

Analysis on the Relationship Between Trust Culture and Prejudices in Primary Schools*

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Abstract

Problem Statement: Trust is crucial for creating a positive culture in the school environment, which is called as trust culture. On the other hand, prejudice is thought to be a potential barrier for creating trust culture in schools. Thus, it is meaningful to examine the relationship between trust culture and prejudice in schools and then to determine to what extent prejudices in schools can predict trust culture.

Purpose of the Study: The purpose of this study was to determine the opinions of teachers and principals working in public primary schools within Ankara's central districts on trust culture and prejudice. This study also examined whether or not prejudices can predict trust culture in schools.

Method: The study was designed as relational survey model and performed with mixed methodology in which both qualitative and quantitative methods were used. Through the stratified sampling technique, data were collected from 379 teachers from public primary schools within Ankara's nine central districts. For data collection, three scales were developed by the researcher. In data analysis, a t-test was used to compare participant opinions in terms of the duty and gender variables; a one-way analysis of variance was conducted to determine whether there is a significant difference between opinions due to the variables of age, seniority, educational status, or size of the school. Simple linear regression analysis was conducted to determine the extent to which prejudices

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predict trust culture. $\alpha=.05$ significance level was set as the basis in significance tests.

Findings and Results: According to the study results, students and parents' trust relationships are at a better state with classroom teachers than with branch teachers. Older teachers were observed to have better trust relationships with principals than younger teachers. The level of shared goals and values were observed to be higher in small-sized schools than in larger-sized schools. According to the gender variable, male teachers are more prejudiced toward students than female teachers are. No significant differences were detected in terms of the seniority and educational status variables.

Conclusions and Recommendations: One of the most crucial problems that must be considered and tackled in order to enable a trust culture in schools is the prejudice among a school's shareholders.

Keywords: school culture, organizational trust, teacher prejudices, teachers, work relationships.

Introduction

Schools, which are one kind of educational organization, have undertaken the duty of forming qualified people to join society. For schools to be able to promote this duty, their environment must first be appropriate for it. The concept of trust is both socially and organizationally crucial for enabling an organizational setting in which teachers, managers, students, and parents unite around common goals and values. Trust, therefore, is of high importance (Tschannen-Moran, 2001). The concept of trust can be defined as one party willing to be defenseless against another party's actions (Mayer, Davis and Schoorman, 1995, 712). In their studies, Shockley-Zalabak, Ellis and Cesaria (2000) underlined that a high level of trust within an organization has a positive effect on organizational efficiency and worker job satisfaction. The concept of trust is referred to as "trust culture" when it is considered an element of organizational culture. Schein (1996) has defined organizational culture as implicitly shared and internalized ways of perceiving, thinking, and reacting in organizations. If trust becomes an element of an organizational culture, it means that a trust culture has been established in the organization. In this point, we can define the trust culture concept as "an organizational culture in which values and goals are adopted by all workers; where workers work willingly and in peace in an entertaining and positive organizational climate away from pressure and fear; where honesty, openness and positive relationships are prominent." On the other hand, when workers are suspicious about their leader, distrust their leaders and each other, exhibit ignorance, expect resolutions from outside the organization, have lack of job-security, and are fearful, and when the organization lacks openness and clarity, this indicates that organizational culture is at low levels (Sally and Jeremy, 2007, 121). According to Sitkin and Roth (1993), distrust within an organization emerges when its members

perceive that the organization lacks basic cultural values in considering an individual or a group. Thus, it can be said that creating an evident trust culture in an organization requires (1) trust relationships between workers, (2) leadership in which workers have trust, (3) members' sharing and adopting values and goals and (4) a positive organizational environment.

The importance of the trust factor in terms of schools' organizational environment is similar. Trust, which is considered the grounds for school efficiency, enables people to focus on their duties in schools, thus creating a more effective learning environment (Tschannen-Moran and Hoy, 1998, 341). Hung (2013) claims that "trust is not only the atmosphere to nourish a learning environment, but also an element of the teacher-student relationship." Therefore, one of the crucial elements of trust in schools is teachers' reliance on their students, colleagues, and administrators. As Tschannen-Moran and Hoy (1998, 341) described in studies on this subject, significant relationships were detected between workers' level of trust in their colleagues and administrators and the school's efficiency (Hoy et al., 1992; Tarter et al., 1995); between a positive school climate (Hoy et al., 1996; Tarter et al., 1989) and the principal's sincerity (Henderson and Hoy, 1983; Hoy and Henderson, 1983; Hoy and Kupersmith, 1986). The trust factor is considered crucial for creating a positive school culture because trust constitutes a strong basis for teacher operations and efforts (Zepeda, 2007, 22). It therefore follows that a low level of trust culture in the school environment will damage the school's efficiency; worker job satisfaction; the learning environment; and students, teachers, and all workers' attention to schools' primary educating function.

Hoy and Miskel (2008, 192) characterize trust culture in schools as a culture in which workers and teachers share common values. According to the authors, creating a trust culture within schools depends on trust in the teachers' relationships with the principal, students, parents, and each other. The teachers' levels of trust towards these parties will determine the basis for trust culture within the school. In sum, Hoy and Miskel (2008, 192) define trust culture in schools as "a culture where teachers trust their principals, colleagues, students and parents and in which these groups collaborate with each other." Describing trust in schools with the term "trust culture" enables a distinctive feature for this study. The concept of trust culture in the literature focuses mostly on leadership, management, and psychology, and studies on trust culture that focus on education and the school setting are rather rare. It has been observed that local trust culture studies have not been conducted in leadership, business management, or educational fields.

One other subject of this study is the concept of prejudice, which previous studies believe is related to the level of trust culture within schools. According to Ashmore (1970), definitions for prejudice in the literature have four common features: (1) Prejudice is an intergroup event; (2) there is a negation in prejudices; (3) prejudice is something bad, and (4) prejudice is an attitude. Allport (1979, 6-7), who considers prejudice a negative attitude, defines it as "the hostile attitude displayed towards an individual in another group on grounds for belonging there." In this study, the term

prejudice was considered in its negative meaning as well, and negative prejudices were a point of focus.

Previous studies have observed that people have several prejudices in organizational life due to other people's ages, professions, or gender (Tutkun and Koc, 2008). Prejudices can emerge in several ways within organizations. Prejudices can be evident between colleagues as well as in managers' attitudes towards their subordinates, in subordinates' attitudes towards their managers, or in workers' attitudes towards their organizations. Such prejudices cause behaviors that damage organizational efficiency. These behaviors comprise insulting jokes, swear words, harassment, and tyranny; or low payment, slow appointments, being kept systematically distant from several acquisitions, strict supervision, the expectation of high standards, and bad communication such as secret applications. Many groups such as women, the physically handicapped, old people, religious and ethnic groups, and foreigners struggle with such problems in their work life (Clawson and Smith, 1990, 1). Similar examples of prejudice have been observed in educational organizations as well. One study observed that primary school teachers in Italy have negative relationships with students who belong to cultural groups to which they are opposed and that they view these students more negatively than they do other students (Prino, Quaglia and Sclavo, 2008). In a study examining the obstacles female teachers face to becoming administrators (Simsek, 2010, 126), male administrators were observed to display prejudiced attitudes towards female teachers.

This study is the first local study in the literature that focuses on trust culture in schools and prejudice in school relationships. In addition, no empirical studies were found in the international literature that examine the relationship between trust culture and prejudices in schools. Within this scope, the purpose of this study was to examine the opinions of teachers and principals working in public primary schools within Ankara's central districts on trust culture and prejudice in schools based on the concepts' sub-dimensions and demographical variables, as well as to determine the extent to which prejudices in schools can predict trust culture.

Method

Research Design

This study, which examined the relationship between trust culture and prejudices in public primary schools, used the relational survey model. The survey model aims to measure a past or present event in its current conditions, and relational survey models aim to measure the covariance between more than one variable and/or its level (Karasar, 2003, 77-81).

Research Sample

The study's target population consisted of 22,884 teachers working in the 604 public primary schools within Ankara's nine central districts. In sample size tables prepared for discrete variables (Cingi, 1994, 71; Sekaran and Bougie, 2009, 295), a

sample group of 379 individuals with $\alpha = .05$ significance and 5% tolerance level is thought to represent a population of 30,000 individuals. The sample group of 379 individuals was distributed via the stratified sampling method among primary schools subordinate to the central districts by taking into consideration the number of teachers working in these schools, and the number of teachers to be included in the study from each district was subsequently determined.

Research Instrument and Procedure

Data for the study were collected through scales developed by the researcher, namely, "Trust Culture in School Relationships Scale (TCSRC)" and "Trust Culture in Organizational Setting Scale (TCOSS)," both related to trust culture, and "Prejudice in School Relationships Scale (PSRS)," related to prejudices. To develop the scales, an item pool was created through literature review and the opinions of academicians and teachers, and draft scales were prepared. Fifteen instructors in the fields of educational administration and assessment and evaluation in education were consulted to gather expert opinions. Data from 192 teachers in Ankara's central districts were collected for the pilot study.

Validity and Reliability

The construct validity of the scales was controlled through exploratory factor analysis (EFA). Variance ratio and line charts were used to determine the factors, and the varimax orthogonal rotation technique was used for axes rotation. The Kaiser-Meyer-Olkin (KMO) test was conducted to test the convenience of the data structure for the factor analysis in terms of the sample size. Bartlett's sphericity test was conducted to determine whether the data were distributed normally; the data's reliability was determined with Cronbach's alpha reliability coefficient. As a result of the factor analysis, TCSRC consisted of three sub-dimensions (trust in relationships with administrators/colleagues/students and parents); TCOSS consisted of two sub-dimensions (sharing goals and values/trust environment); PSRS consisted of four sub-dimensions (prejudices toward administrators/colleagues/students/parents). The data resulting from the scale development process are presented in Table 1.

Table 1.

Analysis Values Resulting from the Scale Development Process

Scales	Variance Explained	KMO	Bartlett	Cronbach's Alpha
TCSRC (33 items)	55.5%	0.91	Significant	0.93
TCOSS (15 items)	72.86%	0.91	Significant	0.94
PSRS (29 items)	53.59%	0.88	Significant	0.91

Based on the values in Table 1., it can be concluded that the scales' construct validity have been ensured, the sample size is sufficient, the data are distributed normally, and data resulting from the scale are reliable. The distinctiveness of the items was tested through item total score correlations, and the correlations were

observed to be higher than .30. A few items with correlation values between 0.20-0.30 were considered necessary and were included in the scale.

Data Analysis

The data were analyzed with the SPSS software. When deciding which parametric or nonparametric test to use in data analysis, whether the scores were distributed normally and the homogeneity of the variances were taken into consideration. Arithmetic mean, median and mod values, normal distribution curves, skewness and kurtosis coefficients, and normal Q-Q graphics were examined (Buyukozturk, 2010, 40). The data were observed to have a normal distribution pattern, and parametric tests were conducted. Homoscedasticity was tested through the Levene test and observed to be ensured. This statistic indicates that the sample emerges from a population with the same variance (Cokluk, Sekercioglu, Buyukozturk, 2010, 20). For the regression analysis, the scattering diagram was used to test the linearity of the relationship, and it was observed that the points gathered around a line—in other words, that the relationship was linear.

In data analysis, a t-test was used to compare participant opinions considering the duty and gender variables; a one-way analysis of variance was conducted to determine whether there is a significant difference between opinions based on the variables of age, seniority, educational status, and size of the school. Simple linear regression analyses were conducted to determine the extent to which prejudices predict trust culture. $\alpha=.05$ significance level was set as the basis in significance tests.

Results

In this section, the teacher opinions on trust culture and prejudices in primary schools were initially compared according to various demographic variables, and the extent to which prejudices predict trust culture was examined with a regression analysis.

Comparisons Based on Specific Demographic Variables

Teacher opinions on trust culture and prejudices in schools were explored based on the variables of duty, gender, age, seniority, educational status, and school size. Comparisons based on seniority and educational status variables indicate no significant differences between the sub-dimensions of each scale. Variables of teachers' seniority and educational status were revealed to be non-distinctive variables for trust culture and prejudice in relationships within schools.

Comparisons Based on the Duty Variable

Whether there are any significant differences between teacher opinions based on the duty variable was analyzed through a t-test. There are two groups, classroom teacher and branch teacher, for the duty variable. According to the comparison results for the duty variable, only one sub-dimension of the trust culture's relationship scale—"trust in relationships with students and parents"—was

significantly different; these results are provided in Table 2. It is obvious that the duty variable does not have a distinctive effect on trust culture and prejudiced relationships in schools' organizational setting.

Table 2.

T-Test Results for Teacher Opinions on Trust Culture in School Relationships Based on the Duty Variable

Dimensions	Duty Group	N	\bar{X}	sd	df	t	p
Relationships with administrators	Classroom T.	173	3,84	0,81	377	0,78	0,44
	Branch T.	206	3,77	0,89			
Relationships with colleagues	Classroom T.	173	3,70	0,74	377	-0,93	0,36
	Branch T.	206	3,77	0,65			
Relationships with students and parents	Classroom T.	173	4,00	0,62	377	3,68	0,00*
	Branch T.	206	3,77	0,61			

* $p < .05$

It is obvious in Table 2 that, according to teacher opinions on trust culture in school relationships, there are no significant differences between the variables of relationships with administrators and relationships with colleagues with regards to the duty variable. Both classroom and branch teachers reported positive opinions for the three dimensions. However, in terms of trust in relationships with students and parents, classroom teachers reported more positive opinions than branch teachers.

Comparisons Based on the Gender Variable

According to comparisons based on the gender variable, the "prejudices against students" sub-dimension of the prejudice in relationships scale demonstrated a significant difference. Otherwise, gender is not a distinctive feature with regards to trust culture. Results are provided in Table 3.

Table 3.

T-Test Results for Teacher Opinions on Prejudices in Schools Based on the Gender Variable

Dimensions	Group	N	\bar{X}	sd	df	t	p
Against administrators	Female	263	2,12	0,85	377	-1,48	0,14
	Male	116	2,26	0,80			
Against colleagues	Female	263	1,77	0,95	377	-1,43	0,15
	Male	116	1,93	1,07			
Against students	Female	263	2,38	0,83	377	-2,52	0,01*
	Male	116	2,61	0,78			
Against parents	Female	263	2,36	0,85	377	-1,84	0,07
	Male	116	2,53	0,80			

* $p < .05$

Table 3 clearly reveals that, according to teacher opinions on prejudices in school relationships, no significant differences exist in terms of the dimensions of prejudices against administrators, against colleagues, and against parents with regards to the

gender variable, but significant difference exists in terms of the dimension of prejudice against students. Male and female opinions are similar in terms of dimensions of prejudices against administrators, against colleagues and against parents. Neither female nor male teachers agreed with the prejudiced statements related to administrators, colleagues, and parents, and they reported unprejudiced opinions. While both female and male teachers stated that they had no prejudices towards students, female teachers agreed less significantly than male teachers with prejudiced statements. Although it is not statistically significant, the same goes for the prejudices against administrators, colleagues, and parents.

Comparisons Based on the Age Variable

According to the comparison results for the age variable, the only sub-dimension of the trust culture in relationships scale that was significantly different was the "trust in relationships with administrators." It is obvious that the age variable has no distinctive effect in terms of trust culture and prejudiced relationships in the organizational setting of schools. Results are presented in Table 4.

Table 4.

Results of the One-Way Variance Analysis Regarding Teacher Opinions on Trust Culture in School Relationships Based on the Age Variable

Dimensions	Groups	N	\bar{X}	sd	df	F	p	Sig. Dif.
Relationships with administrators	24-30	57	3,72	0,81				
	31-35	85	3,67	0,91	4			(41-45)-(36-40)
	36-40	85	3,65	0,98	374	3,38	0,01*	(>45)-(24-30)
	41-45	74	3,92	0,77	378			(>45)-(31-35)
	>45	78	4,05	0,68				(>45)-(36-40)
Relationships with colleagues	24-30	57	3,84	0,69				
	31-35	85	3,81	0,73	4			
	36-40	85	3,69	0,71	374	0,93	0,45	-
	41-45	74	3,67	0,66	378			
	>45	78	3,69	0,67				
Relationships with students and parents	24-30	57	3,78	0,56				
	31-35	85	3,85	0,70	4			
	36-40	85	3,79	0,63	374	1,48	0,21	-
	41-45	74	3,94	0,62	378			
	>45	78	3,98	0,55				

* $p < .05$

As shown in Table 4, according to teacher opinions on trust culture in school relationships, no significant differences exist between age groups in the variables of relationships with colleagues, students, and parents, but there is a significant difference in the dimension of relationships with administrators. An LSD test was conducted to determine the source of the difference between age groups in the relationships with the administrators variable; the test results indicate that the 41-45 age group has significantly higher averages than the 36-40 age group; and the 45 and

over age group has significantly higher averages than the 24-30, 31-35, and 36-40 age groups. In other words, teachers who are older in age possess more of a trust culture in terms of their relationships with administrators than younger teachers do.

Comparisons Based on the School Size Variable

According to the comparison results for the school size variable, the only sub-dimension of the trust culture in the organizational setting of the school scale that was significantly different was "sharing goals and values." It is obvious that the school size variable lacks a distinctive effect on trust culture and prejudiced relationships in schools. Results are presented in Table 5.

Table 5.

Results of the One-Way Variance Analysis Regarding Teacher Opinions on Trust Culture in the Organizational Setting of Schools Based on the School Size Variable

Dimensions	Groups	N	\bar{X}	sd	df	F	p	Sig. Dif.
Sharing goals and values	Small	74	4,24	0,76	2	3,30	0,04*	Small - Big
	Medium	115	4,09	0,69	376			
	Big	190	3,99	0,74	378			
Trust environment	Small	74	3,66	0,80	2	0,09	0,91	-
	Medium	115	3,63	0,70	376			
	Big	190	3,66	0,77	378			

* $p < .05$

According to Table 5, when teacher opinions on trust culture in the school's organizational setting are considered with regards to the school size variable, significant differences exist for the "sharing goals and values" sub-dimension, but there are no differences for the "trust environment" dimension. In other words, while the teachers' school size was not significant in terms of the "trust environment" dimension, it demonstrated that it is a distinctive variable for the "sharing goals and values" dimension. In addition, the teacher opinions of the two dimensions were observed to be positive among all groups. An LSD test was conducted to detect the source of the significant difference in the "sharing goals and values" dimension; small schools were observed to be significantly more positive than big schools in terms of this dimension.

Trust Culture's Predictability in Relationships by Prejudices

Trust culture's predictability in relationships by prejudices was investigated by setting trust culture and prejudices in relationships as holistic variables and subjecting them to a simple linear regression analysis. The findings are presented in Table 6.

Table 6.

Results of the Simple Linear Regression Analysis Regarding Trust Culture's Predictability in Relationships by Prejudices

Variable	B	Std. Error	β	t	p
Constant	4,663	0,081		57,396	0,000
Prejudices in relationships	-0,389	0,035	-0,496	-11,100	0,000
R = 0,496	R2=0,246		F(1, 377) =123,205		p = 0,000

Table 6 clearly reveals that prejudices in school relationships significantly predict ($F(1,377) = 123.205$; $p < 0.05$) trust culture. A significant and moderate level ($R=0.496$) relationship exists between prejudices in relationships and trust culture. Prejudice in relationships explains 25% ($R^2 = 0.246$) of the total variance of trust culture in relationships. It is observed that the t value regarding the regression coefficient's significance is significant ($p < 0.05$).

The extent to which trust culture in the school's organizational setting is predictable by prejudices in relationships was examined by setting trust culture in the school's organizational setting and prejudices in relationships as variables and subjecting them to a simple linear regression analysis. The findings are presented in Table 7.

Table 7.

Results of the Simple Linear Regression Analysis Regarding Trust Culture in the Organizational Setting's Predictability by Prejudices in Relationships

Variable	B	Std. Error	β	t	p
Constant	4,819	0,101		47,947	0,000
Prejudices in relationships	-0,433	0,043	-0,458	-9,993	0,000
R = 0,458	R2=0,209		F(1, 377) =99,858		p = 0,000

As shown in Table 7, prejudices in school relationships significantly predict ($F(1,377) = 99.858$; $p < 0.05$) trust culture in the school's organizational setting. A significant and moderate level ($R=0.458$) relationship exists between prejudices in relationships and trust culture in the school's organizational setting. Prejudice in relationships explains 21% ($R^2 = 0.209$) of the total variance of trust culture in the organizational setting. It is observed that the t value regarding the regression coefficient's significance is significant ($p < 0.05$).

Discussion, Conclusions and Recommendations

The opinions of classroom teachers about trust culture in the relationships with students and parents are more positive. According to common practice in the first stage of primary schools, a classroom teacher educates the same classroom from grade one to grade five, if no obligatory changes are made. Thus, classroom teachers usually interact with the same students and parents for five years. This practice enables classrooms teachers, the students, and their parents to get to know each other better, and this close and sincere relationship is believed to affect the parties positively.

In contrast, it is seen as difficult for branch teachers to enter into such regular and frequent relationships with their students. Studies in the literature support this finding. Bryk and Schneider (1996) state that teachers who educate the same students for long periods gain the opportunity to enter into more close and significant relationships with their parents. Adams and Christenson (2000) stated that trust relationships between teachers and parents are developed more easily in educational stages where parents contact and meet with only one teacher; that relationships is weakened as the stages advance and the number of teachers to contact increases.

Male teachers demonstrated more prejudices against students than female teachers. Studies conducted by Qualls, Cox and Schehr (1992), Hoxter and Lester (1994), and Payne et al. (2010) support this finding. According to a study on students' ethnic prejudices conducted by Qualls, Cox and Schehr (1992), female students demonstrated less prejudice than male students did. Hoxter and Lester's (1994) study underlines that women are less prejudiced than men about neighborhood and friendship issues. In a study on university students by Payne et al. (2010), men were ahead of women in expressing open prejudices. This finding underlines the assumption that female individuals are less prejudiced in comparison to male individuals. This diversity in opinions is more evident with regards to the prejudices towards students.

Older teachers expressed more positive opinions in terms of trust in their relationships with administrators. One of the reasons for this finding may be that these teachers have worked with the same principal for longer, have had the chance to know them better, and have understood and adopted their administrative tendencies. Ensuring trust between two parties is a long-term interactive process that involves sharing information, opinions, and feelings (Margolis and Bannigan, 1986).

One other reason for this different could be perceptions due to generational difference and the range of prioritized values. According to Li and Devos (2008, 22), Generation Y, raised after 1980, aims to make differences in their work lives, is not content with the chain of command, is apt to being intelligent and energetic, and tends to display a disrespectful attitude. Thus, administering Generation Y is much harder than administering older generations (Guthridge, Komm and Lawson, 2008, 52). Therefore, the reason why teachers born before 1967—in other words, those belonging to the Baby Boomer generation—make more optimistic evaluations than later generations might be due to generational differences.

A small school size appears to positively affect the school's sharing of common goals and values. A study by Erden (2007) supports this finding. In this study, the

opinions of teachers from small schools in terms of the values and attitudes of organizational trust appears to be more positive than the opinions of teachers from larger schools. According to Erden's study (2007), teachers from small schools tend to trust at a higher rate than teachers from larger schools.

Some findings and interpretations from the literature suggest that small schools have more positive qualities and advantages in terms of certain features than larger schools do. According to Hampel (2002), teachers and students get to know each other better in small schools. Teachers in small schools are more cooperative in shared educational activities, and interpersonal relationships are more sincere and warm in small schools. The US education system's school region practice suggests that student absence rates are lower in small school regions than in large school regions. Furthermore, the number of graduates and level of success is much higher in small school regions (Ornstein, 1993). According to the study conducted by Yilmaz (2006), teachers regarded the communication network in schools with fewer teachers as better than the network in schools with more teachers. Kilic (2015) reported that small schools have more advantages than bigger schools in terms of student discipline problems and positive school climate.

Prejudices in primary school relationships explain 25% of the trust culture in relationships and 21% of the trust culture in organizational environments. The primary agent responsible for transferring an organization's mission and vision to its workers and sharing organizational goals and values with them is the organization's administrator. This is true for schools as well, and so this responsibility is assigned primarily to the principal. The same roles are assigned to school principals in leadership practices. School principals, who must undertake the role of an educational leader, are expected to determine their school's vision and mission, to share the school's goals and values with their teachers, and to enable them to adopt these goals and values and to display appropriate behaviors (Acikalin, 1994; Sisman, 2004, 78; Celik, 2007, 44-49; Balci, 2010, 164). For this reason, prejudices among the school principal and teachers and tainted relationships damage the school's trust culture. This means that one of the most crucial problems that must be considered and tackled to enable a trust culture in schools is prejudices between schools' shareholders.

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İlköğretim Okullarında Güven Kültürü ile Önyargı Arasındaki İlişkinin İncelenmesi

Atf:

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Özet

Problem Durumu: Okullarda öğretmen, yönetici, öğrenci ve velilerin aynı amaçlar ve değerler etrafında birleştiği bir örgüt ortamının sağlanmasında hem toplumsal hem de örgütsel yaşam açısından önemli bir değer olan güven kavramı önemli bir yer tutmaktadır (Tschannen-Moran, 2001). Örgütlerde güven kavramı örgüt kültürünün bir ögesi olarak ele alındığında "güven kültürü" kavramıyla ifade edilmektedir. Güven kültürünü, "örgütsel değerlerin ve amaçların tüm çalışanlarca benimsendiği;

çalışanların baskı ve korkudan uzak, eğlenceli ve olumlu örgüt iklimi içerisinde, işini huzur içinde, severek yaptığı; dürüstlüğü, açıklığı ve olumlu ilişkilerin öne çıktığı örgüt kültürü” olarak tanımlamak mümkündür. Kavramı okul örgütü bağlamında ele alan Hoy ve Miskel (2008, 192) okullarda güven kültürünü “öğretmenlerin müdüre, meslektaşlarına, öğrenci ve velilere güvendiği ve bu grupların işbirliği içerisinde çalıştığı bir kültür” olarak tanımlamıştır. Bu çalışmanın bir diğer konusu, okullarda güven kültürü düzeyi ile ilişkisi olabileceği düşünülen önyargı kavramıdır. Ashmore’a (1970) göre alanyazındaki önyargı tanımlarının dört ortak noktası vardır: Önyargı gruplar arası bir olgudur; önyargıda bir olumsuzluk vardır; önyargı kötüdür ve önyargı bir tutumdur. Önyargıyı olumsuz bir tutum olarak kabul eden Allport (1979, 6-7) kavramı, “belirli bir gruba ait bir bireye karşı, yalnızca o gruba ait olmasından dolayı takınılan düşmanca tutum” şeklinde tanımlamıştır. Bu çalışmada da önyargı kavramı olumsuz yönüyle ele alınmıştır. Örgütsel yaşamda insanlara yaşlarından, sahip oldukları meslek grubundan, cinsiyetinden dolayı çeşitli önyargıların beslendiği görülmektedir (Tutkun ve Koç, 2008). Eğitim örgütlerinde de önyargılar açısından benzer durumlarla karşılaşmak mümkündür. İtalya’da ilköğretim okullarında öğretmenlerin, önyargılı olduğu kültürel gruplara ait öğrencileriyle ilişkilerinin diğer öğrencilere göre daha olumsuz olduğu ve o öğrencileri daha olumsuz değerlendirdikleri belirlenmiştir (Prino, Quaglia ve Sclavo, 2008). Kadın öğretmenlerin yönetici olma engellerini inceleyen bir çalışmada ise (Şimşek, 2010, 126) erkek yöneticilerin kadın öğretmenlere karşı önyargılı tutumlar besledikleri görülmüştür. Bu çalışma, okullarda güven kültürü ve okullardaki ilişkilerde önyargılar konuları bakımından yurt içi alanyazınında bir ilk olma özelliği taşımaktadır. Ayrıca uluslararası alanyazınında da okullarda güven kültürü ve önyargıların ilişkisini araştıran ampirik bir çalışmaya rastlanmamıştır.

Araştırmanın Amacı: Bu araştırmanın amacı, Ankara ili merkez ilçelerindeki kamu ilköğretim okullarında görev yapan öğretmen ve müdürlerin okullarda güven kültürü ve önyargılara ilişkin görüşlerinin belirlenmesi ve buna dayalı olarak, okullarda önyargılar ile güven kültürü arasındaki ilişkinin ve önyargıların güven kültürünü yordama durumunun incelenmesidir.

Araştırmanın Yöntemi: İlişkisel tarama modelindeki araştırmanın hedef evrenini, Ankara’nın dokuz merkez ilçesinde yer alan 604 kamu ilköğretim okulunda görev yapan 22.884 öğretmen oluşturmaktadır. Hedef evrenden tabakalı örnekleme tekniği ile örneklem alınmış ve 379 öğretmen araştırmaya dahil edilmiştir. Araştırmanın verileri, araştırmacı tarafından geliştirilen “Okulda İlişkilerde Güven Kültürü Ölçeği”, “Örgütsel Ortamda Güven Kültürü Ölçeği” ve “Okulda İlişkilerde Önyargılar Ölçeği” ile ilköğretim öğretmenlerinden toplanmıştır. Veriler SPSS programı ile analiz edilmiştir. Verilerin analizinde aritmetik ortalama, yüzde, frekans, standart sapma ve bağıl değişim katsayısı gibi betimsel istatistik teknikleri kullanılmıştır. Katılımcıların, görev ve cinsiyet değişkenlerine göre görüşlerinin karşılaştırılmasında t-testi; yaş, kıdem, eğitim durumu ve çalıştıkları okul büyüklüğü değişkenlerine göre görüşleri arasında anlamlı fark olup olmadığının belirlenmesinde tek yönlü varyans analizi kullanılmıştır. Önyargıların güven kültürünü yordama düzeyini test etmek için ise basit doğrusal regresyon analizinden yararlanılmıştır. Anlamlılık testlerinde $\alpha=0.05$ anlamlılık düzeyi esas alınmıştır.

Araştırmanın Bulguları: Öğretmenlerin okullarda güven kültürü ve önyargılara ilişkin görüşleri görev, cinsiyet, yaş, kıdem, eğitim durumu ve okul büyüklüğü değişkenlerine göre incelenmiştir. Kıdem ve eğitim durumu değişkenine göre yapılan karşılaştırmalarda hiçbir ölçeğin tüm alt boyutlarında anlamlı bir farklılık çıkmamıştır. Sınıf öğretmenlerinin öğrenci ve velilerle güven ilişkilerinin branş öğretmenlerine göre daha iyi durumda olduğu saptanmıştır. Yaşça daha büyük öğretmenler ise genç öğretmenlere oranla okul müdürüyle daha iyi güven ilişkilerine sahiptir. Küçük okullarda okulun ortak amaç ve değerlerinin paylaşılma düzeyi büyük okullara göre daha fazladır. Cinsiyet değişkenine göre ise erkek öğretmenlerin öğrencilere karşı önyargılı olma düzeyi kadın öğretmenlerden daha yüksektir. Okulda ilişkilerde önyargılar ile güven kültürü arasında anlamlı ve orta düzeyde ($R=0,496$) bir ilişki vardır. Okulda ilişkilerde önyargıların ilişkilerde güven kültürünü ve okulun örgütsel ortamındaki güven kültürünü anlamlı düzeyde yordadığı belirlenmiştir. İlişkilerde önyargılar, ilişkilerde güven kültürüne ilişkin toplam varyansın %25'ini, örgütsel ortamda güven kültürüne ilişkin toplam varyansın ise %21'ini açıklamaktadır.

Araştırmanın Sonuçları ve Önerileri: Öğrenci ve velilerle ilişkilerde güven kültürü konusunda sınıf öğretmenlerinin görüşleri daha olumludur. Sınıf öğretmenleri genellikle beş yıl boyunca aynı öğrenci ve velilerle iletişim halinde bulunmaları, hem sınıf öğretmenlerine hem de öğrenci ve velilere birbirlerini yakından tanıma fırsatı sunmakta ve bu yakın ve sıkı ilişkilerin taraflar arasındaki güveni olumlu etkilediği görülmektedir. Öğrencilere karşı önyargılar konusunda erkek öğretmenlerin kadınlara oranla daha olumsuz düşündükleri anlaşılmıştır. Yaşça daha büyük olan öğretmenlerin yöneticilerle ilişkilerde güven konusunda daha olumlu görüşlere sahip oldukları gözlenmiştir. Bu öğretmenlerin gençlere oranla daha uzun süre aynı müdürle çalışmış, onu daha iyi tanımış, yöneticilik tarzını anlamış ve benimsemiş olmasının bu durumun nedenlerinden biri olduğu düşünülmektedir. Bir diğer neden ise, nesil farklılığının beraberinde getirdiği anlayış ve öncelik verilen değerlerin farklılığı olabilir. Okulun küçük olmasının okulun ortak amaç ve değerlerinin paylaşılmasını olumlu yönde etkilediği görülmektedir. Küçük okullarda öğretmenler ve öğrenciler birbirlerini daha iyi tanıma olanağı bulmakta; öğretmenler ortak eğitimsel etkinliklerde daha uyumlu çalışmakta; küçük okullarda kişiler arası ilişkiler de daha sıcak ve samimi özellikler taşımaktadır. İlköğretim okullarındaki ilişkilerde önyargılar, ilişkilerde güven kültürünün ve örgütsel ortamda güven kültürünün anlamlı bir yordayıcısıdır. Öğretimsel lider rolünü oynaması beklenen okul müdüründen okulun vizyon ve misyonunu belirleyip, okulun amaçlarını ve değerlerini öğretmenlerle paylaşması, onların bu amaç ve değerleri benimseyip buna uygun davranışlar sergilemelerini sağlaması beklenmektedir. Bundan dolayı okul müdürüyle öğretmenler arasındaki önyargılar ve ilişkilerin bozuk olması okulun güven kültürüne zarar verecektir. Bu demektir ki, bir okulda güven kültürünün inşa edilmesi için dikkate alınması ve üstesinden gelinmesi gereken en önemli sorunlardan biri o okulun paydaşları arasındaki önyargılardır.

Anahtar Kelimeler: okul kültürü, örgütsel güven, öğretmen önyargıları, öğretmen, iş ilişkileri.