Trust: A Predictor of Collegial and Supportive Professional Behavior

Advanced Study in Organizational Theory
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Bureaucracies that work: Enabling not coercive.

To reconcile two theoretically opposing positions using two studies:

1. Bureaucracy:
   - alienates, fosters dissatisfaction;
   - provides needed guidance, helps individuals feel and be more effective;

2. Develop and test empirically a new construct termed enabling bureaucracy

Hypotheses: To Validate:

1. Enabling bureaucracy makes teachers less dependent on superiors and rules.
2. The measurement of enabling bureaucracy can be predicted by the extent of collegial trust.
3. The more enabling the bureaucracy, the less sense of powerlessness among teachers.

Data: Likert items

Target Group: Over 200 public school teachers in six states.

Conclusion: Enabling structures are negatively related to teacher dependence on superiors and rules and collegial trust decreases sense of teacher powerlessness.

Connections: Can be used as a beginning inquiry into identifying enabling and hindering structures in schools.

Collective teacher efficacy: Its meaning, measure, and impact on student achievement.

- **Purpose:** To determine the effects of collective teacher efficacy on student achievement.

- **Hypotheses:** Collective teacher efficacy is positively associated with differences between schools in student-level achievement.

- **Data:** Likert items

- **Target Group:** 50 random elementary schools

- **Conclusion:** Collective teacher efficacy is positively associated with the differences in student achievement that occur between schools and is therefore predictive of student achievement.

- **Connections:** Supports the use of concepts in the social cognitive theory to further examine organizational behavior.

A multidisciplinary analysis of the nature, meaning, and measurement of trust.

- **Purpose:** To explore the nature, meaning and dynamics of trust.

- **Review:** To synthesize the research on trust as it relates to organizational processes such as communication, climate and efficacy.

- **Data:** A four decades review of both theoretical and empirical literature on trust as it relates to relationships in schools.

- **Conclusion:** A multidimensional definition of trust is given: Trust is one party’s willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open.

- **Connections:** This four decades research forms a solid conceptual and empirical foundation for continuing the quest to understand trust in schools.

Trust in schools: a conceptual analysis.

- **Purpose:**
  1. To explore the meaning and conceptual understanding of trust;
  2. Measure two dimensions of trust and the consequences of climate in principal and teacher behavior in developing trust;
  3. Outlining a research program for studying trust in schools.

- **Hypotheses:**
  Faculty behavior produces faculty trust in colleagues and principal behavior produces trust in the principal.

- **Data:**
  Likert items

- **Target Group:**
  86 Schools middle schools with responses from 2.741 teachers

- **Conclusion:**
  Trust in the principal is determined primarily by the behavior of the principal. Faculty trust in colleagues is basically determined by the behavior of teachers in relation to one another.

- **Connections:**
  Future research in the concepts of parental trust in teachers and administrators as well as student trust in teachers and in administrators could be the basis for further studies.

Designing better schools: 
The meaning and nature of enabling school structure.

- **Purpose:** A study on developing and testing the construct termed enabling structure as a means of reconciling the opposing perspectives of formal structures creating alienation or creating satisfaction.

- **Hypotheses:**
  1. The more enabling the bureaucratic structure of the school, the greater the extent of faculty trust in the principal;
  2. The more enabling the bureaucratic structure of the school, the less the degree of truth spinning in school; and
  3. The more enabling the bureaucratic structure of the school, the less the extent of role conflict in the school.

- **Data:** Likert items

- **Target Group:** 97 high schools with staff of 15 or more

- **Conclusion:** All three hypotheses were supported by from the study using correlational analysis of the relationships.

- **Connections:** Using an enabling school concept can be the basis for further research to enhance and enrich the enabling school structure concept.

Trust

is one party’s willingness to be vulnerable to another party based on the confidence that the latter party is:

☐ Benevolent
☐ Reliable
☐ Competent
☐ Honest
☐ Open

A multidisciplinary analysis of the nature, meaning, and measurement of trust.

Multidimensional definition of trust is based on synthesis of four decades of research.

Faculty trust in colleagues is based on faculty behavior and principal trust is based on principal behavior.

Enabling bureaucracy makes teachers more independent of superiors. Extent of enabling bureaucracy can be predicted by collegial trust and teacher sense of power.

Collective teacher efficacy is positively associated with student achievement.

The more enabling the bureaucracy, the more faculty trust in the principal, the less truth spinning and the less role conflict.

TRUST

Reliable

Open

Honest

Benevolent

Competent
Overview of Trust as an Enabling Factor in Collegial and Supportive Professional Relationships

- “Trust is pivotal in the effort to improve education.” (Hoy and Moran) (2000)
- “Collegial trust refers to the extent that the faculty of a school is willing to risk and be vulnerable in social interactions.” “Enabling procedures invite two-way communication.” (Hoy and Sweetland) (2000)
- “Enabling school structures should be places where professional relations are open, collegial, supportive and empowering. Such organizations should have high collective efficacy.” (Hoy and Sweetland) (2001)
- “Teachers’ beliefs about their faculty’s capability to educate students (Collective teacher efficacy) constitute a norm that influences the action and achievements of schools.” (Goddard, Hoy & Woolfolk Hoy) (2000)
**Hypothesis 1**  
The more enabling the bureaucracy, the more collegial professional relationships.

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<td><strong>Variable Name</strong></td>
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<td><strong>Elaboration</strong></td>
<td>Enabling Bureaucracy Measure</td>
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<tr>
<td><strong>Specification of Relationship</strong></td>
<td>Relationship is positive</td>
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<td><strong>Unit of Analysis</strong></td>
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Hypothesis 2
The more enabling the bureaucracy, the more supportive professional relationships.

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Hypothesis 3
The more enabling the bureaucracy, the more faculty trust.

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Implications and Further Research

- Will enabling bureaucracy predict faculty empowerment?
- Will faculty empowerment predict learning organizations?
- Will faculty empowerment predict student achievement?

Trust is the “mortar that binds leader to followers”, and forms the basis for leaders’ legitimacy.

Nanus 1989