Relationship Between Organisational Trust and Decision-Making Participation

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The purpose of this study is to evaluate the degree of trust among the Amman Education Directorates and how much educational supervisors participated in decision-making. The study sample is made up of 240 academic supervisors. The study's findings showed that the Education Directorate appeared to have a moderate level of faith in organizational elements such management style, administrative policies, creative possibilities, and organizational values. Furthermore, the study revealed a significant relationship between organizational trust and the level of involvement in decision-making processes, with a significance level of $(a \leq 0.5)$. However, no statistically significant variations in the sample members' replies according to their gender, education, or experience were found. Based on these findings, the research recommends that educational directors give priority to strengthening supervisors' organizational commitment to support educational policies that promote trust and provide them chances to apply their creative thinking to administrative tasks.

Keywords: educational administrators, involvement in the decision-making process, offices of education, organizational trust

INTRODUCTION

Organizational trust is widely recognized as an essential component of various institutions. It plays a crucial role in achieving the institution's objectives and promoting integration by fostering trust among employees and cultivating long-term relationships. Consequently, this climate of trust facilitates the attainment of superior performance and increased productivity, aligning with the institution's goals. Organizations characterized by high levels of trust among their members' experience benefits such as strong friendships, freedom of expression, institutional loyalty, heightened self-esteem, open communication and

information exchange, acceptance of innovation, and unhindered development (Rababah et al., 2019; Salah et al., 2022).

Given its significance in establishing effective and fruitful working relationships, organizational trust has garnered attention in industrialized nations (Obeidat et al., 2022). Chen and Dhillon (2003) define organizational trust as the willingness to rely on others based on their expected behavior and the absence of the need to monitor their actions. These individuals or groups include colleagues, immediate supervisors, and senior management within the organization. Organizational trust fosters collaboration and enables staff members to participate in decision-making processes, resulting in better decisions that benefit from diverse perspectives rather than being limited by narrow viewpoints.

Scholars have extensively explored the concept of organizational trust and its connections to various factors. They emphasize its role in enhancing employees' self-confidence, improving administrative performance, fostering creativity, encouraging civic virtue, and its association with job satisfaction (Qamoh, 2008). Thus, trust within an organization benefits both individuals and the organization as a whole. Since administrative decisions form the core of the managerial process, organizational trust becomes a significant and influential factor in decision-making as it affects the decision-making authority held by organizational leaders (Alharbi, 2011). Personnel management, organization, and governance are crucial elements of management directly linked to decision-making processes used to implement plans and establish goals. In this regard, organizational trust holds great importance for managers (Alharbi, 2011).

The present study asserts a direct relationship between organizational trust and management decisions in education offices. As the conviction of officials regarding the importance of employee trust increases, supervisors perceive a greater level of integrity demonstrated towards them. Educational supervisors are highly valued by education offices and are selected based on stringent criteria. It is crucial to provide them with the necessary conditions to carry out their responsibilities effectively, avoid bureaucratic and tyrannical practices, and decentralize decision-making. By leveraging their knowledge and expertise, their effectiveness in the field can be enhanced. Consequently, the current study was developed to explore the association between organizational trust and management decision-making.

Problem Statement

According to previous research, organizational trust plays a significant role in enhancing worker confidence and various managerial functions within educational institutions. Therefore, the current study aims to determine the level of organizational trust in the education directorates of Amman, Jordan, from the perspective of supervisors and its relationship with their involvement in decision-making processes. The study seeks to address the following research questions:

1. What is the perceived level of organizational trust among educational supervisors in the Directorates of Education offices in Amman?
2. Are there statistically significant variations in the responses of the sample regarding their participation in decision-making based on gender, qualification, or years of experience?

The significance of this study lies in its contribution to understanding the level of organizational trust in educational departments and its impact on decision-making involvement, as perceived by supervisors. The findings are expected to assist educational offices in fostering trust between male and female supervisors and officials, thereby enabling both genders to actively participate in administrative decision-making.

METHODS

The study utilized a researcher-created questionnaire to investigate the level of organizational trust in the Amman Education Directorate and its relationship with decision-making participation from the perspective of educational supervisors. The descriptive method was chosen to align with the study's objectives.

Population and Sample

The population of the study consisted of all supervisors at the Directorates of Education in Amman from 2020 to 2023. The sample included all 240 supervisors.

Study Instrument

Data were collected using a questionnaire comprising 42 items distributed across two domains: organizational trust and decision-making participation.

Study Limitations

The generalizability of the study's findings depends on the psychometric qualities (validity and reliability) of the research instruments. The study was confined to analyzing the level of organizational trust and its relationship with decision-making involvement within the Directorates of Education offices in Amman.

LITERATURE REVIEW

In a study by Charles and Carr (1995), the degree of faculty involvement in decision-making and its impact on students' academic success were examined. The findings revealed that active faculty involvement positively influenced professional performance and student academic success. Another study by Vin Burg (2010) explored the interaction between empowerment, interpersonal conflict, support for innovation, demographic factors, and organizational trust among faculty members in American universities. The results indicated high levels of organizational trust, with significant disparities favoring those with more experience. Tarkan (2016) investigated the application of participatory leadership in elementary schools along the Hudson River in New York, USA, finding that participatory leadership was implemented in primary schools.

Gyasi's (2015) study sheds light on the implementation of participatory leadership in middle schools in Skeiriya County, Ghana, and suggests ways to enhance it. The findings indicated a high degree of application of participatory leadership in middle schools, emphasizing the treatment of teachers as partners in leadership and involving them in decision-making processes.

Senthilnathan and Rukshani (2015) investigated how trust inside a company affects employee morale. A sample of 100 workers from the Sri Lankan Telecom Company and the Electricity Board were used in the study's comparative methodology. The study's findings suggested that there is a clear link between organizational trust and employee morale, showing that strong organizational trust is related to high staff morale.

Nemaei's (2016) study concentrated on the difficulties in adopting transformational leadership and the use of participatory leadership as a remedy. The study used a sample of 20 employees using a comparison methodology. The findings showed that the use of participatory leadership has a substantial impact on worker motivation and job satisfaction. Likewise, Al-Zahrani (2012) examined the degree of management conduct and organizational trust among Taif's high school administrators. A survey-descriptive technique was utilized in the study, which included 83 managers, to look at organizational trust. The research found a strong correlation between management innovation and managers' degree of trust.

Maqableh et al. (2012) looked at how educational supervisors make decisions in connection to their administrative, instructional, and technical tasks. 150 educational supervisors, both men and women, participated in the survey. No statistically significant differences were found based on gender or scientific training, according to the results, but statistically significant disparities were found based on years of decision-making experience. The study also revealed that educational supervisors were only minimally involved in overall decision-making.

Alazmi and Al-Mahdy (2022) studied authentic principal leadership and teacher engagement in the context of educational reform in Kuwait. The findings revealed that teachers exhibited trust in their institutions and satisfaction with their jobs, while school principals demonstrated adequate levels of

leadership. The study also indicated a strong impact of leadership on organizational trust and a moderate impact of organizational trust on job satisfaction.

Similarly, Gulbahar (2017) investigated the relationship between teachers' perceptions of organizational trust and their engagement in their work. The study included 559 Turkish school teachers, and the findings demonstrated a positive correlation between teachers' perceptions of organizational trust in the learning environment and their level of engagement in their work.

RESULTS AND DISCUSSION

To address the first research question regarding the level of organizational trust in the offices of the Amman Directorate of Education from the perspective of educational supervisors, the results are presented in Tables 1–5, displaying means and standard deviations.

TABLE 1
THE AVERAGE ORGANIZATIONAL TRUST LEVEL AT THE DIRECTORATES

Number	Domain	Mean	STDEV	Degree
1	The manager's approach to working with the academic supervisors.	2.86	0.59	Medium
2	opportunities for advance.	2.83	0.55	Medium
3	organizational moral principles.	2.83	0.77	Medium
4	regulations for administration.	2.80	0.77	Medium
	Overall degree	2.83	0.44	Medium

All domains were medium and the overall degree was (2.86) as shown in Table 1.

First Domain: Administrative Policies
The results of this domain are shown in Table 2.

TABLE 2
THE MEANS AND STANDARD DEVIATIONS OF THE ADMINISTRATIVE POLICIES

No.	Items	Mean	ST.DEV.	Degree
1	The management interacts with the supervisors in a fair and impartial manner.	3.33	1.11	Large
2	The manager adheres to transparent administrative rules.	3.17	0.79	Large
3	The office manager has the potential for further improvement.	2.83	0.93	Medium
4	The manager has a distinct vision that gives him the ability to meet upcoming obstacles.	2.67	1.33	Medium
5	The manager gives the supervisors enough opportunities to advance their careers.	2.64	1.15	Medium
6	The management gave educational supervisors some of his power.	2.55	0.87	Medium
7	The manager encourages educational supervisors' organizational dedication.	2.55	1.21	Medium
	The first domain's overall degree	2.85	0.73	Medium

The results presented in Table 3 shed light on the manager's approach to working with educational supervisors, as captured in the second domain of the study.

According to the results, the manager obtained average ratings for items 8, 9, 10, and 11, which are about fostering innovation chances, fostering professional growth, recognizing and rewarding accomplishments, and incorporating supervisors in decision-making processes. This implies that there are regions where there is opportunity for development.

More chances to exhibit their creativity and offer original ideas were requested by educational authorities. They also emphasized the value of ongoing professional development and indicated a wish for their superiors to offer them greater encouragement and recognition. Furthermore, in order to share their knowledge and viewpoints, supervisors emphasized the necessity for expanded participation in decision-making processes.

These results show a discrepancy between managers' present actions and the demands and expectations of educational supervisors. Higher levels of trust and job satisfaction among supervisors may be attained by improving the manager's method of working with them, such as by giving them more chances for creativity, fostering their professional development, and including them in decision-making. According to these data, while some components of the manager's strategy for dealing with educational supervisors are seen favorably, other areas need attention and development if supervisors are to feel more organizational trust and involvement.

TABLE 3
THE MANAGER'S APPROACH IN DEALING WITH THE SUPERVISOR'S DOMAIN PREVAILING

Number	Items	Mean	STDEV	Degree
1	The manager makes it simpler to get the necessary data.	3.48	0.89	Large
2	The manager makes sure that supervisors are satisfied while still meeting work standards.	3.34	.90	Large
3	The manager presents the facts with credibility.	3.17	0.73	Medium
4	The manager works to ensure stability and job security.	2.77	1.11	Medium
5	The employee's career needs and aspirations are something the management is interested in.	2.60	1.10	Medium
6	The supervisor's personal priorities and needs are important to the manager.	2.57	0.98	Low
7	The manager is devoted to keeping his word.	2.34	0.87	Low
	overall second domain degree	2.88	0.66	Medium

The results presented in Table 4 highlight the opportunities for innovation within the educational directorate, as perceived by the educational supervisors.

The findings reveal that items 12, 13, 14, and 15, which pertain to the availability of resources for innovation, support for creative ideas, encouragement of innovation, and recognition of innovative efforts, received average scores. This suggests that while there are some opportunities for innovation within the educational directorate, there is room for improvement in fostering a more innovative environment.

Educational supervisors expressed the need for better resources to support innovative initiatives. They also indicated the importance of receiving support and encouragement from their managers to explore and implement creative ideas. Furthermore, supervisors highlighted the significance of recognition for their innovative efforts, which can contribute to their motivation and engagement.

These findings indicate a perceived gap between the current innovation opportunities and the desired level among educational supervisors. Enhancing the availability of resources, providing greater support and encouragement for creativity, and recognizing innovative efforts can contribute to a more innovative culture within the educational directorate.

These findings suggest the importance of fostering an environment that promotes and supports innovation. The educational directorate can foster a culture of creativity and enhance overall performance and outcomes by providing supervisors with the necessary resources and recognizing their innovative efforts.

TABLE 4
THE INNOVATION OPPORTUNITIES DOMAIN PREVAILING

Number	Items	Mean	STDEV	Degree
1	To enhance their supervision techniques, managers are open to constructive criticism.	3.20	0.89	Large
2	The manager introduces fresh concepts meant to effect transformation.	2.95	1.10	Medium
3	The manager invites managers to share their innovative ideas.	2.94	0.88	Medium
4	The manager logs the original concepts along with their owners' identities.	2.80	1.00	Medium
5	Supervisors receive morale boosts from managers due to their excellent work.	2.77	0.85	Medium
6	The manager develops circumstances that encourage the expression of creative impulses.	2.67	1.01	Low
	Degree of the third domain generally	2.80	0.59	Medium

The findings in Table 5 shed light on how educational supervisors see the organizational ethical standards in the Directorate of Education offices. The results show that the fairness, honesty, transparency, and accountability-related issues (16, 17, 18, and 19) obtained average marks. This implies that while corporate ethical standards are acknowledged to some extent, there is still potential for growth. The need of fairness in decision-making was highlighted by educational supervisors, who emphasized the necessity for equal treatment and taking into account various viewpoints. They also stressed the value of honesty in communication and decision-making as well as integrity in upholding ethical norms. Supervisors also emphasized the significance of accountability, which holds people accountable for their actions and results. These findings indicate a perceived need further to enhance organizational ethical values within the educational directorate. Strengthening fairness, integrity, transparency, and accountability can contribute to a more ethical work environment and foster trust among supervisors.

The management within the educational directorate needs to prioritize and promote organizational ethical values. By ensuring fairness in decision-making, demonstrating integrity in actions and communications, fostering transparency, and establishing mechanisms for accountability, the educational directorate can create an ethical culture that aligns with its objectives and enhances overall performance.

These findings suggest the importance of embedding ethical values within the organizational culture. The educational directorate can establish trust, promote positive relationships, and uphold high ethical standards by fostering a solid foundation.

TABLE 5
ORGANIZATIONAL ETHICAL VALUES

Number	Items	Mean	STDEV	Degree
1	The manager exerts real effort to identify candidates who satisfy the criteria for educational supervision.	3.27	1.17	Large
2	The manager runs the office with the aid of contemporary management strategies.	2.88	0.90	Medium
3	With supervisors, the manager cultivates a sense of trust.	2.70	1.23	Medium
4	The manager instills self-control in the managers.	2.61	1.20	Medium
5	The manager has open discussions with the supervisors about the performance evaluation's findings.	2.62	0.95	Medium
	degree of the fourth domain generally	2.86	0.81	Medium

From the results presented in Table 5, it is evident that item 1, which states, "The manager takes noticeable efforts to designate people fitting the standards of educational supervision," had a significant impact. This outcome can be attributed to the belief of educational supervisors that they possess the necessary qualifications for the supervisory role. They perceive the selection process to be based on organizational principles related to the eligibility requirements for the position. However, it should be noted that this outcome may also be influenced by the manager's management style and occasional consideration of certain viewpoints to improve their image among officials.

The remaining items in the domain of organizational ethical values reached a medium level. This can be attributed to the confidential nature of the evaluation process, which is typically conducted to ensure sensitivity and privacy. However, item 5, "The supervisor discusses the outcomes of the performance assessment with supervisors," received the lowest score at a medium degree. This suggests that supervisors perceive the managers to be less transparent in sharing performance evaluation reports, which may occasionally be influenced by the manager's disposition, as reported by the educational supervisors.

Moving on to participation in decision-making, Tables 6, 7, and 8 present the findings related to the differences in the sample's responses based on gender, qualification, and years of experience. However, specific details and a discussion of these findings should be provided in the text. It would be valuable to access the specific findings and discussions related to these factors to gain a deeper understanding of the participants' perspectives and potential variations within the sample.

TABLE 6
THE GENDER VARIABLE AND INVOLVEMENT IN DECISION-MAKING

Domain	Category	Number	Mean	STDEV	DF	T-Value	Sig
Participation in decision-making	Male	180	2.80	0.66	135	-0.71	0.54
	Female	60	2.81	0.60			

Table 6 indicates that the gender variable does not have a statistically significant impact on any of the responses within the study sample (a≤0.5). This finding suggests that there were no significant differences in the responses between male and female supervisors. The similarity in responses can be attributed to the comparable evaluation circumstances among all participants. Since all supervisors performed identical technical tasks and duties and were bound by the same rules and laws, their perspectives and perceptions regarding organizational trust and decision-making involvement were quite similar.

TABLE 7
INVOLVEMENT IN DECISION-MAKING AS A RESULT OF THE
QUALIFICATION VARIABLE

Domain	Category	No.	Mean	STDEV	DF	T-Value	Sig
Participation in decision-making	Bachelor	188	2.89	0.77	132	-0.05	0.92
	Higher studies	52	2.88	0.67			

Table 7 shows that the qualification variable did not significantly change the responses at a significance level (a≤0.5). The researchers attribute this result to the educational preparation that all members of the educational supervision staff underwent. The supervisors' similar qualifications and educational backgrounds likely contributed to the close correlation in their responses. Regardless of their qualifications, the supervisors shared a common foundation of knowledge and skills related to educational supervision, influencing their perceptions of organizational trust and decision-making involvement.

TABLE 8
INVOLVEMENT IN DECISION-MAKING AS A FUNCTION OF THEIR
YEARS OF EXPERIENCE

Domain	Category	Number	Mean	STDEV	DF	T-Value	Sig
Participation in decision-making	Less than 5 years	101	2.88	0.63	131	-0.30	0.73
	5 years and more	139	2.80	0.60			

Table 8 demonstrates that the variable of years of experience in the study sample does not show any statistically significant differences in responses (a≤0.5). The researcher attributes this outcome to involvement in decision-making, a relatively new concept in educational work and reflects a trend towards participative organizational practices in educational management. However, this tendency may also exhibit rigid administrative tendencies, which can diminish the influence of the "years of experience" variable on the responses of the study sample. As a result, the outcomes remain relatively consistent across different experience levels.

CONCLUSION

Based on the perspective of educational supervisors, the study findings indicate a medium level of organizational trust in education and education offices across the four domains: administrative policies, the manager's approach to dealing with supervisors, opportunities for creativity, and organizational values. Additionally, the findings reveal an average level of participation in decision-making within the offices of the Directorate of Education, as perceived by educational supervisors.

The responses of the study sample members regarding organizational trust and involvement in decision-making did not demonstrate any statistically significant differences based on the variables of gender, educational attainment, and supervisory experience at a significance level of (a=0.05). However, there is a statistically significant association between organizational trust and engagement in decision-making, indicating a trend among education administrators to prioritize building organizational trust within their offices at a significance level of (a≤0.5).

Based on these findings, the study recommends that directors of education offices encourage educational supervisors to increase their organizational commitment, as it contributes to supporting educational policies that enhance organizational trust. Furthermore, it suggests that directors of education create opportunities that enable educational supervisors to unleash their creative potential, leading to the production of innovative administrative work. Additionally, further research is recommended to explore

the impact of educational administrators' involvement in decision-making on job satisfaction and morale and their tendencies toward fostering organizational trust within their workplaces.

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