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The Relationships among Shared Leadership, Trust in School Principals and Innovation Management in School

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KEYWORDS Correlations. Innovation. Leadership. School Management. Trust.

ABSTRACT The objective of this study is to analyze the correlations among managing innovation in school, trust in school principal and school principals' shared leadership skills in Kahramanmaraş province. In the research, relational survey method was used to determine teachers' perceptions towards innovation in school management, trust and shared leadership skills of school principals. The sample chosen randomly consisted of 331 teachers. The data analyzed in packet programs for social sciences. There is a moderate positive significant correlation between innovation in school management and trust in school principal; and between innovation in school management and shared leadership skills; and shared leadership skills and trust of school principals. It can be claimed that if a school principal uses shared leadership skills, these can effect both innovation in school management and trust in principal of schools positively.

INTRODUCTION

This study emphasizes some variables affecting school culture in which Principals effect shared leadership, trust, innovation management and the relations among them in schools.

Shared Leadership

The effective school initiatives of the mid-1980s indirectly distributed some leadership tasks to teachers and Principals in schools (Clark et al. 1984). Shared leadership is one of these types of leadership emerging around the mid-1990s. According to Senge (1990), when compared to the traditional view of leadership, shared leadership is an interactive group influence process. In other words, the leader is no longer the only source of influence (cited: Jing 2007). Shared leadership is a cooperation process in the team and it has many benefits for organizations.

Therefore, shared leadership; is defined as an emergent team property that results from the distribution of leadership influence across multiple team members (Carson et al. 2007; Day et al. 2004) and is described as a team process where leadership is carried out by the team as a whole, rather than solely by a single designated individual (Ensley et al. 2006).

The basic element of shared leadership is sharing distinct knowledge among group members (Carson et al. 2007). In shared leadership,

the school or work community collaborates to develop focused goals and plans to achieve them. In a school setting, teachers are encouraged to become leaders, guiding others through the process of learning and change (Rice 2006). Shared leadership is a possible model which can help build more effective schools.

Research shows that the key components of shared leadership are also critical for successful school leadership (Jing 2007). According to Bauer and Brown (2001), school atmosphere is a crucial perceptive for shared leadership and school leaders should provide open and supportive communication work processes (cited: Rice 2006). A collegial atmosphere (Rice 2006) and open communication are vital in all shared leadership decision-making processes (Meyers and Johnson 2008). For shared leadership and teamwork to be effective in schools, it is important that group members understand their personal roles and do not underestimate the complexity of a shared leadership arrangement (Hall 2001).

Shared leadership is a cooperation process in a group and a formal leadership role(s) performed by more than one person instead of a single person in reference to his/her behaviors. Leadership is conducted by all group members and success belongs to all groups, not to just one person (Bligh et al. 2006; Ensley et al. 2006). Shared leadership as a relational, collaborative leadership process or phenomenon involving teams or groups that mutually influence one another and collectively share duties and respon-

sibilities, otherwise relegated to a single, central leader (Kocolowski 2010).

Trust in Manager

Driscoll (1978) claimed that trust is the decision-making capacity of the organization's leadership while Serva et al. (2005) found trust as a significant predictor for risk-taking behaviors. The recent studies about trust have shown that leaders alter the culture positively in terms of school improvement (for example, Bryk and Schneider 2003; Hoy and Sweetland 2001; Louis 2007; Tarter et al. 1989, Tschannen-Moran 2004). Moreover, Bryk and Schneider's (2003) study's claimed that principal respect and personal regard for teachers, competence in core role responsibilities, and personal integrity were associated with relational trust among all adult members of the school. Tschannen-Moran (2004) described key leadership behaviors and specific actions engendering trust while Louis (2007) defined similar principal behaviors affecting trust and linking trust to shared leadership.

Yilmaz and Altinkurt (2012) claim that trust is a binding power in interpersonal relationships, and they also think that trust is one of the most essential needs after physiological ones. In addition to that, Yilmaz (2008) thinks that trust is one of the most important things in human behaviors and it is also important in organizational life and he also indicates that in organizational life, employees feel trust for their administrators and colleagues. Trust is a multi-dimensional concept including both people in an organization and the nature and consequences of outcomes. Additionally, Laschinger et al. (2001) indicates that organizational trust is a kind of climate of trust among employees. Besides, Rezaei et al. (2012) puts forward that organizational trust is an important factor and researchers think that the organizations should create trust in their employees. Yilmaz (2008) believes that in organizations with lack of trust, employees accuse each other for mistakes, feel jealous and make gossips. In addition, Altinkurt and Yilmaz (2012) indicate that organizational trust is employees' perception of organizational support and belief in leader's loyalty and honesty.

Based on the literature, many different classifications of organizational trust can be seen and in this study, organizational trust dimensions are chosen as "trust in administrator", "trust in

colleagues", and "trust in stakeholders" since the purpose of research is to determine teachers' trust levels (Hoy and Tschannen-Moran 2003; Yilmaz 2004, 2008).

Innovation

It represents the creative ideas (Amabile et al. 2004; Mumford and Gustafson 1988). According to Drucker (1985), innovation is often associated with change (cited: Martins and Terblanche 2003). According to West and Farr (1990) innovation is regarded as something new which leads to change. However change cannot always be regarded as innovation since it doesn't always involve new ideas or does not always lead to improvement in an organization (cited: Martins and Terblanche 2003).

Leaders can positively affect innovation in a number of ways. As several scholars have suggested, leaders shape employee behavior in both direct and indirect processes (Shamir et al. 2000). Because shared leadership occurs in team-based structures and is suitable for overcoming competitive environments and changes (Pearce 2004; Pearce and Manz 2005) one possible outcome of shared leadership is team innovative behavior (West and Farr 1989).

Usually, within groups, new and creative perspectives develop under supportive leadership (Hunter and Cushenbery 2011). In other words, if team members share knowledge and information among each other, this will lead to a rival advantage for the group and innovation task (Morgeson et al. 2010) in organizations.

Relationships among Leadership, Trust and Innovation in Schools

Moller and Eggen (2005) claimed that in schools with distributed leadership, power and trust are closely interrelated. Trust creates the conditions and mobilizes people to action and collaboration. Gronn (2000) stated that scholars who study about educational leadership propose that seeing school leadership from a shared leadership perspective provides beneficial insight into effective school leadership. Shared leadership is a potential model which helps create more effective schools.

Based on Pearce and Conger (2003) and Tschannen-Moran (2004) researches, the basic elements of shared leadership are vital for suc-

cessful school leadership (Jing 2007). Moreover, Wahlstrom and Louis (2008) examined some relations among trust and shared leadership and efficiency in schools while Williams (2011) found that there are relations among leadership effectiveness and improved learning outcomes in schools.

Yilmaz and Altinkurt's (2012) research findings show that teachers are positive about organizational trust and school administrators' leadership behaviors. Celik's et al. (2011) study results show that there is a positive and significant relationship between organizational trust and organizational performance and moreover, it shows that organizational trust and interpersonal deviance are influential in organizational performance. Moreover, Bulbul (2012) tried to develop a scale to measure innovation level of schools, Titrek (2015) also determined the levels of innovation management of Turkish schools and Argon, Ismetoglu and Yilmaz (2015) present branch teachers' competencies about technology integration and individual innovativeness. Peter et al (2015) claim that different leadership styles fit differently well with different innovation types and stages. Based on research result, the level of innovation management is moderate in schools, therefore, it can be claimed that school principals in Turkey use innovative methods to help improve the school system. However, there is not enough researches about relations of innovation levels and necessary to do more researches to understand these relations in the schools.

Research Questions

- The research questions of this study are;
1. What are the levels of shared leadership trust in manager and innovation in education level in schools?
 2. Are there any significant differences between organizational trust, innovation management and shared leadership according to gender, school type, seniority?

METHODOLOGY

In this research, the survey and structural equation models based on theory were used. The structural equation model examines more than one variable and the(ir) direct or indirect relationships among them. According to Jöreskog and Sörbom (1993), structural equation is the general concept that enables one to examine variables whose suppressive structures are observed (cited: Cokluk et al. 2010: 253). In other words, the structural equation model is a far-reaching statistical approach, testing the relationship between observed or unobserved variables.

Structural equation model analyses are made in two ways. In the first way, a path diagram is used, showing the relationship between the set model and the observed model variables, then the feasibility of data and model, in (the) view of the relationship in the path diagram, is checked via variable feasibility values (Yucenur et al. 2011:163). This study, conducted on the teachers in the primary schools, has three variables which are trust in manager, shared leadership skills of principals and innovation in education. The research model and hypothesis developed based on this model in Figure 1.

H1: There is a positive relationship between trust in manager and shared leadership skills of school principals.

H2: There is a positive relationship between trust in manager and innovation in education.

H3: There is a positive relationship between shared leadership and innovation in education

Sample

The participants in this study consist of 331 randomly selected teachers who worked in primary and secondary schools in Kahramanmaraş in the academic year of 2012-2013. The sample of the study is comprised of 331 teachers of which 137 were female (41.4 %) and 194 were male (58.6 %). 297 of them have a license degree (89.7 %), 25 of them have master degree (7.6 %) and just



Fig. 1. Research model and hypothesis

(only) 9 of them unfortunately unknown (2.7 %). When their seniorities were observed, 133 of them were found to have five years or less (40.2 %), 82 of them had 6-10 years (24.8 %), 60 of them had 11-15 years (18.1%), 33 of them had 16-20 years (10.0 %) and 23 of them had 21 years or more (6.9 %) of seniority in their professional carrier. When their ages were observed, 130 of them were between 20-29 years (39.3 %), 147 of them were between 30-39 years (44.4 %), 41 of them were between 40-49 years (12.4 %) and 13 of them were 50 or more (3.9 %) years old.

Data Collection Tools

The database was gathered through three scales; Innovation Management Scale which was adapted and used by Bulbul (2012) had 32 items and 4 sub-dimensions as input management (5 items), innovation strategy (6 items) organizational culture and structure (6 items) and project management (15 items) and its reliability level is .97 for this research data. KMO level of the scales is .96 and Bartlett's Test of Sphericity is significant ($\chi^2=9028.82$; $p=.00$). Organizational Trust Scale had 16 items which was adapted and used by Polat (2007) and its reliability level for this research data is .92. KMO level of the scales is .95 and Bartlett's Test of Sphericity is significant ($\chi^2=4159.41$; $p=.00$).

Shared Leadership Perception Scale which was adapted by Bostanci (2012) had 18 items and 4 sub-dimensions as joint completion of tasks (9 items), mutual skill development (2 items), decentralized interaction (4 items) and emotional support (3 items) and its reliability level for this research data is .85. KMO level of the scales is .93 and Bartlett's Test of Sphericity is significant ($\chi^2=3143.66$; $p=.00$). The first and second scales were five Likert type instrument: 1 (completely disagree), 2 (agree slightly), 3 (agree moderately), 4 (strongly agree), 5 (completely agree). The last one was four Likert type instrument which includes statements 1 (not true at all), 2 (generally not true), 3 (generally true), 4 (certainly true).

Data Analysis

In the analysis of the data, in packet programs for social sciences means and standard deviation, correlation analysis and variance analysis were used. The variables, which were entered in

the structural equation modeling, were measured by summing the items of each scale. These analyses were carried out via LISREL 8.8 (Joreskog and Sorbom 1996).

Normality Test

It is expected that the data collected from 311 individuals should fit normal distribution in order to consider the proposed model valid. It is tried to determine whether data fit normal distribution with normality tests. According to Hair and the others (1995), normality test was applied in three steps. The data were examined formally in the first step while the skewness and kurtosis values of the data were checked in the second step. Kolmogorov-Smirnov test was also applied to the data in the third step. The data collected in the second step of the normality test were examined in terms of skewness and kurtosis values.

These values give information to researchers to see how the available data locate in normal curve. This location is an important guide in order to control whether data fit normal distribution. It is expected that the statistical value range should be ± 2.58 for 5 percent confidence interval of skewness and kurtosis values while it is expected to be ± 1.96 for 1 percent confidence interval (Liu et al. 2005; Cit. Yucenur et al. 2011:161-162). When the results of skewness and kurtosis test were examined, it was seen that all the variables were between the expected intervals.

The last step of normality test is Kolmogorov-Smirnov test. The degree of correspondence between the distribution of sample data and theoretical distribution is examined in this test. That the significance level of Kolmogorov-Smirnov result value is higher than 0.05 ($p>.05$) shows that the data fit normal distribution. According to Table 1, that the Kolmogorov-Smirnov test results are higher than this value shows that all the data have a high significance level. It can be said that the data show a normal distribution.

RESULTS

1. What are the levels of shared leadership trust in manager and innovation in education level in schools?

When the researcher looked at the frequencies in Table 1, the result of overall mean of the items about input management ($\bar{X}=3.19$), inno-

vation strategy ($\bar{X}=3.60$), organizational culture and structure ($\bar{X}=3.69$), project management ($\bar{X}=3.67$), and the overall mean of the total innovation management ($\bar{X}=3.59$) it shows that the participants strongly agree with the statements about each dimension of innovation in education. It can be interpreted that the teachers who participated in this study believe in the importance of innovation management in the education field.

Table1: Kolmogorov-Smirnov test values of scales

Variables	<i>p</i>
Innovation manag	0.415
Trust in manager	0.026
Shared leadership	0.006

When the researcher looks at the result of overall mean of the items of trust ($\bar{X}=3.69$) it shows that the participants strongly agree with the statements in the questionnaire. This result means that the teachers who participated in this study trust in their school managers. The questionnaire for shared leadership was four Likert type questionnaire which has options including 1 (not true at all), 2 (not true generally), 3 (generally true), and 4 (certainly true). In the frequency Table 2, the overall means of the items for mutual skill development ($\bar{X}=3.56$), and decentralized interaction ($\bar{X}=3.51$) show that the participants strongly agree with the statements in the questionnaire while for joint completion of task ($\bar{X}=2.97$) and emotional support ($\bar{X}=3.12$) they only agree. These results can be interpreted as the participants have a positive attitude towards the concept of shared leadership (Table 2).

1. Are there any significant differences between organizational trust, innovation management and shared leadership according to gender, school type, seniority?

According to the gender variable, no significant difference is found in teachers' perceptions of innovation management in education, organizational trust and shared leadership at $p < .05$ level. In other words, their genders do not affect their point of view on these dimensions. When the results for the level of education (undergraduate or graduate) is examined, it is found that participants' levels of education does not cause a significant difference in their perceptions of innovation management in education, organizational trust and shared leadership. It means that being an undergraduate or graduate does not change their opinions on these dimensions.

However, according to the variable presence of MA degree or not, the shared leadership perceptions of participants [$t_{(329-98,872)} = -2.171$; $p = .032$]. Moreover, when the researcher observed arithmetic means, if a teacher has license or pre-licence education level ($\bar{X}=54.19$), his/her perceptions are higher than teachers having MA degree ($\bar{X}=56.67$). However, there is not a significant difference between the other sub-dimensions of innovation management, organizational trust and shared leadership according to the presence of MA degree or not.

When the researcher observes age variable results, there was a significant difference between the input management sub-dimension and age variable at $p < .05$ level [$F_{(2-328)} = 3.19$; $p = .04$]. When the researcher observed Tukey-b analysis results, there were significant differences between 20-39 years and 40 and upper age groups. However, there was not a significant dif-

Table 2: Frequencies of innovation management, trust in manager and shared leadership

Dimensions	<i>N</i>	<i>X</i>	<i>Sd</i>	Number of items	Overall mean of items
Input management	331	15.99	5.327	5	3.19
Innovation strategy	331	21.62	5.519	6	3.60
Org cult and structure	331	22.19	5.636	6	3.69
Project management	331	55.15	12.988	15	3.67
Total innovation	331	114.95	27.163	32	3.59
Trust in manager	331	59.12	12.657	16	3.69
Joint completion of tasks	331	26.76	5.45	9	2.97
Mutual skill development	331	7.12	1.98	2	3.56
Decentralized interaction	331	14.05	2.41	4	3.51
Emotional support	331	9.36	1.86	3	3.12
Total Shared Leadership	331	56.16	8.07	18	3.74

ference between the other dimensions based on the age variable. When it comes to between and within group results, it seems that there is not a significant difference among different ages according to the dimensions.

When the researcher observed seniority variable results, participants' joint completion of tasks dimension differs in accordance with the seniority variable at $p < .05$ level [$F_{(4-326)} = 3.24$; $p = .01$]. Moreover, when the researcher observed arithmetic means, if teachers have 0-5 years ($\bar{X} = 27.59$) and 21 + seniority ($\bar{X} = 28.83$), their perceptions are significantly higher than 6-10 years ($\bar{X} = 25.34$). In addition, another significant difference is found between total shared leadership dimension and seniority variable at .05 level [$F_{(4-326)} = 3.14$; $p = .01$]. When the researcher looked at the between and within group results, it seemed that there is a significant difference between and within seniority groups in the total shared leadership dimension (1, 5-2). The participants with 0-5 years ($\bar{X} = 57.55$) and 21 + seniority ($\bar{X} = 58.30$) of experience are different from other participants with 6-10 years ($\bar{X} = 53.96$) of experience. Apart from the total shared leadership dimension, when the researcher looked at the between and within group results of other dimensions and sub-dimensions, it seemed that there is not a significant difference among the seniority levels.

Descriptive Data and Inter-correlations

When Table 3 was examined, it was seen that there were positive, significant correlations between innovation management and trust in manager ($r = .51^{**}$) and shared leadership ($r = .53^{**}$). Moreover, there was also a positive and significant correlation between trust in manager and shared leadership ($r = .56^{**}$).

The path diagram shows the causal and non-causal relationships between the variables in a set model. While the variables are studied, the compatibility of the best model with data, which will explain these relationships are examined

(Yucenur et al. 2011: 163). The path diagram model uses the regression and correlation coefficient in order to examine the more complex relationships between variables. The model which has been set up gives some appropriate explanations for the correlations observed and evaluates how much the exterior variable effects the correlation between variables in the model (Yilmaz and Celik 2009: 2). The path diagram obtained for the model can be seen in Figure 2.

Model Evaluation

Hypothesized model was examined via structural equation modelling (SEM). Thanks to structural models, relationships between two or among more variables can be observed at the same time. Structural equation models deal with dependent and independent variables in a model as a whole and they study the feasibility of a model and available data with each other. In structural equation models, there is various feasibility values used for evaluation of the model feasibility. In Table 4, the main feasibility indexes can be seen. In the evaluation of this model, the degree of freedom in the χ^2 test is an important measurement. The χ^2 value of the model is 5907.43. In addition, the proportion of χ^2 's value to the degree of freedom is an important measurement in evaluation of the model. The χ^2/df rate for the research model is 2.84. Since the value of this model is below 5, which is an indication of acceptable feasibility, it can be considered to be a value close to perfect feasibility.

Besides, the significance level of the path diagram is within acceptable borders. The most frequent indexes used in evaluation of structural equation models are: goodness feasibility index (GFI), adapted goodness feasibility index (AGFI), normalized feasibility index (NFI), relative feasibility index (RFI), increasing feasibility index (IFI), and comparative feasibility index (CFI). The value of this model is 0.9, which means it is highly feasible among all indexes whose values range

Table 3: Correlations between innovation management, organizational trust and shared leadership perceptions of the teachers through their dimensions

Dimensions		Innovation management	Trust to manager	Shared leadership
Innovation management	rpN	1	-	-
Trust to manager	rpN	.51 ^{**} .000331	1	-
Shared leadership	rpN	.53 ^{**} .000331	.56 ^{**} .000331	1

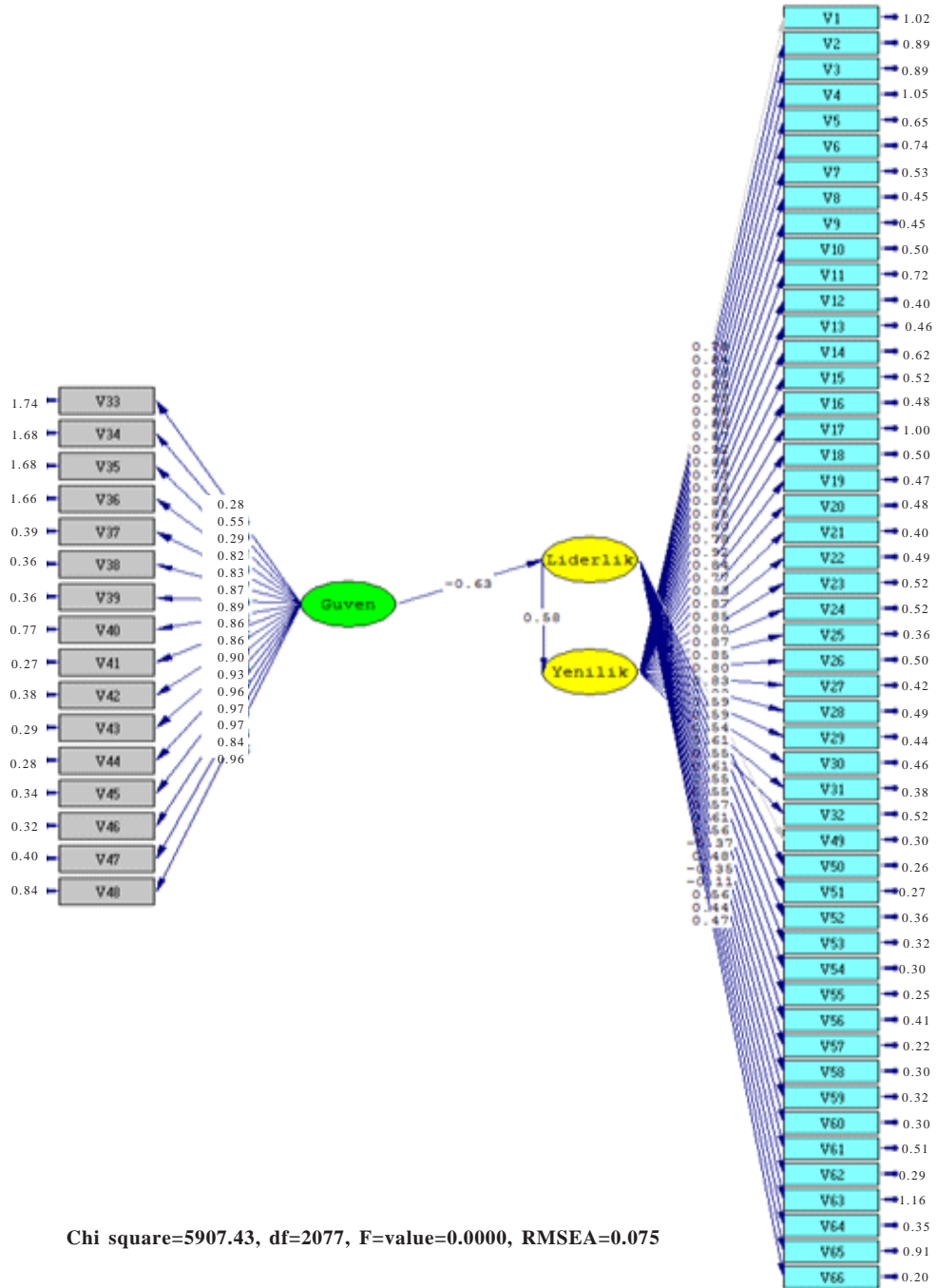


Fig. 2. Path diagram between variables

Table 4: The results of structural equation model

<i>Feasibility measures</i>	<i>Good feasibility</i>	<i>Acceptable feasibility</i>	<i>Suggested model</i>
X ² /df	≤2	≤2	
RMSEA	0 < RMSEA < 0.05	0.05 ≤ RMSEA ≤ 0.10	2.84
SRMR	0 ≤ SRMR ≤ 0.05	0.05 < SRMR ≤ 0.10	0.075
RMR	0 ≤ RMR ≤ 0.05	0.05 < RMR ≤ 0.10	0.077
NFI	0.95 ≤ NFI ≤ 1	0.90 ≤ NFI ≤ 0.95	0.094
NNFI	0.95 ≤ NNFI ≤ 1	0.90 ≤ NNFI ≤ 0.95	0.95
CFI	0.95 ≤ CFI ≤ 1	0.90 ≤ CFI ≤ 0.95	0.97
GFI	0.95 ≤ GFI ≤ 1	0.90 ≤ GFI ≤ 0.95	0.97
AGFI	0.90 ≤ AGFI ≤	0.85 ≤ AGFI ≤ 0.90	0.65
			0.63

from 0 to 1 (Kelloway 1998). The GFI value is 0.65, the AGFI value is 0.63, the NFI value is 0.95, the NNFI value is 0.95, the IFI value is 0.97, and the CFI value is 0.97. Furthermore, it has been proven that the indexes, except those from AGFI and GFI, are highly feasible with the model and data. Another feasibility indication for structural equation models is the square root of residue means value (RMR). Since the value changes between 0.00 and 1.00, the 0.05 value indicates the model is highly feasible with the data. The value is 0.094. Thus, it has been found that there is high feasibility between the model and the data except that from AGFI and GFI. The last evaluation criterion for the research model is the square root of residue-oriented mistake means (RMSEA). It is expected to be below 0.10. This value for this research has been identified as 0.011 which means that model is highly feasible with the data.

Structural Equations

In structural equation model analysis, after the compatibility of the model and data feasibility is tested, the relationships among variables are tested. In this study, direct or indirect effects of a variable on another variable or variables have been tested. To show these relationships among variables, regression analysis has been used. Through regression analysis, it has been examined to what extent one or more than one independent variable affects a dependent variable. An equation showing the relationship between a dependent and an independent variable has been obtained. For the research model three different equations were obtained through the Lisrel 8.8.

$$\text{Sh. Leadership} = -0.63$$

$$\begin{array}{l} \text{*Trust, Error var.} = 0.60, R^2 = 0.40 \\ (0.061) \quad (0.081) \\ -10.36 \quad 7.44 \end{array}$$

In the first available equation, ‘shared leadership’ has been considered as a dependent variable and subsets of the ‘trust in manager’ value have been considered as the independent variable. Considering the equation, it can be seen that ‘trust in manager’ has an influence of -0.63 on shared leadership. The 0.061 value in the parenthesis is the standard error of the imputed value. -10.36, located at the bottom, is the t value. The t- value can be obtained by dividing the imputed value by the standard error. To consider the regression value as significant at .05 levels, the t value should be above 1.96. At .01 levels it should be above 2.56 (Schumacker and Lomax 2004; cited: Yucenur et al. 2011). The R² value shows that the ‘shared leadership’ value is explained through this equation in a 42 percent ratio. According to the equality values above: The hypothesis is accepted and shared leadership has 63 percent effect on trust in manager in schools.

$$\begin{array}{l} \text{Innovation manag.} = 0.58^* \text{Leadership, Error-} \\ \text{var.} = 0.66, R^2 = 0.34 \\ (0.070) \quad (0.11) \\ 8.34 \quad 6.04 \end{array}$$

In the second available equation, ‘innovation management’ has been considered as a dependent variable and subsets of the ‘shared leadership’ value have been considered as the independent variable. Considering the equation, it can be seen that ‘shared leadership’ has an influence of .58 on innovation management. The 0.66 value in the parenthesis is the standard error of the imputed value. 8.34. The R² value shows that the ‘shared leadership’ value is explained through this equation in a 34 percent ratio. According to the equality values above: The hypothesis accepted and innovation management has 58 percent effect on shared leadership in schools.

$$\begin{aligned} \text{Innovation manag.} &= -0.37^* \\ \text{Trust, Error var.} &= 0.86, R^2 = 0.14 \\ &(0.050) \quad -7.42 \end{aligned}$$

In the third available equation, 'innovation management' has been considered as a dependent variable and subsets of the 'shared leadership' value have been considered as the independent variable. Considering the equation, it can be seen that 'trust in manager' has an influence of .37 on innovation management. The 0.66 value in the parenthesis is the standard error of the imputed value. -7.42. The R^2 value shows that the 'shared leadership' value is explained through this equation in a 14 percent ratio. According to the equality values above: The hypothesis is accepted and innovation management has 37 percent effect on trust in manager in schools.

DISCUSSION

Findings have demonstrated that there are relationships among shared leadership, trust in manager and innovation management variables and the goodness of fit indexes of the path model has shown indications -that the model was acceptable and that correlations among measures are explained by the model (Hu and Bentler 1999). According to the findings, teachers included in this study have high level positive feel of trust in their principals. This is a very important finding because trust is one of the most necessary needs after physiological needs. Determined as individuals' beliefs in those in mutual interaction without negative emotions such as fear, hesitation or doubt in all organizations (Lewicki and Bunker 1996; Mishra 1996; Hoy and Miskel 2010; Yilmaz and Altinkurt 2012), trust is a crucial feature about school improvement (Wahlstrom and Louis 2008) and innovation process.

Moreover, according to the findings of innovation management and its dimensions (input management, innovation strategy, organizational culture and structure and project management), it can be inferred that teachers believes that innovation management in education has a high importance and organizational culture and structure in the most important dimension for developing innovative schools. These findings also fit with Gol and Bulbul's (2012) research findings as well. On top of that, according to the results of shared leadership, it can be concluded that teachers have positive attitudes toward shared

leadership. Leadership is a collaboration process in a team of organization and it is a conduct of not only a person in an organization, but it should be conduct within group. Moreover, leadership should conduct all of team members and they should share these process roles (Bligh et al. 2006; Ensley et al. 2006; Peter et al. 2015). It is found that teachers' perceptions are positive and high. Pearce (2004) says that in sharing, leadership is a very important thing which affects and directs team members and in order to increase team members' performance to the highest level in an organization, creating leadership culture in schools are issues in which the principals should play very significant roles.

This research also found out that organizational culture is the most important dimension for creating innovative, progressive (Bozkurt Bostanci 2012) and effective schools. Furthermore, shared leadership in organizations is developing trust and organizational commitment (Bligh et al. 2006; Li et al. 2008). Trust in leaders is so important, because a trusted leader is an organization for creating other forms of trust, and it allows the school to manage its critical human resources more effectively (Tschannen-Moran 2004:198) and develop innovative organizational culture in schools as well.

Another important finding of this study is that there is a significant difference between the participants who have MA degree or licence degree and their perceptions of the shared leadership but on the other hand, the results show that there is no significant difference between gender, age and education level of the participants and their attitudes towards innovation management, organizational trust and shared leadership. Furthermore, Yilmaz's (2009) study findings indicate that private education centre teachers had a medium level of trust level and organizational citizenship behavior and it can be concluded that there were no relationships between the teachers' views about organizational citizenship behavior and organizational trust such as trust in colleagues, shareholders and trust in administrators.

This research investigated the relations between trust in manager and shared leadership and it founds positive and significant positive relations such as Francisko (2000) and Yilmaz (2004); trust in manager and innovation management; and shared leadership and innovation

management. Cooper and Kleinschmidt (1995) claims that innovation management model related organization and culture, Chiesa et al. (1996) describes performance and leadership, also Cormican and O'Sullivan (2004) relates with strategy, leadership and culture in organizations. This research finding also support these models because it is found positive and significant relations and structural equation model among these variable are very fit to each other.

CONCLUSION

The aim of this study was to investigate the level of shared leadership, trust in manager and innovation management and to investigate the relationships between these variables. According to the findings teachers included in this study have high level positive feel of trust in their principals. Teachers believe that innovation management in education has a high importance and organizational culture and structure is the most important dimension for developing innovative schools.

It can be concluded that teachers have positive attitudes toward shared leadership. It is found that teachers' perceptions are positive and high. Based on these findings it is claimed that in Turkish schools shared leadership roles conduct not only principals. Also in innovation management process, it is found that organizational culture and structure dimension is the most important and that if organizational culture and structure is effective and leadership shares in it, school trust in manager level will increase. As a result, it can be claimed that if a school principal uses shared leadership skills, it can effect both innovation in school management and trust in principal in schools positively.

Similar studies can be conducted in other provinces with the aim of disseminating this research results to different countries and regions of the world. To sum up, the results that have been obtained could be compared to further research and further studies that will be conducted by other researchers, and they should be encouraged to investigate more about the relationships among leadership behaviors, trust in manager and innovation management in schools.

NOTE

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