

## **The Relation between Organizational Trust and Organizational Commitment: A Study on Teachers of Hotel Management and Tourism Vocational High Schools**

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Organizational commitment is a state of affairs that the employee feel themselves close behaviorally and emotionally to the organization for which they work; therefore, it has impact on consequences such as the decrease of job turnover, the acknowledgement of the aim and goals of the organization by the employee, and the sincere effort for the success of the organization. As a result, organizational commitment is considered as one of the important factors in organizational success.

The development of commitment within the organizations is directly related to the quality of the organizational culture. According to researches, the development of relations dependent on trust creates employee who are committed to their organization emotionally, who are able to describe themselves within their organization, who are satisfied with their works, who don't think of leaving the organization, and who consider the success of the organization as their own success. Especially within the service-providing companies, the quality of the product is highly affected by the inter-personnel relations and by the relations between the company and the employee.

Educational Institutions are among the service-providing organisations. Success and efficiency in these organisations are the result of the quality of the relations of the teachers with each other's, students, and their institutions. In educational organizations, team-work and cooperation among employee are a necessity. Within such an environment, teachers will reflect their individual qualities and creativeness to the organization in a parallel relation. This will directly affect the educational quality and, naturally, the success of the school.

Within the research, the relation between the factors of organizational trust and the factors of organizational commitment has been studied over the teachers of Vocational High School of Tourism and in this relation, the position of the teachers and their working in their home towns have been considered as demographic factors that may affect the relations between the variables.

Teachers working in Vocational High Schools of Tourism affiliated with Ministry of National Education compose the universe of the research. The number of these teachers in 2008-2009 academic year is 2343. The survey was applied to some of Vocational High School of Tourism teachers by the researcher, to some of them via

internet, and to some of them via mail from October to January and 332 surveys that can be used statistically were entered into SPSS.

The Majority of the participants were men (50.9 %). According to their working in their home towns, 53.6 % of the participants work in their home towns. The service-years of the participants, the majority (60.8%) are of 0-12 years. This shows us that most of the teachers are young. The positional status of the participants, most of them (76.2 %) have a permanent position.

There is a meaningful correlation at the level of 0.05 between all the dimension of organizational trust and all the dimensions of organizational commitment that the correlation between the variables, we see that the correlation is of positive direction. It has been noted that all the hypotheses of the research were supported with sufficient evident ( $P < .000$ ).

When we study the role of the positional status in the relation between organizational trust and organizational commitment, the most striking finding is that the relation between trust to the manager and affective commitment couldn't be observed about contract-bound employee. Another striking finding is that the relation between communicational context and affective commitment of salaried employee is higher than other inter-factoral relations.

When we study the role of working in the home town in the relation between organizational trust and organizational commitment, the most striking finding is that the relation between organizational trust and affective commitment of teachers working in their home towns is higher than that of teachers who don't work in their home towns in all the organizational trust factors.

When the findings were studied, it was noticed that the most striking result was that there was no relation between trust of contract-bound employee to the manager and affective commitment. Likewise, in the study carried out by Karahan (2008) over the nurses about the effects of status difference to the commitment, it was proved that status difference has effects on the commitment level. In this study, it is obvious that status difference at schools abolish the effect of trust-to-manager factor in the commitment of the employee to the organization. For, Özden (1997) detected in his study about teachers' devotion to the school and manager behaviours that the difference of integration of teachers to the school in which they work is related 40% with the satisfaction with the behaviours of the manager and 20% with their participation in the administration of the school.

While it is being observed that the factors of organizational trust (sensitivity to employee, trust to the manager, openness to innovation, and communication environment) has an important, positively directed correlation with affective and normative commitment supporting this research and previous researches, it has emerged that it a lower level correlation with continuance commitment. The striking one among these results is that the correlation between communication environment and affective commitment is stronger than other correlations. Henceforth, it can be concluded that communication environment at schools creates the strongest effect on affective commitment.