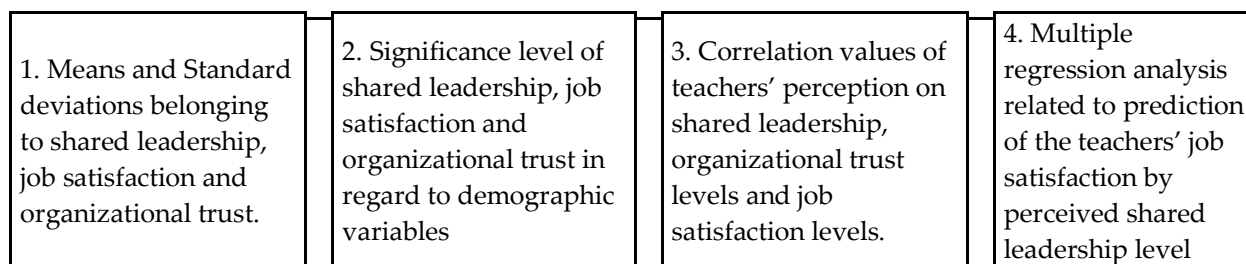
3.4 Data Analysis

Data gathered from field application of the research have been analyzed through SPSS 21.0 program.

1) First, frequency and percentage calculations of answers to demographic variables taking place at individual information sheet (sex, age, marital status, education level, seniority and branch) have been carried out.

2) Then, means related to Shared Leadership, Job Satisfaction and Organizational Trust have been calculated. These means later have been used at determination of perceptions of the teachers on shared leadership, job satisfaction and organizational trust at their schools.

3) At the next stage of the analysis, t-test has been applied in order to analyze whether perceptions of the teachers on shared leadership, job satisfaction and organizational trust at their schools differ in regards to demographic variables.

4) At the next stage, a correlation analysis has been held in order to determine whether a relationship exists among shared leadership, job satisfaction and organizational trust.

5) As the last analysis, a regression analysis has been held in order to determine whether or not shared leadership predicts job satisfaction and organizational trust of the teachers.

4. Results

Findings acquired as a result of data analysis takes place in an order indicated in Figure 1.

1. Means and Standard deviations belonging to shared leadership, job satisfaction and organizational trust.	2. Significance level of shared leadership, job satisfaction and organizational trust in regard to demographic variables	3. Correlation values of teachers' perception on shared leadership, organizational trust levels and job satisfaction levels.	4. Multiple regression analysis related to prediction of the teachers' job satisfaction by perceived shared leadership level

Figure 1: Findings Flowchart

Data related to present levels of shared values, organizational trust and job satisfaction at schools are demonstrated at Table 2.

Table 2: Shared leadership, job satisfaction and organizational trust levels

	N	Minimum value	Maximum value	$\bar{x}$	SD
Shared leadership	476	2,70	4,86	3,6372	,38785
Job Satisfaction	476	2,07	4,98	3,6351	,57336
Organizational Trust	476	2,79	4,68	3,9254	,39852

According to Table 2, mean of shared leadership at the schools is 3,63. This value means that leadership is generally shared at schools. This finding is evaluated as "Generally Right". Mean of job satisfaction at the schools is 3,63. This finding is evaluated as "Mostly satisfied". This value means that teachers are generally satisfied with their job. Organizational trust mean referring to trust felt by teachers against their schools is 3,92. This means that teachers mostly trust in their schools.

At this research it is examined whether shared leadership, teachers' job satisfaction and organizational trust levels differ significantly in reference to demographic variables. Findings gathered from this examination are illustrated at Table 3.

Table 3: Significance status of shared leadership, job satisfaction and organizational trust level by gender, marital status, educational status and branch difference.

	Sex	N	$\bar{x}$	SD	t	p
Shared Leadership	Woman	224	3,6809	,38117	2,330	,020*
	Man	252	3,5983	,39034		
	Married	416	3,6493	,39680	1,798	,073
	Single	60	3,5532	,30880		
	Graduate	428	3,6501	,39019	658	,531
	Undergraduate	48	3,5226	,34948		
	Form Tutor	188	3,6760	,40242	1,766	,078
	Branch Teach	288	3,6119	,37659		
Job satisfaction	Woman	224	3,7462	,49375	4,051	,000*
	Man	252	3,5363	,62026		
	Married	416	3,6284	,57728	-,663	,508
	Single	60	3,6810	,54786		
	Graduate	428	3,6509	,57254	1,801	,072
	Undergraduate	48	3,4940	,56720		
	Form Tutor	188	3,5562	,59168	661	,515
	Branch Teach	288	3,6865	,55611		
Organizational Trust	Woman	224	3,9342	,34587	,456	,649
	Man	252	3,9175	,44062		
	Married	416	3,9192	,41716	-,891	,373
	Single	60	3,9683	,22904		
	Graduate	428	3,9190	,39807	-1,041	,298
	Undergraduate	48	3,9821	,40222		
	Form Tutor	188	3,9295	,44921	,181	,857
	Branch Teach	288	3,9227	,36243		

*=p<0,05

When Table 3 is examined it will be noticed that at the level of shared leadership at primary schools there is a significant difference between men and women. [t(474)=2,330, p<0,5]. When arithmetical mean of women and men considered, women's shared leadership scores (x̄=3,6809) are higher than men's (x̄=3,5983). According to this data, women consider shared leadership at schools significantly higher. Shared leadership level at the schools does not differ significantly in respect to marital status, education level and branch. While examining whether job satisfaction of teachers significantly differ in respect to sex, marital status, education level and branch, it has been noticed that there is a significant difference between men and women. [t(474)=4,051, p<0,5]. This significant difference may also be understood in respect to arithmetic means of women (x̄=3,7462) and men (x̄=3,5363). In the light of this finding, it can be stated that job satisfaction of women are significantly higher than men's. Job satisfaction level of teachers does not differ significantly in respect to marital status, education level and branch. It is also determined that organizational trust level of teaches has not differed significantly in respect to marital status, education level and branch (p>0,5).

Shared leadership, job satisfaction and organizational trust at the primary schools have been examined in respect to variables of sex and seniority and findings are demonstrated at Table 4.

Table 4 indicates that there isn't a significant difference among 20-29 years old group and other groups (p>0,5). Three groups consisting of 30-35 years old group (p=,033), 36-40 years old group (p=,039) and 41-49 years group (p=,039) significantly differ from 50 and over years old group. If the correspondence of this difference in respect to means, it is noticed that the mean of 50 and over years old group is (x̄=3,7890) is significantly higher than of 30-35 years old group is (x̄=3,5806), of 36-40 years old group is (x̄=3,6137) and 41-49 years old group (x̄=3,6101). It is determined no difference among seniority groups in respect to shared leadership (p>0,5).

When age groups are analyzed in respect to job satisfaction, it is noticed that there is a significant difference between 20 and over years old group and other groups i.e. 20-29 years old group, 30-35 years old group and 35-40 years old group. This difference is significantly high at 50 and over years old group. There is no significant difference between 41-49 years old group and 50 and over years old group. This significance is more explicit when arithmetic means of the groups are taken into account. When job satisfaction is examined in respect to seniority groups, it is noticed that there is a significant difference between 0-5 years seniority group and 20 an over years seniority group. (p=,033). This difference also exists also between arithmetic mean of 0-5 years seniority group in respect to job satisfaction (x̄=3,2857) and arithmetic mean of the group consisting of teachers having seniority of 20 and over years (x̄=3,7418). It isn't determined any significance among seniority groups in respect to job satisfaction. (p>0,5).

Table 4: $\bar{X}$ and p values table on Multiple Comparison Method of shared leadership, job satisfaction and organizational trust in respect to age and seniority variables

		$\bar{x}$	20-29 years	30-35 years	36-40 years	41-49 years	50 and over years
Shared Leadership	20-29 years	3,6465		,938	,993	,990	,440
	30-35 years	3,5806	,938		,985	,991	**,033***
	36-40 years	3,6137	,993	,985		1,000	**,039***
	41-49 years	3,6101	,990	,991	1,000		**,039***
	50 and over years	3,7890	,440	**,033***	**,039***	**,038***	
		$\bar{x}$	0-5 Years	6-10 Years	11-15 Years	16-20 Years	20 and over years
	0-5 Years	3,5764		,995	1,000	,984	,613
	6-10 Years	3,6202	,995		,975	1,000	,674
	11-15 Years	3,5759	1,000	,975		,871	,072
	16-20 Years	3,6293	,984	1,000	,871		,482
	20 and over years	3,7159	,613	,674	,072	,482	
Job Satisfaction	20-29 years	3,5740		,870	,373	,088	,024*
	30-35 years	3,5894	,870		,709	,585	**,037***
	36-40 years	3,6391	,373	,709		,456	,042*
	41-49 years	3,7659	,088	,585	,456		,652
	50 and over years	3,7937	,024*	**,037***	,042*	,652	
		$\bar{x}$	0-5 Years	6-10 Years	11-15 Years	16-20 Years	20 and over years
	0-5 Years	3,2857		,147	,055	,092	**,033***
	6-10 Years	3,6143	,147		,753	,952	,996
	11-15 Years	3,6728	,055	,753		,996	,888
	16-20 Years	3,6429	,092	,952	,996		,970
	20 and over years	3,7418	**,033***	,996	,888	,970	
Organizational Trust	20-29 years	4,0119		,986	,218	,239	,717
	30-35 years	3,9679	,986		,362	,396	,242
	36-40 years	3,8523	,218	,362		1,000	**,000***
	41-49 years	3,8538	,239	,396	1,000		**,000***
	50 and over years	4,1194	,717	,242	**,000***	**,000***	
		$\bar{x}$	0-5 Years	6-10 Years	11-15 Years	16-20 Years	20 and over years
	0-5 Years	3,8581		,254	,999	1,000	,642
	6-10 Years	4,0820	,254		,053	**,008***	,763
	11-15 Years	3,8834	,999	,053		,954	,253
	16-20 Years	3,8435	1,000	**,008***	,954		**,036***
	20 and over years	3,9954	,642	,763	,253	**,036***	

*=p<0,05

Analysis related to determining whether there is a significant difference among participants in respect to organizational trust indicates that 20-29 years old group and 30-35 years old group significantly differ from other groups (p>0,5). In addition, it is determined that there aren't significant differences between the groups of 36-40 years old group (p=,039) and 41-49 years old group (p=,039) 50 and over years old group. When the correspondence of this difference at the means is examined, it is clearly noticed that mean of 50 and over years old group ($\bar{x}$=4,119) is significantly higher than the groups of 36-40 years old group ($\bar{x}$=3,852) and 41-49 years old group ($\bar{x}$=3,853). The analysis aiming at determining whether difference at organizational trust points is significant indicates that the group differs significantly from the groups (p=,008) and 20 and over years of seniority (p=,036). Arithmetical mean related to organizational trust is $\bar{x}$=4,082 for the group having

6-10 years of seniority; x̄=3,843 for the group with seniority of 16-20 years; and x̄=3,995 for the group having 20 and over years of seniority. As it can be understood from these data, means of teachers having 6-10 years and 20 and over years seniority are significantly higher than the means of teachers having 16-20 years of seniority.

In order to determine whether it exists a significant relation between shared leadership at schools and job satisfaction and organizational trust, a correlation analysis has been made and findings of this analysis are demonstrated at Table 5.

Table 5: Correlation values for teachers' perceived shared
leadership level and their organizational trust and job satisfaction level

		Shared Leadership	Job Satisfaction	Organizational Trust
Shared Leadership	r	1	,364**	,392**
	p		,000	,000
Job Satisfaction	r	,364**	1	,647**
	p	,000		,000
Organizational Trust	r	,392**	,647**	1
	p	,000	,000	

**p<0,01

Table 5 indicates that at the correlation analysis where relation between shared leadership at schools and job satisfaction and organizational trust, there is a positive, medium level and significant relationship between shared leadership and job satisfaction (r=,364; p=,000); and shared leadership and organizational trust (r=,392; p=,000). In a correlation analysis ,00-,29 then the relationship is low, if r value is between ,30-,69 then the relationship is medium level; and if r value is between,70-1,00, then the relation is high level (Saruhan and Özdemirci, 2013). After determining this significant relationship, in order to determine predictive situation of shared leadership on organizational trust and job satisfaction has been tried to be examined through regression analysis.

Table 6: Multiple regression analysis on prediction of job satisfaction
and organizational trust of teachers by perceived shared leadership

Variable Name	B	S. Error	β	t	p	R²	Adjusted R²	Binary r	Partial r
Constant	1,714	,234		7,311	,000*	,156	,149	,352	,346
Shared Leadership	,517	,063	,350	8,166	,000*				
Constant	2,482	,163		15,232	,000*	,157	,150	,393	,392
Shared Leadership	,408	,044	,397	9,266	,000*				

a: Dependent Variable: Job Satisfaction, F(1,475)=21,840 *:p<0,05
b: Dependent Variable: Organizational Trust F(1,475)=21,877 *:p<0,05

When parameters related to regression model are examined at Table 6, it is seen that standardized regression coefficients are: β=0.350; t=8.166; p<0.01 (Shared Leadership). This means that shared leadership at school significantly predict teachers' job satisfaction in a positive manner. In view of this result, about 15% percent of job satisfaction of teachers is explained by shared leadership of the school (R²=.149).

When variables related to regression model held for predicting organizational trust are examined it is seen that standardized coefficients are: β=0.397; t=9.266; p<0.01 (Shared Leadership). This means that shared leadership at school significantly predict teachers' organizational trust in a positive manner. In view of this result, about 15% percent of job satisfaction of teachers is explained by shared leadership of the school (R^2=.150).

5. Discussion and Conclusions

Leadership, as in all areas of life, is a phenomenon that exists in the field of education due to natural and managerial processes. Different types of leadership have been analyzed throughout history of education. In this context, within this research findings regarding shared leadership, job satisfaction and organizational trust at schools in Turkey are discussed below. There are few studies concerning relationship and prediction of shared leadership with job satisfaction (Hulpia, Devos, Rosseel, 2009; Akyürek, 2016; Ağırdaş, 2014; Ulusoy, 2014). With this aspect, this research may be considered as an effort to meet this deficit.

Within this research, mainly four questions are tried to be answered. First question is "What are shared leadership, job satisfaction and organizational trust levels at primary schools?" When the results obtained in the study were examined, it is determined that the variables of shared leadership, job satisfaction and organizational trust were "generally / mostly high". Similar findings have been derived at distinct studies where these variables are examined. At the research held by Yılmaz (2013) shared leadership level at the schools is "Mostly shared". Korkmaz (2011) also has analyzed shared leadership level at schools in Turkey and the result has been considered as "high" with a percentage of 76%. When this level (76%) is converted into this research's evaluation method (five point likert) the result is "mostly shared". At another research (Uslu and Beycioğlu, 2013) da it has been determined that *"teachers' perception of the school's shared leadership level is high"*. Similar to these research, shared leadership has been pointed out as "mostly shared" at Sarıçiçek's (2014) research and "high" at researches held by Bakır (2013) and Çobanoğlu (2019). On the contrary, at a research held on shared leadership at secondary educational institutions in Turkey (Çınar, 2015), it is pointed out that shared leadership level is not high.

When findings of this research related to job satisfaction, it has been stated that job satisfaction is generally high. When some other researches in the literature are analyzed it will be noticed that findings are similar to this research's findings. At a research done by Gafa (2019), it has been determined that job satisfaction of teachers is at a high level. At another researches concerning job satisfaction of teachers, it has been determined that *"both inner and outer satisfaction of teachers are high"* (Dur, 2019), *"general satisfaction level is high"* (Kuzu, 2019) and "job satisfaction related to qualities of the profession is high" (Aydın, 2006). At a research done in Greece it has been determined that *"teachers are satisfied with their profession and managements whereas they are not satisfied with income and*

opportunities related to future provided by their professions" (Koustelios, 2001). At a research done in Brazil, it has been stated that job satisfaction of teachers is not high (Lapo and Bueno, 2003). At a research done by Watson and others (1991) in Australia, it has been determined that job satisfaction among teachers is quite high.

At his research, organizational trust level of the teachers has been determined as "mostly trusting". In the literature there exist many researches corroborating findings of this research. It has been determined at a dissertation by Gülay (2018) that "*organizational trust perception of teachers is well enough*"; at research by Kahveci, (2015) it has been estimated that "*organizational trust perception of teachers are high*" at a research by Sarıkaya (2019) performed by participation of teachers from primary, secondary and high schools "*job satisfaction level of teachers is at a medium level*". It is estimated at a research by Yılmaz (2019) that "*organizational trust level of teachers is high*", at a research by Korkmaz (2019) on form teachers it has been determined that "*form teachers mostly trust educational organization*", at a research done by Kovancı (2019) organizational perception level of teachers has been stated as "*mostly*".

The second question which is tried to be answered within this research is that "Does shared leadership, job satisfaction and organizational trust perceptions of teachers significantly change in terms of demographic variables?" When shared leadership perception of teachers is analyzed in terms of demographic variables, it has been determined that shared leadership significantly differs in terms of sex and age variables. Thereafter, shared leadership perception of women is significantly higher than of men. Findings similar to findings of this research have been found out by different researches. At a research which is done by Grant (2011) at state schools in Northern Carolina, it has been stated that women have higher shared leadership perception than men. Similarly, at a research by Aydoğan (2018) it has been stated that shared leadership level of women is higher. In discordance with these researches, at a research done by Bakır (2012), it has been determined that male teachers have higher shared leadership perception than female teachers. When shared leadership of teachers is analyzed in terms of age reliable, it has been determined that shared leadership perception of teachers over 50 is significantly higher than shared perception level of younger teachers. Similar to this research, at doctoral dissertation by Yener (2014) it has been determined that shared leadership perception level of teachers under 20 is significantly lower than of older teachers. Both researches indicate that the more the age of teachers the higher is their perception of shared leadership.

At this research it has been determined that job satisfaction level of teachers significantly differs in terms of demographic variables of sex, age and, seniority variables. Thereafter, job satisfaction level of female teachers, older teaches and teachers with higher seniorities are higher In some researches in literature (Fields and Blum, 1997; Çarıkçı, 2000; Demirel, 2006; Theoddossiou and Vasileiou, 2007; Özdöl, 2008; Adıgüzel et al. 2011) it has been determined that demographic variables does not create significant difference whereas in some researches (Akhtar, Hashmi & Naqvi, 2010; Ololube, 2006; Sarpkaya, 2000) it has been determined that demographic variables create significant

difference. Similar to this research, researches by Özdevecioğlu (2003), Long (2005) and Duman (2006) have stated that job satisfaction level of women are significantly higher than of men. When researches concerning effects of age on job satisfaction, it will be noticed that findings of these researches are similar with the findings of this research. According to Duman (2006), job satisfaction of teachers who are 40 or over is higher than of the younger teachers. Yılmaz (2019) states that teachers over 51 have higher levels than the youngers; and Gündoğdu (2013) indicates that younger teachers have less jobs satisfaction. Davis (1988) states that job satisfaction level of older employee increases because of experience they gain; and Glenn et al. (1977) state that older employees have higher job satisfaction levels than younger employees have. At this research it has also been determined that employees with higher seniorities have higher job satisfaction. In the literature Duman (2006) has similarly indicated that teachers having 11 years or more seniority have higher level of job satisfaction than teachers having less seniority. According to Yılmaz (2019) teachers with seniority of 21 or more years; and according to Gündoğdu (2013) teachers having a seniority of 21-25 years have higher levels of job satisfaction than teachers having less seniority. Hunt and Saul (1975) assert that as the seniority of employee increases their expectations decrease and thus their level of job satisfaction increases.

At this research, it has been found out that organizational trust of teachers significantly differs in terms of age and seniority. Organizational trust scores of teachers over 50 are significantly higher than of teachers who are 35-50 years old. In respect to seniority, organizational trust levels of teachers having a seniority of more than 20 years are higher than teachers having 6-10 and 16-20 years of seniority. Organizational trust of both older teaches and teachers with high seniority are significantly higher than younger teachers Another finding derived from these findings is that organizational trust level of teachers who have started to work relatively new (20-35 years old and 0-5 years seniority) is neither significantly high nor low. At other researches in literature on organizational trust findings similar to the findings of this research have been acquired. As consequence of Tukey multiple comparisons test done by Saruhan (2019) it has been found out at there is a significant difference between 22-27 years old group and 40-45 years old group. The teachers who are over 46 have the highest level of organizational trust. At Ayduğ's (2014) research teachers having the lowest level of organizational trust are the teachers who are 21-30 years old. At a research done by Kacabaş and Kartal (2016) it is stated that older teachers have higher levels of organizational trust than the younger teachers. When this research and other researches in the literature are compared, again similar findings have been found out. At a research done by Saruhan (2019), it has been stated that there is a significant difference between teachers having 0-5 years' seniority and the teachers having 16 years and over seniority in terms of organizational trust. At another research, it has been stated that teachers having the highest level of organizational trust are the ones who have 21 or more years of seniority; and the teachers having the lowest level of organizational trust are the ones who have 9 to 12 years of seniority (Ayduğ, 2014). Özer et al. (2006) have considered that the organizational trust level of teachers' group who

have the highest seniority is more positive than the other groups of teachers. At a research done by Bilgiç and Gümüşeli (2012), it is stated that organizational trust level of teachers having 20 or more years of seniority is significantly higher than organizational trust level of teachers having 1 to 5 years of seniority.

The third question answer of which is tried to be found is that: "Are the shared leadership perceptions of the teachers related with their job satisfaction and organizational trust?" At the correlation analysis made in order to determine shared leadership's correlation with job satisfaction and organizational trust, it has been established that shared leadership has a positive, significant and moderate correlation with both of the variables. At a research done by Hulpia, Devos and Rosseel (2009) it has been stated that at teachers there exists a positive correlation between shared leadership perception and job satisfaction. At the research done by Ağırdaş (2014) where correlation between shared leadership and job satisfaction at teachers working for state high schools is analyzed, it has been stated that there is a significant, high and positive correlation between shared leadership perception of participants and their level of job satisfaction. At the research done by Ulusoy (2014) it has been stated that there is a positive and significant correlation between shared leadership behaviors enacted at schools and job satisfaction of the teachers. It is determined that correlation between shared leadership roles of the managers and job satisfaction of the teachers is positive, moderate and meaningful. Positive, significant and moderate correlation which has been found through this research has also been found at many other researches in the literature. At a research done by Yılmaz (2014) it has been found out that there is a positive and significant correlation between shared leadership and organizational trust. Çiçek (2018) similarly has determined a positive and significant correlation between shared leadership and organizational trust. According to correlation analysis done within the research done by Ray (2019) it has been determined that there is a positive, moderate and significant correlation between teachers' perception about their schools' shared leadership practices and the teachers' organizational trust levels.

The fourth question which is tried to be answered through this research is that: "Does shared leadership at primary schools predict job satisfaction and organizational trust of teachers?" In compliance with findings of this research, shared leadership at primary schools predict both job satisfaction and organizational trusts of the teachers. Additionally, another finding of this research is that about 15% percent of job satisfaction and organizational trust of teachers is predicted by shared leadership. Although there is little research done directly on shared leadership's predicting of organizational trust and job satisfaction, still there are some findings similar to findings of this research. In the literature shared leadership is studied under the names as distributed leadership, distributing leadership, sharing leadership whose definitions and contents are almost same with the term shared leadership. Within these researches, regression analysis which has been done by Ray (2019) it has been found out that shared leadership perception of the teachers significantly predicts their trust against their organizations. The finding mentioned and finding of this research are the same. At the research performed by Kim

(2019) it is stated that shared leadership has positive effect on organizational trust; and it is also stated that shared leadership predicts organizational trust and in turn organizational trust predicts job satisfaction in a positive manner. Findings of the mentioned research and this research are similar. Another research which states that shared leadership has positive effect on organizational trust has been performed by (2019). It exists many researches similar to this research which aims at predicting job satisfaction of shared leadership. At the research held by Ulusoy (2014) it has been indicated that shared leadership at schools predicts job satisfaction significantly. Hulpia, Devos and Rosseel (2009) at their research have stated that some constituents of leadership (teacher leadership) directly effects job satisfaction whereas some other components (participation to decisions, participation of supervision, support) effects indirectly. Another research at which it is mentioned that shared leadership has got positive effects on job satisfaction has been performed by Wood and Fields (2007).

6. Recommendations

At this research, effects of shared leadership on teachers are examined. Especially limited with its effects on teachers' job satisfaction and organizational trust. Researchers at the field may analyze effects of shared leadership on managers, organizations, students' parents and students or they may analyze different aspects of shared leadership's effects on teachers. Moreover, this research is limited with primary schools in Malatya and 2019-2020 Academic year. Different researches may be held and tested at other stages of education, at different times and different locations.

For increasing teachers' job satisfaction and organizational trust it is important to form a school based on sharing, support efforts of teachers, integrate them to decision making processes; (Hulpia, Devos and Rosseel, 2009), to ensure effective participation of teachers to solution process of the problem and to the whole of the transmission and development efforts at the school (Yener, 2014). In light of findings of this research, in order to increase job satisfaction and organizational trust of teachers, they have to be included in decision making processes in an active manner. Motivating formal processes should be formed in order to prepare and perform projects which help to organizations and psychological states of teachers. It is proposed that leadership, tasks and responsibilities should be shared with teachers who are disposed to take the lead.

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