



Meta-Analysis of Organizational Trust Studies Conducted in Educational Organizations between the Years 2008-2018

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Abstract: This research aims to combine the results of the studies conducted in educational organizations between the years 2008-2018 that investigated correlation between organizational trust, and organizational support, organizational citizenship, organizational justice, organizational commitment, mobbing, organizational silence, job satisfaction, organizational cynicism and ethical leadership and obtain an overall result. Within this scope, meta-analytic method was used in the study. A literature review was performed by using the concepts "trust" and "organizational trust". A total of 43 independent studies were incorporated into the research by considering the selection criteria determined by the researcher. The total sample size (teacher, academician and school administrator) is 22859. The studies included in the research were analyzed according to random effects model (REM). According to the results of the analysis, there is a high positive correlation between organizational trust, organizational justice [$r = .70$] and ethical leadership [$r = .82$]; a moderate positive correlation between organizational trust and organizational commitment [$r = .51$], organizational support [$r = .57$], organizational citizenship [$r = .43$] and job satisfaction [$r = .61$]. In addition, there was a moderate negative correlation between organizational trust, organizational cynicism [$r = -.62$] and organizational silence [$r = -.30$]; and also a low negative correlation between organizational trust and mobbing [$r = -.24$]. Based on these findings, the high level of organizational justice, organizational support and ethical leadership perceptions of the education stakeholders increase level of organizational trust; whereas the high level of organizational trust increases their job satisfaction, organizational citizenship behaviors and organizational commitment, and reduces organizational cynicism and organizational silence perceptions. In addition, employees' exposure to mobbing causes a decrease in organizational trust levels.

Keywords: *Meta-analysis, trust, organizational trust, educational organization.*

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Introduction

Trust is an important concept that determines the continuity, strength and intensity of the relations between individuals and organizations (Yildirim, 2010), which is defined as the individual's belief that the other party is fair, ethical, and will behave predictably (Polat, 2009). In this respect, it can be stated that the successful conduct of interpersonal relations depends largely on the feeling of trust. At the same time, trust is one of the basic feelings expected in the relations developed or being developed between the employees and the organization, which are expected to work together in a cooperative system (Aldemir, 1985). For organizational efficiency and effectiveness, employees need to have confidence in themselves, their managers, and other colleagues. Organizational trust is therefore defined as the expectation that an employee will support the organization itself and that their managers will be trustworthy (Mishra & Morrissey, 1990). In other words organizational trust is the employees' belief in the honesty of the organization, the fact that organization will not personally benefit from them, and the fact that organization will demonstrate positive efforts to fulfill their promises (Bromiley & Harris, 2006). It is impossible to reach the goals of the organizations without trust (Iscan & Sayin, 2010). Employees working in organizations with high trust, feel more comfortable and dedicate their energies trying to achieve the goals of the organization instead of protecting themselves (Tschannen-Moran, 2001). In organizations dominated by trust, there is an open and participatory environment and responsibilities are adopted by employees. In these organizations, the level of productivity and commitment to the organization is high, the culture of reconciliation is dominant and the tendency to teamwork, the job satisfaction of the employees and the level of participation in the decisions increase (Teyfur, Beytekin & Yalcinkaya, 2013).

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When the research conducted is examined, it is seen that the organizational trust has a positive relationship with organizational justice (Polat & Celep, 2008; Kulekci Akyavuz, 2017; Ozgan, 2011; Yildiz, 2013), organizational commitment (Yilmaz, 2008; Ozgan, 2011; Aybar & Marsap, 2018; Altunay, 2017), organizational support (Polat, 2010; Yiimaz & Turan, 2015; Uzun, 2018; Ergun, 2017), organizational citizenship (Karadal & Erdem, 2018; Polat & Celep, 2008; Uzun, 2018; Dede, 2017), job satisfaction (Bil, 2018; Celik, 2015; Horuz, 2014; Yalcin, 2014) and ethical leadership (Cemaloglu & Kilinc, 2012; Kuru, 2017; Pasa & Nergis Isik, 2017). On the other hand, it can be seen that organizational trust has a negative relationship with organizational silence (Pasa & Nergis Isik, 2017; Cakinberk, Dede & Yilmaz, 2014; Saglam, 2016), organizational cynicism (Akin, 2015; Akyuz, Kesen & Ograk, 2016; Kahveci, 2015), burnout (Caglar, 2011; Turhan & Erol, 2017; Yilmaz, 2014) and mobbing (Egerci, 2009; Demirdag, 2017; Cemaloglu & Kilinc, 2012).

As in many other organizations, the subject of trust has an important place in educational organizations (Artuksi, 2009). In order for the educational organizations to be more effective and efficient, to be able to realize the aims of education generally and the aims of the school specifically, in order for the students to receive an effective education, all the school stakeholders have to cooperate and work in harmony. This is also related to the nature of the relationships within the school. One of the most important factors determining the nature of these relations is the level of trust or distrust among individuals within the school (Ozer, Demirtas, Ustuner & Comert, 2006). Forming trust in educational organizations can lead to improvements in the quality of relations with teachers, students and parents in the short term and to improvements for the whole society in the long term (Artuksi, 2009). In this context, trust research in educational organizations have an important place in the field of organizational behavior and a whole bunch of research have been carried out on this subject and continue to be carried out. However, as the number of research increases, the differences between the research results increase. In this respect, it is necessary to combine these differentiated results to reach a general conclusion and to reinterpret the result. This research aims to combine the results of the studies conducted in educational organizations in the last 10 years that examined the relationship between organizational trust, and organizational justice, organizational commitment, organizational support, organizational citizenship, mobbing, organizational silence, job satisfaction, organizational cynicism and ethical leadership and obtain an overall result. The findings to be obtained are expected to provide some results about the variables that are affected by organizational trust and that affect organizational trust in educational organizations and also these results are expected to lead the authorities to ensure that educational stakeholders are transformed into practices aimed at increasing the level of organizational trust. Within this scope, the answers to the following questions were sought.

1. Is there a significant relationship between organizational justice and organizational trust?
2. Is there a significant relationship between organizational trust and organizational commitment?
3. Is there a significant relationship between organizational support and organizational trust?
4. Is there a significant relationship between organizational trust and organizational citizen behavior?
5. Is there a significant relationship between mobbing and organizational trust?
6. Is there a significant relationship between organizational trust and job satisfaction?
7. Is there a significant relationship between organizational trust and organizational cynicism?
8. Is there a significant relationship between organizational trust and organizational silence?
9. Is there a significant relationship between ethical leadership and organizational trust?

Methodology

Meta-analytic method was used in this study. Meta-analytic method is used to combine results of studies conducted independently of each other on a specific subject and reinterpret the results obtained. Thus, in this way, by incorporating the results of the studies made by different researchers which have different results, an overall result was obtained on a specific subject (Littel, Corcoran & Pillai, 2008; Akar, 2018). This study aims to combine the results of the studies conducted in educational organizations in the last 10 years that examined the relationship between organizational trust, and organizational justice, organizational commitment, organizational support, organizational citizenship, mobbing, organizational silence, job satisfaction, organizational cynicism and ethical leadership and obtain an overall result.

Literature Review and Selection Criteria

In order to determine the studies to be included in the meta-analysis, a comprehensive literature review was performed. In this context, the Turkish and English of the keywords "trust" and "organizational trust" in the Google Scholar, ULAKBIM (Turkish Academic Network and Information Centre) and YOK Thesis databases (Higher Education Council of Turkish Republic for National Thesis and Dissertation Center) were reviewed. The literature review was completed on 15 September 2018. The following selection criteria were used in including the studies found as a result of the literature review.

- ✓ The studies to be included in the research should be published between 2008 - 2018.
- ✓ They should include statistical values that are required for correlational meta-analysis such as number of samples (n), correlation coefficient (r) or regression coefficient (R²).
- ✓ The studies should be conducted in Turkey.
- ✓ Participants of studies should be composed of teacher, academician, school administrator who works in educational organizations.

In the literature review conducted according to the above criteria, 51 studies were obtained. Since 8 of these studies were compared at the sub-dimension level between the variables, these studies could not be included in the research. Therefore, the meta-analysis was carried out by taking into account the remaining 43 studies. The results of descriptive analysis regarding studies included in the research are as shown in table 1.

Table 1. The results of descriptive analysis of studies which were included in the research

| Relations | Number of studies | Number of samples | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------|-------------------|-------------------|------|------|------|------|------|------|------|------|------|------|------|
| OJ-OT | 8 | 2673 | 1 | | 1 | 1 | 1 | 1 | | | | 2 | 1 |
| OT-OC | 13 | 4611 | | | 1 | 2 | 1 | 1 | 2 | 2 | | 1 | 3 |
| OS-OT | 8 | 3590 | | | 1 | | 1 | 1 | | 2 | 1 | 1 | 1 |
| OT-OCB | 9 | 4095 | 1 | 2 | | 2 | | | | | | 2 | 2 |
| M-OT | 3 | 1662 | | 1 | | | 1 | | | | | 1 | |
| JS-OT | 4 | 836 | | | | | | | 2 | 1 | | | 1 |
| OSY-OT | 3 | 3069 | | | | | | | | 2 | 1 | | |
| OSi-OT | 3 | 696 | | | | | | | 1 | | 1 | 1 | |
| EL-OT | 3 | 1627 | | | | | 1 | | | | | 2 | |

| Type of Study | The content of the sample |
|---------------|-------------------------------|
| Thesis | 16 Teacher |
| Article | 25 Teacher + Administrator |
| Seminar | 2 Academician |

OT: Organizational trust, OJ: organizational justice, OC: organizational commitment, OS: organizational support, OCB: organizational citizenship behavior, M: mobbing, B: burnout, JS: job satisfaction, OCY: organizational cynicism, OSi: organizational silence, EL: ethical leadership.

Analysis Process

Analysis of the studies included in the meta-analysis was performed with CMA 2.0 [Comprehensive Meta-Analysis 2.0]. In this research, correlational meta-analytic method was established where correlation coefficients were used in the calculation of the effect size. In meta-analysis studies, there are generally two basic models: fixed effects and random effects models. Characteristics and goals of research determine which type of model will be preferred. Since it was aimed at making generalization for a larger population, and also it was thought that the studies included in this research were not functionally equal, and random effects model was used (Borenstein, Hedges, Higgins and Rothstein, 2013). Cohen, Manion and Morrison (2013) used the proposed classification for the correlational meta-analysis method [".00-.10" weak, ".10-.30" modest, ".30-.50" moderate, ".50-.80" strong, ".80≤" very strong].

Examination of publication bias

One of the major topics in the meta-analysis is that of the publication bias. Publication bias demonstrates a situation where not all studies/research made on a specific subject is not being published. The researchers generally tend to publish studies where they found significant differences or relationships between variables. This situation leads to the publication bias (Borenstein et al., 2013). The existence of publication bias in meta-analytic studies causes deviations in effects size (Field & Gillett, 2010). Publication bias in this study was checked using the Egger Test, Classic Fail Safe N and Funnel plot graph. Funnel plot graphs of the studies included in this research are as shown in Figure 1.

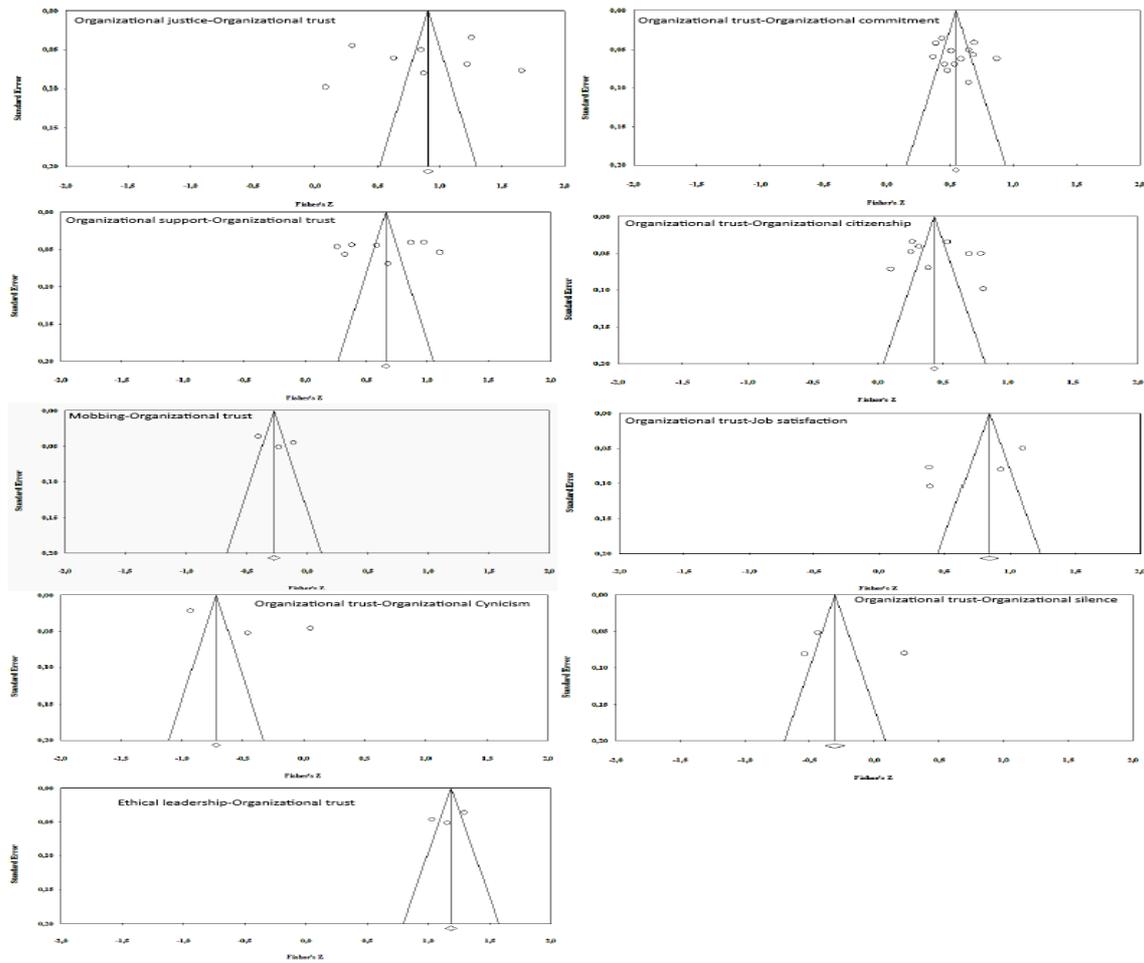


Figure 1. Funnel plot graphs of the studies included in the research.

When the funnel plot graphs in the figure 1 were analyzed, it was observed that there was not any extreme asymmetry and the effect size of studies included in the meta-analysis, had symmetric distribution on either side of the average size. These facts can be interpreted as the non-existence of publication bias (Borenstein et al., 2013). However, the funnel plot graph is not an adequate indicator in terms of achieving a final judgment about publication bias. Therefore, publication bias was also investigated by using Egger Tests and Classic Fail Safe N. The results of Egger Test and Classic Fail Safe N are as shown in Table2.

Table 2. Classic Fail Safe and Egger Test results

| Relations | k | Classic Fail Safe -N | Egger Test |
|---|----|----------------------|---------------|
| Organizational justice - Organizational trust | 8 | 3835 | p = .69 > .05 |
| Organizational trust - Organizational commitment | 13 | 4460 | p = .45 > .05 |
| Organizational support-Organizational trust | 8 | 3083 | p = .73 > .05 |
| Organizational trust-Organizational citizen behaviour | 9 | 1731 | p = .62 > .05 |
| Mobbing-Organizational trust | 3 | 83 | p = .47 > .05 |
| Organizational trust - Job satisfaction | 4 | 469 | p = .19 > .05 |
| Organizational trust - Organizational cynicism | 3 | 682 | p = .33 > .05 |
| Organizational trust-Organizational silence | 3 | 36 | p = .69 > .05 |
| Ethical leadership-Organizational trust | 3 | 1691 | p = .46 > .05 |

The number of studies required for the non-existence of publication bias according to Classic Fail Safe N Test is shown in Table 2. The fact that the difference between the number of studies reached as result of a comprehensive literature survey and the number of studies necessary for the publication bias not to be existing is high means that there is no publication bias. When results of Egger Test were examined, it is observed that p values are higher than .05. These results also suggest that there is no publication bias.

Findings / Results

1. Meta-analysis of studies investigating correlation between organizational justice and organizational trust

The meta-analysis results of the studies conducted in educational organizations, which investigate correlation between organizational justice and organizational trust are as shown in Table 3.

Table 3. The meta-analysis results of the studies investigating correlation between organizational justice and organizational trust

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|---|---|------|-----|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Organizational justice - Organizational trust | 8 | 2673 | .70 | .48 | .83 | 495.35 | .00 | 98.59 |

According to REM in Table 3, general effect size of organizational justice on organizational trust is .70. This value indicates that organizational justice has a "strong effect" on organizational trust (Cohen et al., 2013). Table 3 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution (Q = 495.35; p < .05). The fact that I² is 98.59 means that heterogeneity is high (Higgins, Thompson, Deeks & Altman, 2003). The forest plot graph of the studies investigating correlation between organizational justice and organizational trust is shown in figure 2.

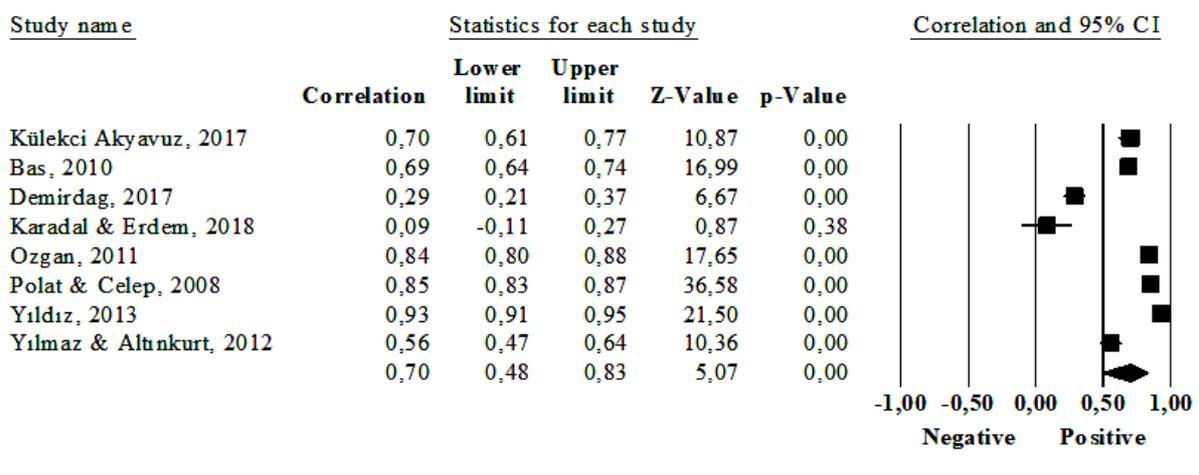


Figure 2. The forest plot graph of the studies investigating correlation between organizational justice and organizational trust

According to forest plot graph, the correlation coefficient of the studies investigating correlation between organizational justice and organizational trust varies between .29 and .93. When the results of the 8 studies incorporated into the meta-analysis were combined with the random effects model, it is seen that there is a positive high significant correlation between organizational justice and organizational trust (r =.70; p < .05).

2. Meta-analysis of the studies investigating correlation between organizational commitment and organizational trust

The meta-analysis results of the studies which investigate correlation between organizational commitment and organizational trust in educational organizations are as shown in Table 4.

Table 4. The meta-analysis results of the studies investigating correlation between organizational commitment and organizational trust

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|--|----|------|-----|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Organizational trust - Organizational commitment | 13 | 4611 | .51 | .45 | .57 | 87.45 | .00 | 86.45 |

According to REM in Table 4, general effect size of organizational trust on organizational commitment is .51. This value indicates that organizational trust has a "strong effect" on organizational commitment. (Cohen et al., 2013). Table 4 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution (Q = 87.45; p < .05). The fact that I² is 86.45 means that heterogeneity is high (Higgins et al., 2003). The forest plot graph of the studies investigating correlation between organizational trust and organizational commitment is as shown in figure 3.

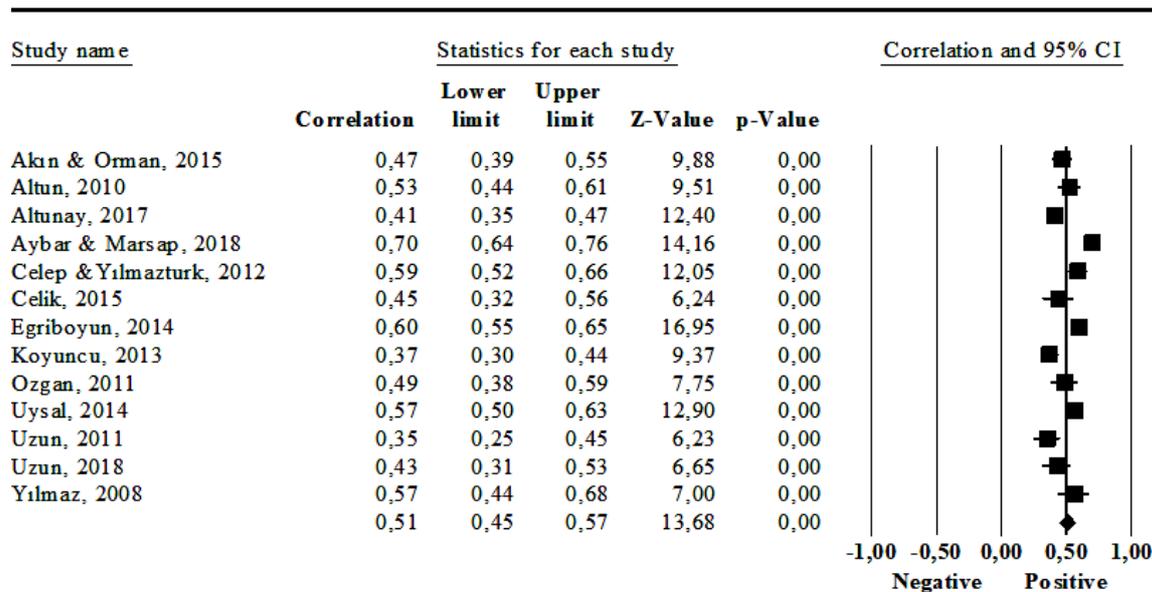


Figure 3. The forest plot graph of the studies investigating correlation between organizational commitment and organizational trust

According to forest plot graph, the correlation coefficient of the studies investigating correlation between organizational trust and organizational commitment varies between .35 and .70. When the results of the 13 studies included in the meta-analysis were combined with the random effects model, it is seen that there is a positive moderate significant correlation between organizational trust and organizational commitment ($r = .51$; $p < .05$).

3. Meta-analysis of the studies investigating correlation between organizational support and organizational trust

The meta-analysis results of the studies which investigate correlation between organizational support and organizational trust in educational organizations are as shown in Table 5.

Table 5. The meta-analysis results of the studies investigating correlation between organizational support and organizational trust

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|---|---|------|-----|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Organizational support - Organizational trust | 8 | 3590 | .57 | .41 | .70 | 303.36 | .00 | 97.69 |

According to REM in Table 5, general effect of organizational support on organizational trust is .57. This value indicates that organizational support has a "strong effect" on organizational trust (Cohen et al., 2013). Table 5 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution ($Q = 303.36$; $p < .05$). The fact that I^2 is 97.69 means that heterogeneity is high (Higgins et al., 2003). The forest plot graph of the studies investigating correlation between organizational support and organizational trust is as shown in figure 4.

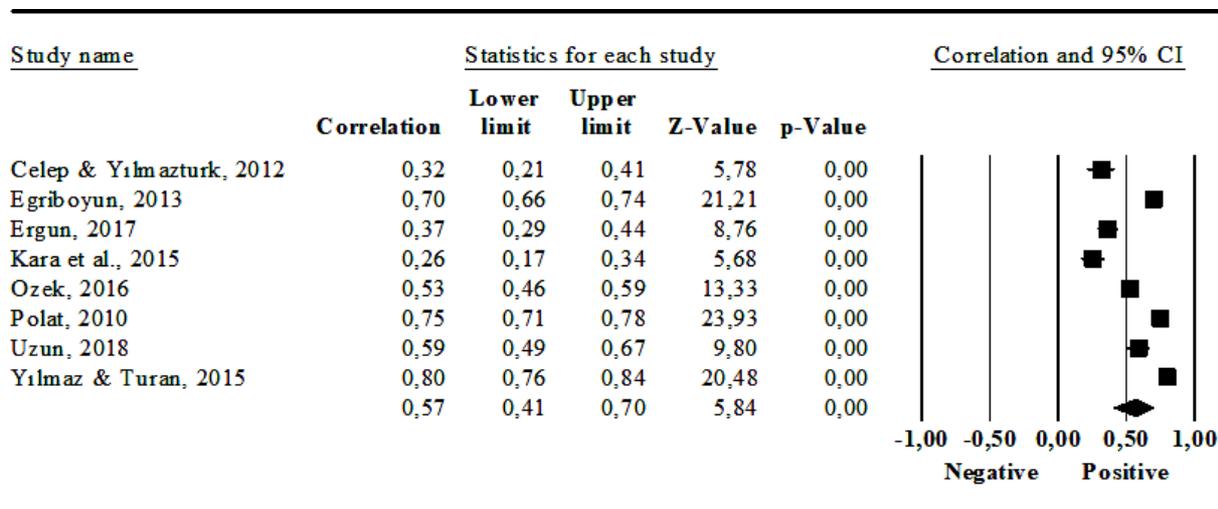


Figure 4. The forest plot graph of the studies investigating correlation between organizational support and organizational trust

According to forest plot graph, correlation coefficient of the studies investigating correlation between organizational support and organizational trust varies between .26 and 80. When the results of the 8 studies incorporated into the meta-analysis were combined with the random effects model, it is seen that there is a positive moderate significant correlation between organizational support and organizational trust. ($r = .57$; $p < .05$).

4. Meta-analysis of the studies investigating correlation between organizational trust and organizational citizenship

The meta-analysis results of the studies investigating correlation between organizational trust and organizational citizenship in educational organizations are as shown in Table 6.

Table 6. The meta-analysis results of the studies investigating correlation between organizational trust and organizational citizenship

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|---|---|------|-----|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Organizational trust - Organizational citizenship | 9 | 4095 | .43 | .30 | .54 | 172.87 | .00 | 95.37 |

According to REM in Table 6, general effect size of organizational trust on organizational citizenship is .43. This value indicates that organizational trust has a "moderate effect" on organizational citizenship (Cohen et al., 2013). Table 6 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution ($Q = 172.87$; $p < .05$). The fact that I^2 is 95.37 means that the heterogeneity is high (Higgins et al., 2003). The forest plot graph of the studies investigating correlation between organizational trust and organizational citizenship is as shown in figure 5.

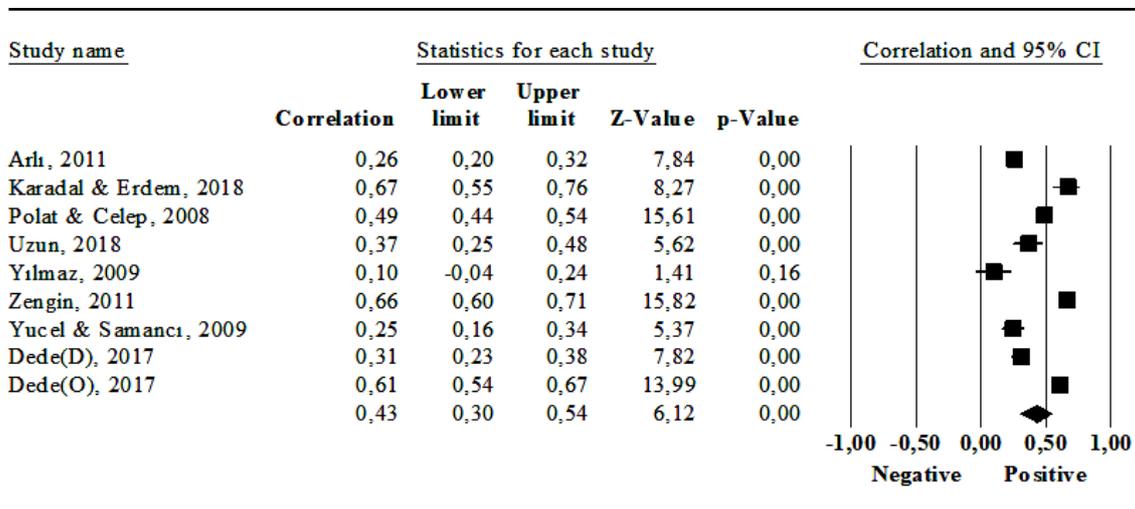


Figure 5. The forest plot graph of the studies investigating correlation between organizational trust and organizational citizenship

According to forest plot graph, correlation coefficient of studies investigating correlation between organizational trust and organizational citizenship varies between .26 and .67. When the results of the 9 studies incorporated into the meta-analysis were combined with the random effects model, it is seen that there is a positive moderate significant correlation between organizational trust and organizational citizenship. ($r = .43$; $p < .05$).

5. Meta-analysis of studies investigating correlation between mobbing and organizational trust

The meta-analysis results of the studies conducted in educational organizations and investigating correlation between mobbing and organizational trust are as shown in Table 7.

Table 7. Meta-analysis results of the studies investigating correlation between mobbing and organizational trust

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|------------------------------|---|------|------|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Mobbing-Organizational trust | 3 | 1662 | -.24 | -.41 | -.07 | 26.22 | .00 | 92.37 |

According to REM in Table 7, general effect size of mobbing on organizational trust is -.24. This value indicates that mobbing has a "modest effect" on organizational trust (Cohen et al., 2013). Table 7 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution ($Q = 26.22$; $p < .05$). The fact that I^2 is 92.37 means that heterogeneity is high (Higgins et al., 2003). The forest plot graph of the studies investigating correlation between mobbing and organizational trust is as shown in figure 6.

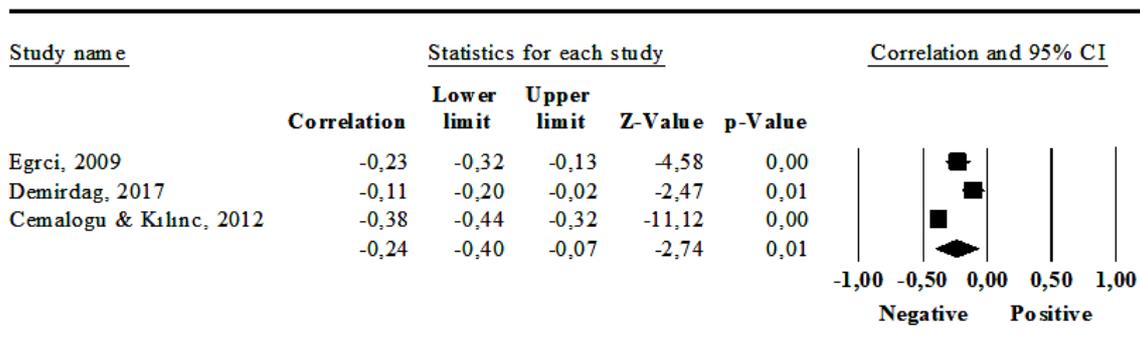


Figure 6. The forest plot graph for studies investigating correlation between mobbing and organizational trust

According to frost plot graph, correlation coefficient of studies investigating correlation between mobbing and organizational trust varies between -.38 and -.11. When the results of the 3 studies incorporated into the meta-analysis were combined with the random effects model, it is seen that there is a negative low significant correlation between mobbing and organizational trust ($r = -.24$; $p < .05$).

6. The Meta-analysis of studies investigating correlation between organizational trust and job satisfaction

The meta-analysis results of the studies conducted in educational organizations and investigating correlation between organizational trust and job satisfaction are as shown in Table 8.

Table 8. The meta-analysis results of the studies investigating correlation between organizational trust and job satisfaction

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|---------------------------------------|---|-----|-----|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Organizational trust-Job satisfaction | 4 | 836 | .61 | .32 | .80 | 81.27 | .00 | 96.31 |

According to REM in Table 8, general effect size of organizational trust on job satisfaction is .61. This value indicates that organizational trust has a "strong effect" on job satisfaction. (Cohen et al., 2013). Table 8 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution ($Q = 81.27$; $p = .05$). The fact that I^2 is 96.31 means that heterogeneity is high (Higgins et al., 2003). The forest plot graph of the studies investigating correlation between organizational trust and job satisfaction is as shown in figure 7.

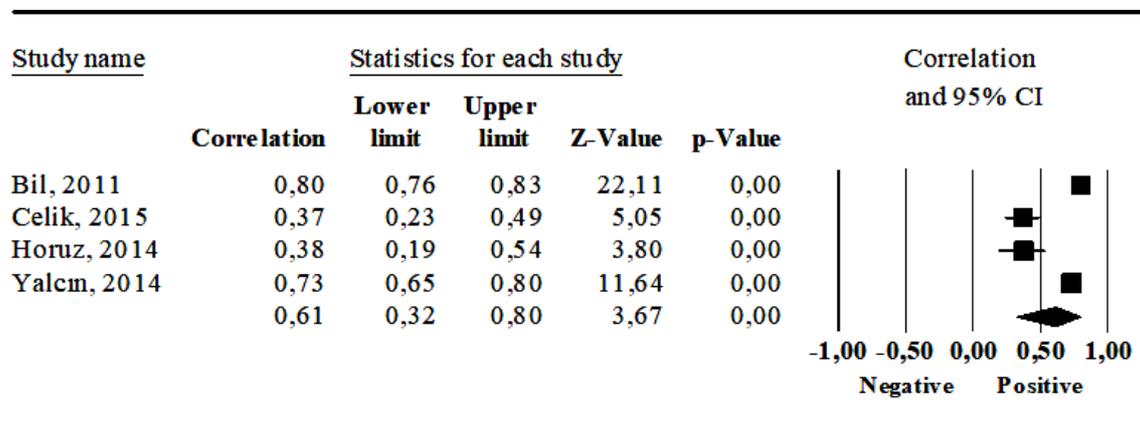


Figure 7. The forest plot graph of the studies investigating correlation between organizational trust and job satisfaction

According to the Frost plot graph, the correlation coefficient of the studies investigating correlation between organizational trust and job satisfaction varies between .37 and .80. When the results of the 4 studies incorporated into the meta-analysis were combined with the random effects model, it is seen that there is a moderate positive significant correlation between organizational trust and job satisfaction. ($r = .61$; $p < .05$).

7. Meta-analysis of studies investigating correlation between organizational trust and organizational cynicism

The meta-analysis results of the studies conducted in educational organizations and investigating correlation between organizational trust and organizational cynicism are as shown in Table 9.

Table 9. Meta-analysis results of the studies investigating correlation between organizational trust and organizational cynicism

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|--|---|------|------|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Organizational trust - Organizational cynicism | 3 | 3069 | -.62 | -.64 | -.59 | 409.93 | .00 | 99.50 |

According to REM in Table 9, general effect size of organizational trust on organizational cynicism is $-.62$. This value indicates that organizational trust has a "strong effect" on organizational cynicism (Cohen et al., 2013). Table 9 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution ($Q = 409.93$; $p < .05$). The fact that I^2 is 99.50 means that heterogeneity is high (Higgins et al., 2003). The forest plot graph of the studies investigating correlation between organizational trust and organizational cynicism is shown in figure 8.

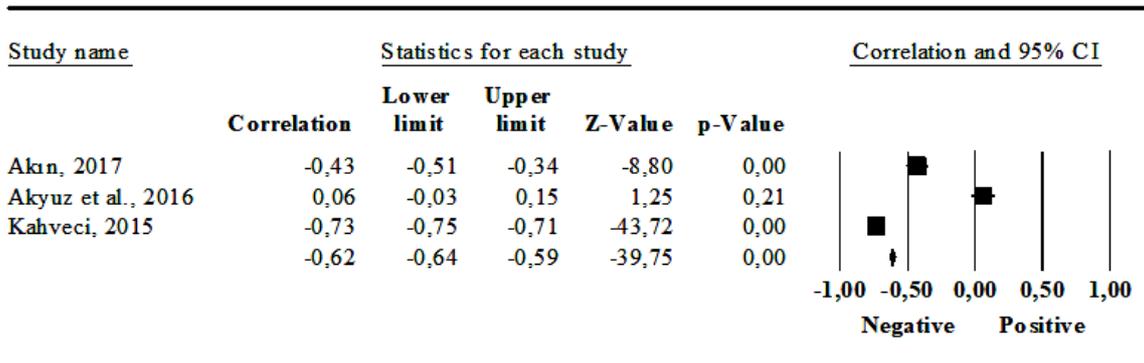


Figure 8. Forest plot graph for studies investigating correlation between organizational trust and organizational cynicism

According to the Frost plot graph, the correlation coefficient of the studies investigating correlation between organizational trust and organizational cynicism varies between $-.73$ and $-.43$. When the results of the 3 studies incorporated into the meta-analysis are combined with the random effects model, it is seen that there is a negative moderate significant relationship between organizational trust and organizational cynicism. ($r = -.62$; $p < .05$).

8. The Meta-analysis of studies investigating correlation between organizational trust and organizational silence

The meta-analysis results of the studies conducted in educational organizations and investigating correlation between organizational trust and organizational silence are as shown in Table 10.

Table 10. The meta-analysis results of the studies investigating correlation between organizational trust and organizational silence

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|---|---|-----|------|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Organizational trust-Organizational silence | 3 | 696 | -.30 | -.36 | -.23 | 60.24 | .00 | 96.68 |

According to REM in Table 10, general effect size of organizational trust on organizational silence is $-.30$. This value indicates that organizational trust has a "moderate effect" on organizational silence (Cohen et al., 2013). Table 10 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution ($Q = 60.24$; $p = .05$). The fact that I^2 is 96.68 means that heterogeneity is high (Higgins et al., 2003). The forest plot graph of the studies investigating correlation between organizational trust and organizational silence is as shown in figure 9.

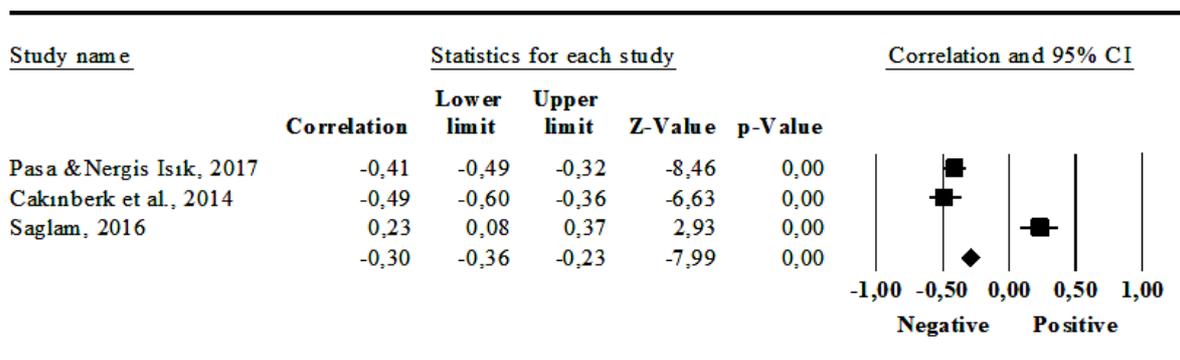


Figure 9. Forest plot graph for studies investigating correlation between organizational trust and organizational silence

According to forest plot graph, correlation coefficient of studies investigating correlation between organizational trust and organizational silence varies between $-.49$ and $.23$. When the results of the 3 studies incorporated into the meta-analysis are combined with the random effects model, it can be seen that there is a negative moderate significant correlation between organizational trust and organizational silence. ($r = -.30$; $p < .05$).

9. Meta-analysis of studies investigating correlation between ethical leadership and organizational trust

The meta-analysis results of the studies conducted in educational organizations and investigating correlation between ethical leadership and organizational trust are as shown in Table 11.

Table 11. The meta-analysis results of studies investigating correlation between leadership and organizational trust

| Variables | k | N | ES | 95% Confidence Interval | | Heterogeneity | | |
|---|---|------|-----|-------------------------|-------------|---------------|-----|----------------|
| | | | | Lower limit | Upper Limit | Q | p | I ² |
| Ethical leadership-Organizational trust | 3 | 1627 | .82 | .76 | .87 | 20.96 | .00 | 90.46 |

According to REM in Table 11, general effect size of ethical leadership on organizational trust is $.82$. This value indicates that ethical leadership has a "very strong effect" on organizational trust (Cohen et al., 2013). Table 11 indicates that effect sizes of studies incorporated into research have a heterogeneous distribution ($Q = 20.96$; $p < .05$). The fact that I^2 is 90.46 means that heterogeneity is high (Higgins et al., 2003). The forest plot graph of the studies investigating correlation between ethical leadership and organizational trust is shown in figure 10.

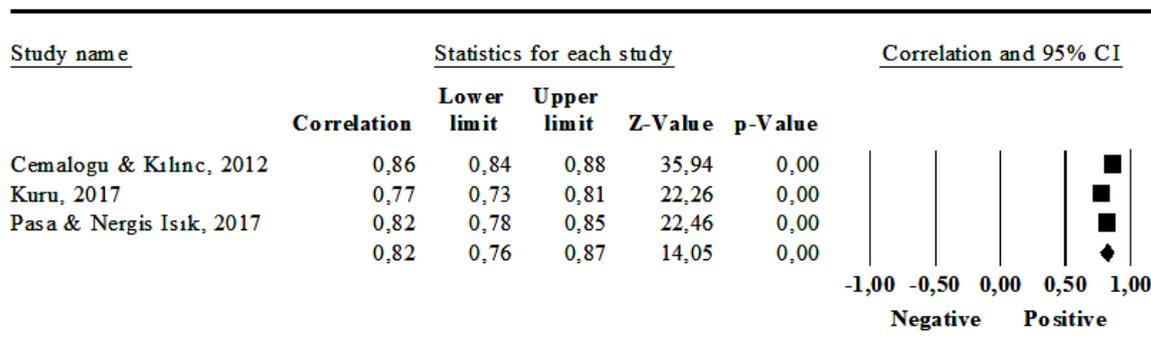


Figure 10. Forest plot graph for studies investigating correlation between ethical leadership and organizational trust

According to forest plot graph, correlation coefficient of the studies investigating correlation between ethical leadership and organizational trust varies between $.77$ and $.86$. When the results of the 3 studies incorporated into the meta-analysis were combined with the random effects model, it is seen that there is a high positive significant correlation between ethical leadership and organizational trust. ($r = .82$; $p < .05$).

Discussion and Conclusion

This study aims to combine the results of the studies conducted in educational organizations in the last 10 years that examined the relationship between organizational trust, and organizational justice, organizational commitment, organizational support, organizational citizenship, mobbing, organizational silence, job satisfaction, organizational cynicism and ethical leadership and obtain an overall result. In this context, 43 studies were analyzed by using random effects model in the meta-analysis method.

According to the first result obtained from the research, there is a positive high significant relationship between the organizational justice and organizational trust. In addition, it was concluded that organizational justice had a strong effect on organizational trust. This result coincides with previously conducted research results (Polat & Celep, 2008; Kulekci Akyavuz, 2017; Ozgan, 2011; Yildiz, 2013). Based on this result, it can be said that organizational trust perceptions will increase as educational stakeholders' perception of justice increases. Organizational justice is the evaluation of employees about activity of their own organizations in terms of compliance with the equitable principles. If the employee has a view that the actions and activities in the organization are not fair as a result of this evaluation, the perception of organizational justice will be adversely affected. It can be stated that employees will have a negative effect on their perceptions of trust towards their organizations and administrators. It is observed that this result is supported by the result obtained from the study conducted by Kulekci Akyavuz (2017). In the study conducted by Kulekci Akyavuz (2017), it was inferred that when the teachers were not treated equally in their work distribution, choice of student, communication and behavior in the school with other teachers, as a result, the feeling of trust for the school and the administrators was observed to be damaged. In a qualitative study conducted with teachers by Ozgan & Bozbayindir (2011), it was concluded that teachers did not perceive some activities (rewarding, course schedule, decision making, assignment, watch, relations, referral and leave and giving a registry grade) in the school as fair and

that this decreased the teachers' trust in their managers, their commitment to school, their job satisfaction, motivation, and increased their inefficiency in courses. Based on these studies, it can be said that fair and equitable practices in educational organizations have an important role in the formation of organizational trust perception of education stakeholders. In this context, it can be suggested that all kinds of distributable resources in the organization, the capabilities of the employees in the distribution of the opportunity and positions in the organization should be taken into consideration, and that the management policies should not change according to the person, time and situation.

According to the second result obtained from the research, there is a positive moderate significant relationship between the organizational trust and organizational commitment. Also, it was found that job satisfaction has a strong positive effect on organizational commitment. This result coincides with the previously conducted research results (Altun, 2010; Celep & Yilmazturk, 2012; Egriboyun, 2014; Uysal, 2014; Yilmaz, 2008). Based on this result, it can be said that the increase in organizational trust levels of education stakeholders can increase their organizational commitment. Organizational commitment occurs as a result of the interaction of employees with their organizations. Organizational commitment is a concept that encompasses the integration of employees with their own organizations, them adopting the aims, values and norms of the organization, being interested in achieving the goals of the organization and wanting to continue working in the organization. In order for this to happen, the organization must be honest with its employees, not using them in line with its own interests, be fair to employees, fulfill its promises to its employees, support its employees, in short, the trust environment should be dominant in the organization. Therefore, employees are able to show their commitment to the organization and managers as much as they trust them. The findings from the study conducted by Ozan and Ozdemir (2013) with the teachers support this result. In a study conducted by Ozan and Ozdemir (2013), it was concluded that building trust in schools will increase the performance, organizational commitment, productivity, morale and motivation of teachers. According to the results of the study conducted by Uzun (2018), teachers who think that they have a network of social relations based on trust, such as support, sincerity, integrity, honesty, consistency, are emotionally committed to their schools and demonstrate many voluntary behaviors in addition to the behaviors included in their job descriptions. Based on all these results, it can be stated that trust in the school and the manager is an important factor for teachers to develop their commitment to the school they work at.

According to the third result obtained from the research, there is a moderate positive relationship between organizational support and trust. In addition, it was concluded that organizational support has a strong effect on organizational trust. This result is consistent with the results of previously conducted research (Egriboyun, 2013; Ozek, 2017; Uzun, 2018; Celep & Yilmazturk, 2012). This result shows that the increase in the perception of organizational support of the educational stakeholders can increase the perception of organizational trust. Providing the support needed by the employees by the organization and managers, and making them feel that the employees are important for the organization will positively affect the employees' perception of organizational support. Knowing that the employee is supported by his / her organization and managers will increase the trust towards the organization and its managers. In the study conducted by Uzun (2018), it was found that organizational support is the most important predictor of emotional commitment to school. Within this scope, it can be said that teachers' organizational support perceptions have an important role in creating a positive commitment towards school.

According to the fourth result obtained from the research, there is a moderate positive significant relationship between organizational trust and citizenship. In addition, organizational trust has a moderate effect on organizational citizenship. This result coincides with previously conducted research results (Karadal & Erdem, 2018; Polat & Celep, 2008; Zengin, 2011). This result means that the increase in organizational trust perception of educational stakeholders can increase organizational citizenship behaviors. Organizational citizenship is a concept describing the extra behaviors demonstrated by the employees, in addition to their expected behavior, in order to enable their organizations to achieve their goals. Employees with high organizational citizenship perceptions demonstrate behaviors for the good of the organization without requesting anything in return. This situation will only be possible if the employee trusts his / her organization and managers. Yuçel & Samanci (2011) in the study they conducted with teachers, it is concluded that trusting the principals, colleagues, parents and students of the teachers and believing in their sincerity and knowing that they won't harm one another increases their organizational citizenship behaviors. When the results obtained from the study conducted by Uzun (2018) were examined; Teachers who think that they have a network of social relations based on trust, such as support, sincerity, integrity, honesty and consistency in their schools, are emotionally attached to their schools and they demonstrate voluntary behaviors in addition to the behaviors indicated in their job descriptions. Within this context, it can be said that policies need to be implemented to improve the perceptions of trust towards the organization in order to enable the education stakeholders to display non-role behaviors. According to the fifth result obtained from the research, there is a negative low significant relationship between mobbing and organizational trust. In addition, it was concluded that mobbing had a modest effect on organizational trust. This result coincides with previously conducted research results (Inci, 2009; Demirdag, 2017). This result means that the increase in the education stakeholders' perception of mobbing can reduce the perception of organizational trust. Mobbing is a psychological attack aimed at intimidating, and dismissing employees as well as making them obey the orders. The most common mobbing behaviors are behaviors aimed at contempt, humiliation, blame and constant control (Yildirim & Yildirim, 2006). Hence, it is an expected consequence that the perception of organizational trust of the employees

who are exposed to mobbing will be negative. Because in the formation of the perception of organizational trust, the employees believing that they will not get harmed by the organizations and managers plays an important role.

According to the sixth result obtained from the research, there is a positive moderate significant relationship between job satisfaction and organizational trust. In addition, it was concluded that organizational trust has a strong effect on job satisfaction. This result is consistent with the results of previously conducted research (Celik, 2015; Horuz, 2014). This result means that the increase in the perceptions of organizational trust of education stakeholders can increase job satisfaction. Job satisfaction is the positive or negative attitudes of employees towards the organization. If the employees are happy in their work and in their lives when they have an overall look at them, it can be said that they are satisfied with their jobs. For the educational stakeholders to work in a work environment based on trust, sincerity and honesty, to have positive relations with their colleagues and to have practices based on equitable principles will lead them to have more of a positive attitude for their work. In this context, it can be stated that a working environment that is trustworthy is necessary for educational stakeholders to get satisfaction from their jobs.

According to the seventh result obtained from the research, there is a negative moderate significant relationship between the organizational trust and organizational cynicism. In addition, it was concluded that organizational trust has a strong effect on organizational cynicism. This result coincides with some previously conducted research results (Akin, 2015). This result means that the decline in organizational trust perceptions of education stakeholders can increase the perception of organizational cynicism. Organizational cynicism is described as an attitude characterized by despair, frustration, insecurity and disparaging attitudes towards employees, managers or any other variables related to the organization (Andersson, 1996). Within this scope, it is seen as a status it is inevitable that for the educational stakeholders who do not trust their managers and the school where they work in, to face organizational cynicism. In a theoretical study conducted by Ozler, Atalay & Sahin (2010), it is emphasized that the main cause of the emotions such as distress, frustration, hopelessness and so on are caused by the teachers' lack of trust in the organizational strategies and policies, their colleagues, and managers.

According to the eighth result obtained from the research, there is a negative moderate significant relationship between the organizational trust and organizational silence. In addition, it was found that organizational trust had a moderate effect on organizational silence. This result coincides with some previously conducted research results (Pasa & Nergis Isik, 2017; Cakinberk et al., 2017). This result means that the increase in organizational trust perceptions of education stakeholders can reduce organizational silence behaviors. Organizational silence is defined as the employees' consciously concealing their thoughts, ideas and suggestions that may lead to the development of the organization. Employees deliberately refuse to express their thoughts, suggestions, and concerns on some organizational issues due to reasons such as: the fear of being ridiculed, not wanting to be perceived as a troublemaker, not wanting to ruin their relationship with their colleagues, wanting to avoid being punished by their managers. It can be stated that these behaviors are mostly due to the fact that the employee does not trust his / her colleagues, manager and organization. In the study conducted by Ng & Feldman (2013), it was found that organizational trust was effective on the sound behavior of employees. In other words, as the sense of trust in employees increases, they can express themselves more easily within the institution they work and express their problems more easily. Within this scope, educational organizations should create an environment in which employees can feel safe, if they want the educational stakeholders to express their opinions and suggestions that will benefit the organization.

According to the ninth result obtained from the research, there is a positive high significant relationship between ethical leadership and organizational trust. In addition, it was concluded that ethical leadership has a very strong effect on organizational trust. This result coincides with previously conducted research results (Cemaloglu & Kilinc, 2012; Kuru, 2017; Pasa & Nergis Isik, 2017). This result means that the increase in perceptions of the ethical leadership of education stakeholders can increase the perceptions of organizational trust. Ethical leaders take ethical principles into account in management. According to Karsli (2004) these principles are; justice, equality, honesty, impartiality, respect, responsibility, love, loyalty, conformity, tolerance, frugality, democracy and openness. Therefore, the leader who acts in accordance with these principles increases the trust of the employees for the organization. In a study conducted by Cemaloglu & Kilic (2012), it is highlighted that the school administrators not being ethical in their behaviors, decisions, communication network, not behaving fairly and equally, not always telling the truth and not behaving brave enough may damage the trust the employees have for the school administrators.

According to the results obtained from the research, organizational justice, organizational support, ethical leadership and mobbing have a significant effect on the formation of organizational trust perceptions of the educational employees. In addition, organizational trust perception of education employees significantly affects their organizational commitment, organizational citizenship behaviors, motivation, job satisfaction as well as the organizational cynicism levels. Hence, it is possible to suggest the authorities that are responsible for the management of educational organizations not to change the managerial policies according to the conditions, time and person, to perform their duties in accordance to the ethical principles such as justice, impartiality, equality, honesty, sincerity, and integrity and to support the educational employees about the issues they need. In order to achieve this, it is necessary to provide a theoretical and practical training related to human resources management and professional ethics and to raise educational managers' awareness about these issues. Furthermore, some platforms (*activities*) can be created in order

to share the experiences of managers, who support their employees and implement administrative policies based on the principles of equity.

Besides, some challenges were encountered in the process of the research. Particularly in some of the studies that were examined during the literature review, it was observed that the relationships between the variables were examined in the sub-dimension level. These studies could not be included in the research since the relationship between the general scores of the variables was not reported. In this context, it may be advisable for researchers to report all information about the study (sample number and content, correlation coefficient, scales used, place of research, etc.) for new meta-analysis studies to be conducted. However, although there are many studies investigating the relationship between organizational trust and some organizational variables (organizational commitment, justice, etc.), it causes to the limitation since there are not many studies investigating the relationship between organizational trust and some organizational variables (burnout, job satisfaction, etc.) Since most of the studies are conducted on teachers and the studies at the higher education level are limited, the generalizability of the results to all educational organizations is unsatisfactory. In this context, it can be stated that there must be more studies examining the organizational trust in higher education institutions. At the same time, this research is limited with the studies conducted on educational organizations about the organizational trust in Turkey for the last 10 years. Hence, it may suggest to researchers to conduct the meta-analysis with regard to studies that examine organizational trust at an international level.

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