



## Physical Education Teachers Organizational Trust and Organizational Investigation of Awareness Levels\*

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### Abstract

The aim of this study, primary and secondary education school physical education teachers who work in organizational trust and organizational awareness is intended to determine the relationships between the levels. Relating to organizational awareness organizational confidence with variable teacher perceptions; gender, mourning, education, seniority, making this institution operating time and graduate's has changed has been identified according to the variable. The research universe, 2016-2017 in the academic year under the Ministry of national education, Ankara province, Mamak County official primary and secondary education schools and teachers in these schools. The sample of the survey in the Mamak district 158 physical education teacher. Research as a tool for data collection "personal information form", "the scale of Organizational Trust in schools", and "Organizational Awareness Scale in schools". Research results and the results are as follows; Physical education teachers perceptions of organizational trust and all of its dimensions with dimensions of organizational awareness in schools and at the level of the child has been found quite agree. According to the variable gender physical education teachers perceptions regarding openness and trust in organizational communication environment showing statistically significant difference in the size of mourning and physical education teachers according to their seniority variable organizational trust administrator perceptions regarding trust in size have shown statistically significant differences. Physical education teachers perceptions of organizational trust-related education, the premises at run time, and working with the Manager of the institution according to the duration variable did not show statistically significant difference. Graduate education of physical education teachers according to the variable do the perceptions of organizational trust in all child dimension was found statistically significant. Teacher awareness, organizational awareness in schools administrator awareness and perceptions of organizational trust with positive way meaningful relationships. Regression analysis as a result of the size of the trust and openness to the administrator, the teacher is raising significant awareness and openness in schools the size of organizational awareness significantly as a result of the upgrade.

**Keywords:** Organizational Trust, Organizational Awareness.

## Beden Eğitimi Öğretmenlerinin Örgütsel Güven ve Örgütsel Farkındalık Düzeylerinin Araştırılması

### Öz

Bu çalışmanın amacı, ilk ve orta öğretim okullarında görev yapan beden eğitimi öğretmenlerinin örgütsel güven ve örgütsel farkındalık düzeyleri arasındaki ilişkileri belirlemektir. Örgütsel güven ile örgütsel farkındalık değişkenlerine ilişkin öğretmen algılarının; cinsiyet, yas, öğrenim durumu, kıdem, kurumda çalışma süresi ve yüksek lisans yapma değişkenlerine göre saptanmıştır. Araştırmanın evrenini, 2016-2017 eğitim-öğretim yılında Ankara ili Mamak ilçesi Milli Eğitim Bakanlığı'na bağlı resmi ilk ve orta öğretim okulları ve bu okullarda görev yapan öğretmenler oluşturmaktadır. Örneklemi ise Mamak ilçesinde görev yapan 190 beden eğitimi öğretmeninden 158'i oluşturmaktadır. Araştırmada veri toplama aracı olarak "Kişisel Bilgi Formu", "Okullarda Örgütsel Güven Ölçeği" ve "Okullarda Örgütsel Farkındalık Ölçeği" kullanılmıştır. Sonuç olarak, beden eğitimi öğretmenlerinin algıları örgütsel güven ve tüm alt boyutlar ile okullarda örgütsel farkındalık ve alt boyutlarında oldukça katılıyorum düzeyinde bulunmuştur. Cinsiyet değişkenine göre beden eğitimi öğretmenlerinin örgütsel güvene ilişkin algıları yeniliğe açıklık ve iletişim ortamı boyutlarında istatistiksel anlamda manidar fark gösterirken yas ve kıdem değişkenlerine göre beden eğitimi öğretmenlerinin örgütsel güvene ilişkin algıları yöneticiye güven boyutunda istatistiksel anlamda manidar fark göstermiştir. Beden eğitimi öğretmenlerinin örgütsel güvene ilişkin algıları öğrenim durumu, kurumdaki çalışma süresi ve kurumdaki yönetici ile çalışma süresi değişkenlerine göre istatistiksel anlamda manidar fark göstermemiştir. Lisansüstü eğitim yapma değişkenine göre beden eğitimi öğretmenlerinin algıları örgütsel güvenin tüm alt boyutlarında istatistiksel anlamda manidar bulunmuştur. Öğretmen farkındalığı, yönetici farkındalığı ve okullarda örgütsel farkındalık ile örgütsel güven algıları arasında pozitif yönlü anlamlı ilişkiler bulunmuştur. Regresyon analizi sonucunda yöneticiye güven ve yeniliğe açıklık boyutlarının, öğretmen farkındalığını anlamlı düzeyde yükselttiğini ve yeniliğe açıklık boyutunun, okullarda örgütsel farkındalığı anlamlı düzeyde yükselttiği sonucuna ulaşılmıştır.

**Anahtar Kelimeler:** Örgütsel Güven, Örgütsel Farkındalık.

\*This study is generated from the postgraduate thesis of Ramazan Kubat

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Geliş Tarihi: 30.11.2018

Kabul Tarihi: 20.12.2018

INTJORASS

International Journal of Recreation and Sport Science  
2018; 2(1);53-67

## INTRODUCTION

Like all organizations, human resource, which is one of the most important capitals of school organizations, are in mutual relations within the organization. Sense of trust adopted by employees comes first on the basis of organizational relations. Trust is regarded as an important factor in organizational life in addition to social relations (Kalemci Tüzün, 2007). For example, the studies have proved that the participation of students in physical education and sport activities in schools does not hinder their education and training, and that sports activities contribute to the physical, mental and psycho-social development of students (Çeviker, et al., 2016). It can be said that this positive situation originating in the students has undoubtedly caused the teachers to increase their confidence in the organization. The fact that trust perceived by employees within the organization is positive or negative seems to have positive or negative effect on their organizational behaviour. Organizational trust is regarded as the trust of employees in their administrators and the level of faith in what the management tells the employees (Kartal, 2010).

Organizational trust should be considered as a liveable environment that has to be created with the participation of all employees within the organization. According to (Cufaude, 1999; Akt: Sakar, 2010), the approach of the administration in establishing the culture of trust is the most important factor for the creating this environment. The level of the relationships within the organization, the full understanding and implementation of the duties and responsibilities, and the competence of organization's employees to conduct are among the most important elements that ensure the organization to have a reliable culture. According to (Fukuyama, 1998; Akt: Yılmaz, 2006), trust is especially an important factor in ensuring corporate success for schools. Since, you can assign more responsibility and authority to the lower levels of the organization in institutions where sense of trust exists. In addition, a positive work environment is ensured on the basis of a flexible understanding depending on the team work. This will allow more effective use of

human capital, which is the foundation of corporate success. Trust, collaboration and belonging create a more qualified educational environment and opportunity by playing an important role on the effectiveness of the school environment as a more livable place from the point of teachers and administrators working in school (Ekinçi, 2010). The interaction of teachers with each other and with the social spheres of the school gains importance in a more qualified education environment. Teachers, as members of the school organization, share beliefs affecting the school's social environment. As assumed by social cognitive theory, the social impact is shaping self-efficacy. In schools, teaching activity is often carried out in the context of groups, and many problems that teachers encounter require them to work collectively (Tschannen-Moran, Woolfolk Hoy and Hoy, 1998).

Hoy, Gage and Tarter (2004) adopted the concept of organizational awareness to the education organizations. Schools with awareness are able to capture unexpected situations earlier compared to others. Schools are places where simplifications are reduced and details are required to be seen more (not wanting to simplify), schools are aware of learning and teaching processes (sensitivity to technical procedures), they detect the effects of unexpected circumstances, become flexible (flexibility) and they have structures and processes that are open to expert opinion when deemed necessary (adhering to expert opinion). It has been stated that the schools are able to increase awareness of individuals as well as awareness of organizations. Social processes in schools may affect the performance of employees within schools. Therefore, organizational trust dimensions and organizational awareness cases in schools constitute two critical dimensions that need to be investigated. Organizational trust plays a critical role in constituting the positive relationships in the school environment, while organizational awareness is also relevant and important in reducing the bureaucratic structure and pressure of the school. Organizational awareness is an important concept that should be understood and adopted by each school administrator. The

concepts of organizational trust and collective competence are also thought to be necessary in understanding and adopting organizational awareness. Considering the relationship between organizational awareness, organizational trust and collective competence could be beneficial for administrators to create an effective school environment has led to this research study.

### ***The Significance of the Research***

In foreign countries, there are many studies on organizational trust and organizational awareness in education organizations while in our country, these studies are very few. This research is important in terms of eliminating this deficiency found in our country. In this study, we have tried to determine what organizational trust environments, job satisfaction are and motivation levels of physical education teachers in schools. Trust environment is an important concept in terms of working with high motivation between students and teachers, administrators and teachers, especially in educational institutions. Therefore, it is observed that the schools with established trust environment are more successful in achieving their goals. Another targeted subject is that determining the level of organizational awareness of physical education teachers will shed light on the situations existing in secondary and high schools. While the research tries to explain the relationship between organizational trust and organizational awareness level, it also aims to reveal the levels of organizational trust perception and organizational awareness of physical education teachers. In this sense, it aims to contribute to the personal development of these teachers by revealing the existing situation.

### ***Aim of the Research***

The aim of this research is; to reveal the relationships between organizational trust perceptions and organizational awareness levels of physical education teachers working in official secondary schools and high schools of Ministry of National Education in Mamak district of Ankara Province in 2016-2017 academic year and to determine the effect of demographic variables on the teachers.

### ***Organizational Trust***

In the structure of organizations, trust occurs both at the individual level and at the organizational level, in which the individual is present. As a combination of these, trust in the individual and trust in the organization constitute the organizational trust within the total by coming together (Nyhan and Marlowe, 1997; Zaheer et al., 1998; Tan and Tan, 2000).

It is possible to observe the existence or absence of sense of trust in every moment of life. It is generally foreseen that relations without any sense of trust cannot be sustained. It is seen that the sense of trust is expressed as being trustworthy, having self-confidence and trusting others (Baltaş, 2000).

According to (Akt; Yılmaz, (2006), organizational trust is the individuals' belief that administrators will speak the words of truth and stand behind their words and their perceptions of the support provided by the organization. It is observed that there are three types of trust including interpersonal trust, trust in the organization and trust in the system depending on the nature of the trust of individuals. According to Mishra and Morrissey (1990), it can be said that trust control mechanisms in organizations reduce implementation costs in the structures of the organization, increase information transfer, minimize the behaviours that allow for personal benefit, and harmonize by means of preventing the possible disruptions that could take place in the organization and preventing the uncertainties about the decisions to be implemented (Lewicki and Bunker, 1996). People working together are in need of interdependence. They need to get help from each other in various ways in order to achieve their personal and organizational goals.

### ***Organizational Awareness***

Although it is quite personal, we occasionally come across awareness as a mixed structure. An organization having awareness refers to more than the total of those who are aware (Hoy, Gage and Tarter, 2006). Managing unexpected (surprise) situations with awareness is like an early warning system. Trusting the stereotyped and standard works

in organization management is the effort to protect organizations from extremes or from situations that differ compared to previous experiences. The reason driving the organizations and individuals to perform monotonous acts is the so-called successes of stereotyped ideas in the past (Hoy, Gage and Tarter, 2006). None of the organizations want to encounter unknown or unexpected events otherwise they have to take measures when they encounter such events (Ray, Baker and Plowman, 2011). Organizational awareness needs to be prepared for unexpected situations and to be experienced in terms of measures. In a rapidly changing world in which we are living, organizations are obliged to take a decision in a very hasty manner. It is necessary to think more deeply besides making hasty decisions. To conduct an investigation thoroughly when making decisions in the short-term leaves the decision-makers in a difficult situation and most of the time it is not possible to achieve a thorough investigation (Waller and Roberts, 2003).

One of the first factors in organizational structure is the decision-making authority (Cameron and Smart, 1998). Making correct decisions is an important feature of organizations with higher awareness. One of the most important gains that the organizational awareness will provide to the school organization is to produce the most appropriate solution in the shortest time possible against the negative events encountered and to continue the education activities without interrupting the normal functioning of the school. Organizations with higher awareness incorporate a leader and individuals who have higher levels of awareness. As a result of this awareness level adopted by the majority of the persons in the organization, this place turns into an organization that takes lesson and learns from the negative circumstances that they encounter (Hoy, Gage and Tarter, 2004). Organizational awareness is a structure that enables organizational management and employees to work with a dynamic structure and increases their work performance (Dernbecher and Beck, 2014).

## METHOD

### *Working Group*

The target population of the study consists of physical education teachers working in official secondary schools and high schools of Ministry of National Education in Mamak district of Ankara Province. The number of schools and teachers in the 2016-2017 academic year are taken from "Official Statistical School Information on secondary schools and high schools for 2016-2017 Academic Year" which indicates the number of official schools and teachers in Mamak district of Ankara province and which is prepared by the Department of Strategy Development in Istanbul Provincial Directorate of National Education under Ministry of National Education (Ministry of National Education, 2016). When the distribution is examined; there are 88 official secondary schools and high schools and 190 physical education teachers working in these schools under the Ministry of National Education in Mamak district of Ankara province according to the data of 2016-2017 academic year). 158 out of 190 people who teach physical education in these schools were reached and sampling method was carried out.

### *Data Collection Tools*

#### *Personal Information Form*

Personal information form includes the items for revealing information such as gender, age, education level, vocational seniority, and working period in the present school, having a master's degree in branch and management / educational sciences.

#### *Organizational Trust Scale*

In order to determine the teachers' organizational trust levels, the Organizational Trust Scale in Schools which was developed by Daboval Comish and Swindle and Gaster (1994), translated into Turkish by Kamer (2001) and adapted to schools by Yılmaz (2005), was used (There are 4 sub-dimensions: Trust in administrator, Openness to Innovation, Communication Environment, and Responsivity to Employees). Alpha value of the scale, which was adapted to Turkish by Kamer (2001), was found to be 0.96 in the

six-factor and reliability test. Then, the organizational trust scale was adapted to educational institutions, the schools, by Yılmaz (2005) and a Likert-type scale with 40 items and 1-6 points was created. Organizational trust scale in schools is a scale consisting of four sub-dimensions including: trust in administrator, openness to innovation, communication environment, and responsivity to employees. Scoring of the scale is as follows: (6) I strongly agree, (5) I quite agree (4) I highly agree, (3) I agree a little, (2) I disagree and (1) I strongly disagree. The total reliability coefficient of the scale was 0.97. Reliability coefficients calculated within four sub-dimensions were found as follows: responsivity to employees; 0.95, trust in administrator; 0.95, openness to innovation; 0.75 and communication environment; 0.92. In this study, Cronbach's Alpha reliability coefficient of the organizational trust scale was found as 0.97 for the entire scale. Cronbach's Alpha reliability coefficient values of the scale's sub-dimensions were found as: responsivity to employees; 0.91, trust in administrator; 0.96, openness to innovation; 0.81 and communication environment; 0.90.

*Organizational Awareness Scale in Schools*

Organizational Awareness Scale in Schools which was developed by Hoy, Gage and Tarter (2004), was adapted to Turkish by Yılmaz (2014). The scale consists of 14 items and is a 6-point Likert type scale which originally has two sub-dimensions and was

rated from 1 (I strongly disagree) to 6 (I strongly agree). In negative statements (Items 1.4.5.7.8.11. and 14.), the scores are reversed. The Cronbach's Alpha internal consistency coefficient for the entire scale was .94. The Cronbach's alpha internal consistency coefficient for each dimension was found to be .96 and .91. In this study, Cronbach's Alpha internal consistency coefficient for the whole scale in its last application was .94. Cronbach's alpha internal consistency coefficients for its sub-dimensions were .88 for teacher awareness and .96 in administrator awareness.

**Data Analysis**

In the determination of organizational trust perceptions and organizational awareness levels of physical education teachers in schools, arithmetic mean and standard deviation values of the scores obtained from the subscales of the 2 scales were examined. Kolmogorov Smirnov test, t-test and one-way analysis of variance (Anova) were used in order to analyze the data.

Correlation and regression analyzes were used for determining the relationships between the organizational trust perceptions, organizational awareness, and sub-dimensions of physical education teachers. Research hypotheses were tested at the significance level of .05.

**FINDINGS**

Table 1 Arithmetic Mean and Standard Deviation Values Regarding Organizational Trust and Organizational Awareness Levels of Physical Education Teachers

	<b>Dimensions</b>	<b>n</b>	<b>X</b>	<b>SS</b>
<b>Organizational Trust Scale</b>	Trust in Administrator	158	4.28	1.13
	Openness to Innovation	158	3.04	1.07
	Communication Environment	158	4.11	0.98
	Responsivity to Employees	158	3.07	0.86
	General Total	158	3.81	0.90
<b>Organizational Awareness Scale</b>	Teacher Awareness	158	4.12	0.37
	Administrator Awareness	158	3.83	0.74
	Organizational Awareness in Schools	158	3.94	0.49

When we examine Table 1; teachers' perceptions of organizational trust are seen to have the highest value in the dimension of

trust in administrator (4.28) while they have the least value in terms of responsivity to employees (3.07). Teachers' perceptions of

organizational trust and all its sub-dimensions are at the level of "I highly agree". In addition, it is seen that their perceptions are at the level of "I quite agree" when we look at

organizational awareness, administrator awareness and teacher awareness levels in schools.

Table 2 Results of T-Test According to Gender Variables of Physical Education Teachers' Organizational Trust Perceptions

Dimensions	Gender	n	SS	X	Sd	t	p
Trust in administrator	Female	60	4.21	1.10	158	-0.81	0.41
	Male	98	4.23	1.01			
Responsivity to Employees	Female	60	3.51	0.81	158	-1.54	0.10
	Male	98	3.58	0.87			
Openness to Innovation	Female	60	3.68	1.06	158	-2.53	0.01*
	Male	98	3.81	1.08			
Communication Environment	Female	60	4.02	0.98	158	-2.48	0.01*
	Male	98	4.14	0.99			
Organizational Trust Total	Female	60	3.85	0.88	158	-1.81	0.07
	Male	98	3.93	0.92			

\*p< .05

When we examine Table 2; organizational trust perceptions of physical education teachers do not reveal statistically significant difference in organizational trust and trust in administrator and responsivity to employee

sub-dimensions according to gender variable, while, there is a statistically significant difference in the sub-dimensions of openness to innovation and communication environment.

Table 3 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Age Variable

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p	Significant Difference
Trust in administrator	Intergroups	10.09	3	5.05	3.91	0.02*	1-3
	Intragroup	2266.41	155	1.29			
	Total	2276.49	158				
Responsivity to Employees	Intergroups	1.09	3	0.55	0.74	0.48	-
	Intragroup	1300.04	155	0.74			
	Total	1301.13	158				
Openness to Innovation	Intergroups	4.25	3	2.13	1.85	0.16	
	Intragroup	2021.04	55	1.15			
	Total	2025.29	158				
Communication Environment	Intergroups	1.51	3	0.76	.78	0.46	-
	Intragroup	1707.63	155	0.97			
	Total	1709.14	158				
Organizational Trust Total	Intergroups	138	3	0.07	.08	0.92	-
	Intragroup	1433.54	55	0.82			
	Total	1433.67	158				

\*p< .05

When we examine Table 3; organizational trust perceptions of physical education teachers do not reveal statistically significant difference in organizational trust and in responsivity to employees, openness to

innovation and communication environment sub-dimensions according to age variable, while, there is significant difference in the sub-dimension of trust in administrator.

Table 4 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Education Status Variable

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p
Trust in administrator	Intergroups	2.83	3	1.42	1.09	0.34
	Intragroup	2273.66	55	1.29		
	Total	2276.49	58			
Responsivity to Employees	Intergroups	4.36	3	2.18	2.96	0.05
	Intragroup	1296.76	155	0.74		
	Total	1301.13	58			
Openness to Innovation	Intergroups	1.07	3	0.54	0.47	0.63
	Intragroup	2024.21	155	1.15		
	Total	2025.29	158			
Communication Environment	Intergroups	.72	3	0.36	0.37	0.69
	Intragroup	1708.41	155	0.97		
	Total	1709.14	58			
Organizational Trust Total	Intergroups	2.38	3	0.54	1.46	0.23
	Intragroup	1431.29	155	1.15		
	Total	1433.67	158			

p>.05

When we examine Table 4; it is observed that organizational trust perceptions of physical education teachers did not reveal statistically significant difference in organizational trust

and in responsivity to employees, openness to innovation, trust in administrator and communication environment sub-dimensions according to education status variable.

Table 5 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Seniority Variable

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p	Significant Difference
Trust in administrator	Intergroups	20.88	3	6.96	5.42	0.00*	4-1 3-1
	Intragroup	2255.62	155	1.29			
	Total	2276.49	158				
Responsive to Employees	Intergroups	1.28	3	0.43	0.58	0.63	-
	Intragroup	1299.84	155	0.74			
	Total	1301.13	158				
Openness to Innovation	Intergroups	.20	3	0.07	0.06	0.98	-
	Intragroup	2025.09	155	1.15			
	Total	2025.29	158				
Communication Environment	Intergroups	3.36	3	1.12	1.15	0.33	-
	Intragroup	1705.78	155	0.971			
	Total	1709.14	158				
Organizational Trust Total	Intergroups	4.04	3	1.35	1.65	0.18	-
	Intragroup	1429.64	155	0.97			
	Total	1433.67	158	1.65			

\*p< .05

When we examine Table 5; organizational trust perceptions of physical education teachers do not reveal statistically significant difference in organizational trust and in responsivity to employees, openness to

innovation and communication environment sub-dimensions according to seniority variable, while, there is significant difference in the sub-dimension of trust in administrator. When the tables were examined in detail,

following findings were concluded: it was observed there was a statistically significant difference in physical education teachers'

perception in the dimension of trust in manager according to seniority variable.

Table 6 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Variable of Time Worked in the Institution

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p
<b>Trust in administrator</b>	Intergroups	.26	3	0.13	0.10	0.91
	Intragroup	2276.24	155	1.30		
	Total	2276.49	158			
<b>Responsivity to Employees</b>	Intergroups	1.24	3	0.62	0.84	0.43
	Intragroup	1299.89	155	0.74		
	Total	1301.13	158			
<b>Openness to Innovation</b>	Intergroups	3.48	3	1.74	1.51	0.22
	Intragroup	2021.82	155	1.15		
	Total	2025.29	158			
<b>Communication Environment</b>	Intergroups	0.19	3	0.09	0.10	0.91
	Intragroup	1708.09	155	0.97		
	Total	1709.14	158			
<b>Organizational administrator</b>	Intergroups	0.57	3	0.29	0.35	0.70
	Intragroup	1433.09	155	0.82		
	<b>Total</b>	Total	1433.67	158		

p>.05

When we examine Table 6; it is observed that organizational trust perceptions of physical education teachers did not reveal statistically significant difference in organizational trust and in responsivity to employees, openness to

innovation, trust in administrator and communication environment sub-dimensions according to variable of time worked in the institution.

Table 7 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Variable of Time Worked with the Administrator in the Institution

Dimensions	Source of Variance	Sum of Squares	sd	Squares Avg.	F	p
<b>Trust in administrator</b>	Intergroups	4.19	28	2.10	1.62	0.20
	Intragroup	2272.30	130	1.29		
	Total	2276.49	158			
<b>Responsivity to Employees</b>	Intergroups	0.32	28	0.16	0.22	0.81
	Intragroup	1300.80	130	0.74		
	Total	1301.13	158			
<b>Openness to Innovation</b>	Intergroups	2.91	28	1.05	0.91	0.40
	Intragroup	2023.19	130	1.15		
	Total	2025.29	158			
<b>Communication Environment</b>	Intergroups	1.19	28	0.59	0.62	0.54
	Intragroup	1707.95	130	0.97		
	Total	1709.14	158			
<b>Organizational Trust</b>	Intergroups	0.94	28	0.47	0.57	0.56
	Intragroup	1432.74	130	0.82		
	<b>Total</b>	Total	1433.67	158		

p>.05



When we examine Table 7; it is observed that organizational trust perceptions of physical education teachers did not reveal statistically significant difference in organizational trust and in responsivity to employees, openness to

innovation, trust in administrator and communication environment sub-dimensions according to variable of time worked with the administrator in the institution.

Table 8 Results of One-Way Variance Analysis (Anova) on Physical Education Teachers' Perceptions of Organizational Trust by Postgraduate Education Variable

	Postgraduate Education	n	X	SS	Sd	t	p
<b>Trust in administrator</b>	Yes	12	3.52	1.08	158	-8.6	0.00*
	No	146	4.30	1.11			
<b>Responsivity to employees</b>	Yes	12	3.10	0.67	158	-6.94	0.00*
	No	146	3.59	0.86			
<b>Openness to innovation</b>	Yes	12	3.25	0.91	158	-6.06	0.00*
	No	146	3.78	1.07			
<b>Communication environment</b>	Yes	12	3.34	0.72	158	-10.14	0.00*
	No	146	4.15	0.97			
<b>Total</b>	Yes	12	3.30	0.72	158	-8.87	0.00*
	No	146	3.95	0.89			

\*p<.05

When we examine Table 8; it is observed that organizational trust perceptions of physical education teachers' revealed statistically significant difference in organizational trust

and in responsivity to employees, trust in administrator, openness to innovation and communication environment sub-dimensions according to postgraduate education variable.

Table 9 Results of Multiple Regression Analysis Regarding Prediction of administrator Awareness

Variable	B	Standard Error	$\beta$	t	p
<b>Responsivity to Employees</b>	0.01	0.01	0.10	0.81	0.42
<b>Trust in administrator</b>	0.00	0.01	0.07	0.62	0.54
<b>Communication Environment</b>	0.01	0.01	0.09	0.71	0.48
<b>Openness to Innovation</b>	0.03	0.03	0.15	0.87	0.39

R=0.08, R2=0.04, p>.05

When we examined Table 9; as a result of multiple linear regression analysis conducted in order to determine how the variables such as perceptions of responsivity to employees, trust in administrator and communication environment and openness to innovation, which are thought to have an impact on

administrator awareness, predict the administrator awareness, it was observed that these variables did not have any impact on the administrator awareness. These variables account for 4% of the administrator awareness.

Table 10 Results of Multiple Regression Analysis Regarding Prediction of Organizational Awareness in Schools

Variable	B	Standard Error	$\beta$	t	p
<b>Responsivity to Employees</b>	0.00	0.01	0.10	0.09	0.93
<b>Trust in administrator</b>	0.00	0.01	0.07	0.73	0.47
<b>Communication Environment</b>	0.00	0.01	0.09	0.06	0.95
<b>Openness to Innovation</b>	0.06	0.02	0.15	2.79	0.01

p>.01, R=0.18, R2=0.13

When we examined Table 10; it was observed that openness to innovation variable had impacts on organizational awareness in schools. This variable accounts for 13% of organizational awareness in schools. According to standardized regression coefficients, the predictor variable is openness

to innovation in organizational awareness (0.15). Given the significance tests of the regression coefficients, it is seen that the openness to innovation variable among predictive variables is a meaningful predictor of organizational awareness in schools at the level of ( $p < 0.01$ ).

Table 11 Results of Multiple Regression Analysis Regarding Prediction Teacher Awareness

Variable	B	Standard Error	$\beta$	t	p
Responsivity to Employees	0.00	0.00	0.02	0.19	0.85
Trust in administrator	0.01	0.00	0.18	2.26	0.03**
Communication Environment	0.01	0.00	0.11	1.22	0.23
Openness to Innovation	0.06	0.01	0.64	5.34	0.00*

R=0.56, R<sup>2</sup>=0.54, \*\*p<0.05, \*p<0.01

When we examined Table 11; it was observed that trust in administrator and openness to innovation variables had an impact on teacher awareness. These two variables account for 54% of teacher awareness. According to standardized regression coefficients, the order of relative importance of the predictor variables on the teacher awareness is as follows; openness to innovation (0.64) and trust in administrator (0.18). Given the significance tests of regression coefficients, it is seen that openness variable among the predictive variables is a significant predictor of teacher awareness at the level of ( $p < 0.01$ ) and trust in administrator variable is at the level of ( $p < 0.05$ ). When the results are considered, it is observed that the best predictor of teacher awareness among predictive variables is openness to innovation.

## DISCUSSION AND RESULT

Establishing the trust in organizations is one of the factors that directly affect the existence of organizations. It is stated that the organizations in which employees have trust in others and themselves are able to maintain their existence under adverse conditions as well (Asunakutlu, 2002). For this reason, educational organizations are obliged to ensure organizational trust in order to achieve their objectives. Elements that are believed to contribute to the establishment of organizational trust are expressed as follows; to have a well-functioning communication system, to include the employees in the decision-making process, to ensure efficient

transfer of power, to have effective and arrangeable rules and regulations and to have a continuous education system and to attach importance to ethical values (Asunakutlu, 2002). At this point, education administrators have important responsibilities to undertake. First of all, education administrators should be aware of the importance of organizational trust and create an organization where these elements are ensured for an effective and efficient organizational environment.

In this research, it was found that the teachers' perceptions of organizational trust were ranked as higher to lower in the form of trust in administrator, communication environment, openness to innovation and responsivity to employees. Teachers' perceptions of organizational trust are seen to have the highest value in the dimension of trust in administrator while they have the least value in terms of responsivity to employees. Teachers' perceptions seem to be at the level of "I highly agree" in organizational trust and all sub-dimensions (Table 1). When we look at organizational awareness, administrator awareness and teacher awareness levels in the schools, it is observed that they are at the level of "I highly agree" (Table 1).

The perceptions of physical education teachers do not differ significantly in the perception of trust in the administrator, responsivity to employees and organizational trust dimensions of organizational trust according to gender variable (Table 2). In other words, gender variable has not been a

variable that determines the perceptions of teachers in terms of trust in administrator, responsiveness to employee dimensions and in terms of organizational trust. It is observed that the scores of female and male teachers about their perceptions are very close. In the thesis study conducted by İşleyen (2011), it was also found that organizational trust did not differ significantly in the dimension of trust in administrator. The research study carried out by Yılmaz (2005) also reached the same conclusion in terms of the responsiveness of the organizational trust to the employees. In the research study conducted by Teyfur et al. (2013), significant differences were found in all sub-dimensions of organizational trust according to gender variable. This result partially supports the findings of the research. Teaching is a profession that is preferred by women more because it provides opportunities such as half-day work and long-term holidays. The reasons for choosing the profession of teaching could reduce women's sense of professional promotion and even we can say that the number of women administrators in our country is low for this reason (Özdemir, 2008). This situation caused the majority of school principals to be male. Therefore, male teachers can communicate more with male administrators and they can get the opportunity to share. Thanks to this communication, male teachers and administrators may find the opportunity to get to know each other better. The perceptions of male teachers may therefore be higher. It can be said that perceptions of teachers' in the dimensions of openness to innovation and communication environment in organizational trust vary according to gender, and there is a significant difference in teachers' perceptions in favour of male teachers according to gender variable (Table 2). This result is also largely consistent with the results of previous research studies. In the research studies conducted by Teyfur et al. (2013) and İşleyen (2011), it was found that organizational trust differed significantly in terms of openness to innovation and communication environment dimensions. In the study conducted by Artuksı (2009), a significant difference was found in the dimension of openness to innovation however no significant difference was found

in the communication environment dimension. It was also determined that female teachers had higher opinions. This finding partially coincides with the results of the research study. However, teachers' organizational trust perceptions also vary according to gender in the research studies conducted by Çağlar (2011), Taşdan (2012), Özer et al. (2006), Yılmaz (2005), Karaçay-Şevik (2012), Bilgiç (2011) and Artuksı for the entire organizational trust. But, the research studies conducted by Bökeoğlu and Yılmaz (2008), Altun (2010), Memduhoğlu and Zengin (2011) and Eğriboyun (2013) found that teachers' perception of organizational trust did not differ significantly according to the gender variable. This result coincides with the results of this research study. At the same time, it was found that male teachers' perceptions of organizational trust were higher than female teachers' perceptions from the research studies with and without significant differences and in conclusion that findings were consistent with the results of this research study.

According to the age variable, it was found that the perceptions of the primary school teachers did not differ significantly in responsiveness to employees, openness to innovation and communication environment sub-dimensions of organizational trust (Table 3). The perceptions of the primary school teachers in the subscale of trust in administrators differed significantly according to the age variable (Table 3). In individual and social life, people could change their relationships because of trust or insecurity, that is, trust offers a dynamic structure (Memduhoğlu and Zengin, 2011). When evaluated in this context, organizational trust perceptions of the teachers varied as their ages changed. This finding does not coincide with the findings of the research study conducted by Teyfur et al. (2013). In the study conducted by Teyfur et al. they found significant differences in organizational trust in all sub-dimensions. In the research studies conducted by Karaçay-Sevik (2012), Eğriboyun (2013), Altun (2010) and Çağlar (2011), it was found that organizational trust perceptions of the teachers also did not differ significantly according to the age variable.

This result is largely consistent with the results of previous research studies. Teachers and coaches should be included in the in-service training activities for the purpose of seeking organizational trust, and these training activities should be held at regular intervals (Zambak et al., 2017).

Perceptions of primary school teachers were found to be statistically insignificant in terms of responsiveness to employees, trust in administrators, openness to innovation and communication environment sub-dimensions of the organizational trust depending on the variable of education status (Table 4). However, it is seen that the perceptions of teachers who are college graduates, are higher. As the education levels of the teachers increase, their desire to participate in the management process and to express their thoughts may increase. The teachers' average perception of trust may be lower as teachers, who have higher educational status, cannot find this management understanding. This finding may be interpreted as the perceptions of the teachers participating in the study, irrespective of their educational status, are similar. In the thesis study conducted by Yılmaz (2009), it was found that organizational trust differed significantly in terms of responsiveness to employees, openness to innovation and communication environment sub-dimensions of organizational trust according to educational status variable, while, there was no significant difference in the dimension of trust in administrator. According to the study conducted by İşleyen (2011), while there was a significant difference in the dimension of openness to innovation according to educational status variable, there was no significant difference in other sub-dimensions of organizational trust. These results partially comply with the results of this research study. In the study conducted Teyfur et al. (2013), it was showed that there was a significant difference in all sub-dimensions of organizational trust according to educational status variable. With regard to teachers' perceptions of total organizational trust; the studies conducted by Altun (2010), Karaçay-Şevik (2012), Egriboyun (2013) found that there wasn't any significant difference in terms of educational status

variable. This finding complies with the findings of the research study.

According to the seniority variable, it was found that the perceptions of the primary school teachers did not differ significantly in responsiveness to employees, openness to innovation and communication environment sub-dimensions of organizational trust (Table 5). In the study carried out by İşleyen (2011), it was found that organizational trust significantly differed in terms of responsiveness to employees dimension according to seniority variable, while, there was no significant difference in other sub-dimensions of organizational trust. Given the studies on teachers' perceptions of organizational trust, the studies conducted by Çağlar (2011), Çokluk-Bökeoğlu and Yılmaz (2009), Altun (2010), Özer et al. (2006), Egriboyun (2013), Karaçay-Şevik (2012), Tasadan (2012) and Culver (1994) did not find any significant difference according to the seniority variable. This finding can be interpreted as the perceptions of the teachers participating in the study, irrespective of their seniority, are similar and the findings are consistent with the results of the research study. It was found that the perceptions of primary school teachers differed significantly in the sub-dimension of trust in administrator according to the seniority variable. In the study conducted by Bilgiç (2011) and Artukşi (2009), organizational trust perceptions of the teachers were significantly different depending on the seniority variable. It is seen that the results of Bilgiç (2011) and Artukşi (2009) study are not consistent with the results of this study.

According to the variable of time worked in the institution, it was found that the perceptions of the primary school teachers did not differ significantly in responsiveness to employees, openness to innovation and communication environment sub-dimensions of organizational trust (Table 6). In the research conducted by Altun (2010), it is stated that working time in the institution shows a significant difference in teachers' perceptions of organizational trust. This finding does not comply with the findings of the research study.

Research conducted for mandatory relocation implemented for the administrators (Yılmaz and Altınkurt, 2012; Arabacı and Sağlam, 2012) reveals that this relocation practice can positively or negatively affect the relationships between school culture and employees. However, as a result of this research study, it was found that the perceptions of the primary school teachers did not differ significantly in responsivity to employees, openness to innovation and communication environment sub-dimensions of organizational trust according to the variable of time worked with the administrator in the institution (Table 7).

According to the status of post-graduate education, it was found that primary school teachers' perceptions differed significantly in all dimensions of organizational trust (Table 8). It can be said that teachers' perceptions on all dimensions of organizational trust vary according to the status of post-graduate education and that there is a significant difference in favour of teachers who do not receive post-graduate education in their perceptions of organizational trust in all dimensions according to the status of post-graduate education. The fact that there is higher number of teachers, who do not receive post-graduate education in the research universe and accordingly in the research sample, showed that the level of perceived organizational trust is higher based on this difference.

As a result of multiple linear regression analysis conducted in order to determine how the variables such as perceptions of collective competency, responsivity to employees, trust in administrator and communication environment and openness to innovation, which are thought to have an impact on administrator awareness, predict the manager awareness, it was observed that these variables did not have any impact on the manager awareness (Table 9). In a study conducted by Baysal and Demirbaş (2012), conscious awareness of elementary school teachers were found to be higher and reflective thinking tendencies of these teachers were found to be quite higher and there was a higher level of positive significant relationship between the conscious awareness

and the reflective thinking tendencies of the elementary school teachers. These variables account for 4% of the administrator awareness.

As a result of multiple linear regression analysis conducted in order to determine how the variables such as perceptions of collective competency, responsivity to employees, trust in administrator and communication environment and openness to innovation, which are thought to have an impact on organizational awareness in the schools, predict the teacher awareness, it was observed that the variable of openness to innovation had impacts on the organizational awareness in the schools (Table 10). This variable accounts for 13% of organizational awareness in schools. Watts (2009) found that organizational structures were associated with the establishment of school structures. However, there was no significant relationship between organizational awareness, establishment of school structures and empowerment of teachers. It was found that the awareness of administrators is lower than that of teachers in the schools where physical education teachers worked. In addition, it was observed that trust in administrator and openness to innovation variables had an impact on teacher awareness. These two variables account for 54% of teacher awareness. According to standardized regression coefficients, the order of relative importance of the predictor variables on the teacher awareness is as follows; openness to innovation (0.64) and trust in administrator (0.18) (Table 11).

### **Suggestions**

Suggestions for researchers and practitioners based on research results are listed below:

1. Administrators should be open to innovation and communication, to establish trust climate in school and these criteria should be taken into account when appointing administrators.
2. Administrators who are flexible in the organizational structure, increase socialization, keep communication channels open and migrate the authority could be trained and managers could be supported by

in-service training in order to increase the organizational awareness.

3. In order to increase organizational awareness; it is necessary to increase teacher cooperation, to have an open communication environment in the organization, to support participation in decision-making process, and to establish a school environment where teachers feel safe in taking risks and in-service training can be organized for managers and teachers in order to create a culture where the pioneers of innovations are encouraged and original ideas are given importance.

4. In order for the school staff to get to know each other better and to be an effective team, weekly course schedules in schools can be prepared in such a way that the school staff can get together so that they can get to know each other and to share.

5. In-service training programs which can develop a school environment capable of meeting the expectations of teachers, can improve school administrators in human relations and behavioural sciences, as well as help them understand the importance of trust in schools, can be organized in order to increase teachers' perceptions of trust.

6. In addition to organizational trust, research studies could be conducted on other factors (socio-economic level of the schools, student success, school climate, effectiveness, leadership styles of the administrators, facilitated school structures etc.) about understanding organizational awareness in schools.

7. The schools with high organizational awareness could be determined and the characteristics of these schools can be investigated in depth by means of implementing qualitative research methods.

8. In order to understand organizational awareness in schools, studies that are examined on comparative basis can be conducted according to different school types. For example, a similar research can be conducted comparatively between general high schools, Anatolian high schools and private high schools. However, the same

research can also be conducted with different samples.

9. There are scales that are related to organizational trust except organizational trust scale implemented in the schools of this study. Different scales can be implemented in order to determine whether the results differ. A similar study can be designed to include the views of school administrators.

10. According to the results of the research, it is observed that the teachers who do receive post-graduate education have lower perceptions about organizational trust level. The reason for this situation may constitute the subject of a future study.

11. The reasons for the lack of organizational trust and collective competence of branch teachers could be investigated in depth.

12. Research studies could be carried out on whether teacher awareness affects student awareness.

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