

# Do the teachers organizational trust levels predict their academic optimism.docx



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## Do the teachers' organizational trust levels predict their academic optimism?

**First Author<sup>1</sup>**  
**Second Author<sup>2</sup>**

[Author names and footnotes will be written in layout copy. Garamond 14pt, bold, capitalized only first letters, same line if authors contributed equally, otherwise list them for each one line]

### Abstract

19

This research was conducted to determine the relationship between teachers' organizational trust levels and academic optimism. The research is in relational screening model. The universe of the study consisted of 299 teachers working in primary, secondary and high schools in Uşak province. In the study, simple random sampling was made. The data were gathered by Organizational Trust and Organizational Trust in Colleagues Scale which was adapted to Turkish by Polat (2008) and Academic Optimism Scale adapted to Turkish by Çoban and Demirtaş (2005). The analysis of the data obtained in the study, arithmetic mean, one way variance analysis, Pearson Product Moment Coefficient and multiple regression analysis were used. According to the results of the study; It is observed that teachers who work in primary school and secondary schools have high levels of trust in the organization and teachers who work in high schools have a moderate level of trust in the organization. The level of teachers' trust in the administrator working in all school levels is moderate. Again, the academic optimism of teachers is high in all school levels. In the research, the academic optimism of primary school teachers was found higher than that of high school teachers. A significant relationship between the level of trust of teachers in organizational and the level of academic optimism was found only in secondary schools. While there is a low positive relationship between the teachers' trust in the administrator and academic optimism in primary school, there is a moderately positive relationship in middle and high schools. While the level of trust of teachers to administrators does not predict academic optimism of teachers in primary schools, secondary and high schools predicts the academic optimism of teachers.

**23** words: Academic optimism, Trust in the organization, Trust in the administrator  
(Extended English summary is at the end of this document)

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<sup>1</sup> First author's Rank, University, Faculty, Department, email; **MUST BE WRITTEN**

<sup>2</sup> Second author's Rank, University, Faculty, Department, email; **MUST BE WRITTEN**.

- All the first page footnote text here must be in English
- All Authors must have a MASTER degree
- At least one author must have a Ph.D. degree

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## 7 INTRODUCTION

8 Organizational trust is employees' commitment to the organization as a result of the relations  
9 within the organization formed in line with the strategies and policies of the organization and  
10 staying in the organization as a result of their integration with the aims and values of the  
11 organization. In order to create this situation, organizations need to fulfill the practices such as  
12 support of the employees, meeting the demands and needs of the employees, raising the social  
13 relations within the organization to the desired level and developing the cooperation among the  
14 employees (Demirel, 2008). Those who work in the organization are more willing to contribute to  
15 the organization when they see that they are valued and respected (Dawley, Andrews & Bucklew,  
16 2007; Lam & Lau, 2012). Organizational trust can also be seen as positive expectations of the  
17 employees primary on organizational roles, relationships and experiences (Kalemci Tüzün, 2007).

18 In consisting organizational trust the managers have a great responsibility. When managers  
19 support employees and when take care of them, employees will be eager to act in a more creative,  
20 successful and organizational way (Winstanley ve Stuart-Smith, 1996; Montani, Odoardi & Battistel,  
21 2012). Cormeu, Ferres, and Travaguone (2003) state that there is a need to develop interpersonal  
22 supportive relationships for the emergence of trust in organizations. According to them,  
23 organizational trust arises from the interaction between the manager and the employees. At the end  
24 of the study, it was found out that the employees who work with fair and supportive relationships to  
25 their employees and the employees have more trust in their organizations and do not intend to leave.  
26 However, this relational trust is important for achieving organizational goals (Bird, Wang, Watson &  
27 Murray, 2012). In schools, administrators should act by relying on the fact that teachers will work  
28 jointly for students, help the school to develop, and try to establish positive relationships with parents  
29 (Northfield, 2014). In order for the school to reach its goals, teacher efforts should be supported and  
30 an environment of trust should be created in school (Denig & Quinn, 2001). In this sense, it is  
31 understood that organizational trust also affects the level of academic optimism.

32 Academic optimism is described as teachers' belief that they need to cooperate with parents  
33 and students in the process for knowledge and learning, trust their capacity to overcome difficulties  
34 and positive beliefs that students can make changes in their academic performance (Hoy and Kurz,  
35 2008 Akt: Çoban & Demirtaş, 2011 ). Because teachers who have academic optimism about their  
36 students' learning, think that their students are a unique individual, that all students can be  
37 successful if they are given the opportunity and that students and their families should be helped  
38 and cooperated for the success of student (Özdemir & Kılınc, 2013). Academic optimism can be  
39 defined as the belief that the teacher can make a difference in the academic achievement of his /  
40 her students. For this, the teacher needs to focus on creating a positive and ambitious learning  
41 environment for students, with a sense of competence, a sense of trust for students and parents.  
42 In short, self-efficacy, trust and academic emphasis is a general structure (Hoy, Hoy and Kurz,  
43 2008, Akt: Çelik & Gürol, 2015; Çoban & Demirtaş, 2011). These components can be described  
44 as follows:

45 *Self-sufficiency* refers to trust in one's own resources (Yıldırım & İlhan, 2010). In recent years,  
46 although teachers face many problems that teachers have to deal with, some teachers feel more  
47 adequate. The reason for this is the self-efficacy beliefs of teachers (Rimm-Kaufman & Sawyer,  
48 2004, Akt: Çapri & Kan, 2006). The trust dimension of academic optimism enables mutual respect  
49 between teachers and students and between teachers and parents. A sense of trust is the belief that  
50 teachers, students and families must cooperate to improve teaching. The academic emphasis is  
51 related to the time that the teacher devotes to teaching and the effort that the students are making  
52 to meet their learning needs. The academic emphasis, which focuses on creating an environment based  
53 on academic optimism in school and teachers' school, is an important organizational trait that

54 supports student achievement or provides students with superior performance (Smith and Hoy,  
55 2007). In schools where teachers and teachers collaborate, teachers believe that their students can  
56 be successful. Significant positive relationships were found between the support culture of the  
57 school and the academic optimism of teachers. (Yılmaz & Kurşun, 2015).

58 The support and cooperation given to the teacher in the school provides teachers' trust in the  
59 school. The job satisfaction and optimism which depend on and support the schools of the future of  
60 the school depends on high teachers (Trace, 2016). Bryk and Schneider (2003) found a relationship  
61 between school trust and school academic efficiency. A reliable school environment makes teachers  
62 open to innovation and change, gives teachers hope and allows teachers to think about how to  
63 achieve a better learning environment (Bökeoğlu & Yılmaz, 2008). According to the statements made  
64 here; It can be thought that the trust environment <sup>9</sup> the school can affect the level of academic  
65 optimism of the teacher. Therefore, this research was conducted to determine the relationship  
66 between teachers' organizational trust levels and academic optimism for their schools. For this  
67 purpose, the following questions were searched:  
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69 1. What is the teachers' trust in the organization and the administrator? Do teachers' trust in the  
70 organization and the administrator differ in terms of the school level they work?

71 2. What is the level of academic optimism of teachers? Do teachers' of the level of academic  
72 optimism differ in terms of the school level they work?

73 <sup>2</sup> 3. Is there a relationship between teachers' organizational trust and their academic optimism?

74 4. Do teachers' trust in the organization and the administrator predict their academic optimism?  
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## 76 METHOD

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78 This part of the research includes information about the model, universe, sample, data tools  
79 and analysis of the data.  
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### 82 Research model

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84 Research is in relational screening model. In this study, the opinions of the teachers about  
85 the organizational trust levels and academic optimism were scanned.  
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### 88 The universe and sample of research

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90 The universe of the study consists of 3700 teachers working in primary, secondary and high schools  
91 in Uşak province. The theoretical sample size chart was used in the sample selection. Simple  
92 random sampling was conducted in the study. In this sense, 299 teachers working in Uşak Province  
93 constitute the sample of the research. The sample of the research teachers; According to the school  
94 level, 72 (24.3%), elementary school, 88 (29.7%) in secondary school and 122 (40.5%) are working  
95 in high school.  
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98           **Data collection tools**

99           The data were collected by "Organizational Trust" and "Trust to Administrator" by Polat  
100 (2008) and School Academic Optimism Scale at which was adapted to Turkish by Çoban and  
101 Demirtaş (2005). The Organizational Trust Scale and the Organizational Trust in Colleagues Scale  
102 are a Likert-type scales which indicate (1 don't agree) and (5 completely agree). Organizational  
103 Trust Scale consists of 21 items. The reliability of Cronbach's Alpha Coefficient of the  
104 Organizational Trust Scale was calculated as .96. For the purpose of this study, the reliability  
105 coefficient was calculated as .92 for the Organizational Trust Scale. Organizational Trust in  
106 Colleagues Scale consists of 16 items. Cronbach's Alpha Coefficient of this scale was determined  
107 as .94. The reliability coefficient of Organizational Trust in Colleagues Scale calculated for this  
108 research is .88. The Academic Optimism Scale in the school consists of 19 items and three  
109 dimensions. These dimensions are dimensions of self-efficacy, trust and academic emphasis. The  
110 scale is a 5-point Likert-type scale and is considered to be differentiated between "Strongly disagree  
111 and Strongly agree Scale. The Cronbach's Alpha Coefficient of the Academic Optimism Scale was  
112 determined as 0.85 by the researchers who adapted the scale. For this research, reliability coefficient  
113 was found as .94.

114           **Analysis of data**

115           In order to determine whether the data obtained in the study were distributed normally,  
116 Skewness and Kurtosis values were examined for each dimension and these values were found to  
117 be between -1.5 and +1.5 values in the literature. Calculated skewness and kurtosis numbers were  
118 found to be -.272 and -.153 for organizational trust, and .198 and .118 for trust. It is calculated as  
119 .333 and -.171 for academic optimism. One-way analysis of variance, t-test, Pearson Product-  
120 Moment Coefficient and multiple regression analysis are used in the analysis of the data. Academic  
121 environment and standard deviations of teachers' trust in the organization, trust in the  
122 administration and academic optimism towards the perceptions of students in school levels were  
123 calculated. One-way analysis of variance (ANOVA) was used to determine whether teachers' trust  
124 in the organization, trust in the administrator, and academic optimism differ according to school  
125 levels. The TUKEY test was applied to determine the difference which was supposed to be  
126 meaningful between the groups. Again, the relationships between teachers' trust in the  
127 organization, trust in the administrator and perceptions of academic optimism were examined with  
128 the Pearson Product Moment Coefficient. Multiple regression analysis techniques were used to  
129 determine the trust of the teachers and trust in the administrators according to the school level.  
130 The significance level was taken as .05

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132           **FINDINGS AND COMMENTS**

133           In this part of the research, the findings obtained from the analysis of the sub-problems of  
134 the research and the comments made based on these findings are included. Table 1 below shows the  
135 results of the analysis of the variance of the teachers about trust in the organization and the  
136 administrator and the level of academic optimism according to the school level.

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144 **Table 1**

145 The results of the analysis of variance of teachers about trust in the organization, trust in the  
146 administrator and levels of academic optimism:

VARIABLES	N	$\bar{X}$	S	F	p	Difference
<b>Trust in the organization</b>						
Primary	88	3.62	,687	6,320	,002	*Between Primary and High School
Secondary	96	3.41	,741			
High School	112	3.28	,599			
<b>Trust to administrator</b>						
Primary	88	3.35	,677	2,435	,089	No Difference
Secondary	96	3.20	,679			
High School	112	3.15	,632			
<b>Academic optimism</b>						
Primary	88	3,69	,491	4,636	,010	*Between Primary and High School
Secondary	96	3,54	,650			
High School	112	3,45	,588			

147 According to Table 1, when teachers' organizational trust is examined; It is observed that teachers  
148 working in Primary school (= 3.62) and Secondary school (= 3.41) have high level of trust and high  
149 school teachers (= 3.28) have moderate organizational trust. It is seen that the level of trust of  
150 teachers in organization according to school levels differ. Primary school teachers' organizational  
151 trust is higher than that of high school teachers [F (2-296) = 6,32; p <0.05]. It is seen that the level  
152 of trust of the teachers working at all school levels trust in the administrator is at medium level. It  
153 is not understood that the level of trust of the teachers according to the school levels is not  
154 different. [F(2-296)= ,089; p>0.05]. The teachers' academic optimism is high at all school levels.  
155 The academic optimism of the teachers is different according to the school level [F (2-296) = 4.63;  
156 p <0.05]. According to the analysis, this difference is among high school teachers and primary  
157 school teachers. The level of academic optimism of primary school teachers is higher than that of  
158 high school teachers. Table 2 below shows the analysis of the relationships between teachers' trust  
159 in the organization, trust in the administrator and the academic optimism.

160 **Table 2**

161 The results of the analysis of the relationships between teachers' trust in the organization, trust in  
162 the administrator and academic optimism.

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School Level	Variables	Akademic Optimism
Primary	<b>Trust in Organization</b>	
	Pearson Correlation	,118
	Sig. (2-tailed)	,136
	<b>Trust to administrator</b>	
Secondary	Pearson Correlation	,186*
	Sig. (2-tailed)	,042
	<b>Trust in Organization</b>	
	Pearson Correlation	,464*
High School	Sig. (2-tailed)	,000
	<b>Trust to administrator</b>	
	Pearson Correlation	,640*
	Sig. (2-tailed)	,000

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Pearson Correlation	,181
Sig. (2-tailed)	,080

**Trust to administrator**

Pearson Correlation	,436*
Sig. (2-tailed)	,000

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As can be seen from Table 2, there is no significant relationship between the teachers' organizational trust perceptions and their academic optimism ( $r = .118$ ) in primary schools; There is a low positive relationship between teacher' trust in administrator and academic optimism level ( $r = .186$ ). There was also a significant positive relationship between the teachers' organizational trust perceptions and their academic optimism ( $r = .464$ ) and trust in the administrator and their academic optimism ( $r = .640$ ) in secondary school. Finally, there is no significant correlation between the organizational trust perceptions of high school teachers and their academic optimism ( $r = .181$ ); There is a moderately positive relationship between trust in the administrator and academic optimism ( $r = .436$ ). The following table 4 shows the results of the multiple regression analysis of whether teachers' organization trust levels predict academic optimism in primary schools.

**Table 4**

The results of the multiple regression analysis of level of teachers' in the organizational trust about the predictions of their academic optimism in primary schools.

Variable	<i>B</i>	<i>SD</i>	$\beta$	<i>t</i>	<i>p</i>	binary	partial
Constant	3,276	,290		11,284	,000		
Trust in organization	-,038	,117	-,053	-,327	,745	-.035	-.035
Trust to administrator	,164	,118	,226	1.384	,170	,148	,147

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$F = 1,573, p > .05, R = .189, R^2 = .036$

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Table 4, it is concluded that the level of trust of teacher in the organization and trust in the administrator in primary schools does not significantly predict their academic optimism in some way. It is understood that teachers' in the organization and the administrator do not predict the academic levels of primary schools ( $R = .189, R^2 = .036, p > .05$ ). In the following table 5, shows the results of the multiple regression analysis of whether teachers' organizational trust levels predict academic optimism in secondary schools.

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**Table 5**

The results of the multiple regression analysis of level of teachers' organizational trust about the predictions of their academic optimism in secondary school.

Variable	<i>B</i>	<i>SD</i>	$\beta$	<i>t</i>	<i>p</i>	binary	part
Constant	1,469	,271		5,442	,000		
Trust in organization	,088	,090	.100	.977	.331	.101	0.77
Trust to administrator	,553	,098	,577	5,642	.000	.505	,447

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$F = 33,016, p < .01, R = .644, R^2 = .415$

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As can be seen in Table 5, there is a significant relationship between teacher' trust in the

195 administrator and academic optimism ( $R = .436$ ,  $R^2 = .19$ ,  $p < .05$ ). Teachers' trust in the  
196 administrator explain 19% of the total variance in their academic optimism. When the trust values  
197 of the teachers are examined, it is seen that trust in the administrator ( $\beta = .577$ ,  $p < .05$ ) predicts  
198 the academic optimism. A one-unit increase in teacher's trust in the administrator increases the  
199 academic optimism of teachers by .58. Teachers' trust in the organization in secondary schools  
200 does not predict their academic optimism. In Table 6 below, the results of the multiple  
201 regression analysis of whether teachers' trust in the organizational trust levels predict academic optimism  
202 in high schools.

203 **Table 6**

204 The results of the multiple regression analysis of level of teachers' organizational trust about the  
205 predictions of their academic optimism in high school.

Constant	B	SD	$\beta$	t	p	binary	partial
<b>Trust in Organization</b>	2,246	,512		7,446	,000		
<b>Trust to Administrator</b>	,010	,181	-,010	-,108	,914	,181	-,010
<b>Constant</b>	,389	,201	,440	4,598	,000	,436	,403

206  $F = 12,764$ ,  $p < .01$      $R = .436$      $R^2 = .19$

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208 As can be seen in Table 6, there is a significant relationship between teacher's trust in the  
209 administrator and their academic optimism ( $F = 12,764$ ;  $p < .01$ ). The teachers' trust in the  
210 administrator explain 19% of the total variance in their academic optimism. According to Beta  
211 values, it is seen that trust levels of the teachers to the administrator ( $\beta = .440$ ,  $p < .05$ ) predicts  
212 their academic optimism. One-unit increase in the teacher's trust in the administrator is the their  
213 academic optimism .39 increases. Again, high school teachers' organizational trust level do not  
214 predict the academic optimism of teachers.

## 215 **RESULT, DISCUSSION AND RECOMMENDATIONS**

216

217 The aim of this research was to determine the relationship between teachers' organizational  
218 trust and their academic optimism. Looking at the level of trust of teachers in the organization; It  
219 is observed that teachers working in primary and secondary schools have high levels of trust in the  
220 organization and that teachers who work in high schools have a moderate level of trust in the  
221 organization. The results of the study are similar to the research conducted by Polat and Celep  
222 (2008), Baş and Şentürk (2011) and Ayduğ and Ağaoğlu (2017). Özer, Demirtaş Üstüner and  
223 Cömert (2006), Çağlar (2011), Memduhoğlu and Zengin (2011), Gören and Özdemir (2015) and  
224 Adıgüzel (2016) found that the level of organizational trust perceived by teachers was moderate.  
225 In addition, Baş and Şentürk (2011) found that primary teachers had positive perceptions about  
226 organizational trust in their schools. The level of trust of teachers in primary schools is higher than  
227 that of high school teachers. Besides, it is observed that teachers who work in all school levels have  
228 a moderate level of trust in the administrator.

229

230 Also, the teachers' academic optimism is high in all school levels. In the studies conducted  
231 by Yılmaz and Kırşun (2015), Çoban and Demirtaş (2010) and Tosun, Departures, Karaca and  
232 Bostancı (2016), the teachers' academic optimism was found to be high. With these results, it can  
233 be said that the research has reached similar results. The academic optimism of the primary school  
234 teachers was found higher than the high school teachers. This result is supported by the study of  
235 Çağlar (2013). Çağlar (2013) also found that the level of academic optimism of teachers working in  
high schools was lower than that of secondary schools according to the type of school. This may



236 be due to the fact that there is a longer time for the development process in front of the pupils in  
237 schools, higher beliefs that students can learn, and more relationship between parents and teachers.  
238

239 Considering the relationships between the level of trust in teachers and their academic  
240 optimism at school levels; A significant relationship between the level of trust of teachers in  
241 organizational and the level of academic optimism was found only in secondary schools. While  
242 there is a low positive relationship between the level of teacher' trust in organization and academic  
243 optimism in the primary school, there is a moderately positive relationship in middle and high  
244 schools. As primary school teachers are at the same class most of the time, they may be creating  
245 an academic environment in their class. A significant relationship between teachers' in the  
246 organization and academic optimism was found only in secondary schools.  
247

248 While the teachers' level of trust in the organization and trust in the the administrator in  
249 primary schools cannot predict academic optimism, trust in administrators in secondary and high  
250 schools predicts the academic optimism of teachers. This may be because primary school teachers  
251 do not need any other factors for their academic optimism because they are in the classroom  
252 environment they form with the students in the classroom. Some research support the results of  
253 research on the level of trust in teachers in secondary schools and high schools. Cansoy and Parlar  
254 (2018), showed that distributed leadership and trust in the administrator predicted the school  
255 academic optimism. Özdemir and Pektaş (2017) also found that there was a positive, significant  
256 and moderate relationship between social justice leadership and academic optimism, and that social  
257 justice leadership was an important predictor of academic optimism. As a result of Yılmaz and  
258 Kurşun (2015) researches, a significant relationship was found between the school principals'  
259 instructional leadership behaviors and academic optimism. Hong (2017) found that  
260 transformational leadership of school administrators has a positive effect on teachers' academic  
261 optimism. Because the academic emphasis on academic optimism is explained by Smith and Hoy  
262 (2007) as a focus on establishing an environment based on academic optimism in school for  
263 administrators and teachers for student achievement.  
264

265 *The following suggestions can be suggested in the research based on the above results.*

266 \*The level of academic optimism of primary school teachers is higher than that of high  
267 school teachers. The reason for this should be researched and activities should be done to support  
268 the teachers' academic optimism, to create strong relations with the parents and to improve  
269 teachers.

270 \*It is seen that trust in the administrator in secondary and high schools predicts the teachers'  
271 academic optimism. In this sense, there should be activities based on cooperation and social  
272 relations in order to raise the level of trust of teachers in schools.

273 \*In addition, organizational justice must be adhered to increase teachers' trust.

274

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