

# COLLECTIVE TRUST BETWEEN EDUCATORS AND EDUCANDS DURING COVID-19 PANDEMIC

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## Abstract

The level of Collective Trust was tested among 545 respondents (511 Educands and 34 Educators from fourteen Teacher Education Colleges of Manipur). The levels were tested with *Covid-19 experience* among male and female respondents. Age and Learning Centre (College) of the respondents were also tested towards building Collective Trust. 121 items were locally adapted for measuring Collective Trust (Moran & Hoy, 2000). Its reliability was 0.969 Cronbach's Alpha. The locally adapted scale was interpreted at two levels i.e., *trust* and *mistrust*. Higher score indicates higher level of trust; lower score or negative score indicates mistrust level. The Shapiro-Wilk tests of normality shows the data was normally distributed  $SW(545) = 0.999, p=0.946 > 0.05$  at 95% level of significance. The results indicates that the percentage of mistrust (50.1%) was higher than trust (49.9%) between Educators and Educands. During Covid-19 pandemic learning centre plays a significant role in building Collective Trust between Educators and Educands. Age of the respondents also plays a significant role in building Covid-19 experience. Respondents within 25-35 years have plays significant role in building Collective Trust during Covid-19 pandemic and stay safe during the pandemic. Female respondents also play a vital role in building Collective Trust during covid-19. The other side of trust associated with learning community need empirical evidence which is beyond the scope of the present paper. The generalizability of the findings would merit for further study.

**Keywords:** *Trust, Age, Gender, Educands, Educators, Learning Centre, Covid-19.*

Trust is everywhere, when measured, it is universally collective. In education, the benefit of Collective Trust is an essential element in developing cooperative behaviour. Educationally, trust is defined as the willingness to be vulnerable to another party based on the confidence that the other party is *benevolent, honest, open, reliable, and competent* (Hoy and Moran 2000). Trust as glue or gels (Moran, 2004), lubricant (Arrow, 1974), human virtue (Solomon & Flores, 2001), bounded and specific (Solomon & Flores, 2001) or as a commitment period (Shapiro, Sheppard, & Cheraskin, 1992) – begins at the initial contact and extends until participants know each other well enough to predict one another's values and behaviour. Trust deepens and authentic as individual interact (Zucker, 1986), restore on good faith & fair dealing (Rousseau et al. 1998). Trust lower cost and uncertainty (Barney & Hansen, 1994; Mishra 1996). Members of educational community need to know, not only when to trust others, and in what respects, but, when to monitor others closely (Lewicki et al., 1998).

Hypothetically, trust could be assumed as 'in-between' disciplinary knowledge, such as the thought of Aristotle's *golden mean* (between excess and deficiency), mathematician's *golden ratio* (reciprocal), Buddhist's *middle path* (either exist or do not exists), Chinese's *yin - yang* (darkness vs. brightness), Descartes' *meditations* (matter and mind), Marxist's *diamat* (unity and conflict), Kautilya's *arthaśāstra* (war and peace), Boeke's *social dualism* (east and west) and Kinsey's *sexuality* (Homo vs. Hetero).

On the other side, the idea of trust can be damaged by the disclosure of confidences, secretes, and public criticism. Distrust can be costly, as trust declines, the cost of doing business increase because people must engage in self-protective actions and continually make provisions for the possibility that another person will manipulate the situation for their own advantage (Limerick & Cunnington, 1993). When teachers or students

feel unsafe, energy that could be devoted to teaching and learning is diverted to self-protection (Moran, 2004). In absence of trust, presence of risk increase (Tyler & Kramer, 1996), discount of suspicion & the feeling of alienation (Govier, 1992), significant broken promises (Robinson, 1996), distort communication pattern (Roberts & O'Reilly, 1974), criticized organizational decisions (Malen, Ogawa, & Kranz, 1990), interests self-interest (Hoy & Tarter, 2003), more dishonesty and cheating (Walker, 1999). Trust is the constructive procedures of every assembly; educational institutions need assembly of teachers, students and parents for a constructive community.

Realizing the importance of collective trust during covid-19 pandemic, several studies had been conducted and some of them were reviewed for the present study base on variables - *age*, and *gender*. Men's age mingles with experiences. Collective trust may be affected by age. Young people make less experience than older people in collective trust, group interaction (Glaeser et al, 2000; Putnam, 2000). Trust behaviour studies suggest age may be important effect (Bellemare & Kroger, 2007; Sutter & Kocher, 2007). Highest trust level can be seen in elder age (Tamas & Eva, 2015). Women are more relational in their self-construal and trustworthy than are men (Cross & Madson, 1997). No significant gender differences in trust (Croson & Buchan, 1999) but, female have higher and preferred trust in gender effect on collective trust (Eckel & Grossman, 1998; Holm & Nystedt, 2005). Women care more about maintaining relationships than men, and this greater relational investment mediates the relationship between gender and trust dynamics (Michael et al., 2014). Maths and reading achievement were higher in schools (educational places) with a strong culture of collective faculty trust (Adams & Forsyth, 2013). Student trust partly contributes over learning task, maths and reading achievement (Adams, 2014). Student trust in urban partly contributed to the psychological nature that touches how students internalize the value of education (Adams & Forsyth, 2013; Adams, 2014). Trust is a basic dimension of human capital. It shows higher level in cities as the settlement types with great variability to the subject of trust (Tamas & Eva, 2015).

Understanding the goodness of collective trust in teacher education, herein, there is a need to explore the relational ties of collective trust between Educators (teachers) and Educands (students) during the time of covid-19 pandemic. Hypothesis was tested to explore the real differences during the pandemic. The hypothesis was stated as:

H0: There is no significant difference in collective trust between the respondents during Covid-19 pandemic based on *age*, *gender*, and *learning centre*

## **METHOD**

In order to test the hypotheses of collective trust, the present paper conducted normality test and univariate test was performed. Survey data were collected from fourteen teacher education colleges in Manipur. This section describes the subject, instrument, procedure, and data analysis.

## **SUBJECT**

There were 545 respondents selected through multistage stratified random sampling based on Educands and Educator and the Teacher Education College. Of them 147 were male, 398 female respondents. 234 below 25 years, 279 between 25 to 35 years, 24 between 36 to 45 years and 8 respondents between 46 to 55 years. Among the 545 respondents, 67 respondents have the experienced the illness of Covid-19, 60 respondents have experienced the illness of Covid-19 among their family members or their nearby ones. 418 have no experience of covid-19 illness. Students from other stream were delimited in the present study.

## **INSTRUMENT**

121 items locally adapted for Collective Trust (Hoy et al. 2000; Forsyth & Adams, 2009; Dhar and Dhar, 2015) were employed and its reliability was 0.969 Cronbach's Alpha. The adapted scale was interpreted at two levels i.e., *trust* and *mistrust*.

## **PROCEDURE**

Participants were voluntary and paid no financial fees. The locally developed Collective Trust scale was directed to the students (Educands) in the classroom during their break period. They were encouraged to

response all the items and to complete it without any misunderstanding and mistakes. The first lockdown was started on 24 March, 2020 in Manipur. The second lockdown was started from the month of April 27, 2021. The duly filled 121 items from the students were collected during the month of October, 2020 and March 2021 with maintaining Covid-19 Appropriate Behaviour during the interaction session.

### **DATA ANALYSIS**

The Shapiro-Wilk tests of normality shows the data was normally distributed SW (545) = 0.999,  $p=0.946 > 0.05$  at 95% level of significance. Univariate Test was performed between Collective trust and respondents (Educands and Educators), Gender (Male and female), learning centre (14 colleges), Covid-19 experience (Positive, No illness, and illness in family members) and age of the respondents. The results indicated that the percentage of mistrust (50.1%) was higher than trust (49.9%) between Educators and Educands. During Covid-19 pandemic learning centre plays a significant role in building collective trust between Educators and Educands  $F(13)=2.816$ , Type III Sum of Squares = 7.401,  $p$ -value = 0.001. Age of the respondents also plays a significant role in gaining Covid-19 experience. Respondents within 25-35 years have plays significant role in building collective trust during covid-19 pandemic and stay safe during the pandemic  $F(3)=2.900$ , Type III Sum of Squares = 1.759,  $p$ -value = 0.035. Female respondents also play a vital role in building collective trust during covid-19,  $F(11)=2.641$ , Type III Sum of Squares = 5.874,  $p$ -value = 0.003. Thus, the hypothesis was rejected at 95% level of significance. In simple words, Age, gender and learning centre plays a significant role in building collective trust between Educators and Educands during Covid-19 pandemic.

### **RESULTS AND DISCUSSIONS**

To be a trustworthy, first and foremost to be known as a person of good will. Teachers are confident that you have their best interests at heart and will do whatever is possible to help them develop as professionals (Moran, 2004). There was mistrust among the respondents between students-teacher during Covid-19 pandemic in the present study. Age and Covid-19 experience plays a very important role in building collective trust between teacher and students (Educators & Educands). However, previous studies suggest that in an educational institutions' *superior expressed less trust and less participative in decision making* (Rosen & Jerdee, 1977). Young people make less experience than older people in collective trust, group interaction (Glaeser et al, 2000; Putnam, 2000). Trust behaviour studies suggest age may be an important effect (Bellemare & Kroger, 2007; Sutter & Kocher, 2007). Highest trust level can be seen in elder age (Tamas & Eva, 2015). The present study was partially supported by the factors of age during covid-19 ( $p$ -value=0.035).

Again, female have higher and preferred trust in gender on collective trust (Eckel & Grossman, 1998; Holm & Nystedt, 2005). Women care more about maintaining relationships than men, and this greater relational investment mediates the relationship between gender and trust dynamics (Michael et al., 2014). The present study was partially supported by variable gender that female have played significant role in building collective trust based on age and learning centre.

### **IMPLICATION AND SUGGESTIONS**

Marginal mistrust level of collective trust exists between Educators and Educands during Covid-19 Pandemic in the teacher education colleges of Manipur. It may be due to Covid-19 illness. Learning centre plays a significant role in giving covid appropriate behaviour during the pandemic. It also plays a significant role in shaping collective trust among the Educators and Educands where there was fear of covid-19 illness. Offline classes were stop. Online classes replaced the actual face-to-face classroom interaction. Learning centre who have better infrastructure and manpower have higher level of collective trust than those with less infrastructure and less or guest faculties. Educational administrators, planners must acknowledge the building process of collective trust. Honesty cannot be sold at any price, but it must be cultivated from the winning hearts. New adventures in collective trust must be explored to unlock the secrets of trust in educational settings at different levels at this post pandemic.

**DECLARATION**

No conflict of interest with respect to data, procedure, authorship, and publication. STF & STP trust scale was used with permission from W.K. Hoy, Emeritus Professor, Ohio State University for academic purpose. No financial support was received for data collection, publication of the present paper.

**TABLE**

Table No. 1 Test of Normality for Collective trust

Collective Trust	Descriptive Statistics			Shapiro-Wilk		
	Mean	Median	SD	Statistic	df	Sig.
	445.19±1.98	444.39	46.15	.999	545	.946

Figure 1 Normal Q-Q Plot of Collective Trust

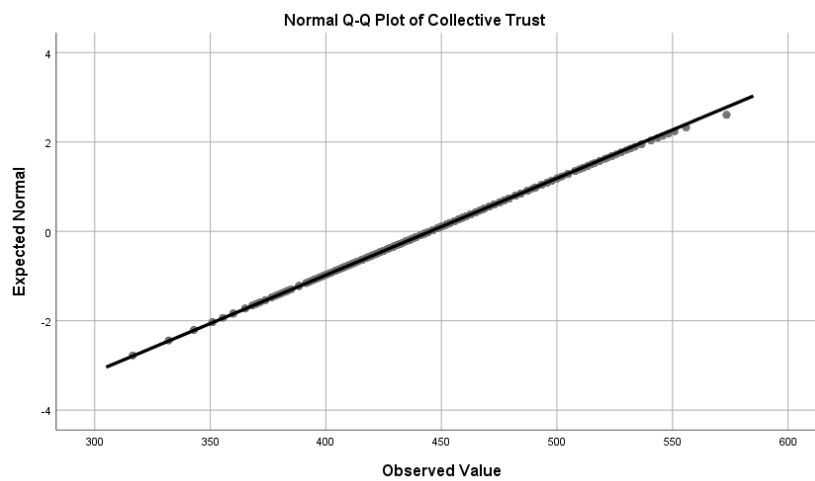


Table No. 2 Frequency distribution of variables

Variables		Value Label	N
Collective Trust		Mistrust Score	273
		Trust Score	272
Gender	1	Male	147
	2	Female	398
Respondents	1	Educands	511
	2	Educators	34
Learning Centre (College)	1	ITTA	19
	2	RKSDCE	77
	3	IIE	37
	4	KDMCE	38
	5	TTTC	37
	6	DMCTE	57

	7	IRE	37
	8	DTEMU	36
	9	Bethany	37
	10	TCCTE	38
	11	MECTE	38
	12	SKWC	19
	13	SLCTE	38
	14	TIITET	37
Covid19_exp	1	Positive	67
	2	No Covid-19	418
	3	Family Members +ve	60
Age of the Respondents	1	Below 25 Yrs (Crown of Youth)	234
	2	25 to 35 Yrs (Beginning of Maturity)	279
	3	36 to 45 Yrs (Midst of Maturity)	24
	4	46 to 55 Yrs (The End of Maturity)	8

Table No. 3 Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	59.215 <sup>a</sup>	163	.363	1.797	.000
Intercept	112.485	1	112.485	556.327	.000
Gender	.034	1	.034	.167	.683
Respondents	.109	1	.109	.541	.462
<b>Learning Centre</b>	<b>7.401</b>	<b>13</b>	<b>.569</b>	<b>2.816</b>	<b>.001</b>
Covid19_exp	.415	2	.207	1.025	.360
Age	.884	3	.295	1.457	.226
Gender * Respondents	.037	1	.037	.185	.667
Gender * College	3.718	12	.310	1.532	.110
Gender * Covid19_exp	.552	2	.276	1.366	.256
Gender * Age	.179	2	.090	.443	.642
Respondents * College	3.042	11	.277	1.368	.186
Respondents * Covid19_exp	.711	1	.711	3.517	.062
Respondents * Age	.193	2	.097	.478	.621
College * Covid19_exp	6.345	25	.254	1.255	.187
College * Age	4.998	26	.192	.951	.536
<b>Covid19_exp * Age</b>	<b>1.759</b>	<b>3</b>	<b>.586</b>	<b>2.900</b>	<b>.035</b>
Gender * Respondents * College	1.025	3	.342	1.691	.169
Gender * College * Covid19_exp	2.728	8	.341	1.687	.100
<b>Gender * College * Age</b>	<b>5.874</b>	<b>11</b>	<b>.534</b>	<b>2.641</b>	<b>.003</b>

Gender * Covid19_exp * Age	.429	2	.215	1.061	.347
Respondents * College * Age	.002	2	.001	.004	.996
College * Covid19_exp * Age	3.444	16	.215	1.065	.388
Gender * College * Covid19_exp * Age	.461	1	.461	2.282	.132
Error	77.035	381	.202		
Total	1361.000	545			
Corrected Total	136.250	544			
a. R Squared = .435 (Adjusted R Squared = .193)					

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