

Identifying the Factors that Shape Collective Trust and Its Consequences in Schools

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Abstract

Purpose: The aim of this study was to identify the factors of formation and consequences of collective trust in schools.

Methodology: The present study was conducted using a qualitative method using data foundation theory. The statistical population included education professionals and knowledge-based companies. The research sample consisted of 12 experts and experts in the field of education and collective trust, the Institute of Education Studies, the Ministry Office of the Ministry and the General Directorate of Education, experienced managers who were selected by purposive sampling method. First, 7 people were selected using purposive sampling, and then 5 more people were selected using the snowball method. The data collection tool was a semi-structured interview. By analyzing the data theory, the basic model was extracted and then the components and sub-components were identified.

Findings: The components of collective trust formation and its consequences in school were identified with 6 main dimensions, 17 pivotal components, and 85 coding. And the motivation and dynamism of the school community; The underlying conditions were: innovation and new technology, an effective educational program for teachers and school colleagues, and the consequences of the collective trust of schools were: improving the social status of teachers and administrators, students' academic success, setting educational goals and Appropriate teaching content - developing care insights in the school community.

Conclusion: The results of the study showed that the causal factors and underlying collective trust in schools are: support of senior school principals and the organization, personality and professional characteristics and motivation and dynamism of the school community; Underlying conditions are innovation and new technology, an effective curriculum for teachers and school staff.

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1. Introduction

Education, as a socio-cultural institution, plays a key role in training human resources and generating social and cultural capital, and schools, as the most important educational factor, play a key role in supporting teachers and administrators, setting educational goals, and allocating financial and human resources. , To improve students' learning, play (Xinyu, 2019). There are several factors that play an effective role in improving the performance of schools and providing the necessary conditions to achieve the goals of schools and their absence makes schools difficult. Among these factors can be trusted in schools. Cited; According to Cunningham and Grisso (2014), trust in school underlies its effectiveness (cited by Mir Kamali, Alami, Naranji Thani, 2011). Trust means trust that is mutually exchanged between two parties that has positive consequences for both (Kucharski, 2017, quoted by PoorHaidar, Samari, Hassani, Morteza Nejad, 2019). Trust is also the foundation of effective relationships, and fruitful relationships make schools effective, so if the atmosphere in a school is one of trust, communication will be effective, which reduces disruptive bureaucratic communication and improves teacher performance (Givarian, 2011). Better performance will consequently lead to school effectiveness. Therefore, building and developing trust plays an undeniable role in achieving school goals (Hosseinpour, Ghorbani Paki 2017).

The consequence of the loss of trust between teachers and students is suspicion, which is itself a destructive factor in improving cognitive, emotional and social development. Another possible consequence of mistrust between the teacher and the principal is a rush to catch, punish, and create destructive forces that reduce the effectiveness of the school and lead to an atmosphere of revenge and resentment in the school. , Has a decisive role in the performance of school members and can improve the work performance process in the trustee and the trusted, so by ruling, the atmosphere indicates trust between the principal, teachers, colleagues, students and their parents and these results in a reduction in negative feedback and inhibitory conflict in the school, improving teacher performance (Mir Kamali, 2012). Therefore, according to experts, it can be said that trust is a prerequisite for the effectiveness of organizations (quoted by Hosseinpour, Ghorbani Paki, 2017) and an essential factor for effective communication and cooperation, as well as a basis for more productive relationships that can organizational complexities. And facilitate better, more economical, and faster organizational transactions than any other tool (Hoy, Smith, Scott 2012) and promote the effective communication, collaboration, and compatibility that underpin fruitful relationships in organizations. (Arsen, Bel 2014) that schools are no exception; If the results of several studies indicate the effective role of trust in school performance; The results showed that successful school teachers considered mutual trust and respect to be about 20% more effective in their success than poor school teachers. About 66% of teachers who wished to stay in school also believed that the atmosphere of trust in their schools was appropriate (Reeves, Emerick, Hirsch, 2007).

Paying attention to such structures that are accompanied by an atmosphere of trust in the school itself affects the evaluation of teacher performance (Naseri, Aghighi, Jaber Ansari, 2016) and leads to efficient results of this process, which is important to determine Strengths and weaknesses of human resources and the organization seeks to retain efficient staff, compensate for the weaknesses and encourage the positive points of teachers, which leads to high teacher performance, which is all for the effectiveness of the school (Hosseinpour D, Ghorbani Paki, 2017 Accordingly, teachers are a lever for collective trust. Teachers' behaviors shape parents' trust in schools and students' trust in teachers; Teachers' beliefs about formal structures are related to their trust in the principal and parents' trust in schools; and the teacher's educational factor affects the trust of colleagues. Teachers' practice defines the extent to which teaching and learning will be open and collaborative or closed and in isolation. When teachers allow the classroom to become a type of research group where ideas and information are exchanged, more opportunities to collaborate with colleagues and parents, share best practices, discuss student needs, analyze knowledge data There are learners, and practice-based reflection (Hatch, 2006).

Despite the role of collective trust in the effectiveness of schools, the state of collective trust and its consequences in schools remains unclear. Sometimes principals, teachers, parents, and students may feel that they do not trust others well enough and this drastically lower their level of commitment. In the school environment, distrust is a barrier to the expansion of productive social relations. In situations of mistrust, anxiety and insecurity increase, students' physical and mental health is disrupted, the energy needed to learn and exchange ideas and opinions between students and teachers increases. Therefore, the formation of collective trust and its consequences in schools can give a clear picture of the possible causes of reduced performance of schools and its members. Creating an environment that has collective trust has many positive effects. Given the above and considering that following the effectiveness of the school, all its stakeholders, including students, parents of students and society will benefit and the country will move towards progress and development, the purpose of this study is to answer this question. What are the factors that shape collective trust and its consequences in schools?

2. Methodology

The present study was applied in terms of purpose, qualitative in terms of statistical data collection and exploratory research design. In this study, the qualitative research approach and the data theory method were used to identify concepts, dimensions and components. In the data theory approach of Strauss and Corbin Foundation, in order to present a paradigm model, causal, mediating conditions, strategies and research outcome are presented. The tool used was semi-structured interviews with subject matter experts. In semi-structured interviews, in addition to exchanging views and thinking, the discussion and topic were guided to achieve the research objectives, and then the basic model foundation was extracted through data analysis and then the components. And subcomponents were identified.

The statistical population included experts in the field of education, ie people who had sufficient experience and expertise in the formation of collective trust and its consequences in schools and executive policies, and knowledge-based companies were considered part of the current research community. Experts were selected based on their studies and background in the formation of collective trust. Due to the unknown community of experts in this matter, some identifiable individuals were selected and the method of selecting others was based on the snowball method. Snowball sampling is a technique. Targeted sampling is popular and requires the use of informants or early participants to identify additional items that may be gradually used in the study. This sampling strategy is a good approach to finding key informants full of information or critical issues (Mohammadpour, 2013). First, 7 people were selected using purposive sampling, then 5 more people were selected using snowball method. In total, the interview process with 12 experts and experts in the field of education and collective trust, Research Studies Institute and Education, the Ministry Office and the General Directorate of Education, experienced principals focused on the following questions:

1. What factors do you consider when dealing with the issue of building collective trust and its consequences in school? Explain?
2. In your opinion, what are the causes and effects of the formation of collective trust and its consequences in school? Name it.
3. In your opinion, what conditions (currently) affect the formation of collective trust and its consequences in school? Name it.
4. In your opinion, what conditions of intervention affect the formation of collective trust and its consequences in school? Name it.
5. What do you think will be the consequences of the formation of collective trust and its consequences in school?
6. What are the environmental and contextual conditions for the formation of collective trust and its consequences in school?

7. In your opinion, what conditions of interactions or actions affect the formation of collective trust and its consequences in school? Name it.

8. What are the policies, strategies and related measures for the formation of collective trust and its consequences in school?

9. What are the dimensions and components of the formation of collective trust and its consequences in school?

10. How to evaluate the formation of collective trust and its consequences in school?

According to the systematic approach of Strauss and Corbin, the data were analyzed in a regular and at the same time continuous process of data comparison. Three-step process, open, axial, and selective coding were used to encode this work. For open coding, the text of the interviews was read several times and the main concepts were extracted and recorded as code, and then similar codes were placed in categories. In axial coding, classes were linked to their axial classes to provide more accurate and complete explanations of the phenomenon. Also, in axial coding, the primary categories formed in open coding were compared and those that were similar were placed around a common axis. Finally, in selective coding, categories were integrated and refined. And a category was selected as the central category and the model was designed based on the central category.

Figure (1) shows the steps that were used in this study to extract the components and sub-components of the formation of collective trust and its consequences in schools.

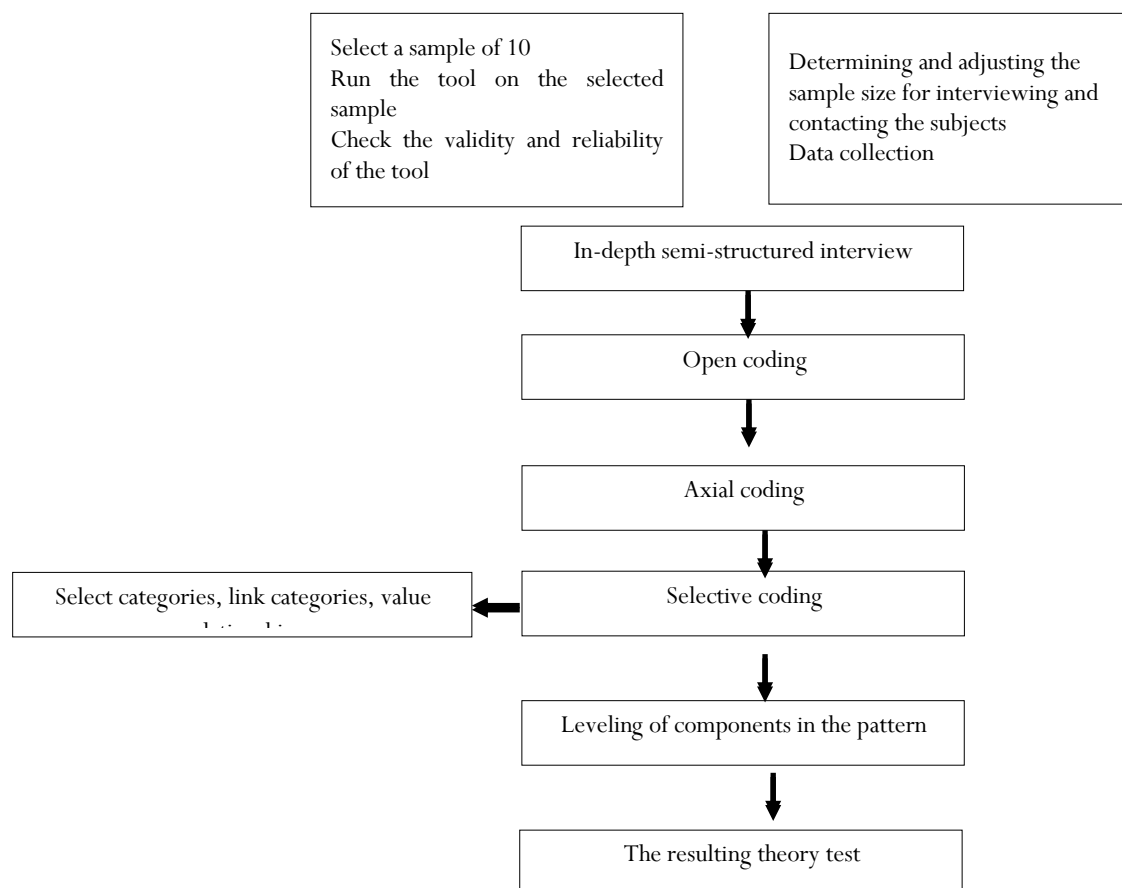


Figure1. Stages of extracting the components and sub-components of the formation of collective trust and its consequences in schools

3. Findings

A: Table (1) reports the demographic reforms of each interviewee.

Table1. Profile of research participants (interviewees)

Interviewees	Number	degree of education
University professors	5	P.H.D
Managers of the Ministry of Education and experts of the General Administration of Cities of Tehran Province	5	Masters
Managers	2	Masters

According to the information in Table (1), 5 of the interviewees are university professors with doctoral degrees, 5 managers of the Ministry of Education and experts of the General Administration of Tehran Province have a master's degree and two managers have a degree they were masters.

B: Results of qualitative interviews:

Based on the results of open coding and axial coding, selective coding, which is the main stage of theorizing, was performed, In this way, it systematically relates the central category to other categories and presents those relations within the framework of a narrative, and modifies the categories that need further improvement and development. Therefore, based on the selective coding, the components and indicators of the formation of collective trust and its consequences in school are reported in Table (2) and Figure (2).

Table2. Results from selective, axial, and open coding

Row	The main theme (Resulting from selective coding)	Nuclear categories (resulting from coding) Supporter	Major categories (Resulting from open coding)
1	Support from senior school principals and organizations	Ethical and professional characteristics of managers	Principal accountability for school decisions Paying attention to the social, economic and family status of students Paying attention to teachers' different views and trying to align with them Teaching social skills and school life Attract donor support
2	Personality and professional characteristics	Transformation in knowledge and basic information	Good manners and good behavior of the principal with students, teachers Having honesty, kindness, compassion and high energy Having experience Confidentiality and loyalty Being a good listener
3	Motivation and dynamism, the school community	Up-to-date knowledge and skills	Transformation in the philosophy of education, Transformation in the higher goals of education in educational levels, New findings in the field of educational management
4	Innovation and new technology	Need for continuous improvement	Existence of appropriate facilities and equipment (hardware and software), Training of staff in the use of hardware and software, Easy access to the World Wide Web, Proper use of data and communication technology.
5			Dissatisfaction with the current situation, Learning from the experiences of others and transferring what you have learned to others (knowledge transfer), Effective and creative problem solving using collective wisdom,

			In line with new developments, Preference for gradual change over sudden change.
6	An effective training program for teachers and school colleagues	Involve the school community	The capacity to make changes in the organization, Commitment to developing human resource capabilities, Forming working groups, Provide employee participation in decision making.
7	Participatory Culture	Finance and Welfare	Development of operational budget for the implementation of programs, Provide necessary material and spiritual rewards and incentives, Provision of appropriate amenities, Considering the right place and time to run programs, Pay managers' salaries based on managerial competence and ability.
8	Allocate financial, material and equipment resources for schools	Social acceptability	Empower and develop teachers' competencies through continuing education Emphasis on human values in school Scientific competence of teachers, Ability to convey concepts (ability to teach), Ethics and good behavior of teachers, Continuous interaction with learners.
9	Competence of instructors	A program of collective and participatory trust insights into the school community	Forming a specialized committee with the participation of managers, Accurate needs assessment and prioritization and development of social trust indicators Prepare an appropriate educational program (in accordance with the standards of world-class school principals and in accordance with local needs), Selection of appropriate content (rich in new scientific findings in the field of educational management, increasing management skills, understandable and practical), Evaluate and review teachers' responsibilities
10	Commitment, responsibility and mission of a teacher	The spirit of altruism	Accepting and understanding others Empathy, collaboration and empathy with students, teachers and staff Flexibility in speech and dealing with school agents Creating a safe and reliable environment
11	Trust and mutual understanding	Execution methods	Participate in in-service training classes, Study while working at university, Read job-related articles and books, join various formal groups And informal, Active participation in the research teams program, Participate in international, national and regional conferences and workshops in person and virtually, Coaching,

		Participate in meetings of homogeneous groups, Participate in simulated situations
12	Managing internal and external communication processes of the school Leadership based on understanding and social trust	Establish an intimate relationship with students and parents Choosing the right teachers based on professional interest, motivation and competence Financial assistance Holding a recreational camp Pay attention to the wishes of parents and students Paying attention to the social and cultural needs of teachers and students Motivate by respecting colleagues and students' personalities
13	Adopt effective leadership and practice management of organizational behavior based on trust and mutual understanding in school Creating and nurturing a caring, safe and uplifting environment at school	Pay attention to the values and culture of the local community Providing welfare and recreational facilities in the school Creating an attractive and happy educational and physical atmosphere in the school Create a safe environment for learning Doing group, group and practical work at school
14	Creating a safe and uplifting environment Professional personality of managers	Leading all matters to improve the school with a managerial vision and attitude, Guide educational change in school, Contribute to the professional development of teachers, Foresight, design and implementation of a strategic plan with the participation of school councils (participatory management), Establish a consistent and appropriate relationship between school, family and community.
15	Promoting the dignity and social status of teachers and principals Students' academic achievement	Earn acceptable grades at the end of the course, Graduation with an acceptable academic degree, Ability to continue education in higher scientific levels.
16	Students' academic success Transform the school into a learning organization	The dominance of the spirit of continuous learning over school, Distribute knowledge effectively and widely, Nurture and promote strategic thinking, interaction and teamwork, Attention to creativity and innovation.
17	Develop appropriate educational goals and teaching content The educational, social and emotional needs of individuals	Intellectual independence and freedom of thought, Creativity and innovative thinking, Always learning, Self-control, Specialization, Clear vision of your future goals.

Based on the results of coding in Table (2), the dimensions and indicators identified about the components of collective trust formation and its consequences in school, with 6 main dimensions, 17 pivotal components, 85 coding were identified. For this purpose, the Strauss approach And Corbin were used in foundation data theory and the resulting paradigm model was presented in Figure (2).

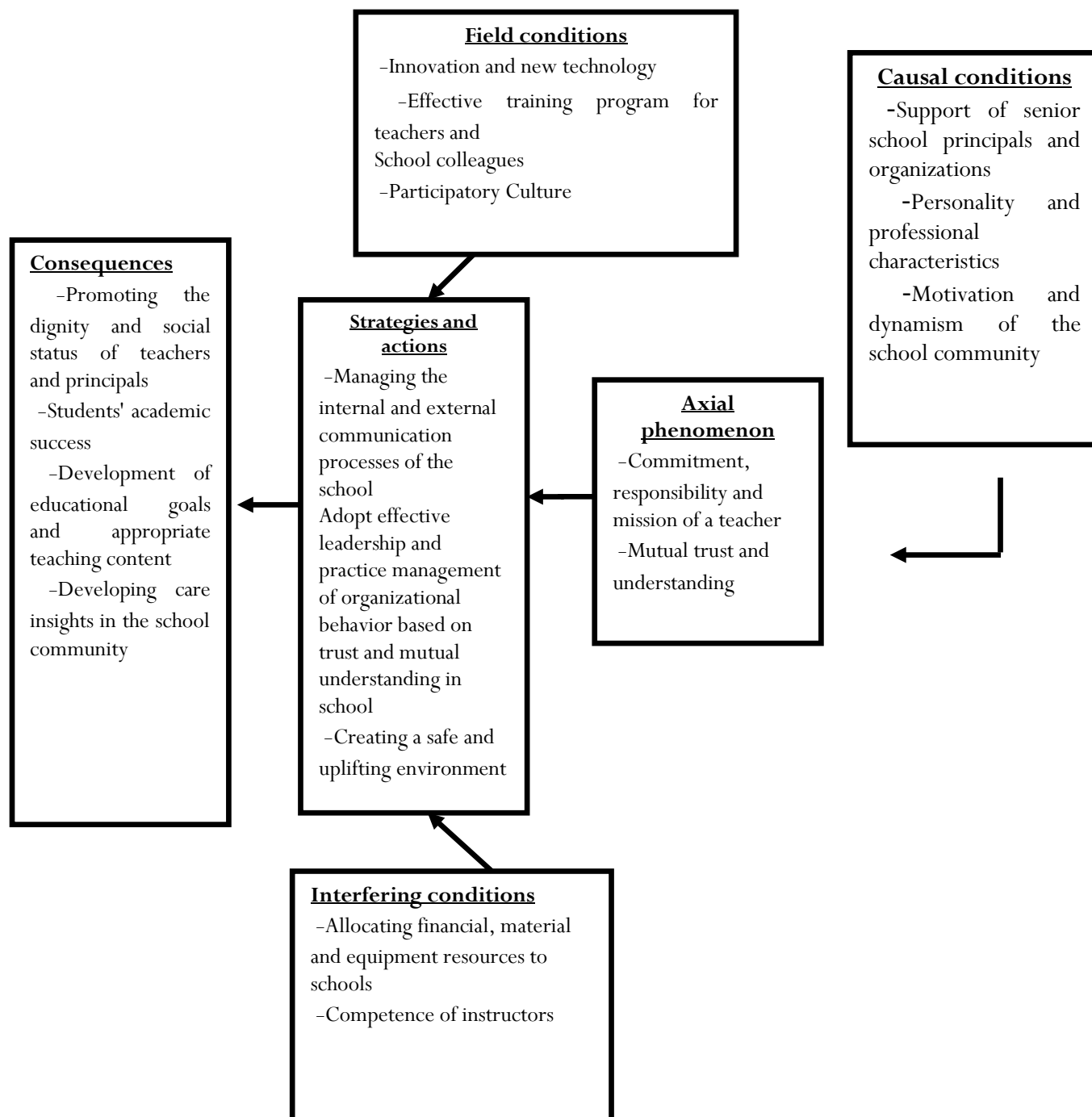


Figure2. Model of formation of collective trust and its consequences in school with data theory

The results of coding showed that the causal conditions in this study are the support of senior school principals and the organization, personality and professional characteristics, and motivation and dynamism of the school community; Underlying conditions are: innovation and new technology, effective training

program for teachers and school colleagues, intervention conditions are: allocation of financial and material resources and equipment of schools, competence of teachers and finally the consequences of collective trust of schools are promotion of dignity and status, Socialization of teachers and principals, students' academic success, formulation of educational goals and appropriate teaching content - Development of care insights in the school community.

4. Discussion

The aim of this study was to identify the factors of collective trust formation and its consequences in schools. And motivation and dynamism of the school community; Underlying conditions are innovation and new technology, an effective curriculum for teachers and school colleagues. Explaining the support of senior school principals and the organization as a causal factor of collective trust in schools, it can be said that principals have a vital role in the dynamics of organizations. Positively, the growth and development of teachers' professions, encouraging teachers, ensuring their satisfaction and success have been noted (Cherian, Daniel, 2008; Wood, 2005). In schools where members feel the support of senior executives, the belief is formed that the organization will do the right thing for them, in which case members will feel a sense of unity, membership and trust in the organization and play an effective role in the future. Win school goals. Another causal factor of collective trust is the personality and professional characteristics of teachers and principals. Managers, like other people, have individual differences in personality, personality, talents, motivations, and desires and tendencies of their own. They also have different interests and abilities and have different knowledge, attitudes and value systems. These individual and personality differences will affect the way they behave, schools that have supportive, good-natured, honest, secretive, active and hard-working principals, school staff have more confidence in their own effectiveness and that of the school, and the school's ratio of loyalty and commitment They show that the next factor is the motivation and dynamism of the school. Dynamic school means an efficient school and as a result of increasing the efficiency of the school, not only the motivation and efforts of the staff to improve the school performance but also the collective trust of the school members increases. Finds because each of them considers itself effective in dynamism and will have a sense of belonging to the set, and with increasing trust, employees' desire for cooperation and participation and the quality of work increases.

Also in the present study, the consequences of the collective trust of schools were to improve the dignity and social status of teachers and principals, students' academic success, formulation of educational goals and appropriate teaching content - development of care insights in the school community. Researchers have concluded that by increasing trust, social complexities in organizations are eliminated and strategic flexibility is increased, and it is effective in improving organizational adaptability. Therefore, the levels of trust among members of the organization indicate the effectiveness of group activities at both the individual and organizational levels (Smith, Birney, 2015). Also, the management and leadership of the organization is a variable that can contribute to the success of the organization by relating it to the sense of efficiency of employees and also by relating the culture of the organization to trust in the organization. In the organization, all values, mutual respect and transparent communication are part of the trust in the organization. Leadership experience in the organization increases the skills of employees and their professional development and provides opportunities for learning of employees and managers, thereby increasing the relationship between employees and managers and increasing employee efficiency and willingness to cooperate (Yaseni, Panahi, Namdar Jimmy, 2019). In school, it builds members' trust in each other and how they relate to each other. The school atmosphere is one of the most important components for academic achievement. (Farahbakhsh, Ghobadian, Farahbakhsh, Ghanbari 2019), in an environment where there is trust, conflicts and confrontations are reduced and people are more tolerant of each other. Thus, trust is a bonding process in which solidarity and attachment between individuals increase.

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