

The Role of Innovation Management in Organizational Trust and Work Consciousness of English Language School Teachers in Iran

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Abstract

The present research study aimed to investigate the role of innovation management in organizational trust and work consciousness of English language school teachers in Iran, Karaj city. This research was a descriptive-correlational study. To estimate the size of the statistical sample, Krejcie & Morgan's (1970) table was used. There were 122 male and 104 female participants in the current study. To collect data, the Innovation Management (IM) (Moghimi & Ramadan, 2011), Organizational Trust (OT) (Shafiee, 2011), and Work Consciousness (WC) (Costa & McCrae, 1992) questionnaires were used. The results showed that there is a statistically significant relationship between innovation management organizational trust and the work consciousness of the teachers. Besides, there was no significant difference between males' and females' innovation management and organizational trust status in terms of gender while a significant difference was found in terms of females' work consciousness. However, no significant difference was found between single and married teachers' innovation management, organizational trust, and work consciousness. Furthermore, there was a significant difference in teachers' innovation management in terms of their academic degree while there was no significant difference between teachers' organizational trust and work consciousness. Likewise, no significant difference was found between teachers' innovation management and organizational trust in terms of their work experience, whereas there was a significant difference between teachers' work consciousness in terms of their work experiences.

Keywords: Innovation Management; Organizational Trust; Work Consciousness

I. Introduction

Transformation is vital and undeniable for prosperity and progress. For change and progress in society, paying attention to social and cultural issues is one of its important aspects. To achieve this, factors such as sufficient resources as well as appropriate environmental conditions are required. Among these, human resources play the most important role in the development of societies. Training human resources in such a way that they have a strong work consciousness to perform their duties and can guarantee a prosperous future for the society even without being aware, they should always consider their work under supervision and perform their duties in high quality without wasting resources.

Work consciousness and its proper formation in the organization are very effective in advancing the goals of the organization. This requires training of human resources and increasing training based on internal strengthening and a sense of commitment; therefore, paying attention to the training of human resources and, consequently, the formation of a work consciousness is of great importance. In other words, if a person has a work conscience, job satisfaction is created. The term work consciousness has recently entered the administrative culture of the country and has been considered by senior managers. Furthermore, Innovation management is important because it improves an organization's competitive advantage by introducing new products, services, technologies, and breakthrough ideas (Michael, 2008). According to Bhattacharya et al. (1998), in the context of an interaction characterised by uncertainty, trust refers to expectations for positive or negative outcomes that one can expect from another party based on expected action. Organizational trust enables organizational members to be confident in workplace behavior and procedures even in dangerous situations, as well as to have positive expectations about workplace behavior and procedures (Cemaloğlu & Kılıç, 2012). According to the literature, when organizational members have a high level of trust in their organization and supervisor, they can pay more attention to their jobs (Tummers, Dulk, 2013). As a result, it will increase profits for both themselves and their organization. Furthermore, previous research indicates that organizational trust is related to customer satisfaction, business transactions, employee motivation, and commitment (Ganesan, 1994; Doney and Cannon, 1997; Brockner et al., 1997). On the other hand, a lack of organizational trust leads to organizational failure (Bromiley and Cummings, 1996). Organizational members would require more energy to maintain their attention if there was insufficient organizational trust.

Research Hypotheses

The following hypotheses were developed:

H₁: There is a statistically significant relationship between innovation management with organizational trust and the work consciousness of the teachers.

H₀: There is no significant difference in the status of innovation management, organizational trust, and work consciousness of the teachers in terms of gender, marital status, degree, and work experience.

II. Review of the Literature

Innovation Management

In a highly competitive environment, innovation is the essential key for a company to gain a dominant position and generate higher profits. Therefore, understanding the specific strategies that lead to success in strategic innovation management is essential. "Innovation is the successful exploitation of new ideas," according to the UK DTI (2004). According to Gertner (2004), innovation is essential for the long-term success of a company and for the economic health of an industry and the economy in general. Innovation is the lifeblood of successful companies and has become a must for all companies as the pace of change has accelerated (Brown & Teisberg, 2003). "Successful innovation is the creation and implementation of new processes, products, services, and methods of delivery that result in significant improvements in outcomes, efficiency, effectiveness, or quality" (Albury, 2005) Innovation is "something new being realized with (hopefully) added value" (Jacobs and Snijders, 2008). In organizations, Innovation is not a process that offers outcomes in a single step. Instead, it calls for appropriate planning and management, begins by generating and choosing ideas, and embodies them into concrete changes (Jacobs & Snijders, 2008; Eveleens, 2010). Innovation is an organizational process based on study and the desire to make a

change, which incorporates inter- and intra-organizational relationships and which ends up in product and system changes (Acaray, 2007).

Innovation Management at Schools

Innovation indicates a positive and intended change. Considered an organizational concept, innovation is the promotion of new ideas and developments by individuals within the organizational structure (Edwards, 2000). Innovation in school organizations aims to improve educational results. Educational innovations are evident in the product, process, and service strategies of schools that aim at converting the existing situations and creating particular functions to enhance organizational performance (Choul, Shen, Hsiao & Chen, 2010).

As academic innovations have begun to place more emphasis on school-centered innovations, cultural, individual, and interactive innovations have become more important than techno-rational innovations (Hofman, Boom, Meeuwisse, & Hofman, 2012). (Hofmann and Dijkstra, 2010). There is a two-way interaction between education and innovation: at the same time as schools reshape themselves in line with social adjustments, additionally, they pioneer social innovation (Ozdemir, 2013). Therefore, educational organizations, which are responsible for planning the country's future human resources, need to forecast the future, decide on the desired change, and allow those adjustments to end up permanent (Beycioglu & Aslan, 2010).

Organizational Trust

Trust is significant in every aspect of social life. One of the most important issues facing all organizations today is to increase trust in the organization at work. Trust in the workplace is increasingly recognized as a key factor in improving organizational performance (Judeh, 2016). Organizational trust demonstrates the importance of individuals and groups in the operation of an organization. Researchers proposed multiple meanings and dimensions from various aspects to discuss the formation and development of organizational trust. Anderson et al. (2012) organized organizational trust into five dimensions. (1) Individual psychological states were considered to be the source of organizational trust. (2) Perceived experiences were used to describe organizational trust. (3) Organizational trust and confidence in the possessions of a third party were both referred to as positive expectations. (4) The decision to aggressively take risks was motivated by organizational trust. (5) As the crisis evolves, so does organizational trust.

Trust among people is regarded as interpersonal trust, which is divided into trust in supervisors, and trust in the organization as a whole. The major factors in interpersonal trust are cognition-based trust and affect-based trust. The dimensions and definitions are described below (Aburoub et al., 2011). Some characteristics of individuals who have a high level of trust in their organization, according to Covey and Merrill (2010), include: openly sharing information, tolerating and promoting learning from mistakes, and supporting creativity and innovation; followers respect leaders. People speak according to the facts and openly express the problems they have experienced. Communication and cooperation with colleagues. Immediately thank others for their help/service. Meeting decisions are carried out effectively and transparency is a priority for the organization. Members of the organization act as they are, take responsibility, and feel positive energy and motivation.

Work Consciousness

Work consciousness can be regarded as a situation where people in the community working in various jobs attempt to perform the assigned tasks in the best way accurately and completely. Work consciousness directs a person's work from within, making him/her sensitive to the difficulty of a task as well as its accuracy and precision, and compelling him to do the required tasks (Mirmuhamadi, 2018). Work consciousness is a factor that promotes order in the workplace and a sense of responsibility in employees. In organizations, work consciousness aims to improve the behavior and attitude of employees to measure their willingness for complying with the rules, regulations, and standards of the organization. Work consciousness is a force that drives a person to engage in a series of goal-oriented behaviors in the workplace and converges various thoughts to form constructive behavior. Considering such an issue is of great significance.

III. Methodology

The study adopted a descriptive-correlational comparative research design in which the relationship between variables and comparison between teachers' innovation management, organizational trust, and work consciousness in terms of gender, education, marital status and work experience were analyzed by SPSS version 26. To analyze the data, t-independent, ANOVA, Levene test, and Welch tests have been used.

Population and Sampling

The statistical sample of the present research is comprised of a total of 226 people. For selecting the appropriate sample, a simple randomized sampling technique was applied. The Krejcie & Morgan's (1970) table was used as a technique for estimating the sample size. The selected participants were English language school teachers in Iran, Karaj city. There were 122 males and 104 females who were selected randomly for the present study.

Descriptive status of the statistical sample

The descriptive statistics of the teachers' demographic information are presented in the table 1.

Table 1 Teachers' demographic information

Demographical information		Frequency	Percent
Gender	Male	122	54.0
	Female	104	46.0
	Total	226	100.0
Education	Associate degree	48	21.2
	Bachelors' degree	169	74.8
	Master's degree and higher	9	4.0
	Total	226	100.0
Marital Status	Single	20	8.8

	Married	206	91.2
	Total	226	100.0
Work Experience	1 -10 years	76	33.6
	11 -20 years	142	62.8
	21- 30 years	8	3.5
	Total	226	100.0

The Gender distribution of the statistical sample

The demographical information showed that there were 122 (54%) males and 104 (46%) females.

The educational level of the statistical sample

There were 48 (21.2%) participants who had Associate degree, 169 (74.8%) had Bachelor’s degree, and 9 (4.0%) teachers had Master’s degree and higher.

The Marital status of the sample

There were 20 (8.8%) single and 206 (91.2. %) married teachers.

The work experience status of the sample

As shown in Table 1, 76 (33.6%) of the teachers had work experience of 1 to 10 years, 142(62.8 %) had experience of 11 to 20 years, and 8(3.5%) had experience of 21 to 30 years.

Instruments

To collect the data 5-point Likert-Scale research questionnaires were used. The Innovation Management Questionnaire was developed by Moghimi and Ramadan (2011), Organizational Trust was developed by Shafiee (2011) and Work Consciousness was developed by Costa and McCrae (1992).

Reliability

For checking the reliability, Cronbach’s alpha was applied. The initial analysis of the work consciousness questionnaire showed an acceptable reliability value (0.716). After investigating the items’ total statistics, item 1 was detected to influence the total reliability of all items at a value of 0.07. In other words, it showed if item 1 gets deleted, the total reliability would get increased by 0.07. Therefore, item 1 was deleted and the final reliability was reported as 0.770.

Table 2 Reliability Statistics

Variables	Reliability Statistics	
	Cronbach's Alpha	No. of Items
Innovation Management	.661	5
Organizational Trust	.858	16
Work Consciousness	.770	15

The Cronbach’s alpha of the organizational trust questionnaire was 0.858 which indicated it established a good reliability coefficient. As illustrated in the above table, Cronbach’s alpha of Innovation Management questionnaire demonstrated a coefficient of 0.661 which is acceptable (Griethuijsen et al., 2015).

IV. Findings

Research Hypothesis 1

H₁: There is a statistically significant relationship between innovation management with work consciousness and job satisfaction of the teachers.

To analyze the first research hypothesis, the Pearson correlation coefficient has been applied. The outcomes are presented in Table 3.

The interpretation of Pearson correlation coefficient is explained by as follows: Small: $r = .10$ to $.29$; medium: $r = .30$ to $.49$; large: $r = .50$ to 1.0 (Pallant, 2007).

Table 3 Pearson Correlation

Correlations		I.M	O.T	W.C
I.M	Pearson Correlation	1	.305**	.168*
	Sig. (2-tailed)		.000	.011
	N	226	226	226
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

As indicated in Table 4, there was a significant relationship between innovation management with organizational and work consciousness (OT=Sig=.000, $P < 0.01$, $r = 0.305$; WC=Sig=.011, $P < 0.01$, $r = 0.168$). However, innovation management only shares a 9.30% variance with organizational trust and a 2.82% variance with work consciousness. Therefore, it would be pointed out that the strength of the relationship between innovation management with organizational trust is small to medium, and between innovation management with work consciousness is small. Then, the first research hypothesis is accepted.

Research Hypothesis 2

H₀: There is no significant difference in the status of innovation management, organizational trust, and work consciousness of the teachers in terms of gender, marital status, degree, and work experience.

T-Independent Tests

Gender

To find out the difference between male and female innovation management, organizational trust, and work consciousness t-independent test was used. The results are presented in Table 4.

Table 4 Descriptive statistics

Gender		Group	N	Mean	Std. Deviation
		IM	Male	122	10.6230
Female	104		11.0096	2.05504	
OT	Male	122	43.2787	8.76815	
	Female	104	44.0096	9.59520	
	Male	122	52.5328	5.91983	

	W C	Female	104	54.6154	5.97130
Marital Status	IM	Single	20	11.0000	1.12390
		Married	206	10.7816	1.96453
	OT	Single	20	42.0000	9.07860
		Married	206	43.7718	9.15777
	W C	Single	20	53.4000	4.87097
		Married	206	53.5000	6.13089

Table 4 presents the mean and standard deviation of innovation management, organizational trust, and work consciousness in terms of teachers’ gender (**IM**: Male, M= 10.62, SD= 1.75; Female: M= 11.01, SD= 2.06, **OT**: Male, M= 43.28, SD= 8.77; Female: M= 44.01, SD= 9.60, **WC**: Male, M= 52.53, SD= 5.92; Female: M= 54.61, SD= 5.97).

Marital Status

The mean and standard deviation of innovation management, organizational trust, and work consciousness of teachers in terms of the marital status are as follows: (**IM**: single, M= 11.00, SD= 1.12; married: M= 10.78, SD= 1.96, **OT**: single, M= 42.00, SD= 9.08; married: M= 43.77, SD= 9.16, **WC**: single, M= 44.20, SD= 2.45; married: M= 46.31, SD= 5.85).

Inferential Statistics of T- Independent Test

Table 5 illustrates the t-independent results of the teachers in terms of their gender and marital status respectively.

Table 5 Independent Samples Test

		Levene's Test for Equality of Variances							
	Variables	F	Sig.	t	df	Sig.	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Gender	IM	.802	.371	-1.526	224	.128	-.38666	-.88606	.11273
	OT	.000	.994	-.598	224	.550	-.73093	-.13942	1.67757
	WC	.038	.846	-2.625	224	.009	-2.08260	-3.64576	-.51943
Marital Status	IM	2.387	.124	.489	224	.625	.21845	-.66201	1.09890

	OT	.166	.684	-.827	224	.409	-1.77184	-5.99541	2.45172
	WC	1.394	.239	-.071	224	.944	-.10000	-2.88502	2.68502

Gender

According to Table 5, it would be stated that there is no significant difference in teachers’ IM and OT status in terms of their gender ($p > 0.05$). Therefore, it can be stated that the null hypothesis is accepted for IM and OT variables. However, there was a significant difference between males and females in WC which showed females’ work consciousness was higher than males (**WC**: Male, $M = 52.53$; Female: $M = 54.61$). Hence, the null hypothesis is rejected concerning males’ and females’ work consciousness.

Marital Status

The findings of the t-independent test revealed, that there was no significant difference between single and married teachers in terms of IM, OT, and WC ($p > 0.05$). Therefore, it can be stated that the null hypothesis is rejected.

One-way ANOVA Test

To find out the difference in teachers’ innovation management, organizational trust, and work consciousness in terms of their degree, a one-way ANOVA test was applied.

Table 6 Descriptive statistics

			N	Mean	Std. Deviation
Academic Degree	IM	Associate Diploma	48	10.4583	1.59732
		Bachelor’s Degree	169	10.9645	1.91141
		Master’s Degree	9	9.5556	2.69774
		Total	226	10.8009	1.90443
	OT	Associate Diploma	48	43.5833	9.04324
		Bachelor’s Degree	169	43.4911	9.37138
		Master’s Degree	9	46.1111	4.45658
		Total	226	43.6150	9.14464
	WC	Associate Diploma	48	53.3750	4.91470
		Bachelor’s Degree	169	53.6864	6.19830
		Master’s Degree	9	50.4444	7.71542

		Total	226	53.4912	6.02088
Work Experience	IM	1 to 10 year	76	37.6974	8.46171
		11 to 20 year	142	34.2746	7.09524
		21 to 30 year	8	26.0000	5.18239
		Total	226	35.1327	7.86780
	OT	1 to 10 year	76	54.2500	6.90145
		11 to 20 year	142	51.5634	10.06748
		21 to 30 year	8	49.2500	8.56488
		Total	226	52.3850	9.14464
	WC	1 to 10 year	76	10.8553	1.85978
		11 to 20 year	142	10.7606	1.97836
		21 to 30 year	8	11.0000	.75593
		Total	226	10.8009	1.90443

Academic Degree

Table 6 demonstrates teachers’ academic degree and work experience mean and standard deviation of innovation management, organizational trust, and work consciousness.

Checking Assumptions

Before running one-way ANOVA, it is needed to check out the assumptions.

Homogeneity of Variances

To check out the first assumption, the Levene test has been used.

Table 7 test of homogeneity

		<i>Test of Homogeneity of Variances</i>			
Academic Degree		Levene Statistic	df1	df2	Sig.
	IM	1.246	2	223	.290
	OT	1.941	2	223	.146
	WC	2.379	2	223	.095
Work Experience	WC	2.028	2	223	.134
	OT	5.420	2	223	.005
	IM	2.159	2	223	.118

According to Table 7, the results of the Levene test revealed that the variances of the groups are equal in terms of participants’ academic degree, while the variances of the groups were not equal in organization trust variable in terms of participants’ work experience. Therefore, a Welch test was applied for the OT variable.

Table 8 Welch test

<i>Robust Tests of Equality of Means</i>				
e.s2				
	Statistics	df1	df2	Sig.
Welch	3.315	2	19.283	.058
a. Asymptotically F distributed.				

The outcomes of ANOVA are shown in Table 9.

Table 9 ANOVA Tests

		<i>ANOVA</i>					
			Sum of Squares	Df	Mean Square	F	Sig.
Academic Degree	IM	Between Groups	24.114	2	12.057	3.395	.035
		Within Groups	791.926	223	3.551		
		Total	816.040	225			
	OT	Between Groups	58.717	2	29.358	.349	.706
		Within Groups	18756.792	223	84.111		
		Total	18815.509	225			
	WC	Between Groups	90.631	2	45.316	1.253	.288
		Within Groups	8065.851	223	36.170		
		Total	8156.482	225			
Work Experience	WC	Between Groups	1271.689	2	635.845	11.203	.000
		Within Groups	12656.328	223	56.755		
		Total	13928.018	225			
	OT	Between Groups	438.829	2	219.415	2.663	.072
		Within Groups	18376.680	223	82.407		
		Total	18815.509	225			
	IM	Between Groups	.773	2	.386	.106	.900
		Within Groups	815.267	223	3.656		
		Total	816.040	225			

Academic Degree

Table 9 displays the difference in innovation management, organizational trust, and work consciousness of the teachers in terms of their academic degree. The findings demonstrated a significant difference between teachers in innovation management (**IM: F=3.395; P<0.05**). However, the outcomes of ANOVA

did not show a significant difference between participants in organizational trust and work conciseness (OT: $F=0.349, P>0.05$; WC: $F= 1.25, P>0.05$).

Work Experience

The findings of the ANOVA test showed, no significant difference between participants’ innovation management and organizational trust in terms of their work experience (IM: $F=106; P>0.05$; OT: $F=2.663 P>0.05$). Besides, there was a significant difference between teachers’ work consciousness ($F=11.20; p<.05$).

Therefore, the Tukey post hoc test analysis has been applied to find out the difference between the groups for IM in terms of academic degree and for WC in terms of teachers’ work experience.

Table 10 Post Hoc Test for Academic Degree

Dependent Variable	(I) degree	(J) degree	Mean Difference (I-J)	Sig.
IM	Associate Diploma	Bachelor	-.50616	.230
		Master’s Degree	.90278	.386
	Bachelor	Associate Diploma	.50616	.230
		Master’s Degree	1.40894	.076
	Master’s Degree	Associate Diploma	-.90278	.386
		Bachelor	-1.40894	.076

The results of the Tukey test did not show a significant difference between the multiple groups while the ANOVA test showed a significant difference between the groups. It would be stated that the post hoc test could not find a strong evidence to reject the null hypothesis that claimed no significant difference between the groups. Therefore, it would be concluded that the null hypothesis is accepted.

Table 11 Post Hoc Test for Work Experience

Dependent Variable	Work experience	Work experience	Mean Difference (I-J)	Sig.
WC	1 to 10 year	11 to 20 year	3.42272*	.005
		21 to 30 year	11.69737*	.000
	11 to 20 year	21 to 30 year	8.27465*	.008
		OT	1 to 10 year	11 to 20 year
		21 to 30 year	5.00000	.302

		21 to 30 year	2.31338	.763
IM	1 to 10 year	11 to 20 year	.09470	.935
		21 to 30 year	-.14474	.977
		21 to 30 year	-.23944	.937

The results of the post hoc tests indicated that there was a significant difference between the teachers having 1-10 years of experience with the teachers with 11-20 years and 21-31 years of experience. Besides, there was a significant difference between the teachers posing 11 to 20 years with 21 to 30 year teaching experience. In other words, the work consciousness of teachers with 1-10 years of experience was higher than all remaining groups (Mean= 37.6974).

V. Discussion and Conclusion

Discussion

In the present study, the role of innovation management in organizational trust and work consciousness of English Language School Teachers in Iran, Karaj city was studied. The findings showed a significant positive relationship between innovation management with organizational trust and the work consciousness of the teachers who participated in this study. Therefore, the first research hypothesis was accepted. Additionally, the t-independent test did not show a significant difference in teachers' IM and OT status in terms of their gender. So, the null hypothesis was accepted for IM and OT variables. However, there was a significant difference between males and females in WC which showed the females' work consciousness was higher than the males'. Hence, the null hypothesis was rejected. The findings of the t-independent test revealed no significant difference between single and married teachers' IM, OT, and WC. As a result, it can be stated that the null hypothesis was rejected. The findings demonstrated a significant difference in teachers' innovation management in terms of their academic degree. However, the outcomes of ANOVA did not show a significant difference between participants in terms of academic degree for organizational trust and work consciousness. Furthermore, no significant difference between participants' innovation management and organizational trust was found in terms of their work experience, while there was a significant difference between teachers' work consciousness in terms of their work experiences. Consequently, the null hypothesis for work experience is rejected and for organizational trust and innovation management. Hence, the null hypothesis was accepted.

Conclusion

Innovation is central to the survival of an organization. Innovation management is the system management of processes, products, and strategic changes. Furthermore, a lack of innovation management and trust will significantly lead to disagreement or misunderstanding over task performance which may result in inter-personality clashes or power struggles among the employees and management that may escalate to organizational conflict. However, this study will help managers to understand the role of innovation management tools in structuring an open innovation strategy based on collaboration and technology transfer. Because the path to innovation is a key driver of sustained competitive advantage and sustainable business growth, as well as aims at value added and created. Consequently, managers should consider the opportunities to involve innovation. The development and addition of innovations are often coordinated by a large management team motivated to explore market opportunities. Therefore, this study suggests that future studies exploring in-depth relationships between significant progress in innovation

management should be obtained, in this regard. The research results showed that trust among colleagues would present higher trust and a high organizational trust atmosphere could improve organizational learning.

VI. Recommendations

In the study, it has been manifested that there is a positive and significant relationship between innovation management with organizational trust and work consciousness of the English language school teachers in Iran, Karaj city.

Based on the results and findings, practical suggestions are suggested as follows:

1. The organizations are suggested to create and maintain a supportive working environment also due to physical and mental health activities and various training courses, Employees are willing to create trust in the organization which will lead to better performance.
2. In addition to formal channels, management interaction, and learning can take place in informal settings and information organizations, where employees share their opinions and experiences. Thus, it is considered that this situation will create a good environment for knowledge sharing and a learning environment under mutual trust.
3. The organization can perform activities related to creativity and innovativeness and the organization needs to confirm the employee's understanding of such activities. Employees are encouraged to interact with creativity and trust, too.

Conflict of interest

The authors declared no conflict of interest.

Authors' contributions

All authors equally contributed to preparing this article.

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