



The Relationship between Trust with Administrator and Job Satisfaction among Minab Elementary School Teachers of Iran

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ABSTRACT

Present research in order to recognition and analysis of review relationship between trusts to management by job satisfaction of elementary school teachers in Minab was administered. According to, after background review of research and theories related previous variables and appropriate theoretical criterion variable was choose. Present research method in shape of measurement is correlation that from application criteria is an application research and is accomplished by questionnaire tool. Statistical community of this research includes 1129 Minab's elementary school teachers sample number based on Cochran measurement formula is determinates to 286 people and has choose from random sampling of instances and according this has collected information . After derivation and processing collected data and providing statistical indicators of previous and criterion variables for findings analysis in this research includes descriptive (percent, frequency, average and standard deviation) and deductive statistical (T independent group, Pearson correlation, variance analysis and simultaneous regression). Research results are: 1- Management trust rate among Minab's elementary school teachers has meaningful difference ($p>0.01$). 2- Job satisfaction rate among Minab's elementary school teachers have meaningful difference ($p>0.01$). 3- Between trust to management and job satisfaction there is meaningful relationship ($\alpha=0.01$) analysis results show that cognitive trust variable by most among ($B=3.11$) positively and meaningful has explained criterion variable (job satisfaction), managers that promote the most confidence in employee, also improve job satisfaction and will lead to increased performance and efficiency.

Keywords: Trust to Management, Job Satisfaction, Elementary School Teachers

INTRODUCTION

Although job is apparently related to the economics-living aspect of humans, it is closely related to individual, familial, social, cultural and political aspects of human life as well. Job satisfaction is a field that the social-psychological, sociological, management, economics, political and education sciences expressed their ideas. Nowadays, there are thousands of jobs and careers in in every country that people practice them to continue their life.

Ranjbarian and Zaki, [1] considered job satisfaction as a psychological factor as well as affective consistency with job and job conditions. According to Askari [2], it is expected that the overall fairness would be associated with attitudinal and behavioral outcomes such as job satisfaction and turnover intention. According to Moghaddamipour [3], job satisfaction is an attitude showing how people feel about their jobs in general or toward its different domains. According Mousavi [4], job satisfaction is a general attitude of an individual towards his/her career which is directly related to the individual's needs. He believes that job satisfaction reflects attitudes and feelings of the people about their jobs. Moreover, favorable attitudes towards work indicate job satisfaction while adverse or negative attitude is indicative of job dissatisfaction.

According to Hollis, trust is a very important issue which has its roots in all human and social sciences. Trust is a social structure and as long as there are organizations within the community, trust is a necessary condition for them [5]. The crucial role of teachers on benchmarking the health team is depending on their job

satisfaction. On the other hand, the educational impact of teachers on student achievement in elementary school is undeniable. Furthermore, given the role of trust with administrator in job satisfaction and thereby the productivity of the organization and its direct role in public health, the present study aims to investigate the relationship between trust with administrator and job satisfaction of elementary school teachers.

Dayyani [6] showed that the job satisfaction of teachers who believe in relation-oriented management style is higher than those who believe in task-oriented management style. In other words, the job satisfaction of teachers who have relation-oriented managers is higher than those who have task-oriented managers. Rezaeian [7] found that there is a relationship between the organizational trust of nursing staff and their job satisfaction. In other words, more trust in managers will result in greater job satisfaction.

Chavoshi [8] observed that among the trust culture factors, the trust with administrator had the most significant role for prediction of teachers' performance ($\beta=0.45$). The trust in coworkers ($\beta=0.37$) and then trust in beneficiaries ($\beta=0.28$) were other significant factors, respectively. Therefore, school teachers and principals should be aware of destructive consequences of lack of trust in schools. They should also learn trust building knowledge, because the culture of trust has a decisive role in the school members' performances.

According to Dayyani [6], the trust in school is the basis for effectiveness. In fact, fruitful relationships will lead to schools effectiveness. Hoy et al. studied about this structure in schools for several years. They found that the school board members' trust in each other and in principal is an important factor in creating a positive atmosphere in school as well as principal efficiency and altruism. Williams [9] studied the relationship between the organizational trust of nursing staff and some indices of employees' performances. Her results revealed that trust is inversely related to turnover intention of employee while it is directly related to patient satisfaction.

According to Smith and Hoy [10], teachers rely on students by relying on parents and vice versa. In elementary and middle, trust in students and parents is one of the trust aspects. Previous studies showed that the behavior of school principals and teachers has different effects on the quality of trusting relationships. The supportive leadership of a principal somewhat affects the trust of teachers toward manager, but it does not create trust among the members of the Board of Education.

MATERIALS AND METHODS

This is a descriptive correlational survey study. The population consisted of 1129 elementary school teachers in Minab in 2013. Simple random sampling was used to select the statistical sample. For this purpose, a list of elementary school teachers was obtained from the Department of Education. Among them, 286 people were randomly selected (by lottery). In the final analysis, due to incomplete questionnaires, the number of subjects was reduced to 274 people. Based on Cochran formula with estimation accuracy of $d=0.05$, the maximum variance for $QP=0.25$ and a confidence level of 95%, the number of samples was obtained equal to 1129 people. The sample size of 286 people is considered given the geographical and demographic distribution in Minab.

$$n = \frac{t^2 pq}{d^2} = \frac{(1/96)^2 \times 0/5 \times 0/5}{(0/05)^2} \approx 286$$

Two following tools were used for data collection:

A) Job satisfaction questionnaire (Job Descriptive Index, JDI): Job descriptive was designed includes 72 items and five facets of pay, coworkers, supervision and work itself. Due to the length of the questionnaire, the number of questions was reduced to 56 questions by consulting with advisors and supervisors.

B) Trust with administrator Inventory: The Trust with administrator Inventory was designed by "Jake Sing" which includes 16 items. The components of trust with administrator, i.e. cognitive trust and affective trust are considered in the questionnaire. According to Cronbach formula, his reliability of job satisfaction and trust with administrator was calculated equal to 0.86 and 0.9, respectively.

RESULTS

In this section, first, the descriptive results have been given, then inferential results has been presented. Tables 1 and 2 contain frequency and percentage of demographic variables of teachers in elementary schools in Minab. As can be seen, of a total of 274 subjects participated in this study, 125 people (45.6%) were males and 149 people were females (54.4%).

The data contained in Table 2 shows the work experience of 274 teachers participating in this research. The number of teachers with 1-10, 11-20 and 21-30 years of work experience was 177 (64.6%), 63 (23%) and 34 (12.4%) people, respectively.

According to Table 3, the mean value and standard deviation of trust with administrator is equal to 4.4196 and 0.68764, respectively. The trust with administrator value is higher than mean and sub-components of cognitive trust and affective trust, 1.4196, 1.45 and 1.35 units, respectively. The single-sample t-test was used to show that this difference is significant or either due to error or chance.

According to Table 4, the mean value and standard deviation of job satisfaction is equal to 4.5475 and 0.71244, respectively. Job satisfaction is higher than mean and sub-components of work satisfaction, manager

satisfaction, coworker satisfaction, promotion opportunities and pay, 1.5475, 1.1019, 1.4422, 1.3480, 1.0471 and 0.4373, respectively. The single-sample t-test was used to show that this difference is significant or either due to error or chance.

A correlation coefficient of 0.360 between trust with administrator and job satisfaction indicates a significant correlation between trust with administrator and job satisfaction at significance level of 0.01. Simultaneous regression was used to calculate the prediction coefficient of the predictor variable of trust with administrator and the criterion variable of job satisfaction. Tables 4-7 shows the statistical findings of this analysis. The R-squared value of the regression model shows that the trust with administrator is able to explain 0.130 of changes in job satisfaction among elementary school teachers and the remaining 0.87 of changes in job satisfaction are explained by other factors. Table 7 shows the results of regression analysis. As can be seen, the F value is equal to 24.721 at significance level of 0.01. Therefore, it is an appropriate linear combination of trust with administrator for prediction of job satisfaction. Table 8 shows the contribution of the trust with administrator for prediction of the criterion variable (job satisfaction). As can be seen, the predictor variable of trust with administrator significantly predicts the criterion variable (job satisfaction). The trust with administrator is significant at $\alpha=0.01$ with $\beta=1.109$ and $t=4.972$. In other words, a unit change in the standard deviation of trust with administrator will result in a change in standard deviation of job satisfaction.

A correlation coefficient of 0.395 between cognitive trust and job satisfaction indicates a significant correlation between cognitive trust and job satisfaction significance level of 0.01. A correlation coefficient of 0.33 between job satisfaction and affective trust reveals a significant correlation between affective trust and job satisfaction at significance level of 0.01. Simultaneous regression was used to calculate the prediction coefficient of predictor variables of cognitive trust and affective trust and criterion variable of job satisfaction. Table 9 shows the statistical findings of this analysis.

The coefficient of determination (R^2) of the regression model shows that cognitive and affective trust are able to explain 0.161 of changes in job satisfaction among elementary school teachers while the remaining 0.839 of changes in job satisfaction are explained by other factors.

Table 1. Frequency, percentage and cumulative percentage of teachers in elementary schools in Minab

Gender	Cumulative percentage	Percentage	Frequency
Male	45.6	45.6	125
Female	100	54.4	149
Total		100	274

Table 2. Frequency of teachers participating in the research in terms of work experience

Variable	Cumulative percentage	Percentage	Frequency	Variable type
Work experience	64.6	64.6	177	1-10
	87.6	23	63	11-20
	100	12.4	34	21-30
Total		100	100	274

Table 3. The means, standard deviation and variance of trust with administrator and its components

Type	Affective trust	Cognitive trust	Trust with administrator
Mean	4.3593	4.4574	4.4196
Standard deviation	0.69022	0.66611	0.68764
Variance	0.476	0.444	0.473
N	274	274	274

Table 4. The means, standard deviation and variance of job satisfaction and its components

Variable	Variance	Standard deviation	Mean	N
Job satisfaction	0.508	0.71244	4.5475	274
Satisfaction with work itself	0.775	0.88030	4.1019	274
Satisfaction with manager	0.844	0.91862	4.4422	274
Satisfaction with coworkers	0.903	0.95000	4.3480	274
Promotion opportunities	0.888	0.94209	4.0471	274
Pay	1.369	1.17010	3.4373	274

Table 5. Correlation coefficient between trust with administrator and job satisfaction

Type	Job satisfaction		
	Significance level	Correlation coefficient	N
Trust with administrator	0.01	**0.360	274

** Confidence level: 0.01

* Confidence level: 0.05

Table 6. The regression model of trust with administrator and job satisfaction

Model	Estimation error	Adjusted R	Coefficient of determination (R ²)	Correlation coefficient (R)
1	36.69466	0.124	0.130	0.360

Table 7. The results of regression analysis of trust with administrator and job satisfaction

Model	Significance level	F value	Mean of squares	Degree of freedom (DOF)	Sum of squares
Regression effect			33286.623	1	33286.623
Residual	0.01	24.721	1346.498	273	223518.657
Total				274	256805.280

Table 8. The coefficients of simultaneous regression equation to predict trust with administrator with job satisfaction

Model	Significance level	t	Standard β	Non-standard coefficients	
				Standard value	β
Intercept	0.01	9.475	0.360	15.056	142.661
Trust with administrator	0.01	4.972		0.360	1.109

Table 9. The correlation coefficient between components of trust with administrator and job satisfaction

Type	Job satisfaction		
	Significance level	Correlation coefficient	N
Cognitive trust	0.01	0.395**	168
Affective trust	0.01	0.330**	178

** Confidence level: 0.01

* Confidence level: 0.05

Table 10. The prediction coefficient of predictor variables of cognitive and affective trust and job satisfaction

Model	Standard estimation error	Adjusted R ²	R ²	R
1	36.14428	0.150	0.161	0.401

DISCUSSION

A Pearson correlation coefficient of 0.360 revealed a significant correlation between job satisfaction as the criterion variable and the predictor variable of trust with administrator at significance level of 0.01 (with accuracy of 99%). This means that improved trust with administrator will lead to increased job satisfaction. Simultaneous regression was used to calculate prediction coefficient of trust with administrator and the criterion variable of job satisfaction. The R-squared (coefficient of determination) of the regression model showed that trust with administrator is capable of explaining 0.130 of changes in job satisfaction among elementary school teachers while the remaining 0.87 of changes in job satisfaction are explained by other factors. According to one-way ANOVA, F is equal to 24.721 which is significant at $\alpha=0.01$ and is an appropriate linear combination of trust with administrator for prediction of job satisfaction. The results are consistent with the results of Rezaeian [7] and Shafiabadi [11]. According to the regression analysis, the trust with administrator is significant at $\alpha=0.01$ with $\beta=1.109$ and $t=4.972$. In other words, a unit change in standard deviation of trust with administrator will result in a change in standard deviation of job satisfaction. Therefore, it can be concluded that trust with administrator is more effective than job satisfaction. These findings are consistent with the results of Timberlake [12] and Moye and Henkin [13].

A correlation coefficient of 0.395 indicates a significant correlation between cognitive trust and job satisfaction at significance level of 0.01. Moreover, the correlation coefficient of 0.330 shows a significant correlation between job satisfaction and affective trust at significance level of 0.01. Simultaneous regression was used to calculate prediction coefficient of predictor variables of cognitive and affective trust and the criterion variable of job satisfaction. The regression analysis showed that cognitive and affective trust are capable of explaining 0.161 of changes in job satisfaction among elementary school teachers while the remaining 0.839 of changes in job satisfaction are explained by other factors. One-way ANOVA was used to examine the significance of overall regression model. The results showed that the regression model is significant and an appropriate linear combination of cognitive and affective trust for prediction of job satisfaction. According to the results, cognitive trust positively and significantly explained the criterion variable (job satisfaction) with a maximum $\beta=3.11$. But the affective trust with $\beta=-738$ had no significant contribution in predicting criterion variable (job satisfaction). These findings are consistent with the results of Mousavi [4] and Shafiabadi [11].

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