



RESEARCH PAPER

Exploration of Organizational Trust Posed by the Heads in Teachers at College Level

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ABSTRACT

The purpose of the study is to explore teachers' organizational trust at college level. The study is descriptive in nature and survey method was used. The teachers of Govt. degree colleges from province Punjab are the target population of the study while the teachers working in degree colleges in three divisions are the accessible population. Multistage sampling technique was used to select the sample for this study. At first stage three divisions were selected while at the second stage, sample of 50% of the total 352 colleges from accessible population i.e., 176 colleges were taken from the given divisions. The next stage, 5 teachers from 176 colleges were selected for data collection. A questionnaire on five points Likert scale was developed to measure organizational trust level of the teachers that they perceive to have from the principals in three areas *i.e.*, their competence, credibility, and sharing information. The descriptive statistics were used for the analysis of collected data. On the basis of findings, it was concluded that majority of overall college teachers perceived to have had moderate organizational trust from their institutions heads and there was no significant difference in the overall trust level as well as different factors (competence and to share information) among male and female teachers. On the basis of conclusions, it was recommended that Principals have low level of trust in teachers' competence and credibility, may arrange professional trainings and mutual discussion and reflections between teaching staff for enhancing mutual trust.

KEYWORDS College Level, Organizational, Trust

Introduction

In the modern organizations there is focus on the soft skills to meet the growing prospects of internal and external stakeholders. The similar case is with the educational institutions which need to have the professional teaching staff as well as leadership for the purpose of effective and efficient functioning. Such approaches are considered to be more relevant in contributing to the development of the academic organizations. It is aligned with the common belief that committed staff performs better, are more loyal and contribute to long-term goals of the organization (Lewicka, Karp-Zawlik & Pec, 2017). Similarly 'social exchange theory' which explains the behavior of people in organizations reflects the fact that in an organization important actions like trust, support, mutual sharing and competence etc., of its managers and staff are rewarded with achieving the goals and targets they have set for themselves. Almost performance of all the staff members of an organization is aligned with their satisfaction in the particular organization in terms of the nature, culture and climate of the organization along with the trust they gain, and they feel the charged increasingly in the organization (Cropanzano & Mitchell, 2005).

In instructional settings, teaching staff plays a critical role in furthering teaching-learning process. Therefore, the environment of the institution needs to be good enough that teacher can perform desirably. Many factors influence teacher's morale, motivation and performance etc., including trust of the principal manager for the teachers (Fard & Karimi,

2015). For the purpose organizations pursue to explore solutions for enhancing participation of individuals for contributing the aims and objectives of the institution.

In an educational setting, teacher plays pivotal role where the environment needs to be good enough so that teacher can perform with fullest potential. The required environment depends on various related factors like trust of the principal on the teachers that can lead to cooperation between individuals, groups, and organizations (Fard & Karimi, 2015). The growing and efficient organizations pursue novel clarifications to advance contribution between individuals, groups and to have desired results and achieve goals. But for organizational relationships, it is significant that the administrators and workers of organizations should reflect the significance of confidence, advancement and their part in hope for the system. Organizational trust is promoted as a fundamental requirement of the organization, social cohesion and democracy organizations. Nowadays, trust is shaped as an imperative configuration in various forms of supervision (Nord et al., 2014). It denotes to the optimistic prospects of persons and the organization's outlooks associates regarding capability, honesty and kindness include the relational trust and the official trust (Joo, Yoon & Galbraith, 2022).

Organizational trust, being critical to the success of organizations, is defined as competence, performance, and problems solving in the organizational environment even that is not much supportive. Along with the degree of trust and resultant contribution to organization, commitment, job satisfaction and the power of the relationship like variables reinforce the system to work efficiently and effectively (Mohamed et al., 2012). Similarly a focused analysis reflects the factors related to teachers' performance, e.g., infrastructure, climate, curriculum, and learning resources.

Literature Review

The term "trust" is considered as an essential element in schools. However, the research on this important element is relatively limited. The few available researches show that trust affects teachers, administrators, and the organizational functions. Also, it distinguishes between the effective educational institutions from the ineffective ones (Bryk & Schneider, 2002). It is the trust which trust makes educational institutions better places for students for learning, teaching, and administration (Tschannen-Moran & Hoy 2001). The school outcomes are directly related to the trust (Tschannen-Moran, 2004).

Trust is described as an expectation of a progressive outcome that one person can obtain founded on the estimated act of alternative party in a communication considered by vagueness. Scientists from various department have considered the grounds, nature and effects of trust. Though belief has been labelled in a variability of methods, the vagueness and complication of the notion among danger and faith are at the origin of uncertainty in groups. An organization's profile is represented as an organizational beliefs within organizations. Mechanisms such as undertaking, setting, management, policy, understanding, and socialization form the outlines of organizational culture (Tierney, 2008).

In order to find common themes in the existing literature and clarify the trust, Breuer et al., (2020) well-defined trust as the readiness of a gathering to be susceptible to the activities of alternative party grounded on the prospects that the other will accomplish a specific act imperative to the trustor, regardless of the capability to observer or control that further gathering. This description considers explicitly characteristics and the actions of both the trustor and trustee. This definition is all-inclusive including common elements that are shared by various definitions found in the literature:

- The trustworthiness and/or character of the party/individual being trusted;

- The balance between risks and benefits;
- The eagerness or the inclination to trust; and
- The probability that the trustee will act in good faith and for the benefit of both the parties.

The rise or fall in enactment is evident to the interior development of the organization. Due to practical and speculative explanations in organizations, it is important to define the relationship between individual institutional leaders and the organizations exemplified by the establishments. The central impartial of this study is to regulate the significance of trust for the institute by defining the situations underneath which workers trust the power of the institute, work outlooks and more or less connected behaviors (Neves & Caetano, 2006).

Trust in director is a faith in him to fulfil his promises, to conduct himself justly and consistently, and to answer clearly and correctly (Ayda et al., 2020). For building trustful environment, it's essential for administration to create the feeling of trust in all the employees of the organization and manage them very carefully. The manager might develop trust or distrust in organization with his actions, decisions and promises. As a key representative of the organization, he should possess coherent behavior, integrity in his communication and actions. He should coordinate and sharing control, clarify the decisions by providing accurate information, establish frank communication with employees, and consider what is best for the employees. The procedure of creation of administrative trust in public institution is the duty of competent executives and leaders. For effective response and reflection of progressive organizational performance, need of high level of relational trust is required amongst the colleagues in association (Bakiev, 2013).

Since teachers and principals are interdependent, the principals' authority in relations to the teachers make the teachers to pay specific consideration to the dependability of the principals. Tschannen-Moran (2003) conducted a study on high, middle, and elementary schools in both suburban and urban settings and concluded that the degree of trust among teachers hold for the principal fixed a manner for the structure. It was also found that teachers' trust in the principal was associated to their trust in pupils, parents and colleagues, as well as the trust the parents have in the institution. Trust of student in teachers had no direct relation to teachers' trust in the principal. The students' trust was related ultimately to the whole trust environment of in the institution via inter correlations with the faculty and parental trust procedures. For each of the five interdependent relationships in schools was moderately to strongly relate to student success. Furthermore, 78% of the difference in student success was attributed to the combined influence of the five trust factors. This is strong indication of trust being an indispensable component of prolific schools. The relations between teachers trust in principal and colleagues speaks of a tone set by administrators that creates the working environment of the institution (Rudo & Dimock, 2017). Teachers' trust in their colleagues is directly linked to their trust in principals. That is, higher the trust in the administrator, higher is the trust in colleagues and vice versa. The colleges with mutual trust are in better position to achieve the important educational objectives of nurturing student achievement and preparing students for social responsibility. It is also pertinent teachers' trust in colleagues and the principal is related to their trust in students. So, the mutual trust among the adults is more likely to extend to the students whereas, distrust in relationships of the college adults is likely to make the students suffer as well.

Zauderer (2002) described that workers at work in organizations with greater levels of administrative confidence achieved superior and additional imaginatively than groups with inferior levels of expectation. Managerial trust simplifies constructive

psychological circumstances of importance, privacy, and obtainability. These circumstances are similarly one of the forecasters of individual work enactment.

Deniz et al. (2013) defined the organizational silence as means absence of opinion among workers for causes such as terror of sentence and incentive for such sentiments and deficiency of confidence by the administrator concerning the institute. Organizational silence is considered as a hazardous sensation as a hindrance to novelty, organizational alteration, incessant development, suitable response, organizational understanding organization, disaster improvement. , worker interior gratification and precise servant choices and disseminate the institute with performance and inactivity methods.

Organizational leaders must be aware of the complex and multidimensional nature of belief and its influence on organizational obligation, job gratification and inspiration, the association between above mentioned three variables. In the modern era, due to improved rivalry, high client anticipations and excellence, organizations assume workers to involve in answerability and modernization. For their survival in the modern age, it is customary for organizations to respond the needs of their clients effectively and efficiently and also to share knowledge with workers of organization instead of afraid from other opponents. They have to work for the improvement of trust of workers in the organization. It showed that there is urgent need of providing empowerment to the workers and provide them chances to utilize open channel communication for the betterment of organization. It was also described that the failure to support open channel communication, sharing of knowledge, skills and information lead to failure of management in the organization (Mohamed et al., 2012).

Material and Methods

The study was descriptive in nature and survey method was used for the investigation of the objective of the study. Punjab is the most populated province of Pakistan having nine administrative divisions (Lahore, Rawalpindi, Faisalabad, Multan, Sargodha, Bahawalpur, DG Khan, Sahiwal and Gujranwala). All teachers of Govt. degree colleges of province Punjab were the target population of this study while all teachers working in degree colleges of three divisions were the accessible population. There are 798 colleges in the province of Punjab.

Multistage sampling technique was used to select the sample for this study. At first stage three divisions (Lahore, Rawalpindi and Gujranwala) were selected conveniently for the purpose of frequent access. Thus, the researcher was capable to make twice and thrice visits for ensuring maximum response of the data source. Then in second stage, sample of 50% of the total 352 accessible colleges i.e., 176 colleges were taken from three division i.e., Lahore, Gujranwala and Rawalpindi. At the next stage, 5 teachers from 176 colleges were selected for data collection, who were available on the visit day, and were willing to give data.

Instrumentation

A questionnaire on five points Likert scale was developed to find out the level of organizational trust of the teachers in three areas *i.e.*, competence, credibility, and sharing information as perceived by their principals. Validity of both the questionnaire was ensured through expert opinion, pilot testing and factor analysis. Items with weak CVR were removed or improved in the light of feedback given by the experts. Cronbach alpha was calculated to ensure the reliability of both the instruments. Moreover, factor analysis was also made to make both instruments more valid and reliable.

Results and Discussion

The descriptive statistics (Mean, standard Deviation, Frequency and percentage) were used for the analysis of collected data.

Table 1
Categories of Trust Level among Teachers at College Level

Categories of Organizational Trust	Frequency	Percent %	Mean	S.D
Low Trust Level	193	24	1.84	.54
Moderate Trust Level	542	67.5		
High Trust Level	68	8.5		
Total	803	100		

The table 1 showed percentage frequency of three levels of organizational trust and overall mean value among teachers at college level. Organizational trust was divided into three categories, low organizational trust (1-2.33), moderate organizational trust (2.34-3.66) and high organizational trust (3.67-5).

Table values showed that 24 % teachers have low organizational trust, 67.5% teachers have moderate organizational trust and only 8.5 % teachers have high level of organizational trust at college level. It displays that majority of teachers have moderate organizational trust level at college level.

Table 2
Categories of Trust Level among Male Teachers at College Level

Categories of Organizational Trust	Frequency	Percent %	Mean	S.D
Low Trust Level	96	24.5	1.81	.51
Moderate Trust Level	273	69.8		
High Trust Level	22	5.6		
Total	391	100		

The table 2 showed percentage frequency of three levels of organizational trust and overall mean value among male teachers at college level. Organizational trust was divided into three categories, low organizational trust (1-2.33), moderate organizational trust (2.34-3.66) and high organizational trust (3.67-5).

Table values showed that 24.5 % male teachers have low organizational trust, 69.8 % male teachers have moderate organizational trust and only 5.6 % male teachers have high level of organizational trust at college level. It displays that majority of male teachers have moderate organizational trust level at college level.

Table 3
Categories of Trust Level among Female Teachers at College Level

Categories of Organizational Trust	Frequency	Percent %	Mean	S.D
Low Trust Level	97	23.5	1.84	.54
Moderate Trust Level	269	65.2		
High Trust Level	46	11.1		
Total	412	100		

The table 3 showed percentage frequency of three levels of organizational trust and overall mean value among female teachers at college level. Organizational trust was divided into three categories, low organizational trust (1-2.33), moderate organizational trust (2.34-3.66) and high organizational trust (3.67-5).

Table values showed that 23.5 % female teachers have low organizational trust, 65.2 % female teachers have moderate organizational trust and only 11.1 % female teachers have high level of organizational trust at college level. It displays that majority of male teachers have moderate organizational trust level at college level.

Table 4
Descriptive Analysis of Factor Wise Organizational Trust among College Teachers

Sub scales	N	Mean	SD
Competence	803	2.54	.75
Credibility	803	2.90	.81
Sharing Information	803	2.76	.67
Trust Overall	803	2.74	.67

The table 4 described the descriptive analysis of overall organizational trust at different factors (competence, credibility, and sharing information) among teachers at college level. The analysis showed that organizational trust among teacher at competence (M=2.54, S.D=.75), credibility (M=2.90, S.D=.81) and sharing information (M=2.74, S.D=.67) factors as well as overall trust (M=2.74, S.D=.67) was moderate.

Table 5
Descriptive Analysis of Factor Wise Organizational Trust among Male Teachers

Sub scales	N	Mean	SD
Competence	391	2.48	.65
Credibility	391	2.62	.68
Sharing Information	391	2.93	.70
Trust Overall	391	2.68	.58

The table 5 described the descriptive analysis of overall organizational trust at different factors (competence, credibility, and sharing information) among male teachers at college level. The analysis showed that organizational trust among teachers at competence (M=2.48, S.D=.65), credibility (M=2.62, S.D=.68) and sharing information (M=2.93, S.D=.70) factors as well as overall trust (M=2.68, S.D=.58) was moderate.

Table 6
Descriptive Analysis of Organizational Trust among Female Teachers

Sub scales	N	Mean	SD
Competence	412	2.67	.62
Credibility	412	2.44	.67
Sharing Information	412	2.97	.70
Trust Overall	412	2.69	.56

The table 6 described the descriptive analysis of overall organizational trust at different factors (competence, credibility, and sharing information) among female teachers at college level. The analysis showed that organizational trust among female teacher at competence (M=2.67, S.D=.62), credibility (M=2.44, S.D=.67) and sharing information (M=2.97, S.D=.70) factors as well as overall trust (M=2.69, S.D=.56) was moderate.

Table 7
Gender Wise Comparison of Organizational Trust among Teachers at College Level

Gender	N	Mean	S.D	t-value	Sig.
Male	391	2.70	.61	-1.631	.103
Female	412	2.77	.73		

Table 7 shows the differences between teachers gender wise regarding their organizational trust at college level as perceived by their principals. Analysis demonstrate

that there is insignificant difference between means of male teachers ($M=2.70$, $SD=.61$) and female teachers ($M=2.77$, $SD=.73$) having $p=.103$. Furthermore, analysis shows that female teachers have better organizational trust as compared to the male teachers as college level.

Table 8
Gender Wise Comparison of Factor Wise Organizational Trust among Teachers at College Level

	Gender	N	Mean	S.D	t-value	Sig.
Competence	Male	391	2.55	.70	.120	.905
	Female	412	2.54	.79		
Credibility	Male	391	2.81	.75	-3.011	.003
	Female	412	2.99	.86		
Sharing Information	Male	391	2.73	.61	-1.425	.155
	Female	412	2.80	.71		

Table 8 shows the differences between teachers gender wise regarding their factor wise organizational trust at college level as perceived by their principals. Analysis shows that there is insignificant difference between means of male teachers ($M=2.55$, $SD=.70$) and female teachers ($M=2.54$, $SD=.79$) having $p=.905$ at competence factor. At credibility, there is significant difference between means of male teachers ($M=2.81$, $SD=.75$) and female teachers ($M=2.99$, $SD=.86$) having $p=.003$. There is also insignificant difference between means of male teachers ($M=2.73$, $SD=.61$) and female teachers ($M=2.80$, $SD=.71$) having $p=.155$ at sharing information factor. Furthermore, analysis shows that female teachers have better organizational trust at credibility and sharing information factors as compared to the male teachers as college level whereas at competence factor male teachers have better organizational trust at college level.

Conclusion

Conclusions based on the results of analysis of data are as follow:

1. Majority of overall college teachers have moderate organizational trust and few teachers have high as well as low organizational trust. Majority of male and female teachers also have moderate level of organizational trust at college level.
2. Majority of overall college teachers have moderate organizational trust on different factors (competence, credibility and to share information).
3. There is no significant difference in the overall trust level as well as different factors (competence, and to share information) among male and female teachers.
4. There is significant difference at credibility factor among male and female teachers.

Recommendations

It is recommended that principals have low level of trust in teachers' competence and credibility, may arrange professional trainings and mutual discussion and reflections between teaching staff for enhancing mutual trust.

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