Organizational Trust and its Influence on Nursing Teachers' Performance at Technical Health Institute

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Abstract

Background: Organization trust is one of the major topics in sociology and should be acquired as a basis for social order in various fields and at different levels. **Aim:** This study aimed to investigate organizational trust and nursing teachers' performance (TP). **Subjects and method:** Descriptive correlational design was used**.** The study subjects included (50) nurse teachers'. **Setting**: the study was conducted at Imbaba Health Institute. **Tools of data collection:** organizational trust questionnaire and an observational checklist. **Results**: More than half of the study subjects had a moderate perception level regarding total organizational trust. More than one-third of them had a high perception level regarding total organizational trust. While of nursing teachers' had adequate performance levels. **Conclusion**: There was a statistically significant positive correlation between total organizational trust and total performance level among nursing teachers. **Recommendations**: Periodical assessment of nursing teachers needs to share in curriculum development.

Keywords: Nursing teacher, Organizational trust, Performance.

Introduction

Trust is commonly important element in the organization as well to determine the level of performance and automatically is a source of competitive of advantage. Organizational trust is defined as the readiness of employee to be vulnerable to the actions of the employers based on the expectation that they would act in order to satisfy his needs irrespective of the ability to monitor or control in order to increase performance among the employees *(Singh& Desa, 2018).*

Nursing teachers are those who teach students a course of study or practical skills including learning and thinking skills, there are many different ways to teach and help students to learn. Nursing teacher is an experienced registered nurse who holds a professionally recognized educator education credential and who integrates research-based nursing, management skills, educational knowledge, and expertise to achieve learning outcomes that meet the needs of students and other stakeholders in the educational project *(Petitte& Farris, 2020).*

Nursing teachers' plays many roles in an educational environment such as the teacher's role by assuming leadership in curriculum, instruction, and evaluation. The role involves leadership in several educational contexts.

Curriculum development, clinical teaching and supervision, classroom teaching, seminar, and virtual teaching. As well, as applying the knowledge of the learning process and management of the learning environment. This role provides the core of education for the other nurse teachers roles. The competencies gained through education and experience, are used to engage students in learning and to broaden the vision of patients, communities, and the profession. The most essential role of the nurse teachers is the ability to model appropriate and desired behaviors of professional practice *(Morrison &Gleddie, 2019).*

Competencies of performance are must enable a nursing teachers to be successful to maximize students learning. Nursing teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day. Teaching demand the integration of professional judgment and the proficient use of evidence-based competencies. Competence of performance among nursing teachers plays a vital step to improve the effectiveness of teaching and learning in nursing, raising educational standerds, and improving the provision of nursing care and outcomes of health services *(Ali, Abd-ElAal, &AboSrea, 2021).*

Performance is influenced by many factors such as organizational policies, routines, and practices, the power, and hierarchy that can constrain or support nurses 'teacher's decision-making in practice. Lack of recognition and valuing of nurse teachers' knowledge contributes to the ability to resolve student problems, and access to the resources that are required to accomplish goals by themselves and other members of the healthcare team undermine collaboration, confidence, and shared decision making. When the fundamental needs of the members of the school are met, those members are enabled to function effectively and efficiently *(Dalanon et al.,2018).*

Educational environment is the surrounding area of students at the institute and the total of all internal and external factors that have an impact on students. The environment includes physical, psychological, social, spiritual, and cultural elements. A healthy educational environment is very important for students and staff achievement and for developing attitudes and behaviors that value a healthy lifestyle *(World Health Organization (WHO), 2019).*

Significance of the study

The researcher as a nursing teacher in a technical health institute-noticed that, some nurse teachers are in conflicts with their institute administrators and both of them had conflicts with each other's, These dilemma affects nursing teachers' performance and productivity. It is recommended by *El Sayed (2017)* to assess factors affecting nurse teachers' performance. So, the present study will be conducted to assess the influence of organizational trust on nursing teachers' performance at the technical health institute.

Aim of this Study

This study aims to assess the influence of organizational trust on nursing teachers' performance.

Research Question:

Is there a relationship between organizational trust and nursing teachers' performance at technical health institutes?

Subject and Methods
1-Research design:

A descriptive correlational design was used to carry out this study.

Setting:

The study was conducted at the Technical health Institute at Imbaba, Giza Governorate. It's affiliated to General Organization for Teaching Hospitals and institutes. The institute consisted of 14 departments.

Study subjects:

The subject of this study included all nursing teachers' from nursing department at aforementioned setting. Their total number is (50).

Tools of data collection:

Two tools were used for data collection:

First tool: **Organizational trust questionnaire:**

This tool aimed to assess nursing teachers' perception regarding organizational trust. It was adapted from **Hassan, (2018).** It consisted of two parts:

- **Part 1:** This part intended to collect data about Personal and job characteristics including age, gender, marital status, education level, years of experience and attending teaching / training courses.

- **Part 2:** It comprised of **22** items that covered **3** dimensions, trust to supervisor (**10** items), trust to colleagues (**5** items) and trust to organization (**7** items).

❖ **Scoring system:**

Responses of the subjects were measured on five points Likert scale ranging from (Strongly agree=5), (agree=4), (Neither agree nor disagree=3), (Disagree=2) and (Strongly disagree=1)**.**These scores of items were summed- up and total divided by number of the items, giving a mean score of the part. These scores were converted into a percent score, the perception' regarding organizational trust was considered high if the percent score was >70%, moderate if the percent score was 50-70% and low if the percent score was less than< 50% **(Hassan, 2018).**

Second tool: Nursing teachers performance observation checklist:

This checklist aimed to assess nursing teachers' performance. It was adopted from **El Sayed (2017).**It consisted of (**27**) items, which grouped under five dimensions, work and recruitment (**6**items), administrative responsibility (**6** items), work relations (**4** items), educational responsibilities (**7** items), and professional responsibilities (**4**items).

❖ **Scoring system**:

Nursing Teachers performance were measured into Done=1 & Not Done=0 and Not applicable not estimated (without score).The scores of items were summed-up and the total divided by number of the items, giving a mean score of the part. These scores were converted into a percent score, with calculation of the mean and standard deviations. The performance was considered adequate if the percent score was equal or above 60%, considered inadequate if the percent score was less than 60% **(El Sayed, 2017).**

2-Operational design:

The operational design for this study includes preparatory phase, pilot study, and field work.

Preparatory phase:

This phase started from the beginning of June 2020 and completed at the end of July 2020. In this phase the researcher reviewed the national, international, current and past related literature, and using text books, articles, journals, and thesis concerning the topic of the study. This was necessary for the investigator to get acquainted with and oriented about aspect of the research study.

Pilot study:

A pilot study was conducted on 5 nursing teachers. They represent 10% of subjects in the study setting to assess tools, feasibility, practicability and clarity of the language. It allowed for estimating the time needed to fill it out. The nursing teacher took 15-20 minutes to fill in the questionnaire sheet, while the researcher took in the observation of nursing teachers performance 40-45 minutes. Data obtained from the pilot study was analyzed, and no modifications were done. So the study subjects who participated in the pilot were included in the main study sample.

Field work:

Data collection was carried out in the period from beginning of October 2020 and completed by the end of January 2021.The

researcher was simply explained the purpose of the study to the nurse teachers who agree to participate in the study. Data was collected during study days through using the study tool by the researcher; clarifications were given whenever it was needed with reassurance about confidentiality of any obtained information as only a code number was used to mark each sheet using systematic serial numbers for each unit.

The researcher collected data two days per week and distributed the tools to the study subjects and asked them to fill it. Each nurse teacher met individually in the working site, explaining the method of filling in the questionnaire. The researcher collected (4-6) questionnaire sheet/week. The researcher checked the sheet for ensuring its completion. While the researcher observed nurse teachers performance in the work setting, each nurse teachers took from 25-45 minutes, two observational check list per day and two days per week.

Ethical Considerations:

Prior study conduction, ethical approval was obtained from the scientific research ethical committee of the Faculty of Nursing, Ain Shams University. The researcher met the nursing director to clarify the aim of the study and took their approval to conduct the study at the selected hospital. The researcher also met study subjects and explained the purpose of the study and their obtained approval to participate. They reassured about the anonymity and confidentiality of the data collected, and it was used only for the purpose of scientific research. The subject's right to withdraw from the study at any time was assured.

3-Administrative design

To carry out the study an official letter was issued from the faculty of nursing, Ain Shams University to Imbaba Health Institute director and nursing director to obtain their approval to carry out this study. This letter included the aim of the study and photocopy from data collection tools in explained the

importance of the study and the implications of the expected results.

4-Statistical design:

Data entry and statistical analysis were done by using (SPSS) Version 26. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables. Means and standard deviation and range of quantitative variables. Chi-square($X2$) test of significance was used in order to comparisons between two qualitative variables. Statistical significance was considered at p-value <0.05 and highly significant at p-value <0.01. Correlation Coefficient (r) test was used to test the closeness of association between two variables.

Results:

Table (1): reveals that more than half of the studied teachers (58%) had age ranged between 30to40 years old and majority of them (96%) were females. As regards marital status (80%) of nursing teachers were married. less than half (44%) of studied nursing teachers had bachelor degree in nursing. Half of the studied teachers (50%) had years of experience in teaching ranged between 10-20 years old. While majority of nurse teachers (90%) had attended teaching training courses.

Table (2): reveals that more than four fifth (82%) of the studied nursing teachers had high perception level regarding trust to colleagues. Meanwhile, slightly more than half (52%) of studied nursing teachers had high perception level regarding trust to supervisor. Moreover, more than one quarter (30%) had low perception level regarding trust to organization.

Figure (1): Shows that more than half of study subjects (58%) had moderate perception level regarding organizational trust. More than one third of them (34%) had high Perception level regarding organizational trust

Figure (2): displays that the majority (94%) of nursing teachers' had adequate performance level.

Table (3): displays that there was highly statistically significant relation between nursing teachers' total perception level regarding organizational trust and their performance.

Table (4): shows that there was statistically significant positive correlation among organizational trust dimensions

Table (5): shows that there was statistically significant positive correlation among nursing teachers' performance dimensions.

Table (1):Personal and job characteristics of nursing teachers(n=50).

Items	N	%
Age (years)		
Less than 30	6	12
30-40	29	58
more than 40	15	30
Gender		
Male	2	4
Female	48	96
Marital status		
Single	7	14
Married	40	80
Divorced	3	6
Education level		
Bachelor Degree	22	44
Master Degree	19	38
Doctorate Degree	9	18.0
Experience in teaching (years)		
Less than 10 years	15	30
10-20 years	25	50
more than 20 years	10	20
Attending teaching training courses		
Yes	45	90
No	5	10

Table (2): Nursing teacher´s perception level regarding organizational trust dimension (n=50).

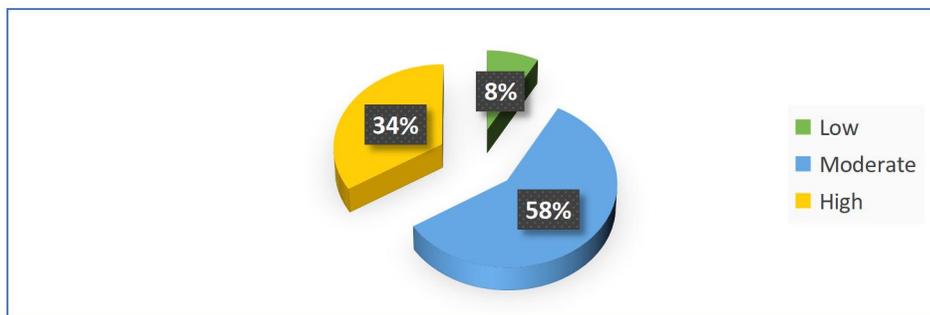| Organizational trust dimensions	Nursing teacher´s perception level					
	Low (<50%)		Moderate (50-70%)		High (>70%)	
	N	%	N	%	N	%
Trust to supervisor	5	10	19	38	26	52
Trust to colleagues	0	0	9	18	41	82
Trust to organization	15	30	21	42	14	28

Figure (1): Nursing teachers' total perception regarding organizational trust (n=50**)**
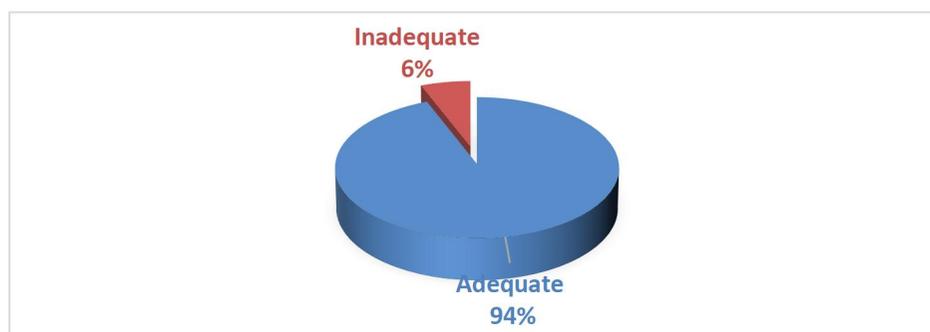

Figure (2): Total nursing teachers performance among nursing teachers (n=50).

Table (3): Relation between nursing teachers' total perception regarding organizational trust and their performance.

Items	Teachers' performance				P value	
	Inadequate		Adequate			
	N	%	N	%		
Organizational trust						
Low	3	100	1	2.1		
Moderate	0	0	29	61.7	36.70	0.000
High	0	0	17	36.2		

Table (4): Correlation matrix of organizational trust dimensions

Organizational trust dimensions		Pearson's rank correlation coefficient	
		Trust to supervisor	Trust to colleagues
Trust to supervisor	R		
	P value		
Trust to colleagues	R	0.13	
	P value	0.35	
Trust to organization	R	0.76**	0.22
	P value	0.000	0.11

(*) Statistically significant at p<0.05   (**) highly statistically significant at p<0.01

Table (5): Correlation matrix of nursing teachers′ performance dimensions

Nursing teachers′ performance dimensions		Pearson's rank correlation coefficient			
		work and recruitment	administrative responsibility	work relations	Educational responsibilities
work and recruitment	R				
	P value				
administrative responsibility	R	0.49**			
	P value	0.000			
work relations	R	0.15	0.10		
	P value	0.29	0.45		
Educational responsibilities	R	0.356*	0.15	0.04	
	P value	0.01	0.28	0.97	
Professional responsibilities	R	0.18	0.32*	0.04	0.24
	P value	0.191	0.02	0.75	0.09

(*) Statistically significant at p<0.05   (**) highly statistically significant at p<0.01

Discussion

Organizational trust is known to have positive effects on institutions. Employees need to work with mutual trust with their colleagues and managers, and their institutions, so that high quality, efficient, and safe services can be provided. Organizational trust increases the staffs' perception of justice job satisfaction and decreasing both feelings of alienation in the workplace *(Basit and Duygulu, 2018)*.

Job Performances likely to be a complex function of the indirect benefits of social capital and the direct benefits of successfully incorporating emotions in decision-making processes. It should help employees to establish a high level of social capital that, in turn, will provide greater access to valuable information and other resources that facilitate job performance *(Munir et al., 2019)*. This, in short will help the person to make the best possible decisions and help other people to do the same, which are likely to be reflected in their level of job performance *(Sagui-Henson et al., 2020)*.

The study was aimed to assess the influence of organizational trust on nursing teachers' performance through assessing organizational trust as perceived by nursing teachers, assessing nursing teachers' performance and finding out the influence of organizational trust on nursing teachers' performance.

Regarding to nursing teachers perception level regarding organizational trust dimensions. The current study results demonstrated that more than three quarters of the studied nursing teachers had high perception level regardingtrust to colleagues. Meanwhile, slightly more than half had high perception level regarding trust to supervisor. Lastly more than one quarter had low perception level regarding trust to organization. This result might due to the different personal characteristics, cultures and norms and are generally, ability to deal with different people, situations and various stresses.

In relation to nursing teachers perception regarding total organizational trust. The current study mentioned that, more than half of study subjects had moderate Perception level regarding total organizational trust. Meanwhile More than one third of them had high perception level regarding total organizational trust. In the same line, the result reported by *El-Sherbeny (2019)* who conducted studied entitled" Assessment organizational trust

and commitment among nurses teachers" and found that third of nurses teacher had low level of organizational trust.

In contrast to the present study finding, the study carried out by *El-Beseae,(2019)* who conducted studied entitled "Nurses organizational trust perception and its relation with intention to stay working" and revealed that nurses teacher total level of organizational trust was moderate.

Also, *Omar& Gabra (2021)* who conducted a study entitled" Workplace bullying and its effect on organizational trust and turnover Intention among nursing teacher" and founded that less than two thirds of studied nurse teachers have low total organizational trust level. While, less than one quarter of them have moderate total organizational trust level and only, less than one fifth of them have high total organizational trust level.

These findings contrasted with *Ali, Ibrahim & Diab (2021)* who conducted studied entitled" Spiritual Leadership and its Relation to Organizational Trust among Nurse teachers " and founded that the highest percent was reported in low levels of organizational trust dimensions while the lowest percent was showed in high levels of organizational trust dimensions.

Also, this finding was contrasted with *Hassan (2018)* who study the relationship between organizational trust and knowledge sharing among nurse teachers and found that more than three quarters of nurse teachers had high perception level of organizational trust.

Regarding to total nursing teachers performance, The present study results mentioned that majority of nursing teachers' had adequate performance level. In this regard *Blegen et al., (2013)* who conducted studied entitled "Baccalaureate education in nursing and patient outcomes" and found that teachers have challenges of authority and accountability in their

institution, including those low nurse teachers job performance level.

Also *Walpita & Arambepola (2020)* who conducted studied entitled " High resilience leads to better work performance in nurses teachers and reported that Total work performance scores were normally distributed among the nurse teachers. This was contrasted with *El-sayed (2017)*about three fifths of the study sample had inadequate job performance level.

Regarding to relation between nursing teachers' perception regarding organizational trust and their performance level the present study results indicated that there was highly statistically significant relation between nursing teachers' perception regarding organizational trust and their performance level. This results in the same line with *El-sayed (2017)* who conducted studied entitled" Organizational Climate and Its Influence on Nurse Teachers Job Performance" andfounded that there washighlystatistically significant relation with organizational trustand job performance. This current results agreed with *Usikalu, Ogunleye& Effiong (2015)* who conducted studied entitled "Organizational trust, job satisfaction and job performance among teachers" and reported that strong positive relationship existed between organizational trust and job performance.

Moreover, *Li et al. (2018)* who conducted studied entitled" A multilevel model of teachers' job performance: Understanding the effects of trait emotional intelligence, job satisfaction, and organizational trust" and demonstrated that there was positively correlation with teachers' job performance and their organizational trust. This result contracted with *Awad (2015)* who stated that there is no statistical significant relation between organizational trust and nurse teachers performance.

Regarding to correlation matrix of organizational trust dimensions. The current study indicated that there was statistically significant positive correlation

between organizational trust dimensions. This results matched with *Hassan (2018)* who conducted studied entitled" The relationship between organizational trust and knowledge sharing among nurses teachers" and reported that there were statistically significant positive correlation between organizational trust sub dimensions. This finding was supported by *Vanhal, Heilmann & Salminen (2016)* who conducted studied entitled organizational trust dimensions as antecedents of organizational commitment" and founded that, all dimensions of organizational trust correlated positively with each other.

Regarding to correlation matrix of nursing teachers′ performance dimensions the current study mentioned that there was statistically significant positive correlation between nursing teachers' performance dimensions. This results agreed with *El-sayed (2017)* who founded that there were highly statistically significant positive correlations between nursing teachers' performance. Also *Li et al. (2018)* who applied study entitled "A multilevel model of teachers' job performance: Understanding the effects of trait emotional intelligence, job satisfaction, and organizational trust" and founded that there was highly statistically significant positive correlation between nursing teachers' performance dimension.

Conclusion

In the light of the current study findings, it can be concluded that, slightly more than half of study subject had moderate perception level regarding total organizational trust. Meanwhile, slightly more than one third of them had high perception level regarding total organizational trust. Also, the majority of nursing teachers had adequate performance level. There was highly statistically significant relation between nursing teachers' perception regarding organizational trust and their performance level Moreover, the research question was confirmed which was highly statistically significant positive correlation between nursing teachers' perception

regarding total organizational trust and total performance level.

Recommendations

Based on the current study finding the following recommendations were proposed:

A-Institutes administrators:

- Allow administrators to active participation in group discussion, discussing ideas through multiple continuous meeting.
- Enhancing collaboration between different institute's branches.
- Nurse teachers administrators should be role models of the performance desired from nurse teachers.
- Encouraging nurse teachers to participate in designing and updating curriculum.
- Creating a supportive effective work environment in which collaboration and trustful exists in clinical practice between students and nurse teachers.
- Encouraging nurse teachers through nonmonetary incentive and recognition certifications to enhance their performance.

B- Nurse teachers:

- Improving knowledge and skills frequently by attending training.
- Enhancing nurse teachers' cooperation and participation in decision-making.
- Providing continuing education through attending conferences and workshops for nurse teachers regard Professional development.

Further researches

- Assessment factors affecting nurse teacher's performance.
- Relationship between organizational trust and nurse teacher's professional development.

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