

Examining the Relationship Between Managerial Trustworthiness Behaviors of Primary School Principals and Teachers' Job Satisfaction

Muharrem KOKLU
Okan University İSTANBUL/TURKEY
* muharrem.koklu@okan.edu.tr

Dr Esra BECERIKLİ
Ministry of Education Toki Salih Sukriye Yoluc Secondary School
* elfberkl80@gmail.com

Abstract

The purpose of this study to find out the relationship between the management trustworthiness behaviors of primary school principals and the teachers' job satisfaction. In this regard, the study which is designed on relational model is a quantitative research. The universe of this study is composed of 564 teachers working in primary schools of Ministry of National Education in Beşiktaş, Şişli, Sarıyer, Kağıthane, Beyoğlu districts of İstanbul during the 2021-2022 academic year. The sample was chosen with random sampling method. The managerial trustworthiness scale and job satisfaction scale were applied in this study to collect data. The data obtained in the study were processed using arithmetic mean, standard deviation and descriptive statistics methods (t-Test, one-way analysis of variance and Pearson Correlation). According to the results of the study, there is a meaningful and positive relationship between school principals' managerial trustworthiness behaviours and the teachers' job satisfaction.

Keywords: Trust, Organizational Trust, Managerial Trustworthiness, Job Satisfaction

DOI: 10.7176/JEP/15-5-10

Publication date: April 30th 2024

Introduction

Trust is an important component of human life that arises in response to consistent actions and behaviors, and includes the belief that the other person is competent, caring and honest. Since trust exists in human nature, we can say that its history is as old as human history. As Kars and İnandı (2018) stated that the historical background of trust dates back to the 13th century and that its etymological origin comes from old idioms expressing loyalty and devotion. Tiryaki (2020) stated that Confucius, who lived between 551 and 479 BC, stated that trust is a prerequisite for all social relations. These explanations prove that the history of the concept of trust dates back to ancient times.

Gambetta (1988) stated that the concept of trust is difficult to define because trust is had different meanings for different disciplines like economics, sociology, psychology, philosophy etc. However, in general, trust is a concept based on the expectation that the trusted person will behave in a morally correct manner.

Slomon and Flores (2001) defined trust as a choice that a person establishes and protects in his inner world through promises, commitments and emotions. Hoy and Tschannen-Moran (2003) explained trust as a general situation based on the belief that the person will not be harmed by the other person. Demirağ (2022) defined trust as the individual's belief that the other person will display moral behavior.

In the light of these definitions; It is possible to say that trust is a very important feeling that makes the individual feel peaceful, strong and keeps human relations strong and alive in society. At this point, it can be said that the feeling of trust is one of the basic needs of an individual which helps every stage of their life struggle.

Since people interact with other individuals, both in family, society, business life, and even with all living things, trust can be described as the key to healthy communication and peace. Because people cannot feel at peace in any environment where they are not safe, they feel doubt and anxiety. For this reason, the individual wants to feel safe in his business life as well as trusting the people and living things in his social life. Moreover, in today's living conditions, most individuals spend most of their time in the work environment.

In this regard, Hoy and Tarter (2004) stated that trust has found more space in the management literature since the second half of the twentieth century. He stated that trust is a prerequisite for the effectiveness and continuity of management. In this respect, the concept of trust has great importance for organizations that strive to maintain continuity and gain competitive advantage in today's constantly changing and developing conditions.

Managers are the primary people responsible for creating trust in the work environment. Because it is believed that trust is a feeling that starts from the top and spreads down. So, as the most authorized people of the organization, managers are expected to be the ones who initiate the trust process. Because when employees trust

their managers, they feel protected and cared so they can focus their energy on production peacefully (Gambara, 1996). In this regard, trust is one of the most important factors in the relations between managers and their subordinate.

One of the most important terms used for manager trustworthiness in the literature is “Managerial Trustworthiness Behaviors “. It has been the focus of attention of organizational communication and management science researchers since the mid-1970s. Falcione (1974) states that the concept of management trustworthiness includes behaviors of managers like being honest, consistent, sharing authority, ensuring the participation of employees in the decision-making process,, responding quickly to questions, providing employees with information channels, allowing employees to express their feelings and needs, communicating well, keeping promises.

It is stated that management trustworthiness is a driving force for employees' internal motivation and is also important for job satisfaction (Yilmaz, 2018). In this regard, it can be said that there is an important relationship between trust in the manager and job satisfaction

Job satisfaction is individual's positive attitude towards his profession as a result of evaluating the organization. (Davis, 1984). In this regard, job satisfaction can be expressed having positive feelings about the profession, being satisfied with the quality of his work, his manager and his colleagues. It can be stated that the most important of these elements is trustworthy managers. Because managers are responsible for the job satisfaction of their employees (Azimli, 2021). So it can be said that employees who believe that they work with a trustworthy manager feel peaceful and protected and have job satisfaction. (Azimli, 2021).

Management trustworthiness is important for educational organizations as in every organization which have the mission of developing trust in society as one of their main duties. School principals have a key role in this regard (Nyan,1999).

As mentioned in other organizations, when there is trust in the school principal in educational organizations, it is possible to expect a positive working climate, job satisfaction and quality educational outcomes. In this regard, it can be said that the managerial trustworthiness characteristics of school principals are important. Kars and İnandı (2018) stated that the two most important factors in trusting the school principal are keeping his words and being consistent. Balyer (2017) stated that the important factors in trusting school principals are effective communication, encouraging teachers to participate decisions, making teachers feel valued, empathize and provide honest communication.

Özer and Çağlayan (2017) stated that trust in the school principal will positively affect cooperation in the school and increase the performance of teachers for the development and success of the school. Koşar (2015) also stated that if school principals are honest, teachers' professional behavior increases, the principal is seen as an active stakeholder, and job satisfaction increases.

Therefore, it can be stated that school principals should communicate clearly, be predictable, be consistent, competent and honest in order to increase teachers' job satisfaction. In this regard, it can be said that teachers, who have the most important role in raising future generations, will have high job satisfaction. Considering these connections, it was important to examine the relationship between the managerial trustworthiness behaviors of school principles and teachers' job satisfaction.

When the literature was examined, it was seen that there are many studies on trust and job satisfaction (Arar, 2018; Chungtai and Buckley, 2009; Güneş, 2015). However, no research was found examining the relationship between school principals' managerial trustworthiness behaviors and teachers' job satisfaction. Therefore, the main purpose of this research is to examine the relationship between principals' managerial trustworthiness behaviors and teachers' job satisfaction.

In line with the general purpose stated above, answers were sought to the following questions.

- 1-What is the perception level of primary school teachers regarding the management trustworthiness of their principals?
- 2-Do primary school teachers' perceptions of their principals' management trustworthiness differ statistically according to their gender, professional seniority, length of time working with their principals and the size of their schools?
- 3-What is perception level of job satisfaction of primary school teachers?
- 4-Do primary school teachers' job satisfaction levels differ statistically according to their gender, professional seniority, length of time working with their principals, and the size of their schools?
- 5-Is there a statistically relationship between the management trustworthiness of primary school principals and the job satisfaction of primary school teachers?

Method

The universe of this study is composed of 564 the teachers working in primary schools of Ministry of National Education in Beşiktaş, Şişli, Sarıyer, Kağıthane, Beyoğlu districts of İstanbul during the 2021-2022 academic year. While getting data, firstly a informational paper was designed by the writer including teachers' their

gender, professional seniority, length of time working with their principals and the size of their school. Then The Managerial Trustworthiness scale (made by Anne Hubbel) and Minnesota Job Satisfaction (adapted by Aslı Baycan) were applied in this study by obtaining the necessary permissions. The data obtained in the study were processed using arithmetic mean, standard deviation and descriptive statistics methods (t-Test, one-way analysis of variance and Pearson Correlation).

Results

1 - As a result of the analysis, it was seen that the perceptions of teachers working in public primary schools towards the management trustworthiness behaviors of their principals were at a medium level.

2- Results show whether school teachers' perceptions of their principals' management trustworthiness differ statistically according to their gender, professional seniority, length of time working with their principals and the size of their school.

Working Time with the Principals and School Size

a) The analyzes concluded that female teachers' perceptions of their principals' management trustworthiness behaviors are at a higher level than male teachers.

b) The age variable showed a significant difference in teachers' perceptions of their principals' management trustworthiness behaviors; The difference is between the ages of 24-34 and 35-40; It was concluded that teachers between the ages of 24-34 have higher perceptions of their principals' management trustworthiness behaviors.

c) The professional experience variable showed a significant difference in teachers' perceptions of their principals' management trustworthiness behaviors. The difference is between 21 years and above- 1-5 years and 6-10 years. It was concluded that teachers with 21 years or more of seniority have lower perceptions of their principals' management trustworthiness behaviors.

d) The variable of working time with the same principal showed a significant difference in teachers' perceptions of their principals' management trustworthiness behaviors; difference 11 years or more and 1-2 years/ 3-4 years; It was concluded that teachers who have worked with the same principal for 11 years or more have lower perceptions of their principals' management trustworthiness behaviors.

e) It was concluded that the number of teachers in the school variable did not show a significant difference in teachers' perceptions of their principals' management behaviors.

3- As a result of the analysis made for the job satisfaction levels of teachers working in public primary schools, it was concluded that the job satisfaction levels of teachers are high level.

4-Results on whether the job satisfaction of teachers working in public primary schools shows significant differences with the variables of gender, age, professional tenure, working time with the same principal and school size

a) The job satisfaction of the teachers participating in the research showed a significant difference with the gender variable. It was concluded that female teachers have more job satisfaction than male teachers.

d) The job satisfaction of the teachers participating in the research showed a significant difference with the age variable. The difference is between the ages of 24-34, 35-45 and 46 and over. It was concluded that teachers aged 23-34 had higher job satisfaction.

e) It was observed that the job satisfaction of the teachers participating in the research differed significantly according to their professional seniority. The difference is between teachers with 21 years or more of seniority and teachers with 1-5 years and 6-10 years of seniority. It was concluded that the group with the lowest job satisfaction was teachers with 21 years or more of experience.

f) It was observed that the job satisfaction of the teachers participating in the research showed a significant difference with the variable of working with the same principal. The difference was between 11 years and above and 1-2 years and 3-4 years. It was concluded that the group with the lowest job satisfaction was the teachers who worked with the same principal for 11 years or more.

g)It was concluded that the job satisfaction of the teachers participating in the research did not differ significantly according to the variable of the number of teachers in the school.

5-It was concluded that there is a positive, moderately strong, significant relationship between the perceptions of principals' management trustworthiness behaviors and job satisfaction of teachers working in public primary schools.

Suggestions

1- Recommendations for Policy Makers

a) Since teachers find the management trustworthiness behaviors of their principals at a moderate level, district national education directorates or provincial national education directorates can organize seminars for school principals in cooperation with academics working on the characteristics that make principals trustworthy.

b) Due to the low perception of teachers in the "sincere interest for the welfare of the subordinate" dimension, which is one of the behavioral dimensions of management trustworthiness, higher authorities can organize

training for principals on the importance of being helpful and interested in the interests and needs of teachers.
c) Due to the low perception of teachers in the "accuracy of information" dimension, one of the behavioral dimensions of management trustworthiness, training can be organized for school principals on conveying information about the organization to teachers through reliable sources in line with the principle of transparency.
d) Due to the low perception of teachers in the "sharing of authority and control" dimension, which is one of the behavioral dimensions of management trustworthiness, training can be organized for school principals by experts in the field, stating that delegating authority from school principals will create a more collaborative and participatory environment in the school environment.

2-Recommendations for Researchers

- a) Similar research can be conducted with teachers working at other school levels other than primary school teachers.
- b) Similar research can be conducted by taking teachers working in schools in different regions.
- c) Similar research can be conducted based on different variables such as teachers' marital status, education level, and branches.
- d) Similar research can be conducted with employees from different sectors.

References

- Arar, A. (2018). *Arab Principals' and Teachers' Perception of Trust and Regulation of Their Contribution to School Processes. Leadership and Policy in Schools*, <https://www.researchgate.net> Ziyaret Tarihi:09.03.2022. <http://doi.org/10.1080/15700763.2018.1475576> . 03/03/2022..
- Azimli, G. (2021). *Lise Yöneticilerinin Dönüşümcü Liderlik Tarzları ile Öğretmenlerin İş Doyumu Arasındaki İlişki*. Yüksek Lisans Tezi, Bursa Uludağ Üniversitesi. Eğitim Bilimleri Enstitüsü.
- Balyer, A. (2017). *Trust in School Principles: Teachers' Opinions*, *Journal of Education and Learning*, 6(2), 317-323.
- Chungtai, A. , Buckley, F. (2009). *Linking Trust in the Principal to School Outcomes*, *International Journal of Educational Management*, 23(7), 574-589.
- Çiftçi, Ç. , Dikmenli, Y. (2015) Coğrafiya Öğretmenlerinin İş Doyumu ve İş Yaşamında Yalnızlık Düzeylerinin İncelenmesi, *Akademik Sosyal Araştırmalar Dergisi*. 21, 142-160.
- Davis, K. (1984). *İşletmede İnsan Davranışı: Örgütsel Davranış*, K. İstanbul Üniversitesi Yayınevi.
- Demirağ, B. (2022). *Resmi Ortaokullardaki Öğretmenlerin Yöneticilerine Duyduğu Güven ile Örgütsel Bağlılıkları Arasındaki İlişkinin İncelenmesi*, Yüksek Lisans Tezi, Yıldız Teknik Üniversitesi ve İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitülerinin Ortak Yürüttüğü Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi Tezli Yüksek Lisans Programı.
- Falcione, R. L. (1974). *Credibility: Qualifier of subordinate participation*, *Journal of Business Communication*, 11(3), 43-54.
- Güneş, Z. (2016). *The Relationship among Shared Leadership, Trust in School Principals and Innovation Management*, *Anthropologist*, 24 (1), 43-54.
- Kars, M. , İnandı, Y. (2018). *Relationship Between School Principle's Leadership Behaviors and Teachers'Organizational Trust*, *Eurasian Journal of Educational Research*, <https://www.researchgate.net>. DOI: 10.14689/ejer.2018.74. 03.03.2022.
- Koşar, S. (2015). *Trust in School Principal and Self-efficacy as Predictors of Teacher Professionalism*, *Education and Science*, 40 (181), 255-270.
- Nyan, B. (1999). *Toward building learning organizations: putting theory to the test-lessons from European companies*, <https://citeseerx.ist.psu.edu/viewdoc/download>, 03.03.2022.
- Soomro, A. , Shah, N. (2018). *Determining the Impact of Entrepreneurial Orientation and Organizational Culture on Job Satisfaction, Organizational Commitment and Employees' Performance*, www.emeraldinsight.com/2398-628X..htm, DOI:10.1108/SAJBS-12-2018-0142, 10.09.2022.