In Schools Aiming for Academic Success School Climate and Organizational Trust

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ABSTRACT

In this study, the effects of school employees on the processes of creating a positive school climate in the formation and development of school culture, which is one of the factors affecting the academic success of students, were examined. In schools, the importance of the duties that fall on and in which administrators play a leading role in building organizational trust in the process of creating a positive school climate has an undeniably large share. Academic success rises to higher levels with the confidence provided by school administrators who manage to provide a positive school climate and their effects on students.

INTRODUCTION

The effects of school staff on creating a positive school climate during the formation and development of school culture, which is one of the factors affecting students' academic achievement, were examined. In schools, in the process of creating a positive school climate, the role of administrators in providing organizational trust and the importance of their duties undeniably have a large share. Academic success rises to high levels with the trust provided by the school administrators who succeed in providing a positive school climate and the effects on the students.

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Success in education occupies a great place in the lives of families, educators and students from the first moment of stepping into school. In this process, which continues throughout primary, secondary and higher education lives, academic success in the previous field of education affects the next field of education. Although academic achievement seems to have different definitions for each field, academic success can be defined as a general and objective concept.

Academic achievement: It can be defined as the average of the grades for that course taken by the student as a result of the measurements and evaluations made to check whether the course or courses taught during the education have achieved their objectives at any level of education (Onuk, 2007 as cited by Bahcetepe & Meseci Giorgetti, 2015).

Students' academic skills are very important both for the individual himself, his parents and his social environment. The mass of skilled people with high academic success is a force that is sufficient to increase the welfare level of the society thanks to this existing potential. On the contrary, individuals with low academic achievement are both useless to society and cause low self-confidence with the inability to reach individual satisfaction. A society where individuals with low self-confidence who feel inadequate are concentrated will also be closed to development and progress.

There are many variables that have an impact on academic success. Razon (1987) These variables may consist of parents, students, teachers as well as affect the climatic environment of the school(Bahcetepe & Meseci Giorgetti, 2015). The economic situation of the families, their social structure and attitudes are the factors that affect this success.

The perceptual structure, psychological state and emotional structure of the students are the student elements that affect this success. The experience, skills, desires, attitudes and approaches of the teachers are also among the factors that affect academic success for the teacher. The school environment is evaluated from a broader perspective by including some of these elements. Due to this situation, expectations from schools rise to high levels.

Expectations in schools have reached a higher level with the increase in needs in society (Eurydice, 2019; as cited by Sahin & Atbası, 2020). This situation has led to an increase in expectations from education sector employees. As a natural result of the increase in expectations, the tasks assigned to educators are increasing day by day. In addition to taking more performance, more responsibility, they also have more say. School environments are seen as institutions that contain structures that enable educational work to transfer in a functional way the globally accepted general knowledge clusters.

The concept of climate in schools appears as the behavioral types of human communities including staff and target group students working in very different situations.

According to Halpin & Croft (1966), the organizational climate types are open climate, independent climate, controlled climate, intimate climate, fatherly climate, and closed climate. The open climate refers to the school where administrators and teachers are in good harmony and do not argue with each other.

In an independent climate, teachers' morale is quite high, if not as high as in an open climate; importance is given to social needs. In a controlled climate environment, the main thing is to do the task, there is not much room for friendship relationships and social needs. In the friendly climate, there is a pronounced friendship relationship between the principal and the teachers. Babacan climate is partially closed. In a closed climate, the principal is not effective in guiding teachers, it does not allow teachers to succeed. Group success and morale are low because teachers don't work together (Cetinkaya & Kosar, 2022).

The fact that all schools have their own unique climate contributes to the most basic and functionality of the climatic structure in these institutions. Considering these effects, school climate has a great impact on students' academic achievement.

According to the researches, if the school climate is at the ideal level; provides ideal learning environments for the student body. In addition, as a result of this situation, students' academic success increases. It increases the job performance of employees. In this context, the targeted academic achievements can be easily achieved with the formation of a healthy school climate in schools. Academic success that grows together with the value given to individuals ensures social growth in a healthy way. In this context, while the positive school climate ensures the happiness of all individuals in the school, it also increases the academic success on the students as it creates an efficient working environment. This success is brought about by the school climate and organizational confidence.

2. THE IMPORTANCE OF SCHOOL CLIMATE

Individuals begin to get to know the world with the family, which is the smallest unit of social life. In the past, individuals spent the first time of their lives with parents or other parents, while in the times we are in, they go to institutions such as nursery and nursing home kindergartens from the age of two. Here a school life begins. In this context, when the school assumes the role of family, there are times when the family, which is the smallest building block of society, also undertakes its duty. In this case, the climate of the environment is important.
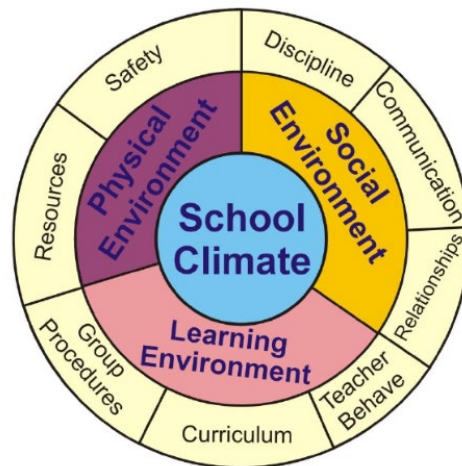
Figure 1. School Climate (Ali et al., 2014).

The school climate contains unique characteristics that influence employee behavior and distinguish a school from other schools. Determining the school climate as a set of in-house characteristics requires that the climate of the school be defined first. The school climate can be considered the individual personality of the school (Celik, 2012; as cited by Senel, & Buluç, 2016). In this context, in the school culture that raises the future generations of the society, it is a necessity to form the school climate identity in a positive sense.
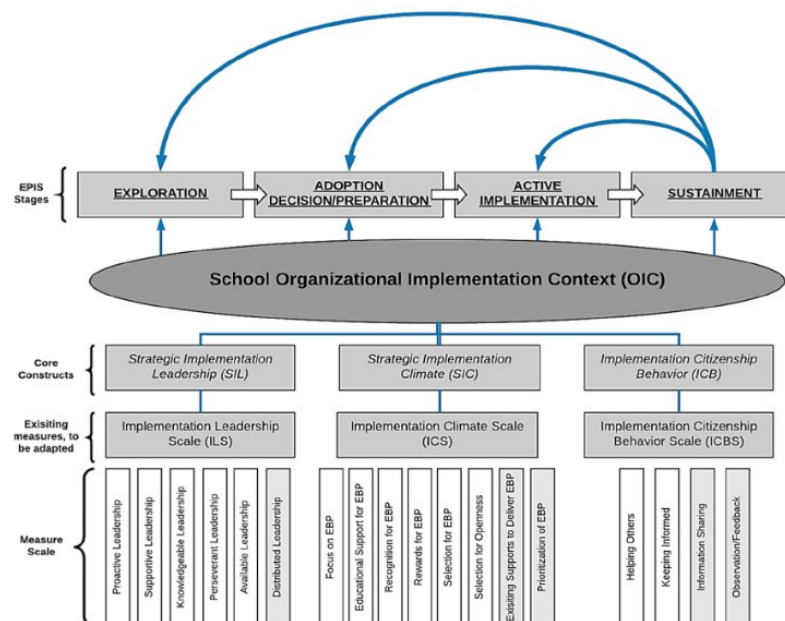

Figure 2. School organizational implementation context (OIC) concept map. The light gray bars depict new dimensions of the OIC constructs in schools (Locke et al., 2019).

3. ORGANIZATIONAL CONFIDENCE IN SCHOOL CLIMATE

The healthy school climate that schools aiming for academic success should create emerges with organizational confidence. We can examine the concept of organizational trust, which is necessary for this situation to occur, under three headings:

3.1. Trust in the Manager

The feeling of the concept of trust needed within the organizational structure is not a spontaneous situation. For the formation of this environment, managers should make this concept felt by all organization employees. Those in managerial positions need to be very careful in their stance towards employees. A sense of trust must be built in all practices, activities, and human relationships. As a result of the employee and manager communication equation, the concept of organizational trust emerges. Therefore, trust in the manager and trust in the organization are considered to be different but related concepts (Tan & Tan, 2000; as cited by Güler, 2014). In this context, the trust that school principals, who are school administrators, distribute to teachers who are their employees is a form of relationship.

The most difficult emotion to achieve in social relationships is the feeling of trust. The sense of trust, which is also necessary within organizational structures, should be managed by the school principal in schools and mutually realized by the school principal and teachers. Hoy & Kupersmith (1984) state that trust in the headmaster is associated with teachers' trust in each other and in the school (Canlı, 2016). In this context, the school climate is a product of the order of mutual trust relations.

An organizational school climate were correlated with levels of communication satisfaction. This is an important relationship because both variables impact teacher retention and overall school success (Figure 3). Additionally, both variables are related to three of the teachers' hierarchical needs of belongingness, self-esteem, and self-actualization.

These three needs are significant to the workplace because they influence employee productivity and turnover. In a school, productivity translates to teachers effectively delivering quality instruction, which in turn leads to student achievement. Given these points, teachers' perceptions of organizational school climate and communication satisfaction levels provide valuable insights that should serve as a focus for school improvement (Jahn, 2019).
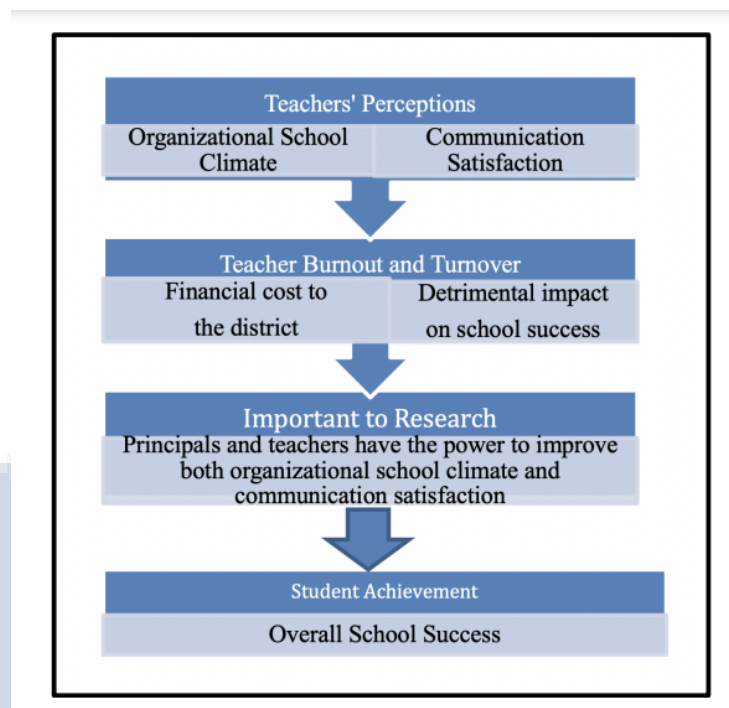
Figure 3. Jahn's Model of Organizational School Climate and Communication Satisfaction

3.2. Trust Your Colleagues

In group work and relationships, one of the most important issues for the continuity and continuity of this relationship is the issue of mutual trust. In joint work, which is an environment of mutual distrust, it becomes difficult or even impossible to achieve common goals. Insecurity is a factor that leads to distancing from the group. For this reason, the fact that employees trust not only their managers but also their colleagues is another dimension of organizational trust (Topaloglu, 2010: 45-46, as cited by Taspınar, Eryesil, 2021).

3.3. Trust in the Organization

It is known that trust in people who are managers is related to the sense of trust that individuals within the organization have in each other. However, although these concepts have a positive relationship with each other, both have different priorities. The priorities of trust in the organization are related to justice. Trust in those in managerial positions is more related to the concepts of understanding and empathy.

In order to have confidence in the institution, people should host competent and understanding managers. In this context, the safe climate environment for the Organization passes through the filter of the competencies of the managers.

4. RESULTS

In a school that has completed the trust requirement, it is very important and necessary for students to develop their learning skills in this safe environment, to adopt the corporate culture, to approach the school with a sense of trust, and to be able to target success in every category. In the school environment, studies should be carried out for this area and a deep-rooted school climate should be created. In addition, the prevention of rude behavior and violence in school environments will also take place depending on this climate. These positive attitudes in the school climate will also be reflected in society.

Academic achievement-based goals are also a reflection of the school climate. The school climate in safe school environments can optimize the academic success of the target group students. Although the school climate alone is not the factor that is effective in achieving the goals of academic success, it is a denominator that has the greatest impact. In this context, it is one of the main duties of school administrators to draw the school climate to a positive atmosphere and to make it sustainable. One of the most important points to be emphasized here is the creation of a positive school climate (Calık, Ozbay, Ozer et al. 2009; as cited by Calık, Kurt & Calık, 2016).

Schools support academic success as well as organizational confidence by incorporating a healthy school climate in the long-term process. A safe climate can be created in any school, but this is a structure that can be realized within the dynamics of each school. As Hoy says: School climate is a differentiating characteristic from school to school (Hoy, 2010).

In this context, each school should create its own school climate without external factors. The duties of all school employees begin with the school administrators ensuring organizational trust. A sustainable successful school climate can be created in a school that has established organizational confidence. Thanks to the formation of this school climate, students feel safe and positive social behaviors are revealed. The cooperative school climate is the main phenomenon, which is the largest proportion of students who can achieve academic achievement-based goals with positive behavioral learning.

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