



EXAMINATION OF TEACHERS' ORGANIZATIONAL TRUST LEVELS ACCORDING TO VARIOUS VARIABLES

Hüseyin Cavit Akbay¹,

Burak Zeybek²ⁱ

¹Ministry of Education,
Uşak Muammer Yazgan Primary School,
Turkey

²Ministry of Education,
Uşak Cinoğlu Primary School,
Turkey

Abstract:

Trust is the most basic need after nutrition in human life. The most basic need in business life, which is a part of human life, is trust. Employees should feel safe in their work life. Teachers who develop a sense of confidence can raise successful students. For this reason, it is important to determine teachers' organizational trust perceptions. In this study, first of all, teachers' organizational trust levels were examined. Then, the differentiation of teachers' organizational trust levels according to gender, graduation status, seniority and school-level variables was examined. The research was designed in the scanning model. The "Organizational Trust Scale" developed by Yılmaz (2006) was used to determine teachers' perceptions of organizational trust. The data were analyzed with descriptive analysis, t_test and ANOVA analysis. According to the findings, teachers trust their schools at a high level. Accordingly, teachers' gender, educational status and seniority do not affect their organizational trust perceptions. The school-level variable affects teachers' perceptions of organizational trust. This result shows that teachers working in primary schools have higher organizational trust perceptions. As a result, policies should be developed to improve the organizational trust perceptions of teachers working in secondary and high schools.

Keywords: organizational trust, trust in manager, trust in colleague, trust in stakeholders

1. Introduction

Trust is one of the most basic concepts that enable individuals living together in a social sense to continue their lives in peace. In environments of trust, individuals can communicate positively with the people they live with. Trust is a necessity for people to

ⁱ Correspondence: email brkcv1@gmail.com

live together. The productivity of people who develop a sense of confidence increases. The most basic organization in which educational activities are carried out in schools. The environment of trust in schools is a very important concept to ensure productivity. Employees with a sense of organizational trust contribute more to the achievement of their organization's goals. As in all organizations, it is very important to develop teachers' feelings of trust in school organizations.

Employees are more likely to exhibit positive organizational behaviors in organizations with an environment of trust. Mey, Werner, and Theron (2014) stated in their study that there is a relationship between organizational citizenship, which represents the desired behaviors in the organization, and organizational trust. In other words, it can be said that when an environment of trust is provided in organizations, employees exhibit beneficial behaviors for the organization. In addition, there are honesty, sincerity, openness, and consistency in environments where organizational trust is established. In such environments, success can be achieved by reaching organizational goals (Pirson & Malhotra, 2007).

Leaders are one of the most important factors to ensure an environment of trust in organizations. According to Tschannen-Moran (2003), trust is the most important characteristic of a successful leader. In order to achieve success in complex organizations, it is necessary to provide an environment of trust between employees and managers (Whitener et al., 1998). Being fair in the communication, interaction, cooperation, task distribution and rewarding processes between managers and employees has an important effect on the formation of employees' sense of trust (Morgan & Hunt, 1994). Therefore, it can be said that practices such as administrators' syllabus, leave procedures, task distribution, and reward criteria will be effective in the formation of teachers' trust perceptions in order to ensure trust between administrators and teachers in schools.

Ensuring an environment of trust in organizations supports openness in communication between individuals, efforts for development and reaching organizational goals (Tschannen-Moran, 2001). Already, organizations need individuals with a developed sense of trust in order to continue their lives effectively and efficiently (Katz & Kahn, 1977). For this reason, the first duty of school administrators is to gain the trust of teachers. Otherwise, schools, which are one of the most important organizations in the social sense, cannot achieve qualified outputs. In this sense, as Yılmaz (2006) states, individuals who want to create an environment of trust should first trust themselves. Thus, it can be ensured that the employees trust the organizational leaders. Because in organizations where an environment of trust is provided, individuals can express their ideas clearly and are willing to exhibit voluntary behaviors that are beneficial for the organization. Thus, organizations become more efficient and effective (Altunay, 2017; Bryk & Schneider, 1996; Cooper & Sawaf, 1997).

Organizational trust is a broad concept that includes relations between managers, colleagues and stakeholders (Yılmaz, 2006). In this sense, administrators, colleagues and stakeholders are effective in teachers' perceptions of trust. Bryk and Schneider (2003) emphasize that an environment of relational trust between individuals should be ensured

in order to provide the efficiency of schools. In addition, in the study conducted by Sandal (2014), it is stated that organizational trust is important for productivity. It can be said that organizational trust is also very effective on job satisfaction, as it strengthens the relations between employees and provides trust towards their organizations. According to the study conducted by Bil (2018), job satisfaction levels improve thanks to the improvement of teachers' organizational trust perceptions. It can be said that the concept of organizational trust increases productivity by developing positive behaviors such as job satisfaction and motivation of employees. In addition, in another study conducted by Büte (2011), it was determined that organizational trust has an effect on the individual performance of employees. Another concept related to teachers' organizational trust levels is motivation. In the study conducted by Güleriyüz (2017), it was determined that teachers' organizational trust levels and their professional motivations are related. Accordingly, it can be said that teachers should have high organizational trust in order to display high performance in their profession. As seen above, organizational trust is a very important concept for the development of positive organizational behaviors of teachers. From this point of view, it is important to determine to what extent factors such as gender, education level and school level affect teachers' organizational trust levels.

Accordingly, the research sought answers to the following questions:

- 1) What is the level of teachers' organizational trust perceptions?
- 2) Do teachers' perceptions of organizational trust differ according to gender?
- 3) Do teachers' perceptions of organizational trust differ according to the variable of educational status?
- 4) Do teachers' perceptions of organizational trust differ according to the variable of professional seniority?
- 5) Do teachers' perceptions of organizational trust differ according to the school level variable they work at?

3. Methods

This study, which aims to examine teachers' perceptions of organizational trust and the differentiation of this perception according to various variables, was designed with a scanning model. In order to determine the data analysis methods to be used in the research, the normal distribution of the data and the reliability test results were examined. Accordingly, analyzes were made using 156 samples representing the universe.

Table 1: Reliability and Normality Analysis Results of the Study

Scale and Subscales	α	Skewness	Kurtosis
Trust in Managers	,838	-1,003	1,988
Trust in Colleagues	,938	-0,716	0,560
Trust in Stakeholders	,932	-0,564	0,138
Organizational Trust	,930	-0,604	0,331

When Table 1 is examined, it has been determined that the skewness and kurtosis values are between +2 and -2 values determined by Karagöz (2016) as reference values. Since the skewness and kurtosis coefficients are among the accepted values, normal distribution tests were applied in the analysis. Descriptive analysis tests were conducted to determine teachers' perceptions of organizational trust. In addition, t-test and ANOVA analyzes were used to determine the differentiation status of teachers' organizational trust perceptions according to various variables.

4. Data Collection Instruments

Within the scope of the study, the "Organizational Trust Scale" developed by Yılmaz (2006) was used to determine teachers' perceptions of organizational trust. This scale aims to determine the level of trust of teachers towards their administrators, colleagues, and school stakeholders. The scale has a total of 22 items and 3 subscales. The scale, designed in a 5-point Likert type, is graded as "1-Never", "2-Rarely", "3-Sometimes", "4-Often" and "5-Always".

5. Findings

The mean and standard deviation values were calculated to determine teachers' perceptions of organizational trust. The statistical results obtained are in Table 2.

Table 2: Organizational Trust Levels of Teachers

Variables	Mean (\bar{x})	Standard Deviation
Trust in Managers	3,82	,69193
Trust in Colleagues	3,71	,74601
Trust in Stakeholders	3,35	,77238
Organizational Trust	3,63	,59022

When Table 2 is examined, it is seen that teachers' organizational trust perceptions are at a high level. The highest level of perception among the sub-dimensions of organizational trust is trust in the manager. Trust in stakeholders' sub-dimension is the lowest level of perception. Accordingly, it can be said that there are problems in teachers' perception of trust towards the school's stakeholders. t-Test and ANOVA analyzes were conducted to determine the differentiation status of teachers' organizational trust perceptions in terms of various variables. The differentiation status according to the gender variable is presented in Table 3.

Table 3: t-Test Results of Teachers' Perceptions of Organizational Trust by Gender Variable

Scale and Subscales	Gender	N	Mean	P
Trust in Managers	Female	82	3,90	,125
	Male	74	3,73	
Trust in Colleagues	Female	82	3,75	,509

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	Male	74	3,67	
Trust in Stakeholders	Female	82	3,44	,138
	Male	74	3,25	
Organizational Trust	Female	82	3,70	,135
	Male	74	3,55	

According to Table 3, there is no significant difference in teachers' perceptions of organizational trust according to the gender variable. It can be said that the fact that teachers are male or female does not affect their organizational trust perceptions. Another variable whose effects on teachers' perceptions of organizational trust was examined is the variable of "educational status".

Table 4: t-Test Results of Teachers' Perceptions of Organizational Trust According to the Variable of Educational Status

Scale and Subscales	Education Status	N	Mean	P
Trust in Managers	Graduate	134	3,85	,204
	Postgraduate	22	3,64	
Trust in Colleagues	Graduate	134	3,75	,074
	Postgraduate	22	3,44	
Trust in Stakeholders	Graduate	134	3,39	,232
	Postgraduate	22	3,12	
Organizational Trust	Graduate	134	3,67	,117
	Postgraduate	22	3,40	

Table 4 presents the differentiation results of teachers' perceptions of organizational trust according to their educational status. When the "p" values in Table 4 are examined, it is seen that teachers' organizational trust perceptions do not differ according to their educational status. In other words, teachers' graduation degrees do not affect their organizational perceptions.

Table 5: ANOVA Test Results for Teachers' Perceptions of Organizational Trust by Seniority Variable

Scale and Subscales	Year of Seniority	N	Mean	P	Gap
Trust in Managers	1-10 Year (1)	54	3,83	,051	-
	11-20 Year (2)	78	3,91		
	21+ Year (3)	24	3,51		
Trust in Colleagues	1-10 Year (1)	156	3,69	,749	-
	11-20 Year (2)	54	3,75		
	21+ Year (3)	78	3,61		
Trust in Stakeholders	1-10 Year (1)	24	3,16	,079	-
	11-20 Year (2)	156	3,47		
	21+ Year (3)	54	3,40		
Organizational Trust	1-10 Year (1)	78	3,57	,240	-
	11-20 Year (2)	24	3,71		
	21+ Year (3)	156	3,51		

Table 5 examines the change in perceptions of organizational trust according to the seniority of teachers. ANOVA analyzes show that teachers' perceptions of organizational trust do not differ according to their seniority. Accordingly, there is no relationship between teachers' working hours and their trust in their schools. It can be said that teachers who have just started their profession trust their schools in a short time. Another variable analyzed by ANOVA is school level. Thanks to these analyzes, the relationships between the school level of teachers and their perceptions of organizational trust were examined.

Table 6: ANOVA Test Results for Teachers' Perceptions
 of Organizational Trust by School Level Variable

Scale and Subscales	School Level	N	Mean	P	Gap
Trust in Managers	Primary S. (1)	81	3,95	,040	1-2
	Secondary S. (2)	52	3,70		1-3
	High S. (3)	23	3,62		
Trust in Colleagues	Primary S. (1)	81	3,88	,011	1-2
	Secondary S. (2)	52	3,54		1-3
	High S. (3)	23	3,49		
Trust in Stakeholders	Primary S. (1)	81	3,49	,019	1-2
	Secondary S. (2)	52	3,30		1-3
	High S. (3)	23	2,99		
Organizational Trust	Primary S. (1)	81	3,78	,003	1-2
	Secondary S. (2)	52	3,51		1-3
	High S. (3)	23	3,37		

When Table 6 is examined, it is seen that the organizational trust perceptions of primary school teachers and secondary school and high school teachers differ significantly. Accordingly, primary school teachers' perceptions of organizational trust are higher than teachers at other levels.

5. Results and Discussion

According to the results of the research, teachers' organizational trust perceptions are high. Accordingly, teachers have a high level of trust in school administrators, colleagues and school stakeholders. This is a positive result for schools to achieve their goals. Teachers with a high perception of trust are more beneficial for the development of schools. When other studies in the literature are examined, it is seen that similar results have been reached (Alagöz, 2020; Çetiner, 2019; Turgut, 2020). In addition, according to the results of the research, teachers trust school administrators the most. Similarly, in the study of Tosun (2022), it is seen that teachers trust school administrators at the highest level.

The differentiation status of teachers' organizational trust perceptions according to the gender variable was examined. Accordingly, it was determined that the gender variable was not effective in the formation of teachers' perceptions of trust. This result is

similar to the studies conducted by Altunel (2015), Çelik (2016) and Denholm (2002). Accordingly, the gender of teachers is not important for organizational trust. For this reason, school administrators should treat all teachers equally. Thus, a higher level of trust can be achieved in schools.

According to the findings of the study, teachers' perceptions of organizational trust do not differ according to their education level. Similarly, the same conclusion was reached in the studies conducted by Baş and Şentürk (2014), Ertürk (2012) and Karabıyık (2011). Accordingly, it can be said that there is no relationship between teachers' education levels and their feelings of trust towards their schools.

The relationship between teachers' perceptions of organizational trust and their seniority was also examined. Accordingly, the seniority of teachers is not an effective variable in organizational trust perceptions. In other words, there is no relationship between teachers' seniority and organizational trust. When the literature is examined, it is seen that there are similar results. For example, Altun (2010) and Kartal (2010) found that teachers' perceptions of organizational trust did not differ according to their seniority. Accordingly, it can be said that the seniority of teachers is not effective in the formation of organizational trust.

Finally, the differentiation of teachers' perceptions of organizational trust according to the school level they work in was examined in the study. Accordingly, teachers working in primary schools have higher organizational trust perceptions. It can be said that the reason for this situation is that the primary schools in the sample are smaller.

As a result, teachers' perceptions of organizational trust were determined in this study. In addition, teachers' perceptions of organizational trust were examined according to the variables of gender, education level, seniority, and school level. In future studies, researchers can conduct qualitative studies to examine teachers' perceptions of organizational trust. In addition, school administrators working in secondary and high schools should work to support organizational trust.

Conflict of Interest Statement

The authors have no conflicts of interest to declare.

About the Authors

Hüseyin Cavit Akbay studied classroom teaching at Celal Bayar University in Turkey. He started his career as a teacher in 2005. He has been working as a school administrator for 7 years. He participated in the examinations in the Czech Republic as part of the "Erasmus School Education On-the-Job Observation" project.

Burak Zeybek studied teaching for the gifted at Istanbul University in Turkey. She has worked as a teacher for 8 years. He has been working as a school administrator since 2021.

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