

# Relation between School Effectiveness and Trust in the Instructor Based on the Candidate Teachers' Views

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The purpose of this research is determining the relation between school effectiveness and trust in instructors on the basis of the opinions of the bachelor level students studying at Gazi University, Gazi Faculty of Education. The research has been conducted using the correlational survey model. The current situation has been detected and described on the basis of the candidate teachers' opinions. The universe of the research consists of the students of Gazi University, Faculty of Education. Firstly 8 departments were determined using the cluster sampling method while selecting samples from this universe. 350 students were included in the sample using the element sampling method among the students of 2nd, 3rd and 4th grades studying in those departments selected. The Perceived School Effectiveness Index (PSEI) adapted to Turkish by Yıldırım (2015) from School Effectiveness Index (SE-Index) originally developed by Hoy (2004) and the scale of "Trust in Instructor" adapted to Turkish by Kale (2013) from "Student Trust in Faculty (STP-Scale)" scale developed by Forsyth et al. (2011) were used for collecting data in the research receiving permission from the researchers. According to the findings obtained in the research, the school effectiveness perception of the departments of Arabic Language Teaching, Social Sciences Teaching, English Language Teaching and Pre-School Teaching are "lower than the mean", and the perception of the departments of German Language Teaching, Guidance and Psychological Consultancy, Turkish Language and Literature Teaching and Elementary School Teaching are "higher than the mean". The level of trust in the instructors has been found to be at "Mean" level for all departments. Considering these results, one may say that both the school effectiveness and the trust in the instructor are at mean level. Meaningful difference was found between the perception of the departments on school effectiveness among the departments of Elementary School Teaching and English Language Teaching and Arabic Language Teaching. It is observed that there is meaningful difference between the departments of Elementary School Teaching and Pre-School Teaching in terms of trust in the instructors. Again according to the research results, there is mean, positive and meaningful relation between school effectiveness and trust in the instructor. It has been suggested that trust in the instructor is a meaningful predictor of school effectiveness. Certain shared findings were reached in the quantitative researches examined such as the finding that managerial, organizational and personal variables are correlated with school effectiveness.

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**Keywords:** School effectiveness, trust, higher education.

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**INTRODUCTION**

Each organization is designed and established in order to achieve a specific purpose or purposes. The degree of achievement of the purposes by the organization is traditionally expressed as organizational effectiveness (Hoy & Miskel, 2012; Nastiezaie & Musavinejad, 2018). Organizations are effective to the degree that they achieve their purposes (Arslantaş & Özkan, 2014; Balyer, 2013; Helvacı & Aydoğan, 2011). Barnard defines organizational effectiveness as "the degree of achievement of purposes by the organization" (1938, as cited in Balcı, 2014). Mott (1972) assesses organizational effectiveness as the capability of mobilizing the power centers for the purposes of the organization. According to him, the organizations which could respond more effectively to environmental and internal problems are effective. Başaran (1996) describes organizational effectiveness as the degree of achieving the purposes at the highest level using the sources available. On the other hand, Hogan (2004) claims that organizational effectiveness is the criterion of how well an organization competes in five fields (*selection of talent, motivation, leadership, having systems convenient for strategy and monitoring*). There is no general consensus on the definition of the concept. Scientists generally believe that organizational effectiveness is a multidimensional structure rather than one-dimensional. However organizational effectiveness is a complex and difficult problem both for theorists and for researchers and practitioners.

Educational organizations (school, faculty of education, university etc.) owe their existence to the purposes that they have to achieve just as the economic, military or political organizations. Educational organizations could achieve their purposes when all constituent personnel fulfill their missions at the highest level. Teachers are particularly important within the structure making up the educational organizations because the teachers' qualifications have the power to directly affect the quality of the education to be given. It is the responsibility of the Faculties of Education to train teachers in Turkey. The faculties of education operating in association with universities are institutions providing education for four years and training the teachers that Turkey needs.

These particularly include the structure of the environments where the teachers are trained, their functionality, the opportunities they offer, the qualifications of the directors or the teachers, their approach toward the students and their skills to solve problems. It is possible to list such further elements. Perhaps the

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inferences of students from combination of all those elements, the conclusions they reach and their perceptions created as a result thereof are the factors to be taken into consideration to allow the faculties of education training much more qualified teachers. The effectiveness of the faculties of education are quite significant in this context.

### School Effectiveness

In this context, the concept of effective school has arisen as a consequence of the researchers for increasing the quality of schools. The differences between successes of the schools, certain ones coming to the forefront increased the interest in the concept of effective school (Helvacı & Aydoğan, 2011). Studies are conducted in order to determine school effectiveness based on the researches conducted with respect to organizational effectiveness. However it is quite difficult and complex to determine school effectiveness. For this purpose, two models are suggested to determine school effectiveness being Purpose Model and Systems Model (Hoy & Ferguson, 1985).

*Purpose Model;* It is a model which defends that the more an organization achieves its purposes the more successful it will be. This model is based on various assumptions. Firstly, the group of specific purposes guides the rational decision makers in the organization. Secondly, those purposes of low number are defined in the manner that they could be understood by participants. If those conditions are met, organizational effectiveness could be assessed on the basis of measurements developed for the purpose of determining how much the targets have been achieved. The results meeting or exceeding the expectations shows the effectiveness of the school (Hoy & Miskel, 2010/2015).

*System Model;* The demands within the organization are very various, complex and dynamic according to the system model. It is impossible to determine specific purposes meaningfully. For this reason, the basic interests of organizations are surviving and growing. This perspective remarks provision of the basic sources that the organization needs for competition and safety from its environment. By this way, it is necessary to determine the internal consistency of the organization, effectiveness of sources, and success of handling mechanisms and the competition mechanisms particularly for scarce resources in order to assess the effectiveness of the organization. The system model tries to protect its existence by adapting to the changes in the internal and external environment (Tosun, 1981). However the first person who emphasizes the significance of environment for organizations and that an organization is an open system is Talcott Parsons (Hoy & Miskel, 2010/2015). Hoy and Ferguson (1985) starting out from Parson's theory synthesized those two models and suggested a new model. Parsons names the situation of an organization adapting to the environment where it exists as "*adaptation*", the situation of determining and achieving the purposes of the social system as "*achieving the purpose*", the solidarity among the elements of the system as "*integration*", social system creating motivation and value system as "*potential power*" (Şişman 2012; Uline et al., 1998; Yıldırım, 2015).

Powerful leadership, high expectations, attentive behavior to colleagues and friendly atmosphere (Behlol et al., 2019) are indicators of effective schools. The schools where education-teaching processes based on the collaboration of all stakeholders, focusing on student success and concentrating on results rather than the process are experienced (Kazak, 2021; Mujis, 2006, as cited in Polatcan & Cansoy, 2018) are effective. Effective school could be defined as a school which fully fulfills the purposes and functions expected from it, which fully enables students' development, offers learning environments convenient for this and which responds to the expectations of all persons associated with school, despite the difficulties with defining the concept of effectiveness (Şişman & Turan, 2004).

It is quite difficult to determine effectiveness although it may be known with which characteristics school will be effective because the fact that school consists of very different factors and are complex, expectations from school are very different, environmental factors of school make it difficult to determine school effectiveness (Arslantaş & Özkan, 2014; Kazak, 2021). The result of a research conducted despite all those difficulties offers evidences indicating that the conditions leading to effectiveness of school in America and Australia are the same (Townsend, 1997). The research suggests that good personnel and leadership, good polices and a safe and supportive environment where all stakeholders are encouraged to work as a team for the shared targets exist (Kazak, 2021).

Those who provide the highest contribution to creation of this safe and supportive environment particularly include the teachers. Schools fulfill their functions by means of teachers. The contributions that teachers offer for the teaching process affect the quality and quantity of education (Balci, 2014). Teachers are the basic element of effective school. Teachers can fulfill this task in the best manner thanks to the trust they will create with their students.

### **Trust to the Teacher**

Trust is based on the foundation of loyalty to each other meaning that interest of one party cannot be created without trusting the other (Rousseu et al., 1998). Trust is defined as the situation of willingness for defenselessness based on the assumption of a group that any other group is benevolent, reliable, sufficient, honest and open (Tschannen-Moran 2001, 2003; Tschannen-Moran & Hoy, 1998). It is observed that trust have effect on school behaviors and academic success (Bryk & Schneider, 1996; Raider-Roth, 2005). The teachers who manage to increase the feeling of trust with their students could catch mutual understanding and better accord. Furthermore the teacher's positive effect on the students' success could increase in line with the increase in trust (Ackley et al., 2003). Goddard et al. (2001) concluded in their study that the perception of trust in the teacher cannot be differentiated from the perception of general trust felt for the organization. One may say that the academic success of students improve in line with the feeling of trust in the school. Accordingly both the feeling of organizational trust and the trust in the teacher are significant factors for school effectiveness. It is quite significant for the teacher to create such trust within the class for developing effective schools.

Examining the field literature in the context of school effectiveness and trust in the teacher, it is observed that the researches conducted in Turkey are generally relational studies. Those studies focused on the subjects including the characteristics of effective school (Çubukçu & Girmen, 2006), effective school components (Gökçe & Kahraman, 2010), teacher leadership (Ngang et al., 2010), director qualifications (Arslantaş & Özkan, 2014), school development (Arabacı & Namlı, 2016; Bebek & Altun, 2016), school leadership (Abdurrezak & Uğurlu, 2016), school effectiveness in the context of socioeconomic level (Akay & Aypay, 2016), school climate (Şenel & Buluç, 2016), ethical leadership (Cerit & Yıldırım, 2017) and effective school researches in Turkey (Polatcan & Cansoy, 2018; Toprak, 2011). Hayneman and Loxley (1983) state contrarily to the opinions defending the effect of non-school factors that in-school effects are much more effective on students' success in developing and poor countries. The real source of this effect is stated to originate from school quality and teacher qualification (as cited in Şişman, 2002).

One of the most important in-school factors in the context of university is undoubtedly the instructors. It is quite significant that instructors provide support and positive efforts for and establish good relations with their students for overcoming the difficulties they face with in the education processes in order to establish and strengthen trust links with their students. The instructors' level of expertise, the quality of the work that they perform, their consistency, their contribution to the students for overcoming the difficulties they face in educational processes, their honest behaviors and things they do to protect them against risks are determinant in gaining the students' trust.

The researches related to universities generally focus on determining the directors' or instructors' perceptions. However, as is known, the directors and instructors are on the employee dimension of educational organizations whereas the students are on the other dimension. Knowing the perceptions of the students who personally experience the education and teaching processes with respect to organizational effectiveness and trust in the instructors of the faculty of education where they study is as important as knowing the directors' or instructors' perceptions.

Accordingly, the research has focused on determining whether the organizational effectiveness and the level of trust perception toward instructors differ on the basis of certain demographical variables and whether the trust in the instructors is a predictor of organizational effectiveness, on the basis of the opinions of the students studying in the faculties of education of the universities.

### **Purpose of the Research**

The purpose of this research is determining the relation between school effectiveness and trust in instructors on the basis of the opinions of the bachelor level students studying at Gazi University, Gazi

Faculty of Education. This study shall determine the levels of organizational effectiveness and trust in the instructors and allow photographing the current situation. Determining whether the trust in the instructors is a predictor of organizational effectiveness shall contribute to development of the understanding of organizational effectiveness. It is hoped that the findings to be obtained for those variables will contribute to training of qualified instructors by the faculties of education.

Answers to the following questions have been sought for this purpose.

1. At which level are the opinions of the candidate teachers on school effectiveness and trust in the instructors?
2. Is there any statistically meaningful difference among the opinions of the candidate teachers on school effectiveness in terms of the variable of department where they study?
3. Is there any statistically meaningful difference among the opinions of the candidate teachers on trust in the instructors in terms of the variable of department where they study?
4. What kind of a relation is there between school effectiveness and trust in the instructors?
5. Is trust in the instructors a predictor of school effectiveness according to the candidate teachers' perceptions?

## METHOD

The research has been conducted using the correlational survey model. The current situation has been detected and described on the basis of the candidate teachers' opinions. The universe of the research consists of the students of Gazi University, Faculty of Education. Firstly 8 departments were determined using the cluster sampling method while selecting samples from this universe. 350 students were included in the sample using the element sampling method among the students of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades studying in those departments selected (Table 1).

The Perceived School Effectiveness Index (PSEI) adapted to Turkish by Yıldırım (2015) from School Effectiveness Index (SE-Index) originally developed by Hoy (2004) and the scale of "Trust in Instructor" adapted to Turkish by Kale (2013) from "Student Trust in Faculty (STP-Scale)" scale developed by Forsyth et al. (2011) were used for collecting data in the research receiving permission from the researchers. Research data were collected in the classroom environment through face-to-face applications. The aims of the research and how it will be answered were explained. It has been declared that the identities of the participants will be kept confidential and the data will not be used outside of the research.

**Table 1.** Department and gender distribution of the sample group

Department	Gender				Total	
	Female		Male		f	%
	f	%	f	%	f	%
1-Guidance and Psychological Consultancy	24	6.9	6	1.7	30	8.6
2-English Language Teaching	53	15.1	9	2.6	62	17.7
3-Pre-School Teaching	32	9.1	1	0.3	33	9.4
4-Elementary School Teaching	78	22.3	0	0	78	22.3
5-Social Sciences Teaching	12	3.4	26	7.4	38	10.9
6-German Language Teaching	28	8.0	10	2.9	38	10.9
7-Arabic Language Teaching	21	6.0	5	1.4	26	7.4
8-Turkish Language and Literature Teaching	33	9.4	12	3.4	45	12.9
Total	281	80.3	69	19.7	350	100

*Perceived School Effectiveness Index (School Effectiveness Index (SE-Index))*

School Effectiveness Index (*SE-Index*) scale was adapted to Turkish by Yıldırım (2015) with the name of Perceived School Effectiveness Index (PSEI). The scale adapted to Turkish is with 8 articles and single factor. The scale is a 6 Likert scale within the range of 1-Strongly Disagree to 6-Strongly Agree. AFA was performed in order to test the structure validity of the scale. The scale explains 52.44% of the total variance according to AFA result. The load values of the scale articles vary from .629 to .772. The DFA analyses (AGFI .95, GFI.97, NFI.98, NNFI .98, CFI .99, RMR .045, SRMR .029, RMSEA .063,  $\chi^2$ /sd 3.06) of the scale verify the structure. The language validity coefficient of the scale is .708, the test repetition test reliability coefficient is .84 and Cronbach's Alpha reliability value is .86.

Examining Table 2, it is found out that the skewness and kurtosis values of the data used in the research (except for one value slightly higher than one) are within the range of -1 to +1 and close to the normal distribution. It is assumed that the skewness and kurtosis values between -1 and +1 conform to the normal distribution (Çokluk et al., 2012). One may say on the basis of those opinions that the data collected in the research were normally distributed.

#### *Student Trust in Faculty (STP-Scale)*

The original STF scale (Forsyth et al., 2011) consists of 13 articles. The scale was prepared as 4 Likert scale within the range of 1 (*Strongly Disagree*) to 4 (*Strongly Agree*). Factor load values are between .62 and .85. Cronbach's Alpha is .90. The KMO value was found to be .95 as a consequence of the validity and reliability analyses of the STF scale adapted. All dimensions (openness, honesty, benevolence, competence, and reliability) were collected under a single factor and the factor load values of the articles (13 articles) are between .30 and .72. The total variance that the scale declares is 56.68%. Cronbach's Alpha reliability value is .89.

Descriptive statistics have been calculated for the first question of the research. The values of 1-1.83 were assessed to be "*very low*", the values of 1.84-2.66 were assessed to be "*low*", the values of 2.67-3.49 were assessed to be "*lower than mean*", the values of 3.50-4.32 were assessed to be "*higher than mean*", the values of 4.33-5.16 were assessed to be "*high*", and the values of 5.17-6.00 were assessed to be "*very high*" in the PSEI (SEI-Index) scored between 1 to 6 (Yıldırım, 2015). And the values of 1.00-2.00 were assessed to be "*Low*", the values of 2.01-3.00 were assessed to be "*Mean*" and the values of 3.01-4.00 were assessed to be "*High*" in the Instructor Trust (STF) scale (Kale, 2013).

Examining Table 3, it is found out that the skewness and kurtosis values of the data used in the research (except for one value slightly higher than one) are within the range of -1 to +1 and close to the normal distribution. One may say on the basis of those opinions that the data collected in the research were normally distributed.

The 1<sup>st</sup> and 3<sup>rd</sup> questions of the research were analyzed using ANOVA. Correlation analysis was performed for the 4<sup>th</sup> question and Simple Linear Regression analysis was performed for the 5<sup>th</sup> question. The analyses performed were tested at the meaningfulness level of  $p < 0.05$ . SPSS 22.0 program was used for data analysis.

## **FINDINGS**

### **1- Findings with respect to the question of "At which level are the opinions of the candidate teachers on school effectiveness and trust in the instructors?"**

Looking through the descriptive statistics on school effectiveness according to the candidate teachers' opinions (Table 2), it is observed that the departments of Arabic Language Teaching (M=3.29), Social Sciences Teaching (M=3.31), English Language Teaching (M=3.33) and Pre-School Teaching (M=3.49) are at "*Lower than mean*" level. German Language Teaching (M=3.51), Guidance and Psychological Consultancy (M=3.53), Turkish Language and Literature Teaching (M=3.98) and Elementary School Teaching (M=3.98) are at "*higher than mean*" level with the mean values indicated in brackets. The department where the opinions on school effectiveness distribute most closely to one another is the department of Arabic Language Teaching (SD=.75, Range=2.63), and the department where there are the most different opinions is Social Sciences Teaching (SD=1.29, Range=5) (Table 2).

**Table 2.** Descriptive statistics on school effectiveness.

Department	N	M	SD	Range	Minimum	Maximum	Skewness	Kurtosis
1-Guidance and Psychological Consultancy	30	3.53	.84	3.38	1	5	-.37	-.02
2-English Language Teaching	62	3.33	1.03	4.38	1.25	5.63	.01	-.72
3-Pre-School Teaching	33	3.49	.78	3.25	1.50	4.75	-.55	-.03
4-Elementary School Teaching	78	3.98	.84	3.88	2.13	6	.02	-.55
5-Social Sciences Teaching	38	3.31	1.29	5	1	6	-.08	-.78
6-German Language Teaching	38	3.51	1.01	3.75	1.88	5.63	.61	-.30
7-Arabic Language Teaching	26	3.29	.75	2.63	1.88	4.50	-.24	-1.0
8-Turkish Language and Literature Teaching	45	3.98	1.04	4.75	1.25	6	-.29	.30
Total	350	3.60	1.00	5	1	6	-.10	-.26

**Table 3.** Descriptive statistics on instructor trust level.

Department	N	M	SD	Range	Minimum	Maximum	Skewness	Kurtosis
1-Guidance and Psychological Consultancy	30	2.80	.45	1.46	2	3.46	-.01	-1.2
2-English Language Teaching	62	2.77	.53	2.54	1.46	4	.00	-.22
3-Pre-School Teaching	33	2.65	.27	1.08	2	3.08	-.26	-.21
4-Elementary School Teaching	78	2.91	.45	2.15	1.85	4	-.00	-.24
5-Social Sciences Teaching	38	2.64	.72	3	1	4	-.28	-.40
6-German Language Teaching	38	2.69	.64	2.54	1.46	4	.21	-.65
7-Arabic Language Teaching	26	2.62	.41	1.54	1.85	3.38	.06	-.20
8-Turkish Language and Literature Teaching	45	2.90	.45	1.85	1.92	3.77	.01	-.66
Total	350	2.78	.51	3	1	4	-.13	.06

Looking through the descriptive statistics on instructor trust levels (Table 3), it is observed that the departments of Arabic Language Teaching (M=2.62), Social Sciences Teaching (M=2.64), Pre-School Teaching (M=2.65), German Language Teaching (M=2.69), English Language Teaching (M=2.77), Guidance and Psychological Consultancy (M=2.80), Turkish Language and Literature Teaching (M=2.90) and Elementary School Teaching (M=2.91) are at "Mean" level with the mean values indicated in brackets. The department where the opinions on instructor trust distribute most closely to one another is the department of -School Teaching (SD=.27, Range=1.08), and the department where there are the most different opinions is Social Sciences Teaching (SD=.72, Range=3) (Table 3).

As a result, when the opinions on school effectiveness are examined; it is observed that 4 departments are lower than the mean and 4 departments are higher than the mean and the trust in the instructor is at mean level in all departments. When these results are taken into consideration, one may say that both the school effectiveness and the trust in the instructor are at mean level.

## 2- Findings with respect to the question of "Is there any statistically meaningful difference among the opinions of the candidate teachers on school effectiveness in terms of the variable of department where they study?"

In order to find out whether there is any statistically meaningful difference among the opinions of the candidate teachers on school effectiveness in terms of the variable of department where they study, Single Direction Variance Analysis (ANOVA) was performed. When Table 4 is examined, it is observed that there is

statistically meaningful difference among the scores of the candidate teachers on school effectiveness in terms of the variable of department where they study [ $F(7, 342)=4.396; p=.00$ ].

According to the Multi-Comparison Test (Tamhane's T2) performed in order to find out between which groups this difference is; there is a meaningful difference among the departments of Elementary School Teaching ( $M=3.98$ ) and English Language Teaching ( $M=3.33$ ) and Arabic Language Teaching ( $M=3.29$ ) ( $P<.05$ ). The significant difference found is in favor of primary school teachers. No meaningful difference could be found among the departments of Guidance and Psychological Consultancy ( $M=3.53$ ), Pre-School Teaching ( $M=3.49$ ), Social Sciences Teaching ( $M=3.31$ ), German Language Teaching ( $M=3.51$ ) and Turkish Language and Literature Teaching ( $M=3.98$ ), apart from the above ( $P<.05$ ) (Table 4).

**Table 4.** ANOVA results on school effectiveness on the basis of the department of the students.

Department	f	M	SD	df	F	p	Tamhane's T2
1-Guidance and Psychological Consultancy	30	3.53	.84	7	4.396	.000	2-4*
2-English Language Teaching	62	3.33	1.03	342			7-4*
3-Pre-School Teaching	33	3.49	.78				
4-Elementary School Teaching	78	3.98	.84				
5-Social Sciences Teaching	38	3.31	1.29				
6-German Language Teaching	38	3.51	1.01				
7-Arabic Language Teaching	26	3.29	.75				
8-Turkish Language and Literature Teaching	45	3.98	1.04				
Total	350	3.60	1.00				

**3- Findings with respect to the question of "Is there any statistically meaningful difference among the opinions of the candidate teachers on trust in the instructors in terms of the variable of department where they study?"**

In order to find out whether there is any statistically meaningful difference among the scores of the candidate teachers on trust in the instructor in terms of the variable of department where they study, Single Direction Variance Analysis (ANOVA) was performed. When Table 5 is examined, it is observed that there is statistically meaningful difference among the scores of the candidate teachers on trust in the instructor in terms of the variable of department where they study [ $F(7, 342)=2.404; p=.021$ ].

According to the Multi-Comparison Test (Tamhane's T2) performed in order to find out between which groups this difference is; a meaningful difference was found among the departments of Elementary School Teaching ( $M=2.91$ ) and Pre-School Teaching ( $M=2.64$ ) ( $P<.05$ ). The significant difference found is in favor of primary school teachers. No meaningful difference could be found among the departments of Guidance and Psychological Consultancy ( $M=2.80$ ), English Language Teaching ( $M=2.77$ ), Social Sciences Teaching ( $M=2.64$ ), German Language Teaching ( $M=2.69$ ) Arabic Language Teaching ( $M=2.90$ ) and Turkish Language and Literature Teaching ( $M=2.78$ ) ( $P<.05$ ) (Table 5).

**Table 5.** ANOVA results on instructor trust level on the basis of the department of the students.

Department	f	M	SD	df	F	p	Tamhane's T2
1-Guidance and Psychological Consultancy	30	2.80	.45	7	2.404	.021	3-4*
2-English Language Teaching	62	2.77	.53	342			
3-Pre-School Teaching	33	2.64	.27				
4-Elementary School Teaching	78	2.91	.45				
5-Social Sciences Teaching	38	2.64	.72				
6-German Language Teaching	38	2.69	.64				
7-Arabic Language Teaching	26	2.62	.41				
8-Turkish Language and Literature Teaching	45	2.90	.45				
Total	350	2.78	.51				

#### 4- Findings with respect to the question of "What kind of a relation is there between school effectiveness and trust in the instructors?"

Correlation analysis was performed in order to find out whether there is any correlation between school effectiveness and instructor trust level. As a result of the analysis performed, it is observed that there is a positive and meaningful relation at mean level (.576\*\*) between school effectiveness and instructor trust level (Table 6).

**Table 6.** Correlation between school effectiveness and instructor trust level.

Scale	School Effectiveness	Instructor Trust
School Effectiveness	1.00	.576**
Instructor Trust	.576**	

\* $P < .01$

#### 5- Findings with respect to the question of "Is trust in the instructors a predictor of school effectiveness according to the candidate teachers' perceptions?"

Simple Linear Regression Analysis was performed in order to find out whether the candidate teachers' perceptions of trust in the instructors are a predictor of their perceptions on school effectiveness. According to the results of the regression analysis, students' perceptions of trust in the instructors explain 32.9% of their perceptions school effectiveness ( $R = .576$ ,  $Adjusted R^2 = .329$ ,  $F(1,348) = 172.472$ ,  $P < .01$ ) (Table 8). This result suggests that the perception of trust in the instructors is a predictor of the perception of school effectiveness.

**Table 7.** Descriptive statistics on school effectiveness and trust in the Instructor

Scale	N	M	SD	Min	Max
School Effectiveness	350	3.60	1.00	1	6
Instructor Trust	350	2.78	.51	1	4

**Table 8.** Results of simple linear Regression analysis on prediction of school effectiveness through level of trust in the instructor

Variables	B	ShB	$\beta$	t	p	Partial	Part
Constant	.499	.240		2.076	.039		
Instructor Trust	1.119	.085	.576	13.133	.000	.576	.576

$R = .576$   $R^2 = .331$   $Adjusted R^2 = .329$   $F(1,348) = 172.472$   $p = .000$

Dependent variable School Effectiveness / Dependent variable Instructor Trust / \* $p < .01$

## CONCLUSION and DISCUSSION

According to the findings obtained in the research, the school effectiveness perception of the departments of Arabic Language Teaching, Social Sciences Teaching, English Language Teaching and Pre-School Teaching are "lower than the mean", and the perception of the departments of German Language Teaching, Guidance and Psychological Consultancy, Turkish Language and Literature Teaching and Elementary School Teaching are "higher than the mean". The level of trust in the instructors has been found to be at "Mean" level for all departments. Considering these results, one may say that both the school effectiveness and the trust in the instructor are at mean level. There are researches supporting the results of this research with respect to school effectiveness and concluding "mean" level (Alanoğlu, 2014; Cerit & Yıldırım, 2017; Koçak & Nartgün, 2020; Yıldırım-Duranay, 2005). There are many researches suggesting in contradiction with this research that school effectiveness was at "high" level (Abdurrezzak, 2015; Aslantaş & Özkan, 2014; Ayık & Ada, 2009; Çubukçu & Girmen, 2006; Keskin, 2014; Sivri, 2018; Şenel, 2015; Şenel & Buluç, 2016; Şişman, 1996; 2011; Yüneri & Özdemir, 2020; Zigarelli, 1996). The levels of being effective school for the schools were usually found to be "at mean level" and "higher than the mean level" in many researches of survey type (Polatcan & Cansoy, 2018). Many researches conducted in the field literature suggest that the opinions of the school stakeholders and particularly the students highly reflect the actual



situation related to the effectiveness of the schools (Baş-Collins, 2002; Beştepe, 2002; Çubukçu & Girmen, 2006; Levine & Lezotte, 1990; Scheerens, 1993). On the other hand, the studies related to trust (Goddard et al., 2001; Hoy et al., 1992; Tarter et al., 1995; Tschannen-Moran & Hoy, 1998) point at the fact that proper construction of trust at schools is significant and makes significant contributions to effectiveness of schools. The “mean” level trust in the instructor obtained in this research resembles Yılmaz’s (2015) level of “partially agree” for the trust of teachers in their schools. The “mean level” trust obtained as a result of this research is a situation to be considered on.

Meaningful difference was found between the perception of the departments on school effectiveness among the departments of Elementary School Teaching and English Language Teaching and Arabic Language Teaching. It is observed that there is meaningful difference between the departments of Elementary School Teaching and Pre-School Teaching in terms of trust in the instructors. There are researches that reach findings similar to the results of this research in the field literature (Ayık, 2007; Biltekin, 2013; Gökçe & Kahraman, 2010; Sivri, 2019). Again Durukan detected in the research he conducted in 2015 that there was a similar difference to the advantage of elementary school teachers as well. Contrary to the results of this research, there are also researches suggesting that there was no difference among the branches with respect to school effectiveness and that teachers thought similarly (Akan, 2007; Alanoğlu, 2014; Günel, 2014; Keleş, 2006; Tuncel, 2013). Similarly to the results of this research with respect to trust Çağlar (2011), Çelik (2016) and Gökdoğan (2012) detected in the researches they conducted that there was a meaningful difference to the advantage of elementary school teachers. There are also research results in the field literature suggesting that there was not branch based difference (Balci, 2012; Bökeoğlu & Yılmaz, 2008; Namlı, 2017; Özer et al., 2006).

Again according to the research results, there is mean, positive and meaningful relation between school effectiveness and trust in the instructor. It has been suggested that trust in the instructor is a meaningful predictor of school effectiveness. Certain shared findings were reached in the quantitative researches examined such as the finding that managerial, organizational and personal variables are correlated with school effectiveness. In this context, one may say that those variables could be potential variables for provision of school effectiveness and improvement of schools (Polatcan & Cansoy, 2018). Examining the field literature, Mert and Özgenel (2020) and Dalbudak (2022) detected that there was a positive meaningful correlation between teacher performance and school effectiveness and teacher performance was a meaningful predictor of school effectiveness. Yılmaz (2015) concluded in his study that the teachers’ perceptions of trust in colleagues, students and guardians predicted at meaningful level the teachers’ perceptions on school effectiveness. Those results are similar to the positive correlation between trust in the instructor and school effectiveness which is the finding of this research. One may say that the higher the students’ trusts in the instructors at universities, the more positively their opinions on school effectiveness are affected according to the result of this research. It could be suggested to conduct similar researches for universities and faculties considered to have differences and the levels of organizational effectiveness and trust in the instructors are determined for constructing the universities of the future.

When the results obtained are examined, it is seen that primary school teacher candidates have a significant difference from other teacher candidates. The significant difference obtained is in favor of primary school teachers. The main reason for this may be related to the perspective of primary school teacher candidates towards the teaching profession. The fact that they are more prominent in teacher appointments and their belief that they can do this job may increase their motivation.

### **Limitations**

The research has certain limitations. The research is limited to Gazi University, Gazi Faculty of Education. It cannot be generalized for all universities, faculties and particularly for foundation universities in Turkey. It should be noted that each university, each faculty and even each department has a different organizational structure and many variables that affect this structure.

### **Conflict statement**

The author declare that there is no conflict of interest with any institution or person within the scope of the study.

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## Research and publication ethics statement

We as the authors consciously assure that for the manuscript the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

## Contribution rates of authors to the article

The authors provide equal contribution to this work.

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