

School Community Trust: Comparative Study Of The Teacher's Attitude From Private & Public Sector At Elementary

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ABSTRACT

Trust faith or a quality of trust that is very important to any community, culture, and organization. Trust is the degree to which one trusts, with groups and individuals. A school community is a network of people, who work in a particular culture for the same purpose. The school community relies on a quality of trust among members of the school community. The aim of this research was to analyze the difference between teachers' attitudes towards the trust of the school community and to differentiate attitudes of teachers belonging to private and public sector schools at the elementary level. The study was descriptive and purely quantitative. The study population consisted of teachers from public and private schools at the elementary school level. The sample (n=100) of the research is targeted through the random sampling technique. The data were collected the google forms and e-mails. While researchers had utilized the descriptive and inferential statistics to analyze the respondents responses. From the results of the research it concluded that there is no difference between the attitude of the teachers of private and public sector regarding the school community trust. Furthermore attitude of teachers shows that they trust over the school community and to make a positive learning milieu for learners and teachers staff and inside the community of the school where they are working

Keywords

School Community Trust, Teacher's Attitude, Public & Private Sector, Elementary Level.

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Introduction

Today, the community of the schools, especially the teachers, feel abandoned. Within their own distributors, schools often work hard to pass on the latest audit activities, findings, and practices (Kalkan, 2016). Building a dynamic and innovative partnership with families and a community of trust (Nasar, 2003). Gaining the trust of those we serve requires a significant investment, but it can break in a second after installation (Tschannen-Moran, 2014). Building trust in the community does not happen by chance it need struggles. School pioneers need to be purposeful, honest and genuine while building trust (Wahlstrom & Louis, 2008).

As the school community is the community of the persons working in connected network of organizational structure, (Maele & Houtte, 2015) though the school community feels abandoned, or if your decisions are made without your information or understanding, doubt quickly builds (Kladifko, 2013). Pioneers in a school can be honest if they are honest in all respects, communicate openly and articulate their needs while celebrating success (Addi-Raccah, 2012). Trust is component relationship that link the member of the community in specified cultural environment (Cvetkovich & Winter, 2003).

Teachers attitude is the way or the pattern of thinking, vision of teachers (Chu, 2007). Trust is viewed as a basic feature and wider characteristic that embodies good faith, trust in participation, and the certainty that people can resolve their differences and engage in commonly accepted public activities (Nasar, 2003). In this sense, trust gives the

impression that the complex nature of social capital is at the individual and institutional levels (Ford, 2014). The school community leadership is the awareness that school need to be available to manage change according to trends and need of the members in the school community (Tschannen-Morgan, 2004). This thinking not only refers to our particular area, but also reflects a real sense of our normal interest in credible discussions and cooperation (Karakusa, & Savas, 2012).

Similarly, trust destroys very faster than the observation that the pioneer is clumsy and unable to lead the community (Dhesi, 2000). Trust between individuals or between groups of the community within school is significant for the long-term stability of the organization and the wellbeing of its member (Balyer, 2017). At the individual level, trust is defined as "one's willingness to be vulnerable to another based on the confidence that this other is benevolent, honest, open, reliable and competent (Tschannen-Morgan, 2004; Rewster & Railsback, 2003). At the institutional level, trust is associated with community characteristics such as quality of communication and cooperation (Chu, 2007).

The research were significant to teachers, new researchers and schools administrations. While on macro level research were significant to the educational directorate (the body of controlling and accountability of schools) to create the trustworthy policies and regular accountability policies for every member of the community of schools.

The current research aim to identify the difference between the attitudes of the teachers from private and public sector regarding the community of the schools as previous studies

were on secondary, higher secondary level or case studies for the each school (Jabareen & Carmon, 2010). There was a study on the elementary level about the school community and building trust (Chu, 2007). Mostly researchers emphasize of the teacher-principle, student-teacher trust. But here in current study researcher is focusing the attitude of the teachers (the thinking pattern of the teachers) regarding the whole school community and then compare them to identify the difference. Because normally we think there is great difference between the teachers of private and public sectors.

1.1 Objectives of research

The Objectives of research were

1. To analyze the attitude of teachers from private and public regarding teachers trust among colleagues elementary level.
2. To examine the attitude of teachers from private and public regarding Teachers trust in Principal and Parents elementary level.
3. To find out the attitude of teachers from private and public regarding Parents and teacher trust in administration elementary level.
4. To examine the attitude of teachers from private and public regarding Principal trust in teachers elementary level.
5. To find out the attitude of teachers from private and public regarding Parents and students trust in teachers and Principal elementary level.
6. To identify the difference between the attitudes of the teachers from private and public sector regarding the community of the schools at elementary level.

1.2 Hypothesis of the study

Hypothesis of the study were:

¹H₀. There is no significance difference between the attitudes of the teachers from private and public sector regarding the community of the schools at elementary level.

1.3 Statement of the problem

As trust is the important element of the community to expand productively. Schools are productive when they have strong reliable trust relationship with parents, student's stakeholders and specially teachers. The researcher had observed teachers non trustful in few schools from private sector and lack of trust of teachers regarding parents and administration in public sector. This one observation force researcher to study the comparative study of the teacher's attitude from private & public sector regarding school community trust at elementary.

1.4 Theoretical /Conceptual Framework:

Study was based on the five sources of trust discussed by Hoy & Tschannen-Moran in 1999. Whereas community can be define as the community of the school where the different group of people are interrelated with each other. Teacher's attitude is the pattern of thinking and feeling they had.

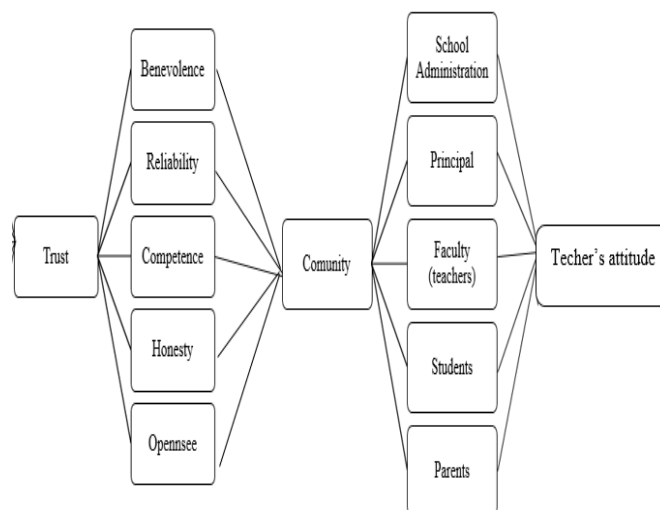


Figure 1.1: Theoretical and Conceptual Framework: Comparative Study of The Teachers Attitude From Private & Public Sector Regarding School Community Trust At Elementary

Literature Review

The word "trust" has been considered as one of the basic components in schools and environment. Regardless of its significance, there is moderately little exploration on trust (Dhesi, 2000). Previous researchers demonstrate that community trust across school influences instructors, its capacities and relationships with managers (Balyer, 2017). The trust in a school can be described as trust is wellbeing, trust is comfort. Whereas trust is feeling that somebody has your back.

2.1 Trust in school community

Byrk and Schneider in 2003 trust is the connective body that make effort to improve the effectiveness of the schools. The relational trust in school

1. Is worked through everyday social skills in a school network.
2. Supports an ethical basic to assume the troublesome work of school improvement.
3. Facilitates responsibility for shared guidelines, while likewise permitting individuals to encounter self-rule and shared help for singular endeavors.
4. Reduces the weakness that instructors feel when requested to take on errands associated with change.
5. Facilitates the security expected to explore different avenues regarding new practices (Byrk & Schneider 2003).

2.2 Building trust in community of the school

The process of building the community trust is about trust among educators and understudies, however among instructors and different educators (Addi-Raccach, 2012), Principal, school administration and care staff as well. The school is an organization here as organizational community trust should between partner, parent, students, teachers, principal, staff and administrators (Kalkan, 2016).

The school community have to build trust inside and outside the community (Cvetkovich & Winter, 2003) as it is community (school) in a community (society). The community can be describe as the place where people are living together for same purpose or same culture (Wahlstrom & Louis, 2008).

2.2.1 Importance of trust in school

In the school depending on trust permitted to effectively manage school responsibility. Trust in schools spots mental comfort (Forsyth, Laura, Barnes, & Adams, 2006). That's mean wellbeing to express one's real thoughts, to talk about with transparency and trustworthiness what is and isn't working, to settle on aggregate choices (Nasar, 2003), to face challenges, to come up short everything analysts let us know are required for profound organizational change and change.

However this sort of trust doesn't come effectively to schools. As indicated in 2003 by Bryk and Schneider, the grown-ups in a school network depend on one another to carry out their responsibilities accurately and with trustworthiness. Whereas building new connections, whatever the conditions, requires some investment; remaking connections in which trust has been harmed can take far longer (Tschannen-Moran, 2014).

This is an essential part, since trust undergirds the helpful conduct fundamental for developing superior (Wahlstrom & Louis, 2008). Trust becomes striking when individuals go into connections of association, where the results one wants can't be met without the inclusion and commitment of others (Balyer, 2017). When trust is built up, the certainty one holds in the aims and limit of the other individual to satisfy one's desires brings about inclination a more noteworthy feeling of straightforwardness in the reliance and a readiness to face challenges (Addi-Raccah, 2012). Trust likewise is a unique build in that it can change throughout a relationship, as the idea of the reliance between two individual's changes, and as desires are either satisfied or baffled.

2.3 Sources of trust

There are five sources or aspects of trust that can be gathered from the interdisciplinary writing; kindheartedness, reliability quality, competence, trustworthiness, and transparency are regular components that are found in many conversations of trust (Hoy & Tschannen-Moran, 1999).

2.3.1 Benevolence

The most well-known state of trust is a feeling of generosity the certainty that the believed individual or gathering will secure one's inclinations. In continuous connections, future conduct or deeds may not be indicated due to a common mentality of altruism (Rewster & Railsback, 2003).

Trust is the affirmation that another gathering won't abuse one's weakness in any event, whenever the open door is accessible. Set forth plainly, trust includes the "acknowledged weakness to another's conceivable however not anticipated hostility". In circumstances of reliance, confidence and trust in the kindness or unselfishness of others are basic to trust (Tschannen-Moran & Gareis, 2015).

2.3.2 Reliability

Reliability is a degree to which one can depend upon another for activity and generosity (Forsyth, Adams, & Hoy, 2010). At its most crucial level, dependability has to do with consistency; notwithstanding, consistency alone is deficient. When something is required from someone else or gathering, the individual can be depended upon to flexibly it (Maier, Daniel, Oakes, & Lam, 2017). Firm quality infers a feeling of certainty that one's needs will be met in positive manners (Forsyth et al., 2010; Hoy & Tschannen-Moran, 1999).

2.3.3 Honesty

Authenticity addresses character, uprightness, and validness. Researchers characterized trust as "the anticipation that the word, guarantee, verbal or composed proclamation of another individual or gathering can be depended upon" (Forsyth et al., 2010; Hoy & Tschannen-Moran, 1999). Honest proclamations adjust to "what truly occurred" from that individual's point of view and when one's statement about future activities is kept (Dhesi, 2000). Tolerating obligation regarding one's activities, not mutilating reality, and not moving fault to another embodies credibility, and respectability is the constructive correspondence between an individual's announcements and deeds. Most researchers and specialists consider trustworthiness to be a critical component of trust.

2.3.4 Openness

Openness is the degree to which pertinent data is shared; activities and plans are straightforward. Transparency makes people powerless in light of the fact that it flags a sort of proportional trust a certainty that data uncovered won't be abused and that beneficiaries can feel a similar trust consequently (Kalkan, 2016). Individuals who are watched in the data they share incite doubt; others wonder what is being covered up and why. Similarly as receptiveness advances trust, retaining and mystery breed doubt and doubt. People who are reluctant to expand trust through transparency end up detached (Jabareen & Carmon, 2010). Receptiveness and straightforwardness produce trust.

2.3.5 Competence

Competence can describe as the ability to perform an activity as planned according to the appropriate standards. In schools, principals and teachers depend on individual skills to achieve the school's teaching and learning objectives (Ford, 2014). Teachers depend on principal and parents successfully accomplish the complex tasks that shows trust play this role in order to fulfill the equally complex tasks they perform in educating young people (Forsyth et al., 2010; Forsyth et al., 2006; Hoy & Tschannen-Moran, 1999).

2.4 Community trust and school

Mostly people make presumptions about the aims behind an individual's conduct, and, as we as a whole know, suppositions are frequently off-base. For instance, guardians

and educators may think the chief settled on a specific choice dependent on their professional success instead of what's best for the understudies (Maier et al., 2017). On the off chance that we don't have a sense of security to scrutinize our presumptions and desires with one another, trust flies out the window and our connections endure (Ford, 2014). Review the contact between the school and guardians sets up a relationship of trust among guardians and the school and can bolster the advancement of shared objectives and desires for understudy execution (Addi-Raccah, 2012).

2.4.1 School organization

The school association can reflect either the negative or the positive qualities of an organization. In the writing, a few investigations uncover that the positive or negative highlights of an administration impact organizational factors (Jabareen & Carmon, 2010). that influence instructive associations; such factors incorporate scholastic optimism, authoritative socialization and authoritative trust levels of instructors (Maele & Houtte, 2015).

The endeavors of schools to make proficient learning networks normally fizzle. Numerous impact of school structure on an expert learning network's arrangement, advancement and upkeep is regularly disregarded (Nasar, 2003). In addition, deciding a viable authoritative structure to make an expert learning network isn't considered inside and out. A similar circumstance is valid for research that endeavors to recognize viable school qualities. (Tschannen-Moran & Gareis, 2015).

Authoritative trust positively affects critical thinking and dynamic that requires the commitment of all individuals from the gathering and functionalizing aggregate activities, (Rewster & Railsback, 2003) along these lines encouraging sound data sharing and advancing higher occupation fulfillment and responsibility. Organizational trust and its impact on the association is significant in instructive associations (Wahlstrom & Louis, 2008). The degree of the way of life of trust in a school is the aggregate trust between all gatherings, that is, the organization, the educators, the guardians and the understudies (Thompson & McKelvy, 2010).

2.4.2 Teacher-Principal Trust

The conduct and properties of the school chief impact the improvement of a culture of trust in a school (Tschannen-Moran, 2014). The individuals who are fruitful in building up a culture of trust focus on relationship-building. They show individual trustworthiness, responsibility and genuineness (Maele & Houtte, 2015). Besides, they trust and urge their staff to participate in shared dynamic procedures, making a sheltered situation where staff "can start and preliminary new thoughts and practices unafraid of analysis or reprisal."

2.4.3 Teacher-Teacher Trust

School pioneers are likewise answerable for assisting with building trust between educators (Kladifko, 2013). By giving the time and conditions to instructors to take part in cooperative connections, they can make a protected space

for educators "to trade thoughts, share information and work together to improve proficient practice... that upgrades understudy accomplishment" (Ford, 2014). The creators additionally quote Hattie who accepts that trust is vital to the compelling execution of his 138 'effects' on learning.

2.4.4 Student-Teacher Trust

While the creators concede there is restricted proof to propose there is a connection between understudy educator trust and scholastic results, research demonstrates that believing connections among understudies and instructors can bolster understudies' commitment, prosperity, and recognizable proof with their school (Rewster & Railsback, 2003)

2.5 Collaboration and trust

Compelling cooperation is portrayed by dynamic open doors by the two instructors and guardians at the school and study hall levels (Dhesi, 2000). The communitarian procedure can be instructional including instructors and guardians; or it very well may be structural requiring understanding among administrator's teachers and guardians. Training reformers have discovered that it isn't exceptionally hard to actualize instructional communitarian dynamic procedures. Basic or administrative (Nasar, 2003) dynamic procedures are significantly harder to implement as guardians have insignificant impact over administrative choices.

Parental contribution in schools and the instruction framework can be expanded through appropriately detailed bureaucratic strategies that maintain a strategic distance from any hindrances to parent-educator collaboration (Cvetkovich & Winter, 2003) and reinforce trust levels inside instructor and parent gatherings. The auxiliary organization of schools can likewise help in advancing instructor parent collaboration (Kalkan, 2016) supporting the objective of improving children's execution and instructive aptitudes by permitting guardians some impact over school and homeroom choices (Jabareen & Carmon, 2010).

From the reviewed literature shows that trust doesn't remain solitary as a discrete limit. It pervades each structure and procedure in a school that includes the pioneer. Consequently, one-off endeavors to make trust are probably not going to succeed. Trust sets aside some effort to create and the nature of relationships are responsible as the key to the making of trust, however that quality is affected by numerous variables, including the ability of the pioneer. Trust will be lost rapidly if a pioneer is seen to be awkward. So a culture of trust can improve school execution and the school chief assumes a basic job in building up that culture. So also, except if we build up trust in our instructing connections.

Research Methodology

3.1 Research designs

The researchers were used descriptive survey research design was used to study the attitude of teachers regarding the Community trust of school during pandemic 2020. This

research design was quantitative in nature. This design was applied because researchers can collect all the responses from the respondents (Fatima, 2019). The study was biased free and more reliable. A survey method was utilized as focused research design because it gave worthy results of respondents' attitudes and perceptions (Fatima, Zamir, Ali & Fatima, 2018). So therefore, researchers used survey method to study the attitude of the teachers.

3.2 Sample & Population

Population of the research were the private and public sector teachers of elementary level and sample size (n=100) is selected through random sampling technique. The sample size of the research were 50 teachers from the each private & public sector schools of Wah Cantt.

3.3 Research instrument

The research instrument were adopted as items were adopted from the following tools.

1. Early Collective trust Scale developed by the (Forsyth, P.B., Adams, C.M., & Hoy, W. K, 2010) on the bases of conceptual framework. (items for trust in administration)
 2. Faculty trust: Omnibus T-Scale by Hoy W.K in 2013. The Omnibus T-Scale approach the trust of the faculty through three aspects which are: faculty trust in principals, colleagues, and costumer (contains students and parents).
 3. Student Trust in Faculty Scale adopted by (Forsyth, P.B., Adams, C.M., & Hoy, W. K, 2010) and developed by Oklahoma researchers (Barnes, Adams, & Forsyth, 2002).
 4. Student Trust in Principal Scale taken by (Forsyth, P.B., Adams, C.M., & Hoy, W. K, 2010) and developed by Oklahoma researchers (Barnes, Adams, & Forsyth, 2002).
- Items were formatted according to the conceptual framework of the study. Whereas five Linkert scale where utilized to collect the responses. The content validity of the instrument was checked by experts of the social sciences, Air University Islamabad. They had checked the phraseology and configuration of the instrument because content validity states to the degree the research instrument measures what it was designed to measure (Forsyth, P.B., Adams, C.M., & Hoy, W. K, 2010). After full filling the suggestions of the experts, the questionnaire was come to its final form.
- The reliability of the instrument was checked by Cronbach alpha. Reliability is a degree which shows the capability of a tool of the research, to consistently perform its intended/required purpose, on request and without deprivation and failure (Forsyth, P.B., Adams, C.M., & Hoy, W. K, 2010).

Table 1.1 Reliability of the Scale

Sr.No	Scale	No. of Items	Cronbach Alpha
1	Attitude of teachers Regarding School Community Trust	20	.725

Cronbach alpha value (.725) shows that all the items of scale are reliable and retain for final administration.

3.4 Data Collection & Analysis

The data were collected via mail, due the pandemic situation as ten days were taken to collect the respondents response, the link of the online questionnaire were share with coordinators of school and they forward it to the teachers. Responses of respondent's were analyze through descriptive analysis and inferential statistics. Researchers had utilized the descriptive statistics applied through the SPSS. Data were analyzed through mean score and percentage for quantitative analysis. The results were concluding by taking mean of each item. Mean was used for analysis because it measures the attitudes and deliver a basis for judgment. Whereas Independent t-test is used for hypothesis testing to compare the attitude of private and public sector teachers.

Data Analysis & Results

A. Descriptive Analysis

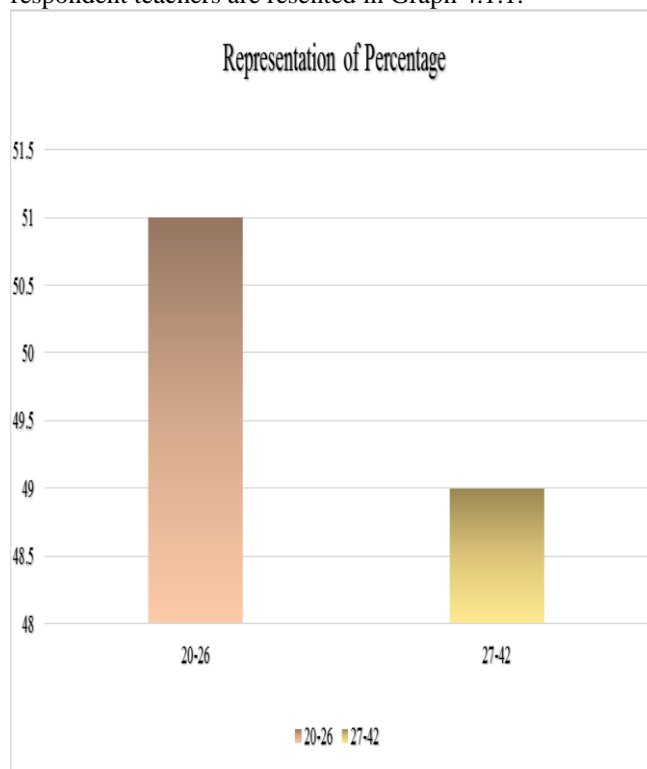
4.1 Representation of demographic factors

4.1.1 Age

Table 4.1.1 Representation of Age

Sr.no	Age	Frequency
1	20-26	51
2	27-42	49
Total		100

The table 4.1.1. shows the frequency of respondents representations from each group of age and percentage of respondent teachers are resented in Graph 4.1.1.



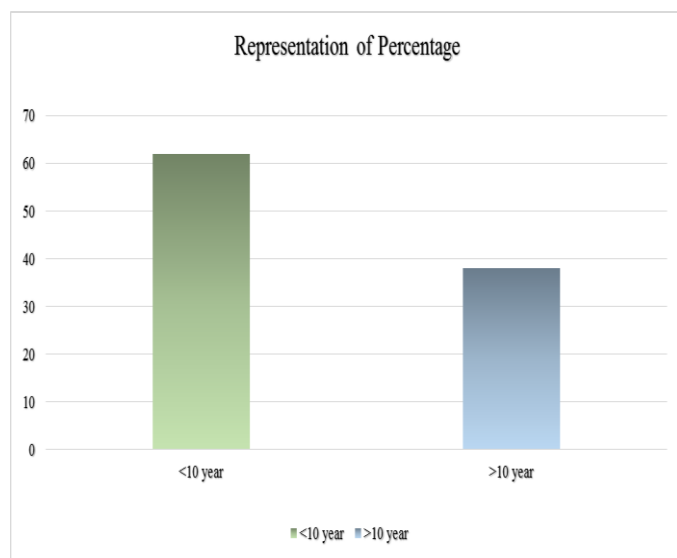
Graph 4.1.1 Representation of Percentage(Age of Respondent Teachers)

4.1.2 Experience

Table 4.1.2 Representation of Experience

Sr.no	Experience	Frequency
1	<10 year	62
2	>10 year	38
	Total	100

Above table shows the frequency of respondent's representations from each group of experience.



Graph 4.1.2 Representation of Percentage (Experience of Respondent Teachers)

The Graph 4.1.2 shows the Percentage of respondents representations from each group of experience as 62.0% teachers having <10 year experience and 38.0% teachers having >10 year experience.

4.2 Item wise analysis

The item wise mean is presented in following table:

Table 4.2 Item wise analysis

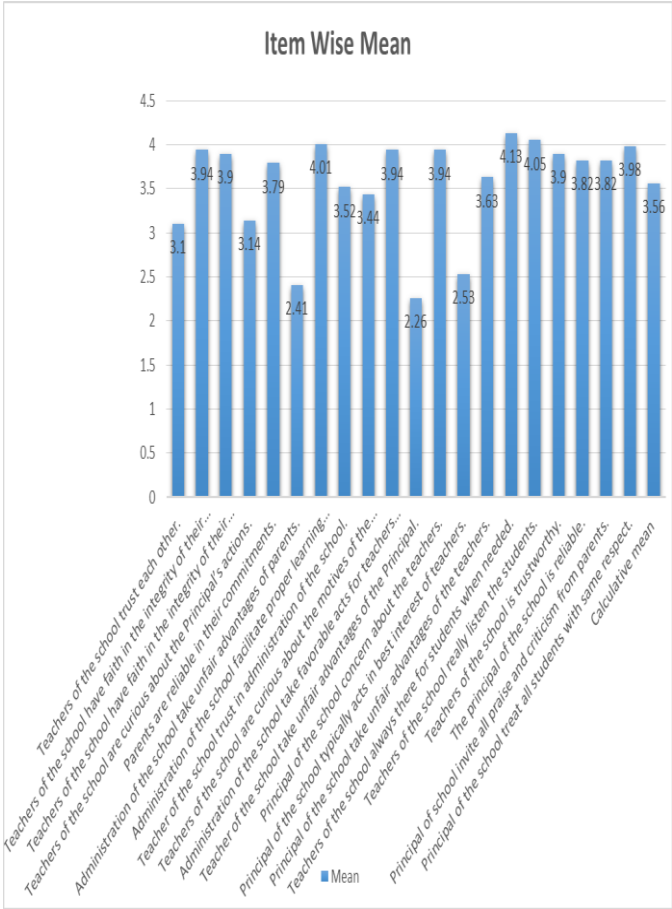
Sr.no	Statements	S.D	D	N	A	S.A
1	Teachers of the school trust each other.	3.8	23.8	41.9	19.0	11.4
2	Teachers of the school have faith in the integrity of their colleagues.	0	1	15.2	72.4	11.4
3	Teachers of the school have faith in the integrity of their Principal.	0	1.0	19.0	68.6	11.4
4	Teachers of the school are curious about the Principal's actions.	0	39.9	15.2	38.1	7.6
5	Parents are reliable in their commitments.	0	4.8	15.2	76.2	3.8
6	Administration of the school take	11.4	58.1	11.4	15.2	3.8

	unfair advantages of parents.					
	Administration of the school facilitate proper learning resources for students.					
7		3.8	8.6	0	57.1	30.4
	Teacher of the school trust in administration of the school.					
8		3.8	20.0	7.6	57.1	11.4
	Teachers of the school are curious about the motives of the school administration.					
9		3.8	20.0	15.2	49.5	11.4
	Administration of the school take favorable acts for teachers and students.					
10		0	4.8	7.6	76.2	11.4
	Teacher of the school take unfair advantages of the Principal.					
11		11.4	69.5	3.8	11.4	3.8
	Principal of the school concern about the teachers.					
12		0	1.0	15.2	72.4	11.4
	Principal of the school typically acts in best interest of teachers.					
13		7.6	50.5	22.9	19.0	0
	Principal of the school take unfair advantages of the teachers.					
14		7.6	4.8	7.6	76.2	3.8
	Teachers of the school always there for students when needed.					
15		0	1.0	15.2	53.3	30.5
	Teachers of the school really listen the students.					
16		0	8.6	15.2	38.1	38.1
	Teachers of the school is trustworthy.					
17		0	1.0	30.5	45.7	22.9
	The principal of the school is reliable.					
18		0	1.0	30.5	53.3	15.2
	Principal of school invite all praise and criticism from parents.					
19		0	4.8	11.4	80	3.8
	Principal of the school treat all students with same respect.					
20		3.8	1.0	7.6	68.6	19.0

Table 4.1 shows that respondent teachers were mostly agreed with; teachers of the school have faith in the integrity of their colleagues(72.4%), teachers of the school have faith in the integrity of their Principal (68.6%), principal of the school concern about the teachers(72.4%), administration of the school take favorable acts for teachers and students(76.2%), principal of the school take unfair advantages of the teachers(76.2%), parents are reliable in their commitments(76.2%), teacher of the school trust in administration of the school(57.1%), principal of school invite all praise and criticism from parents(80%), principal of the school treat all students with same respect(68.6%). Similarly, table 4.1 shows that respondent teachers were disagree with teacher of the school take unfair advantages of

the principal(69.5%) and administration of the school take unfair advantages of parents(58.1%).

4.2.1 Item wise mean



Graph 4.2.1 Mean Value of Each Items

Graph 4.2.1 shows the mean value of each items regarding teachers' Attitude towards the school community trust at elementary level during Covid-19. The overall mean value (M=3.56) shows that teachers attitude towards community trust is approximately agree which shows that the schools community trust is upheld.

4.3 Collected mean of the item

Table 4.3Collected mean of the item				
Sr.no	Sub Factors of Community Trust in school		N	Mean
1	Teachers	Trust In Colleagues.	100	7.08
2	Teachers	Trust In Principal And Parents.	100	10.87
3	Parents	And Teacher Trust In Administration.	100	17.41
4	Principal	Trust In Teachers.	100	12.43
5	Parents	And Students Trust In Teachers And Principal	100	23.84

Table 4.3 shows that mean scores of teachers trust in colleagues (M=7.08), teachers trust in principal and parents (M=10.87), parents and teacher trust in administration (M=17.41), principal trust in teachers (M=12.43), and parents and students trust in teachers and principal (M=23.84). It's means that teachers trust their colleagues as the percentage agreed (72.4%) and mean percentage of agree administration of the school take unfair advantages of parents (58.1%) shows that there is reliable relationship between parents and administration. Moreover, it present that school community trust is upheld well, which shows the reliable culture of the school community.

B. Inferential Statistics

4.4 Hypothesis test

Table 4.4Independent T-Test

Teache rs	N	Mea n	Std. Dev	t-test value	Sig. df(2- tailed)	
Teacher's Attitude Regarding school community trust	Private sector 50	71.66	6.119 92	-.065	9 8	.948
	Public Sector 50	71.74	6.117 26			

Researchers had conducted an independent t test to compare teacher's attitude of public and private sector teachers there was no significant difference in the attitudes of teachers between private (M=71.6600, SD=6.1199) and public sector (M=71.7400, SD=6.1172) teachers attitude; t (98) = -.065, p= .948 and result shows that there is evidence to support the claim that there no significant difference in the attitude of respondent teacher of both sectors regarding school community trust at elementary level.

Discussion

Teachers have trust in schools and elements identified with the degree of trust. The teacher is the person who promote a higher level of parental association in home learning and networking need to have more confidence in students (Chu, 2007). Teacher 'confidence in parental support gives the impression that this is offset by a higher level of parental consent, with an even lower level of referral (Wahlstrom & Louis, 2008); Rewster & Railsback, 2003). Similarly in current research the teachers attitude towards the teachers trust in principal and parents, parents and teacher trust in administration, principal trust in teachers, and parents and students trust in teachers is positive as they agreed with healthy mean score. As the special member of school community parents are more included, instructors create trust in parents, principle and learner and this trust based relationship lead them to build up a more humanistic direction (Karakusa, & Savas, 2012; Tschannen-Moran, 2014). Whereas opposite to the present research teachers have a supervisory control ideology towards the learners they don't trust, they have a

humanistic control philosophy towards the understudies on whom they trust (Hoy, 2001; Maele & Houtte, 2015). While the result of the study present the healthy trust building connection using various data resources such as the views of the parents, administrators of the schools, students of the schools (Kladifko, 2013). Additionally, parental association and trust in guardians negatively affect custodial direction through the full intercession impact of trust in understudies (Jabareen & Carmon, 2010).

Conclusion

From the results of hypothesis analysis it is concluded that teachers from private and public sector having same attitudes towards the school community trust. Although school community of trust improves school performance. Moreover the teachers have an encouraging attitude towards the trust of the school community, building groups and working helpfully to accomplish school objectives and assemble the limit of things. Teachers' attitudes show that they trust the school community and create a positive learning environment for students and faculty, as well as the school community in which they are working.

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