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ORGANIZATIONAL TRUST AS PREDICTOR OF TEACHERS' JOB INVOLVEMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The purpose of this paper was to determine the extent organizational trust predicted teachers' job involvement in secondary schools. It was a correlational study conducted in Anambra state. The population for this study is sixteen thousand, seven hundred and twenty-seven (16,727) teachers that formed the respondents. The sample size for this study is 1,332 respondents drawn from public and private secondary schools in Anambra state. A researcher-developed instrument was used for data collection. The face validity of the instrument were determined by three experts comprising two lecturers in Educational Management and Policy, one lecturer in Measurement and Evaluation, all in Faculty of Education, Nnamdi Azikiwe University, Awka. Reliability co-efficient of 0.80 was obtained for the instrument. The researcher administered the instruments directly to the respondents with the help of six research assistants. Pearson Product Moment was used to answer the research question while simple regression analysis was used to test the hypothesis. Findings indicated that that organizational trust is significant predictor of teachers' job involvement in public secondary schools in Anambra State. Among others, it was recommended that principals should establish open and democratic relationship with the teachers as this will continuously ensure trust based relation in the school.

Keywords: Organizational Trust; Prediction Teacher; Job Involvement.

Introduction
Trust is an important attribute whether in human beings or in organizations. In human organization, it forms a key to the organizational growth. It is based on this that organizational trust becomes very important concept in every human organization. Organizational trust refers to the faith in the positive intentions of an organization towards its employee.

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According to Markin (2007), it is the confidence that employee holds on his or her organization that it will not hurt or harm him or her. In a related development, Blomquist (2008) defined organizational trust as the belief that employers will follow rules guiding their organization.

In a more elaborate manner, Tayo and Adeyemi (2007) described organizational trust as expressed more likely in the ability of the principal to follow laid down rules in the school, create and sustain friendly educational climate, ensure fair practices and participatory decision making style that guarantee success in the education system. The viewpoint of Libson (2014) is that organizational trust is closely tied to the principals administrative practices as the principals is always seen as representative of the organization and one who determines the school climate. The principal builds a trusting climate in the school by clearly communicating its actions to the teachers through informal and formal networks (Tan & Lim, 2009). This is supported by Delanye (2011) who opined that organizational trust is the outcome of principal's communication behaviours, such as providing accurate information, giving explanations for decisions and demonstrating sincere and appropriate openness in the school. In this study, organizational trust is seen as belief, confidence and expectations that an organization will carry out practices that are beneficial to the workers and not harm them. In the school system, organizational trust exists in levels.

Winston (2005) noted that when there is a high level of organizational trust in the school, the teachers can willingly put more efforts in their jobs without much supervision because they believe that when the school attains success it is for their general interest. To better understand the concept of organizational trust, Paine (2007) listed some key factors that determine organizational trust in the school organization as competence, integrity, reliability, openness, concern for employee and identification. From the above, it is understandable that school organizational trust is the ability of the principal to consistently exercise leadership roles effectively as it translates educational policies into outputs objectively and to positively influence teachers trusting behaviours into realization of educational objectives. This leadership role of the principal has some relationship with the tone of the school. According to Orlu (2013), it is the duty of the school

principal to create and nurture positive and cooperative school environment for optimal productivity in the school. Where this is undermined, there is bound to be poor physical conditions and the consequence is poor human output (Daniel & Felix 2014). Arising from the foregoing, it is the view of the researcher that the quality of a school environment that entails its prevailing atmosphere and surroundings is a morale booster and strengthens the feelings or belongingness, care and goodwill among its members. This therefore requires teachers' job involvement.

Job involvement is an employee's job related significant behaviour. It shows the degree to which an individual is personally involved with his job. The concept of job involvement was introduced by Lodahl and Kejner in 1965. Lodahl and Kejner defined job involvement as the psychological identification of an individual with the work which influences his/ her self-esteem. Later on, this concept was further elaborated by Kanaungo as cited in Ho (2006) who made certain changes in the earlier concept by conceptualizing job involvement as the individual's belief towards his or her present job. Ho also quoted Kanaungo to have stated that job involvement is the degree to which employees submerse themselves in their jobs, devote time and energy in them, and consider work as a central part of their overall lives. Teachers must get involved in their in order to contribute meaningfully towards the achievement of the school goals.

Teachers form an important component of the overall education system and the success and failure of a system to a great extent depends on the quality of the teacher. As far as school teachers are concerned, they play a significant role in the personality and career development of their students. Directly and indirectly teacher's personality affects the personality and growth of students (Edger, 2014). The examples set by them have long lasting effect on their students, they pick up the way of life, their teachers reflect through their behavioural expression.

Teachers with high level of job involvement tend to be satisfied with their jobs and highly committed to their organization (Azeem, 2010). A teacher success in the educational process depends upon job involvement. According to Ling (2011), teachers with high level of job involvement rarely think about leaving the profession. A teacher who has positive organizational trust and job involvement will not show

insincerity in his task. In the light of the above, there is need to determine extent school organizational trust predicts teachers' job involvement in Anambra State.

Statement of the Problem

Fairness and equity in the distribution of compensation, recognition, opportunity for career growth, promotion, discipline and reward among teachers breed trusting school climate in the school and this had been associated with high job involvement among teachers. However, the researcher observes that in Anambra state teachers' job involvement seems not to be high and declining in spite of the high expectations the society places on the teachers as professionals. It appears teachers devote minimal involvement to their legitimate duties which seem to undermine the achievement of qualitative education.

Evidently, the researchers' interactions with some teachers in secondary school in Anambra state appear to give the impression that they are not treated fairly by the principals. The interaction indicated that principals do not apply rules fairly to all the teachers in the distribution of workloads, rewards, praise, responsibilities .It was also gathered that some principals do not base their rewards on merit and performance and are unresponsive to good performance but quick to criticize the few occasions when teachers fall below expectations and because of this, there seems to be element of mistrust, favouritism, unexcused stay away from work, suspicion of management and low performance. In one case, a teacher in one of the schools in Anambra state confided in the researcher that during their last promotion interview into grade 16, some teachers on grade level 15 were selected and promoted to the post of principal while some level 16 officers were skipped. This kind of practice where teachers experience injustice in the school system can lead them to feel psychologically satiated and marginalized thereby distorting their output, or reducing the level of their efforts. This is likely to have a negative impact on teachers' job involvement. It is on this that the study determined extent organizational trust predicts teachers' job involvement in public secondary schools in Anambra state.

Research Question: What is the extent organizational trust predicts teachers' job involvement in public secondary schools in Anambra State?

Hypothesis: School organizational trust is not a significant predictor of teachers'

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job involvement in public secondary schools in Anambra State.

Research Method

The correlational survey research design was adopted for this study. The area of this study is Anambra state. There are twenty (21) Local Government Areas in the state and six education zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha, Otuocha education zones. The population for this study is sixteen thousand, seven hundred and twenty-seven (16,727) teachers that formed the respondents. The sample size for this study is 1,332 respondents drawn from public and private secondary schools in Anambra state. The Researcher-developed instrument titled "School Organizational Trust and Teachers' Job Involvement Questionnaire (SOTTJIQ)" was used for data collection. The face validity of the instrument were determined by three experts comprising two lecturers in Educational Management and Policy, one lecturer in Measurement and Evaluation, all in Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the questionnaire was determined by 30 secondary school teachers in Enugu State. Reliability co-efficient of 0.80 was obtained for the instrument. The researcher administered the instrument directly to the respondents with the help of six research assistants. Pearson Product Moment was used to answer the research question while simple regression analysis was used to test the hypothesis at 0.05 level of significance.

Presentation of Results

Research Question: What is the extent organizational trust predicts teachers' job involvement in public secondary schools in Anambra State?

Table 1: Extent Organizational Trust Predicts Teachers' Job Involvement

N	R	Remark
2,600	0.92	High Extent Prediction

Results in Table 1 show the teachers' organizational trust scores with their job involvement scores. The results indicated that organizational trust has a high predictive power over teachers' job involvement in public secondary schools in Anambra State.

Testing Null Hypothesis

Hypothesis: School organizational trust is not a significant predictor of teachers' job involvement in public secondary schools in Anambra State.

Table 2: Regression Analysis of Extent Organizational Trust Predicts Teachers' Job Involvement

Predicator Entered	B	β	t	p value
Organizational Trust	.416	.372	.381	030
R .35				
R^2 .17				
Adj. R^2 11.25				.000

As shown by the simple regression analysis in Table 2, the regression coefficient (R) is .35, the coefficient of determination ($R^{2)}$ is .17, F=14.25 and p=.000.This means that 17% of the variance is accounted for, by the predictor variable. In other words, the teachers' perception of organizational trust .372 contributed 17% in predicting teachers' job involvement in secondary schools in Anambra State. This prediction is statistically significant since the significance of the prediction is tested at $p < 0.05$. This implies that there is statistically significant prediction between teachers' perception of organizational trust and their job involvement in secondary schools in Anambra State.

Discussion of Findings

This study found that that organizational trust has a high predictive power over teachers' job involvement in public secondary schools in Anambra State. The findings from the hypothesis indicated that organizational trust is significant predictor of teachers' job involvement in public secondary schools in Anambra State.

The finding of this study is very interesting in the nature of organizational trust practiced in secondary schools in the State. School organizational trust mostly like determines teachers' job involvement at the school. In schools where there is positive organizational trust, the teachers will be more involved in their job and vice versa.

The findings of this study are supported by Wilson (2016) who found that organizational trust exhibited by the principal influences teachers' job involvement. In the same vein, Aseyai (2015) found that school organizational trust enhances teachers' job involvement.

Mudassi, Norsukachy and Ado (2015) however found that lack of organizational trust on the part of the leadership negatively affects teachers' job involvement. Mudassi et al also found no significant predictive power between school organizational trust and teachers' job involvement.

The dissimilarity between the two research findings would be attributed to research design and area of study. The former is a descriptive study conducted in Malaysia while the current study is a correlational study conducted in public secondary schools in Anambra State.

Conclusion

The conclusion of this study is that the teachers' perception of organizational trust makes a joint significant contribution of 17% to their job involvement. Hence, organizational trust is a predictor of teachers' job involvement. In all, it is concluded that teachers' job involvement will most probably improve and get better when concerted efforts are made to eradicate practices that result to low perceptions of organizational trust in the school.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The principals should endeavour to treat teachers with dignity, respect and communicate with them effectively, conveying clear message that every teacher is important. This will make the teachers to trust the principals.
2. The government should endeavour to improve teachers' job involvement through empowerment, recognitions, motivations, rewards, seminars and workshops.
3. The principal should establish an open and democratic relationship with the teachers as this will continuously ensure trust based relation in the school.

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