Investigation of Organizational Confidence Level of School Managers' and Teachers' in Terms of Quality of Education

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ABSTRACT In sports high school, one of the educational institutions, creating the organizational confidence is affected by the relations among the personnel as seen in other institutions. The aim of the present study is to examine the managers' and the teachers' level of organizational confidence who work in sports high schools in Turkey. Sample group of the study consisted of 186 managers and teachers working in these institutions. In the result of the study, no difference was found regarding gender, educational background and in the period of service. In position status variable significant differences were found in those subscales; tendency of confidence, accuracy and interest. When values and attitudes dealt with the dimensions of accuracy, competence, coherence, loyalty, clarity and interest and their effect on tendency of confidence was studied, it was found that subscales as values and attitudes, accuracy and coherence had statistically significant effect on tendency of confidence.

INTRODUCTION

In the 1950s, the social scientists realized the importance of confidence as a prerequisite for managerial and organizational activities. Later, the scientists found the positive effect of inter-personal confidence on group and organizational outputs such as; individual performance, work satisfaction, organizational citizenship, problem solving, and collaboration (Thomas et al. 2009). Confidence affects the quality and quantity of inter-mutation of knowledge and provides the clear inter-mutation of ideas (Moye et al. 2005). Organizational confidence provides a collaborative work environment that encourages personnel's commitment and extra efforts (Hodson 2004) also in adapting to organizational objectives plays an important role (Uray 2014).

The educational institutions are the organizations where human relations are experienced intensively. One of them is sports high school, which aims to education in accordance with their interests and abilities to acquire basic knowledge and skills in the field of sports and physical education to train the successful athletes (Meb 2015). Mutual and nonreciprocal interaction of the managers, the teachers, other workers and the students together with those outside the school such as supervisors and parents and the environment itself show the density of experienced human relations. The relations experienced in educational institutions should be confidence-based. A possible confidence problem in educational institutions can also affect the future via students (Erden 2007). Getting succeeded in educational institutions and performing quality and yield centered applications totally depends on the teachers' attitude towards the institution. The level of organizational confidence of an educational institution is of great importance so that positive attitude among the teachers are developed and they can present creative and innovative ideas about the school business (Mishra 1996). The development of confidence in educational institutions is not hierarchical but in the type of continuous plane. On this plane, there are development phases of confidence. In these phases, the role of confidence can be prevented by the managers (Macmillan et al. 2004). Bryk and Schneider (2002) viewed that personnel in an educational institution should have competence to do their jobs and there should be honesty and clarity in relations and transparency between the managers and personnel to form an environment of confidence in educational institutions. Building the confidence in educational institutions provides the development of standards about how the teachers behave towards each other, students and school. Once the confidence becomes a part of school culture everybody tries to do his or her best (Sergiovanni 2005). The teachers' tendency to not trusting school principals or parents can turn out to be a full distrust to school system. Thus, different meanings of confidence should be studied to form confidential schools (Meier 2002).

Confidence has been shown to have positive effects between organizational commitment and employee satisfaction (Cho and Park 2011). Especially, the school managers should understand the dynamic of confidence in terms of providing students' success and the development of organization. Although, the confidence phenomenon is functional enough for educational organizations, the researches about this subject is not on the desired level. Explanation of this concept both to managers and to teachers would increase their sensibility about this subject. The teachers' having confidence in the organization carries great importance in terms of the quality of education or educating students well.

In this study it is aimed to determine the managers' and the teachers' level of confidence who work in sports high schools. This study has an importance as it revealed the concept of organizational confidence based on theory and researches, examined it in terms of sports educational institutions and stresses the value of this concept. Especially, in Turkey there are hardly ever studies in the field of sports. This study will shed light on the studies related to the increasing of the level of confidence in sports educational institutions. The results obtained from this qualitative study will direct the qualitative and quantitative studies that may be done in the future. Further, it is predicted that with this study the bringing of a new and multifaceted approach in the field literature in terms of theory will contribute to the development of a total organizational mind of confidence.

METHODOLOGY

Research Group

It was confirmed that in 2012-2013 education period, when the present research was done, there were 49 sports high school that perform training and education activity. 24 of those schools and some of the teachers (42.2%) working in those schools were reached and students from the researcher's university who resided in the cities where the related sports high schools are present, supported this study as pollster. While reaching some of the teachers and managers via e-mail (21.7%) some others were reached (31.7%) in the meetings of in-service training. Data collection lasted for 4 months. It was acted sensitively to ensure voluntarily participation from all the groups. 24 school principals, 38 deputy heads of school and 124 branch teachers in all 186 educators participated voluntarily in the study. The age of the participants ranged from 23 to 59, with a mean age of 32.4 ± 7.35 years for the sample.

Data Collection Tools

The scale developed by Erden (2007) was used to determine research group's perceptions of organizational confidence towards the sports educational institutions they work. This scale consisted of 8 subscales; "tendency of confidence (Total scores range from 6 to 30)", "values and attitudes (Total scores range from 5 to 25)", "accuracy (Total scores range from 8 to 40)", "competence (Total scores range from 8 to 40)", coherence (Total scores range from 5 to 25)", "loyalty (Total scores range from 11 to 55)", "clarity (Total scores range from 14 to 70)" and "interest (Total scores range from 11 to 55)". Cronbach's Alpha internal consistency coefficient of the scale of which study of validity and reliability was done by Erden (2007) was determined as; tendency of confidence =.67, values and attitudes=.83, accuracy=.88, competence=.88, coherence=.84, loyalty=.92, clarity=.95 and interest=.94. The scale consisted of 68-items to which respondents rate the degree to which each statement applies to them on a 5-point Likert scale (1=totally disagree; 5=totally agree). Cronbach's Alpha internal consistency coefficient belonging to sub-dimensions of the confidence scale in this present study was determined as; tendency of confidence =.72, values and attitudes=.84, accuracy=.87, competence=.79, coherence=.83, loyalty=.90, clarity=.91 and interest=.89.

Data Analysis

The obtained data were analyzed statistically by using SPSS program. Frequency and percentages calculation were made to reveal dispersion of the research group according to sociodemographic variables. To evaluate the level of differentiation of the scale in terms of point average according to independent variables and make comparison between dual independent group averages t-test, and in the average analysis of more than two groups one-way analysis of variance (ANOVA) were used. If there was a difference between the participants' view, LSD test

was used to determine where the difference came from. Spearman rank correlation coefficient was used to determine level of relation of the inter-subscales. Multiple linear regression analysis was carried out regarding the explanatory power of the level of tendency of confidence of the organizational confidence subscale variables. While commenting on regression analysis standardized Beta (β) coefficients and t-test results relating to their significance were taken into consideration. It was accepted that statistically significance degree Alpha (α) and error level $p<0.05$.

RESULTS

Sub-scales of the research group's organizational confidence were analyzed according to gender, educational background, position status and period of service. Besides, level of correlation and regression among the subscales were presented as tables.

According to Table 1, it was found that the research group's subscales of the organizational confidence did not form statistically significant difference according to gender variable (tendency of confidence ($t=0.317$; $p>0.05$), values and attitudes ($t=-1.005$; $p>0.05$), accuracy ($t=-0.378$; $p>0.05$), competence ($t=-0.931$; $p>0.05$), coherence ($t=-0.918$; $p>0.05$), loyalty ($t=-1.470$; $p>0.05$), clarity ($t=-1.074$; $p>0.05$) and interest ($t=-0.285$; $p>0.05$)).

According to Table 2, it was found that the research group's subscales of the organizational confidence did not form statistically significant difference according to educational background variable (tendency of confidence ($t=0.446$; $p>0.05$), values and attitudes ($t=-0.419$; $p>0.05$), accuracy ($t=-0.818$; $p>0.05$), competence ($t=-0.661$; $p>0.05$), coherence ($t=-0.711$; $p>0.05$), loyalty ($t=-0.469$; $p>0.05$), clarity ($t=-0.403$; $p>0.05$) and interest ($t=-0.278$; $p>0.05$)).

According to Table 3, it was found that the research group's subscales of the organizational confidence formed statistically significant difference according to tendency of confidence variable ($F(2,183)=4.493$; $P<0.05$), accuracy ($F(2,183)=4.891$; $p<0.05$) and interest ($F(2,183)=3.856$; $p<0.05$). The analysis showed that this difference stemmed from the principals. In each three subscales, principals' levels of confidence, accuracy and interest were higher.

According to Table 4, it was found that the research group's subscales of the organizational confidence did not form statistically significant difference according period of service variable (tendency of confidence ($F(4,181)=1.337$; $p>0.05$), values and attitudes $F(4,181)=0.234$; $p>0.05$), accuracy $F(4,181)=0.419$; $p>0.05$), competence $F(4,181)=0.471$; $p>0.05$), coherence $F(4,181)=0.510$; $p>0.05$), loyalty $F(4,181)=0.729$; $p>0.05$), clarity $F(4,181)=0.826$; $p>0.05$) and interest $F(4,181)=1.104$; $p>0.05$)).

According to Table 5, there was a statistically significant difference among the research group's each subscales of the organizational confidence in positive direction (in middle and high level).

According to Table 6, it was found that when dealt with other variables (values and attitudes, accuracy, competence, coherence, loyalty, clari-

Table 1: Analysis results of the subscales regarding organizational confidence according to gender variable.

Scale	Gender	n	Mean	SD	t-Value	p-Value
Tendency of Confidence	Male	130	23.54	3.83	0.317	0.752
	Female	56	23.25	3.84		
Values and Attitudes	Male	130	19.89	3.13	-1.005	0.318
	Female	56	20.59	2.56		
Accuracy	Male	130	29.49	6.33	-0.378	0.707
	Female	56	30.03	5.94		
Competence	Male	130	29.52	4.98	-0.931	0.355
	Female	56	30.62	5.37		
Coherence	Male	130	17.98	4.46	-0.918	0.361
	Female	56	18.88	3.71		
Loyalty	Male	130	39.52	7.49	-1.470	0.145
	Female	56	42.25	9.02		
Clarity	Male	130	50.22	11.29	-1.074	0.286
	Female	56	53.00	10.77		
Interest	Male	130	40.61	9.02	-0.285	0.776
	Female	56	41.18	7.82		

n=Number of subjects   SD=Standard Deviation

Table 2: Analysis results of the subscales regarding organizational confidence according to educational background variable.

Scale	Gender	n	Mean	SD	t-Value	p-Value
Tendency of Confidence	Undergraduate	151	23.33	3.70	-0.446	0.657
	Graduate	35	23.75	4.16		
Values and Attitudes	Undergraduate	151	20.03	3.05	-0.419	0.676
	Graduate	35	20.33	2.80		
Accuracy	Undergraduate	151	29.32	6.29	-0.818	0.416
	Graduate	35	30.54	5.93		
Competence	Undergraduate	151	29.64	5.08	-0.661	0.510
	Graduate	35	30.45	5.19		
Coherence	Undergraduate	151	18.06	4.10	-0.711	0.479
	Graduate	35	18.79	4.63		
Loyalty	Undergraduate	151	40.12	8.25	-0.469	0.640
	Graduate	35	41.04	7.64		
Clarity	Undergraduate	151	50.79	11.30	-0.403	0.688
	Graduate	35	51.87	10.90		
Interest	Undergraduate	151	40.62	8.51	-0.278	0.782
	Graduate	35	41.20	9.08		

n=Number of subjects

Table 3: Analysis results of the subscales regarding organizational confidence according to position status variable

Scale	Source of variance	Sum of squares	df	Mean square	F	p-Value	Different
Tendency of Confidence	Between groups	121.063	2	60.532	4.493	0.014*	a-b
	Within groups	1118.251	183	13.473			
	Total	1239.314	185				
Values and Attitudes	Between groups	48.072	2	24.036	2.839	0.064	-
	Within groups	702.766	183	8.467			
	Total	750.837	185				
Accuracy	Between groups	342.961	2	171.480	4.891	0.010*	a-b
	Within groups	2910.260	183	35.063			
	Total	3253.221	185				
Competence	Between groups	114.223	2	57.112	2.260	0.111	-
	Within groups	2097.370	183	25.270			
	Total	2211.593	185				
Coherence	Between groups	66.592	2	33.296	1.890	0.158	-
	Within groups	1462.257	183	17.618			
	Total	1528.849	185				
Loyalty	Between groups	249.928	2	124.964	1.969	0.146	-
	Within groups	5266.409	183	63.451			
	Total	5516.337	185				
Clarity	Between groups	474.860	2	237.430	1.955	0.148	-
	Within groups	10082.396	183	121.475			
	Total	10557.256	185				
Interest	Between groups	537.663	2	268.832	3.856	0.025*	a-ba-c
	Within groups	5786.569	183	69.718			
	Total	6324.233	185				

*$p < 0.05$ a= principal (n=24), b= deputy head of school (n=38), c= branch teacher (n=124)

ty, interest) depended on the tendency of confidence of the research group it explained the variance belonging to the tendency of confidence in the position of dependent variable in the rate of %50.3. Further, it was realized that %50.3 of the level of tendency of confidence depended on other variables.

According to Table 7, the scale was dealt with its other sub-dimensions (values and attitudes, accuracy, competence, coherence, loyalty, clarity, interest) and its effect on tendency of confidence was studied. It was determined the sub-dimensions like values and attitudes (t=2.887;

Table 4: Analysis results of the subscales regarding organizational confidence according to period of service variable

Scale	Source of variance	Sum of squares	Df	Mean square	F	p-value
Tendency of Confidence	Between groups	76.768	4	19.192	1.337	0.263
	Within groups	1162.546	181	14.352		
	Total	1239.314	185			
Values and Attitudes	Between groups	8.579	4	2.145	0.234	0.918
	Within groups	742.258	181	9.164		
	Total	750.837	185			
Accuracy	Between groups	66.005	4	16.501	0.419	0.794
	Within groups	3187.216	181	39.348		
	Total	3253.221	185			
Competence	Between groups	50.221	4	12.555	0.471	0.757
	Within groups	2161.372	181	26.684		
	Total	2211.593	185			
Coherence	Between groups	37.533	4	9.383	0.510	0.729
	Within groups	1491.315	181	18.411		
	Total	1528.849	185			
Loyalty	Between groups	191.718	4	47.930	0.729	0.575
	Within groups	5324.619	181	65.736		
	Total	5516.337	185			
Clarity	Between groups	413.880	4	103.470	0.826	0.512
	Within groups	10143.376	181	125.227		
	Total	10557.256	185			
Interest	Between groups	327.067	4	81.767	1.104	0.360
	Within groups	5997.165	181	74.039		
	Total	6324.233	185			

Table 5: Results of the correlation analysis of the subscales regarding organizational confidence

Scale	Identifiers	1	2	3	4	5	6	7	8
Tendency of Confidence	r	1							
	p	-							
	N	186							
Values and Attitudes	r	0.584^*	1						
	p	0.000	-						
	N	186	186						
Accuracy	r	0.630^*	0.663^*	1					
	p	0.000	0.000	-					
	N	186	186	186					
Competence	r	0.489^*	0.533^*	$.807^*$	1				
	p	0.000	0.000	0.000	-				
	N	186	186	186	186				
Coherence	r	0.583^*	0.476^*	$.685^*$	$.672^*$	1			
	p	0.000	0.000	0.000	0.000	-			
	N	186	186	186	186	186			
Loyalty	r	0.507^*	0.650^*	0.708^*	0.679^*	0.713^*	1		
	p	0.000	0.000	0.000	0.000	0.000	-		
	N	186	186	186	186	186	186		
Clarity	r	0.500^*	0.618^*	0.720^*	0.606^*	0.693^*	0.801^*	1	
	p	0.000	0.000	0.000	0.000	0.000	0.000	-	
	N	186	186	186	186	186	186	186	
Interest	r	0.478^*	0.590^*	0.722^*	0.676^*	0.615^*	0.769^*	0.840^*	1
	p	0.000	0.000	0.000	0.000	0.000	0.000	0.000	-
	N	186	186	186	186	186	186	186	186

$^*p<0.05$ r = Correlation coefficient p = Significance N=Number of subjects

Table 6: Model summary of the confidence subscales regarding the explanatory power of confidence

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.709(a)	0.503	0.458	2.81078

a Predictors: (Constant), Values and Attitudes, Accuracy, Competence, Coherence, Loyalty, Clarity, Interest

Table 7: Results of the multiple regression analysis of the subscales of organizational confidence regarding the explanatory power of the level of tendency of confidence

Model	Scale	Unstandardized coefficients		Standardized coefficients	t-Value	p-Value
		B	Std. error	β		
1	(Constant)	7.939	2.335	-	3.399	0.001
	Values and Attitudes	0.428	0.148	0.333	2.887	0.005*
	Accuracy	0.244	0.102	0.396	2.389	0.019*
	Competence	-0.116	0.111	-0.155	-1.048	0.298
	Coherence	0.344	0.117	0.382	2.939	0.004*
	Loyalty	-0.041	0.075	-0.087	-0.551	0.583
	Clarity	-0.041	0.061	-0.120	-0.675	0.502
	Interest	0.015	0.073	0.034	0.205	0.838

a: Dependent Variable: Tendency of Confidence

$p < 0.05$), accuracy (t= 2.389; $p < 0.05$) and coherence (t= 2.939; $p < 0.05$) had a statistically significant effect on tendency of confidence.

DISCUSSION

It was observed that research group's subscales of organizational confidence did not differentiate according to gender variable (Table 1). The women participants, generally, presented their opinion on higher level about the expressions in subscales. The result of this can be commented as such; teaching as a job makes people sentimental regardless of gender discrimination. Women's low level of the presenting their opinion regarding the perception of the subscales of confidence stems from the difficulties they face in organizational life. However, men's usually possessed high level of confidence regarding subscales can be based on the fact that majority in the organizations are male so the relations among them are closer and they find many opportunities to know each other better. Studies done reached similar results (Culver 1994; Zoba 2000; Ozdil 2005; Tuzun 2006; Cimen 2007; Polat 2007; Bokeoglu and Yilmaz 2008; Topaloglu 2010; Bas and Senturk 2011). However, some studies contradict with the results of this study. According to researchers study women's level of the perception of confidence was found lower than

that of men (Polat 2007; Aydug 2014). Conn (2004) found that the level of organizational confidence differentiates according to gender but the examining of men's level of organizational confidence at schools in terms of some variables showed that they had confidence in organization less than women. In Aktuna (2007)'s study it was declared that women's perception of confidence was more positive than men's.

Although, those on the graduate educational background expressed more positive view in the subscales of organizational confidence regarding educational background variable, this situation did not form a statistically significant difference (Table 2). Accordingly, it can be inferred that in the present research group educators' tendency of confidence did not change according to educational background variable. While some studies (Tuzun 2006; Artuksi 2009; Bas and Senturk, 2011) supported this situation, there are some other studies indicating that managers' level of tendency of confidence, who had undergraduate degree and worked in the elementary schools, were more positive than those with graduate degree (Erden 2007; Aydug 2014). But this condition differentiates according to personal experiences, experienced events and personal differences and can have an effect on different emergence of these perceptions. This is because of the fact that involving in scientific studies

and participate them may make one's point of view more suspicious and bring the habit of showing a critical approach.

In research group's position status variable a difference stemmed from principals were observed in organizational confidence subscales of tendency of confidence, accuracy and interest (Table 3). The principals presented their opinion to subscale expressions on high level. In parallel with these findings, the school managers should take confidence increasing precautions for the teachers and business at school should be done fairly. Hartog (2003) found that leader's accuracy, being fair and reliable were effective in confidence to leader. Yilmaz (2006) found that the manager' and the teachers' view about the elementary school managers' ruling of the schools according to values differentiated. The school managers' views were more positive than that of the teachers'. Sagnak (2003) indicated that managers' and teachers' perceptions regarding the organizational values were different from each other. Managers firstly perceive the values in tendency of relation group but teachers firstly perceive the ones in the tendency of status quo values group. Ozer et al. (2006) in their studies showed that the teachers', working at schools in Malatya, perceptions of confidence in their organizations were in the middle level. Again, in the same study, it was stated that the male teachers had higher confidence in their colleagues and school managers than that of female teachers. Different from those findings, Moye et al. (2005), in their study about the teacher and principal relation, found that there was a significant difference between the authorization and interpersonal confidence. The more the teachers were authorized and acted with their free will the higher their confidence rose in principal. Ozdil (2005), in his dissertation named the relationship between the organizational climate and the level of reliance of the teachers on their administrator and among themselves, found that teachers had middle level of confidence in school managers and high level of confidence in their colleagues. Bas and Sentürk (2011), according to findings gathered from confidence scale, it was found out that elementary school teachers' perceptions of organizational confidence were generally on positive level. Polat and Ceep (2008) determined that the teachers' perceptions of organizational confidence were on the high level.

It was observed that research group did not form a significant difference in subscales of organizational confidence according to period of service (Table 4). It can be stated that the length of service does not have effect on the perception of organizational confidence at schools. In the study, it was observed that as the occupational length of service increased, scale points and total point were in upward tendency. Same results were also reached in the field of literature. Paker (2009) and Sevinc (2013) remarked that length of service variable had no effect on the perception of organizational confidence. Bokeoglu and Yilmaz (2008) pointed out that among the elementary school teachers' views about the organizational confidence in elementary schools there was no significant difference in any subdimension and total points according to the length of service. Ceyanes (2004) indicated that the period of service had a great effect on the relation of confidence-emotional collapse but the teacher's age and experience did not have any effect. Zoba (2000) found that teachers' perceptions regarding organizational values did not differentiate according to the length of service. In contrast to these findings researchers stated that teachers' perception of organizational confidence differentiated according to occupational length of service (Bas and Senturk 2011; Aydug 2014). Artuksi (2009) showed in his study that regardless of dimension discrimination level of confidence regarding school organization was higher in those possessing more than 20 years length of service and lower in those with other length of service. Cimen (2007) stated in his study that those working 1-5 years had higher confidence in their superiors than those working for a long time. The results of these findings can be commented as beginner teachers' tendency to confidence in the early years of their job.

It was realized that there was a significant relation among the research group's subscales of organizational confidence in positive line (middle and high level) (Table 5). In the research carried out by Yilmaz (2004), a high positive and significant relation was found between the supportive leadership behavior and views of organizational confidence in elementary schools regarding teachers' confidence in managers.

It was determined that research group's subscales of values and attitudes, accuracy and coherence had a significant effect on tendency of confidence (Table 7). Tarter et al. (1989), in their

study named school characteristics in secondary schools and personnel confidence found that when the teachers trusted in principals, they asked for the help whenever they felt desperate. This is the principals' supportive behavior; there is a negative relation between the principals' hard and repressive behavior (leadership by giving orders) and confidence in principals. Besides, a positive relation was determined between the open climate of the school and teachers' confidence in principal and other colleagues. This explanation also shows parallelism with present study results.

CONCLUSION

The study found out the important aspect, which was aimed to determine level of organizational confidence in sports high schools, was that the teachers evaluated organizational confidence in the middle level. It is not to say that educational institutions where the level of mutual confidence of teachers is not high can be productive and effective. This result is not a positive finding for Turkish sports high schools. Building a confidence-based relation at schools, personnel's confidence to school management and school as a whole, the presence of personnel that can define them at school, satisfy their job and do not want to leave their schools are of great importance for educational organizations. When the effects of organizational confidence on change, development and increasing the qualification were taken into consideration the possible results of the lack of confidence at schools can be estimated.

RECOMMENDATIONS

Carrying out similar studies in this field will surely contribute to the generalization of the results. Doing similar researches about the organizational confidence in sports education institutions which are active in sports organizations and institutions of higher education has an importance in terms of the understandability of these concepts. Discussions about the concept of confidence in educational institutions are a brand new development. Thus, the confidence should be studied with its different dimensions in different sports organizations to contribute to the related field.

LIMITATIONS

The obtained results in this study and comments about them are limited to the study group of the research

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