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The level of practicing organizational trust among teachers of Learning Disabilities in English language from their point of view

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Abstract

This study aimed at identifying the degree of practicing organizational trust among teachers of learning disabilities in English language in Irbid Governorate, Jordan, from the teachers' point of view. To achieve the objective of the study, the correlational survey method was used. The researcher surveyed the reality and the degree of using organizational trust among the teachers of LDs in English language. The study sample included (60) male and female teachers, who

were selected by the stratified random method. To collect study data, the researcher has developed an organizational trust questionnaire, and the validity and reliability of the study instrument have been verified and, as the instrument's stability coefficient was (96%). The results of the study showed that the levels of organizational trust of teachers of LDs in English language in Irbid governorate were with a medium degree.

Keywords: organizational trust, English language, learning disabilities, teachers

Introduction

Organizational trust has emerged as an important concept in schools and a matter of interest to schools' administrations as part of the theories of organizational behavior. Different organizations are facing challenges in the speed of change in the environment in an unprecedented way. Organizational trust has a major theoretical and practical importance for studying public organizations in general and educational organizations in particular. This topic has received increasing and deep attention by many theorists and researchers recently (Dirks & Ferrin, 2002; Bhattaveriee *et al.*, 2002; Mayer *et al.*, 2005) ^[11, 18], where these theorists and researchers agree on the importance of trust and its role as an essential element in social situations that call for cooperation and interdependence (Pizam, 2020) ^[22].

This is what prompted some theorists to believe that there may not be a single variable that has a comprehensive effect on interpersonal relationships, and group behavior such as confidence. Those who work with low levels of confidence, and under a high degree of psychological stress, and anxiety, feel fear, ridicule, mockery, or slander in the event of their failure. This makes them do a lot of effort to protect themselves or looking for scapegoats when things are not done as required, which prevents them from concentrating on their work performance and is bound to negatively affect performance and productivity (Sonnenburg, 1994) ^[24].

Building trust in a democratic atmosphere builds trust among employees, and it is a very important issue for managers. Therefore, research on the phenomenon of trust in recent years has become the most effective tool for management. It creates the necessary conditions in Z theory related to the Japanese management philosophy, which is among the Group of Seven industrialized countries in the world and is based mainly on the slogan "Our need to learn", including confidence, tenderness, politeness, sharpness of mind, intimacy, and affection (Gilbert & Tang, 1989) ^[12].

Reaching the optimal and best decision at the same time, assuming responsibility, and achieving loyalty to this decision by accepting and implementing it well, is reflected in the extent of the exchange of trust between the cooperating parties., in addition to the consolidation of common values. These are among the most difficult aspects of the Japanese administration (Nagaishi, 2020) ^[19]. As it generates a sense of responsibility and access to the best results, and integration in the intertwined relations between workers with each other. The supreme meaning of Japanese teamwork remains is directly related to taking responsibility for the collective performance by achieving collective and functional stability for all (Al-Dahan, 2005) ^[1].

Trust is related to the repercussions of morale, as the existence of morale for employees is inferred through the level of performance and a sense of loyalty, sacrifice, and defending the organization. The extent of the worker's absence or interruption from work, and the presence of disputes and conflicts is an indication of bad and lack of confidence, and this is called job turnover (Oliver, 2020) ^[21].

Therefore, this study attempted to identify the level and degree of practicing organizational trust among teachers of learning disabilities in English language in Irbid Governorate, Jordan.

Objectives and questions of the study

The study aimed to reveal the level of organizational trust among teachers of LDs in English language in Irbid Governorate, through answering the following question:

- What is the level of organizational trust among teachers of LDs in English language in Irbid Governorate from their point of view?

Significance of the study

The significance of the current study is evident through its attempt to identify the level of organizational trust among teachers of LDs in English language in Irbid Governorate. The study sheds light on finding out the optimal methods to unify the integrative efforts of the employees in the educational institution, which ultimately leads to improving performance and upgrading work and productivity, to achieve the desired goals.

Delimitations of the study

This study was limited to the teachers of learning disabilities in English language in Irbid governorate working during the academic year 2019-2020. The results of this study were determined by the instrument, the statistical analysis, the validity and reliability of the study instrument, and the objectivity of the sample members in their responses to the study instrument.

Literature review

The issue of organizational trust has recently received the attention of researchers in management because individuals commit themselves to organizational goals that they trust to the extent that they sacrifice for them and present them over their personal goals. The administrations of organizations have become concerned with the human element and the attitudes, tendencies, trends, and perceptions of workers because of the importance of this in their performance and achievements. In the education field, the climate of mutual trust between teachers and students may be the decisive element in achieving organizational goals efficiently (Khasawneh, 2021) ^[15].

Trust is defined as the expectation carried by the individual and the group that written or verbal promises from others, whether individuals or groups, can be relied upon (Brady, 1976). This definition indicates that the concept of trust applies to mutual trust between individuals. However, this concept was used in the field of work also, where a promise or prior agreement was considered the core of the trust process (Khasawneh, & Alkhalwaldeh, 2020) ^[13].

Neville and Uys (2001) confirm that organizational trust comes from the part of the organization, given that the manager is a representative of the organization and there are interactions between the manager and the subordinate. Therefore, the study of trust has been developing at the individual, collective and organizational levels due to the importance of mutual trust in improving relations. Trust also depends on the exchange of information, opinions, and creative ideas and their ability to reduce costs and collaborate to achieve common goals.

Organizational trust has become a focus of administrative

studies, especially organizational theories and organizational behavior. Today, organizations are characterized by a high degree of human interactions, the exchange of information and interests, the comprehensiveness of thought and effort to solve organizational problems, with which the existence of a climate of trust has become the basis for the success of individual and collective relations within the organization. Once all this is met, organizational goals are effectively achieved (Khasawneh, 2021) ^[13].

Trust is the secret of success, reciprocity of interests, avoidance of bureaucracy, and adherence to human relations. It releases a wealth of information, opens channels of communication, puts facts in front of workers, and manages dialogue forums to allow everyone to speak freely, hold themselves accountable, and pledge allegiance to all. Responsibility, without exceptions, contributes to improving performance and raising morale. Strengthening such policies provides wide and open opportunities for all by highlighting talents that deserve recognition.

Confidence is the bridge that connects expectations with performance, and this is what is called "the glimmers of success" as it provides workers with energy, so they feel in control and become more receptive. The expectation of success and continuous winning gives decision-makers the confidence that workers can take responsibility. Therefore, they deserve to know the facts and attract the best talent, and they can work as a team without excessive reliance on individuality. This trust means that the workers get the strength and the determination to continue, provides the glimmers of success, which is an advantage for the continuation of the organization, as it reduces the need for these organizations to have strict leaders. Therefore, creativity and development are launched to a high level and there is avoidance in resorting to dramatic decisions or the so-called "radical change."

Previous studies

Al-Otaibi (2019) ^[4] identified the degree of organizational trust among school teachers in As-Sirr region in Saudi Arabia according to the variable of gender, experience, and training courses. The study used the descriptive approach, for which the study developed a questionnaire to collect data. The sample included 306 teachers, who were selected randomly. The findings of the study showed that the level of organizational trust among teachers was high. The results also showed differences according to gender, years of experience, and academic qualifications. There were differences in the dimensions of administrative policies and information available in the organization was also due to the different years of experience. There were also differences concerning the dimensions (innovation and self-realization, prevailing values) due to the different years of experience.

Sadiq & Ahmed (2019) ^[23] identified the theoretical background of organizational trust in the high school stage in As-ser region in Saudi Arabia. The study also investigated the reality of using organizational trust among teachers of high school. The study used the descriptive approach and developed a questionnaire, which was distributed to a sample of 704 teachers. The results of the study found differences in teachers' use of organizational trust according to their years of experience and academic qualification. The study also presented a proposal to enhance organizational trust among high school teachers.

Al-shatawi (2016) ^[6] explored the degree of organizational

trust from the secondary school teachers' perspectives and if there are significant differences due to the variables (education qualification, number of service years, study system). The study used the descriptive survey method and developed a questionnaire, which was distributed to a sample of (367) teachers. The results of the study revealed that the degree of organizational trust was moderate from the point of view of secondary school teachers. The results of the study showed that differences according to the variable of education qualification, in favor of those whose education qualification is bachelors.

At-Tarif (2015) ^[7] explored the levels of organizational trust among teachers and their relationship with organizational citizenship behavior. The study used the descriptive approach and include a sample of 33 teachers. The results found that the level of organizational trust among the sample is high. The findings also revealed a positive relationship between organizational trust and organizational citizenship behavior. The study recommended that the Department of Education should touch on the needs of teachers and ensure the balance in the policies of reward and punishment among teachers to encourage them.

Al-Saleh (2019) ^[5] investigated teachers' attitudes toward their organizational trust in public schools in Kuwait and toward school leaders' ethical shared leadership practices as contributors to their organizational trust. The study used a descriptive approach and developed two instruments. The study sample included (1351) teachers in public schools in Kuwait. The results revealed that teachers' response was high towards the level of organizational trust. They expressed a high level of trust first toward their supervisors, second toward their colleagues, and third toward the school administration.

Methodology

The study followed the correlational survey method to achieve the objectives of the study. The researcher adopted two approaches, theoretical and practical. In the theoretical approach, he used the desk survey method by looking at the literature, references, sources, and previous studies related to the study variables, to build the theoretical background for the topic. As for the practical approach, the researcher used questionnaires to collect data and work on analyzing them statistically to determine the relationship between the variables.

Sampling

The study population consisted of teachers of LDs in English language in Irbid governorate for the academic year 2019-2020, and their number was (60) male and female teachers. The study sample consisted of the same study population.

Instrument of the study

The instrument of the study was a questionnaire related to the concept of organizational trust, which was developed based on the literature and theories on organizational trust in educational institutions in terms of its elements and the parties that are related to and affected by it. Several studies have been referred to (Al-Ghamdi, 2016; Al-Omari, 2009) ^[2, 3], in addition to taking the opinions of specialists. The researcher formulated the questionnaire's statements according to all fields. The statements were short and clear and each one contained one idea. The instrument included (4) dimensions that included (21) statements distributed as follows:

- The first dimension on administrative policies (8 statements).
- The second dimension on creativity and self-realization opportunities (6 statements).
- The third dimension on the prevalent values in the school (5 statements).
- The fourth dimension on information flow (3 statements).

Validity of the instrument

To ensure the validity of the instrument, the researcher distributed the questionnaire in its initial form to a group of judges who are faculty members in Jordanian universities with experience and competence to ensure the integrity, validity, and suitability of the wording of the statements. The number of statements of the organizational confidence questionnaire was 21 statements distributed into 4 dimensions.

The modification was limited to the linguistic formulation, and thus the organizational confidence questionnaire appeared in its final form. The five-Likert scale was used as a measure to answer the statements; strongly agree (5 degrees), agree (4 degrees), not sure (3 degrees), disagree (two degrees), strongly disagree (one degree).

Reliability of the instrument

To verify the reliability of the instrument, the method of application on a randomly selected group from outside the sample members was conducted. The random sample was (50) male and female teachers. The Pearson correlation coefficient was calculated, which was (0.96), and the value of the reliability coefficient was acceptable and appropriate in administrative, educational, and psychological research.

Results and Discussion

To answer the main question of the study, the mean scores and standard deviations for the responses of the study sample to the questionnaire were calculated. Table (1) presents the results.

Table 1: The mean scores and standard deviations of the level of organizational confidence among teachers of LDs in English language arranged in descending order according to the mean scores

No.	Statement	Mean score	Standard deviation	Rank	level
1	I have the information I need for my work in my school	3.11	0.57	1	Medium
15	My colleagues cooperate with me in the performance of the work	3.10	0.70	2	Medium
19	I have the information I need for my work in my school	3.08	0.58	3	Medium
13	My manager appreciates my efforts	3.07	0.74	4	Medium
7	The managers treat the staff well in my school	3.06	0.61	5	Medium
12	My manager trusts my academic abilities	3.06	0.72	5	Medium
16	My managers are very efficient at work	3.06	0.73	5	

					Medium
9	My manager encourages innovation and creativity	3.05	0.69	8	Medium
14	I feel that the administration respects the staff in my school	3.05	0.72	8	Medium
11	My superiors are highly educated	3.01	0.73	10	Medium
10	My manager delegates some powers to me	2.99	0.74	11	Medium
21	I feel that the sources of work I need are honest and reliable	2.99	0.69	11	Medium
17	The administration takes into account the application of the system to everyone without discrimination in my school	2.96	0.78	13	Medium
18	The administration faces problems and does not try to cover them up in my school	2.93	0.83	14	Medium
20	I can access the information I need at work quickly	2.93	0.66	14	Medium
8	There are objective criteria for evaluating employee performance	2.91	0.67	16	Medium
2	There are training opportunities at the school where I work	2.89	0.73	17	Medium
4	The administration takes into account the principles approved by the Civil Service Bureau when selecting and evaluating employees	2.74	0.73	18	Medium
5	There are objective bases for incentives and rewards	2.61	0.73	19	Medium
6	There are fair chances of promotion	2.33	0.85	20	Low
3	My manager listens to my opinion before making a decision	2.31	0.86	21	low
	Total	2.94	0.54		Medium

Table (1) shows the mean scores and standard deviations of the level of organizational confidence among teachers of LDs in English language in Irbid Governorate. The statement "the information I need for my work in my school" came in the first place, with a mean score of (3.11) and a standard deviation of (0.57). The statement "My manager listens to my opinion before making the decision" came in the last place with a mean score of (2.31) and a standard deviation of (0.86). The mean score of the organizational trust questionnaire as a whole was (2.94) and a standard deviation of (0.54).

This result can be explained because education is the goal and means of social development, the formation of human capital, and the building of a knowledge society. It is the first key to establishing democracy, which is the basis for the sustainable development of humanity. We live in a world headed by creativity that leads to increased knowledge and more political, economic, and social freedoms, enjoyment of production opportunities, personal self-respect, and guaranteed human rights to lead a healthy life by acquiring knowledge, on the one hand, and obtaining the resources necessary for a decent standard of living, on the other.

The variables that affect the quality of the outputs are intertwined and complex. Recent studies have paid attention to studying the impact of psychological and moral aspects on job performance. The more the morale is high among teachers, the more they provide and achieve the desired objectives. Schools need to have specific goals presented to the teacher. The teacher achieves himself through work, develops his abilities, and innovates because the teaching work becomes a part of himself. Therefore, the relationship between managers and teachers is a pivotal factor in the teacher's feeling of satisfaction, and trust plays an important role in raising morale.

The opinions of teachers of LDs in English language showed the importance of relying on clear policies, as the statement that got the highest mean score (3.11) was on the cooperation between colleagues, which increases levels of trust, and appreciation of teachers' efforts and confidence in their academic abilities. Building organizational trust also increases respect, delegating powers to them, fairness in dealing with all teachers, invoking standards of objectivity, observing impartiality, evaluating performance, granting rewards and incentives, providing the opportunity for promotion, estimating training needs and providing them with them, and facing and solving problems.

Conclusion

The study showed that the level of practicing organizational trust among teachers of Learning Disabilities in English language from their point of view.

The results of the study showed that the levels of organizational trust of teachers of LDs in English language in Irbid governorate were with a medium degree.

Recommendations

- Availability of a database on studies related to the concepts of organizational trust and their relationship to all areas related to the subject of organizational behavior to benefit from them in the educational regulatory environment.
- Reconsidering the areas of organizational trust and developing them with more studies on the employees' vision of a better reality, to have a clear impact on the morale of teachers.
- Forming specialized teams from all employees of the Ministry of Education to reinforce the concept of organizational trust to spread it in the field and to hold training workshops and meetings to practice this thought in action.
- Conducting studies on teachers' morale from the teachers' point of view.

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