The Analysis of relationship between organizational power and organizational trust

Engin Karadag[1], Fatih Bektas[2]

[1] Department of Primary Education, Education Faculty, Eskisehir Osmangazi University, Eskisehir-Turkey; [2] Department of Educational Sciences, Education Faculty, Eskisehir Osmangazi University, Eskisehir-Turkey

Abstract

The purpose of this study is to determine the relationship between organizational power and organizational trust according to the perception of the teachers. The research is designed as a relational model and the sample of the study consists of 266 teachers, who were determined using criterion sampling technique. Data were collected using two scales. One of the scales used in the research is "Organizational Power Sources" scale developed by Zafer (2008), it contains five sub-dimensions, namely expert, referent, reward, legitimate and coercive whereas the other is "Organizational Trust" scale developed by Daboval, Comish and Swindle and Gaster (1994) and adapted to Turkish by Yılmaz (2005). Pearson Product-Moment Correlation Analysis and Multiple Linear Regression Analysis are the techniques used to analyze the data. The results revealed that sub-dimensions of organizational power significantly predicted organizational trust scores.

Keywords: Organizational power, organizational trust, power sources

Introduction

Organization and management theories focus on the importance of the concept of power for enhancing the productivity and efficiency of the administrators, their influence on other staff and the fulfillment of the tasks (Şişman, 2010). Although the definitions of the concept of power differentiate (Green, 2013; Preffer, 1981), power can be defined as the ability of an individual to influence other people within a particular system (French &Raven, 1959; Goltz, 2011; Mintzberg, 1983).

In the literature, there are various dimensions for the power types used by the school administrators (Buchanan & Badham, 2008; Fairholm, 2009; Seperich & Mccalley, 2006), but they are mostly concentrated on five dimensions, namely expert, referent, reward, legitimate and coercive (Çelik, 2007; Sezgin & Koşar, 2010; Şişman, 2010), defined by French and Raven (1959).

School administrators should foresee the positive and negative outcomes of the power type that they prefer to use. Various power sources owned by school administrators can be used for the realization of organizational goals; they may contribute to the formation of a positive sharing culture by sharing this power with the other shareholders in the school, providing a feeling of being valuable and self-responsibility to all employees in the school (Özaslan & Gürsel, 2008). This shared culture will create a sense of trust among the staff. Trust is based on the opinion that the individuals or groups will behave in their best way to the person or persons facing them (Yücel & Samancı, 2009). Moreover, the feeling of trust, which is seen as the most important social capital of the school organizations, will lead to a culture shared via the power used by school administrators and this shared culture will contribute to the creation of trust on teachers (Çelik, 2002; Shockley-Zalabak, Morreale & Hackman, 2010).

In this context, this research aims to investigate the relationship between the power sources used by

Corresponding author: Fatih Bektas, Department of Educational Sciences, Education Faculty, Eskisehir Osmangazi University, Eskisehir-Turkey, bektasfatih1982@hotmail.com.

the school administrators and organizational trust perception of the teachers according to the opinions of the teachers.

Methodology

Design

Purpose of this study is to determine the relationship between organizational power sources used by school administrators and organizational trust according to the perception of the teachers. Accordingly, the research is designed as a relational model.

Universe and Sample

Universe of the research is formed by the teachers who were working in the center of Erzurum/ Turkey. Sample of the study consists of 266 class and branch teachers, who were working at the same school for 3 years, determined using criterion sampling technique

Data Collection Tools

Data collection tools used in the research are; Organizational Power Scale developed by Zafer (2008) and Organizational Trust Scale developed by Yılmaz (2005).

Organizational Power Scale

The scale was developed by Zafer (2008), who performed adequate validity and reliability analysis. It consists of 59 statements and five sub-dimensions (expert, referent, reward, legitimate and coercive) evaluated using a 5-points likert scale, varying from definitely disagree (1) to definitely agree (5). As the result of the exploratory factor analysis of the scale, it has been found that explanation variances of each dimension varied between 53-62% whereas Cronbach Alpha coefficients, which were the indicators of reliability, were between .82 and .94. Cronbach Alpha coefficients calculated for this study were between .83 and .94.

Organizational Trust Scale

This scale was developed by Daboval, Comish and Swindle and Gaster (1994) and adapted to Turkish by Yılmaz (2005) after performing adequate validity and reliability analysis. It consists of 40 statements, scored using 6-points likert type scale varying from definitely disagree (1) to definitely agree (6). Organizational trust scale consists of four sub-dimensions, (sensitivity towards the em-ployees, trusting to the principal, openness to innovation and communication environment) but it can be used as a single dimension as well. Total variance explained by the scale is found to be 52 %, whereas Cronbach Alpha coefficient is .97. The reliability coefficient is calculated to be .88 for this study.

Data Analysis

While analyzing the data, Pearson Correlation Analysis has been used to determine the relationship between the scores obtained from Organizational Power Scale and Organizational Trust Scale; whereas Multiple Linear Regression Analysis has been used to determine the predictive power of the scores obtained from organizational power scale on predicting the scores of organizational trust scale. During analysis, sub-dimensions of organizational power were taken as independent variables whereas organizational trust scale was taken as dependent variable.

Results

Pearson correlation analysis technique has been used to determine the relationship between the sub-dimensions of organizational power and organizational trust scale. According to the findings of the research, it has been found that there were positive significant relations between organizational trust and the following sub-dimensions of power sources: expert [r=-.36], referent [r=-.34], reward [r=-.26], legitimate [r=-.39] and coercive [r=-.37].

Multiple linear regression analysis has been used to predict the scores of organizational trust scale using the sub-dimensions of organizational power scale. In order to see the adequacy of the data for multiple linear regression analysis and to check the lack of multiple correlation among the sub-dimensions, Durbin Watson (DW<1.80) and the correlation (r<.70) between sub-dimensions have been checked. As the result, it has been found that the data is adequate for multiple linear regression analysis.

It has been found that the overall explanatory power of the organizational power sources -expert, referent, reward, legitimate and coercive- on the organizational trust scores was statistically significant $[F_{(5-260)}=23.520, p<.01]$. Five predictor variables together explain 31% of the change on the organizational trust score. Moreover, even when these five variables were considered separately, it has been found that each of them can significantly predict organizational trust individually.

Table 1. Matrix of correlation between organizational power and organizational trust.

Variables	1	2	3	4	5	6
Expert power	-					
Referent power	.53**	-				
Reward power	.33**	.25**	-			
Legitimate power	.13*	.18**	.11	-		
Coercive power	.11	.08	.06	.57**	-	
Organizational trust	.36**	.34**	.26**	.39**	.36**	-

n=266, *p<.05, **p<.01

Table 2. Multivariate regression matrix between the organizational trust and sub-dimensions of organizational power.

Organizational Trust	B	SHB	β	t	p
Constant	61.41	7.69		7.98	.00
Expert	.46	.15	.18	2.95	.00
Referent	.31	.12	.15	2.55	.01
Reward	.21	.09	.12	2.22	.02
Legitimate	.51	.15	.20	3.26	.00
Coercive	.63	.19	.20	3.24	.00

n=266, R=.55, R2=.31, F=23.52, p<.01

Discussion and conclusions

Based on the results of this study, which aimed to determine the relationship between power sources used by school administrators and organizational trust according to the perception of the teachers, it has been found that there is a positive and significant relationship between organizational trust and the power source preferences of school administrators. Literature also shows that the concepts of organizational power and organizational trust have various mutual relationships between them. Thus, it can be said that the concepts of organizational power and organizational trust have similar effects as organizational outcomes (Bachman, 2001; Kramer, 1999). The highest relationship between organizational trust and organizational power sources was found to be between coerciveness & trust whereas the lowest relationship was between reward & trust. This results show that, for the teachers who participated to this survey, the use of pressure or coerciveness based power make them feel more trust compared to reward based power usage. But reward and coercive oriented approach of the teachers should be clarified. Rewards such as promotion, appreciation or thanks are not seen by teachers as a source of trust, which may affect the results of the study.

Another important finding of the research is that the overall explanatory power of the power sources used by school administrators, on organizational trust is statistically significant. Organizational trust is influenced by many factors outside power sources used by the school administrator. Thus, explanatory power being around 30%, which was found as a result of the research, is highly meaningful. Considering the effects of organizational trust on the individual and organizational outcomes such as human relations in school, learning and teaching process, a positive school culture and climate, values (Byrk& Schneider, 2002; Çağlar, 2011; Çelik, 2002; Shojaeian, Salari & Saslari, 2013; Ma, Rhee & Yang, 2013; Mayer, Davis & Schoorman, 1995; Polat & Celep, 2008; Töremen, 2002; Yılmaz, 2009), the explanatory power of power sources used by the school administrators on the school outcomes should be considered in a more broad sense.

References

Backman, R. (2001). Trust, power and control in trans-organizational relations. *Organization Studies, 22*(2), 337-365.

Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage.

Buchanan, D. A., & Badham, R. J. (2008). *Power,*

politics and organizational change. London: Sage Publications.

Caglar, Ç. (2011). An examination of teacher's occupational burnout levels in terms of organizational confidence and some other variables. *Educational Sciences: Theory & Practice, 11*(4), 1827-1847.

Celik, V. (2002). *School culture and management.* Ankara: PegemA.

Celik, V. (2007). *Educational leadership.* Ankara: PegemA.

Fairholm, G. W. (2009). *Organizational power politics tactics in organizational leadership.* USA: Greenwood Publishing.

French, J. R. P., & Raven, B. (1959).The bases of social power. In Dorwin Cartwright (Ed.), *Studies in social power* (pp. 150-167). Michigan-Ann Arbor: Institute for Social Research.

Goltz, S. M. (2011). Spiritual power: the internal, renewable social power source. Journal of Management, *Spirituality & Religion, 8*(4), 341-363.

Green, C. (2013). The organizational power matrix toward a metapraxis of power. *Journal of Integral Theory and Practice, 1*(2), 87-105.

Iranzadeh, S., & Amlashi, M. K. (2012). The effect of communications system onorganizational-conflicts, case study: automobile pressparts department. *European Online Journal of Natural and Social Sciences, 1*(3), 37-44.

Kramer, R. M. (1999). Trust and distrust in organizations: emerging perspectives, enduring questions. *Annual Review Psychology, 50,* 569-598.

Ma, D., Rhee, M., & Yang, D. (2013). Power source mismatch and the effectiveness of interorganizational relations: the case of venture capital syndication. *Academy of Management Journal, 55*(3), 711-734.

Mayer, R. C., Davis, H. C., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review, 20*(3), 709-734.

Mintzberg, H. (1983). *Power in and around organizations.* Engtewood Cliffs, NJ: Prentice-Hall.

Ozaslan, G., &Gursel, M. (2008). Evaluation of the power type preferences of educational administrators. *Journal of Ahmet Kelesoglu Education Faculty, 25,* 351-370.

Polat, S., & Celep, C. (2008).Perceptions of secondary school teachers on organizational justice, organizational trust, organizational citizenship behaviors. *Educational Administration Theory & Practice, 54,* 307-331.

Preffer, J. (1981). *Power in organizations.* Marshfield, MA: Pitman.

Sezgin, F., &Kosar, S. (2010). Relationship between primary school principals' power styles and teacher organizational commitment. *Journal of Turkish Educational Sciences, 8*(2), 273-296.

Shockley-Zalabak, P. S., Morreale, S. P., & Hackman, M. Z. (2010). *Building the high-trust organization strategies for supporting five key dimensions of trust.* San Francisco, CA: Jossey-Bass.

Shojaeian, R., Salari, B., & Salari, A. (2013). The role of commitment to supervisor on organizational justice and citizenship among Iranian employees. *European Online Journal of Natural and Social Sciences, 2*(3), 430-438.

Sisman, M. (2010).Turkish Educational System and School Management. Ankara: PegemA.

Toremen, F. (2002). Social capital in schools: a conceptual analysis. *Educational Administration Theory & Practice, 32,* 556-573.

Yilmaz, E. (2005). Validity and reliability of organizational trust scale in schools. *Selcuk University Journal of Institute of Social Sciences, 14,* 567–580.

Yilmaz, K. (2009). The relationship between the organizational trust and organizational citizenship behaviors of private education center teachers. *Educational Administration Theory & Practice, 15*(59), 471-490.

Zafer, D. (2008). *The Opinions of the Teachers Related to the Sources Of Organizational Power which Private Primary Schools Managers Use.*(Unpublished master thesis). Sakarya University: Sakarya.