

The Level of Organizational Confidence among Faculty Members in the Jordanian Universities from their Point of View

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Abstract

The study aimed to identify the level of organizational Confidence among faculty members in Jordanian universities from their point of view, in addition to knowing the effect of the variables (gender, university, academic rank) on the estimates of the study sample for that level. The analytical descriptive approach was used, as the study sample consisted of (520) faculty members, who were chosen in a stratified random way from the study population of (2580) faculty members, and the questionnaire was used as a tool to collect the necessary data to achieve the objectives of the study. The results of the study showed that the estimates of the members of the study sample for the level of organizational confidence among faculty members were large, and that there were no statistically significant differences in the estimates of the study sample of the level of organizational confidence among faculty members attribute to the study variables. The study recommended many recommendations, including: continuing the interest of universities in the faculty member as he is the one who directs the university process, influences the souls of students, works to graduate generations qualified to work in the local community, and enhances the value of organizational trust in universities as it is an important element in achieving their goals, in addition to Study the possible mistakes made by universities in dealing with faculty members, and that this dealing must be based on justice and equality among all without discrimination.

Keywords: The Level, Organizational Confidence, Faculty Members, Jordanian Universities.

Introduction:

Success of any institution can be achieved through success of those who are working in it, the more the institution is able to satisfy their needs, the more it will be able to confront the challenges that might hinder their performance, the effective teaching is considered as one of the basic instruments which works to achieve the society's objectives, education cannot achieve its objectives unless of having the successful administration performing its functions effectively and efficiency.

Universities in their characteristic as the incubator of the generation represent the basic pillar in the success and development, the important element in implementing the teaching and learning policies and achieving objectives of the educational process, the university is considered as one of the social institutions which works for serving the society through enriching it with the comprehensive tasks and human energy, the needs and requirements specialized in a directing method covering the development needs.

Launching from that importance adopted by the university as an educational and social institution among other social institutions, the university should had a wise administrative leadership seeks to achieve its objectives and the society objectives based on the existing relationship between the higher education outputs and the social and economic development requirements (Al-Janabi & Thiyab, 2021).

The university performing a set of roles, including: education, scientific research & social service, the teaching role represents developing the student's personality and the optimal preparation for the future work according to courses he is studying and the activities introduced by the university, in addition to encouraging the students to create and innovate, opening the minds within the majors they study, with the focus on the national identity and the cultural nationalism, while role of the scientific research is one of the main roles for the universities, and important factor in raising the education level and the universities level at the global side, there is a strong relationship between the researches and progress level in all developmental fields.

Regarding the society service, universities cannot be isolated from the society, since the university includes two societies, internal and external, the students, the teaching staff members the administrative staffs, while the external society is the society surrounding the university (Al-Hardan & Al-Bayati, 2017).

Concept of organizational trust has gained the interest of many administration scientists, it represents in the employees commitment to achieve the organizational goals and working according to them, and giving them the priority over the personal goals, since lack of their interest in the organizational goals forms in them less level of trust, since the administration cares about the human elements in the organization and the employees attitudes, trends and orientations, the presence of climate of mutual trust between the administration and the employees might be the important component in achieving the organizational goals effectively and efficiency (Ibraheem, 2013).

Organizational trust concepts have been diversified, they were identified by Al-Hawamdeh and Al-Kasasbeh (2000, 150) as “indicator to groups or individual expectations that organizational decision making systems can be depend on in achieving preferable results to the individuals, the groups or the organization without practicing any influence on this system”, while (Rawlins, 2008, 7), identifies the concept as “Desire one party of the parties to be subject to other party based on trust that the other party is eligible, and can be depend on, honest and acts in good faith”.

Organizational trust is a multidimensional concept, focuses of on the organizational characteristics which form the trust, and includes that the organization’s members act in a specific way, also the organizational trust includes creating secure climate in which no one fears the punishment (Adams & Wiswell, 2008).

Organizational trust is considered one of important and comprehensive elements for the organizational culture, and helping in achieving the institution’s goals, since the institutions transformed to be places for making the common decisions. So, trust should be the interest focus of these institutions which aim at improvement, innovation and creation, since the prevalence of climate of the trust in the organization makes the individuals in it express their ideas and participate in them with each other for the institution to be a learning center, since organizational trust is considered as one of the social resources, helps in accomplishing the works and the tasks.

The more the institution is able to acquire the employees’ trust, the more they will exert the efforts to achieve the desired results and goals (Atrees, 2016).

To achieve the social development, there is the need for the presence of organizational culture works to develop the execution methods and approaches, and helps

in the modern teaching ways within developed educational philosophy achieving the educational institution's goal and preventing its deviation from its goals (Audia, Brion & Greve, 2015).

Organizational trust is considered as an important factor in forming the educational identity, and works to direct the performance through influencing it, and developing the employees performance, since performance has been seen as the wide pyramid base for any educational system, role of the school's administration comes to set its goal, strategies and plans, since it has the direct responsibility for helping the working human resources in the school, including the employees, the administrators, teachers and students, organizing them with the objective to develop their scholastic performance continuously (Joma, 2019).

Trust is an effective instrument in the perceived organizational support and in changing the relationships inside the institutions, when building environment of trust, employees think they will be rewarded for the good work they are performing, and the institution is committed to provide them with the sufficient rewards, this guarantees continuous positive behaviors than can lead to increased employees job satisfaction.

For this purpose, the teachers who think that the school depends on them will act voluntarily for the school, because they have high job satisfaction, and at the end they will seek to improve their works performance (Bogler & Nir, 2012).

Regarding types and forms of the organizational trust (Kafi & Mirel, 2014) have classified them into five types: **self-trust**: and indicates at the human trust in his self and his ability to determine and accomplish his goals, **trust in the relationship**: indicates at how the human builds his relations with the work and with the others, and the work to develop them through coordination between his acts and sayings, **institutional trust**: indicates at how the leaders built trust in the different institutions, **trust in the market**: represents in how the institutions leaders build its reputation in the market to compete with others who work in the some field. **Social trust**: indicates at the final output through which finding trust value to others in the society through the participation and the mutual relationships.

Atrees (2016) has indicated at many stages through which achieving the organizational trust including: perceived trust & emotional trust, the trust moves from perceived to emotional as the result of the first party experiment with the other party, and

the other party success in his experiment regarding the readiness of scarify for others, this can be achieved as a result of confirming the perceived and emotional trust provisions in a direct form.

Trust is a “basic component” for the organizational success (Shockley- Zalabak et al, 2010). Since inside the organizations there is distinctive dynamic compared with trust outside the organizational systems.

Trust is an important component in achieving the universities goals, when there is a prevailing organizational trust in the university, teaching staff members will be more committed to achieve the work objectives, cooperate with each other’s under the name preserving the group interest over the personal interest to deeply rooting in them some of the concepts based on justice and equality, leading to their trust in their universities, showing greater readiness to find productive educational environments, when trust is reduced, teaching staff members will be more subject to sensitivity in situations and issues regarding justice and fare treatment, so trust is considered as important indicator for justice in the work and influencing effectiveness and performance of the universities (Annamalai & Al-Zidiyeen, 2010).

Based on the previously mentioned, teaching staff members in the Jordanian universities care about the organizational trust side, and practice the principles leading to trust and enhancing them in their selves and in the students selves, dealing with the students and the employees in the universities based on the mutual trust, requiring from them highly quality and efficiency in the performance.

Study Problem and its two Questions:

The availability of organizational trust in the universities is one of the positive indicators of the studying climate quality.

From the reality of the researcher’s work In Jarash private universities in Jordan, she noticed that there is complaint among some of the teaching staff members, and they have different levels of the trust in the university, head of divisions, and their peers, leading to decline in their motivation level to work, due to political and economic conditions these universities are living through, this issue has constitute a strong motive for the researcher to conduct this study to find out level of the organizational trust among the teaching staff member in the Jordanian universities, since results of the previous studies differed

regarding level of organizational trust among the teaching staff members in the Jordanian universities such as (Abu Snaineh, 2017, Darawsheh, 2017).

More designation, the study has attempted to answer the following two questions:

- 1. What is level of the organizational trust among the teaching staff members in the Jordanian universities from their point of view?**
- 2. Are there differences with statistical significance at significance level ($\alpha \leq 0.05$) in the study sample individuals estimations in the Jordanian universities of their organizational trust level attribute to the variables (gender the university and the academic rank)?**

Objectives of the Study:

This study aimed to achieve the following objectives:

1. To find out level or organizational trust in the teaching staff members in the Jordanian universities to enhance the academic performance of the teaching staff members.
2. To reveal impact of the variables (gender, university and the academic rank) on the study sample individuals' estimations of the level of the organization trust in the teaching staff members to introduce the recommendations relating to these variables.

Significance of the Study:

Significance of the study appears as follows:

Theoretical importance: which resides in being one of the first studies that have been conducted in the Jordanian universities with the objective to investigate level of organizational trust in the teaching staff members in the Jordanian universities, it is expected that this study will work to add value to the theoretical side in organizational trust field through the introduced information related to the field with its different dimensions.

Scientific significance: Scientific significance of this study resides in the results that have been reached to benefit those who are responsible for the university teaching in the Jordanian universities, through providing them with the results of this study as a feedback about level of organizational trust due to its importance in achieving objectives of the educational process in the universities to increase performance of the teaching staff members, it is expected that results of this study will open new horizons in front of the

researchers to conduct more similar studies on different samples, and in educational topics relating to the topic of this presents study.

Terminological and procedural terms: Organizational trust. Khween (2015, 127) identifies it as “the expectations, positive feelings or beliefs, and the desires the workers in the institution they hold, which link with the applied administrative behaviors, considering commitment to the principles, values, and general ethical standards, and to stay away from everything causes harm to the parties”.

The researcher identifies it procedurally as: the expectation that the teaching staff members hold towards issues increase their academic accomplishment in the universities.

Also, it is one of the important organizational variables the teaching staff member feel in the Jordanian universities, and measures by the total degree the teaching staff members received through their responses to the questionnaire’s items developed by the researcher for this purpose.

The researcher identifies the teaching staff members as: Group of males and females have been assigned by the Jordanian public and private universities, having different academic ranks, the researcher wants to measure level of their organizational trust and measured by the total degree they receive from their responses regarding their level of organizational trust.

The researcher identifies the Jordanian universities as: The universities work to produce generations equipped the knowledge and science, divided into public and private universities, having a number of scientific and humanitarian faculties, many majors, and big number of teaching staff members.

This study has addressed a sample of universities: Yarmouk, University, University of Science and Technology, Al-Albyt University, Jarash University, Al-Ahliyah Irbid University, and Jadara University.

Limitations of the study:

Limitations of the study represent in the follow:

Objectivity limitation: This study was limited to know level of the organizational trust among the teaching staff members in the Jordanian universities from their point of view.

Human limit: A sample of the teaching staff members in the scientific and humanitarian faculties in the Jordanian universities.

Spatial limit: This study has been limited to the Jordanian public and private universities: Yarmouk University, Al-albyt University, Jarash University, Al-Ahliya Irbid University & Jadara University.

Delimitations of the study: Generalizing results of the study depends on the used instruments to collect the data from the study sample individuals, and the extent of possessing validity and reliability characteristics, and on the extent of objectivity and the respondents validity to its items, also depended on the method of selecting the sample and its extent of representing the study population and the statistical processes used in the study.

Literature Review:

Hamdi (2011) study aimed to know degree of delegating the authority to deans the academic faculties in the Jordanian universities and its relationship with organizational trust and job performance of the head of divisions, the descriptive correlations method was used, the study sample consisted of (206) heads of divisions, and the questionnaire as the instrument for data collection. Results showed that level of the organizational trust was high from their point of view.

Al-Zahrani (2012) study aimed to know the relationship between organizational trust and organizational commitment in Al-Azhar University- Gaza, the descriptive correlational method was used, and the questionnaire for data collection, study sample consisted of (125) administrative employee, results showed the presence of medium direct correlation between trust in the supervisors and the organizational commitment, and weak correlation between trust in the peers and the organizational commitment.

Karademir (2015) study aimed to investigate level of the organizational trust among the principals and teachers of the sport secondary schools in Turkey, the descriptive survey method was used, and the questionnaire for data collection to achieve objectives of the study.

Study sample consisted of (186) principal and teacher, results showed that estimation of the study sample individuals of level of trust among the schools' principals and teachers came medium, and the presence of differences with statistical significance in these estimations attribute to gender variable infavor of the males.

In a study conducted by Abu Snaineh (2017), the study aimed to know level of the organizational trust in Jarash Directorate Schools from the teachers' point of view, the

study used the descriptive survey method, and the questionnaire for data collection, study sample consisted of (190) male and female teachers. Results showed that level of trust in the secondary schools in Jarash Governorate was medium on the total and subfields (trust in the peers, trusts in the students, and trust in the parents), also the study showed the presence of impact of the gender variable in the study sample individuals estimations of the organizational trust in the secondary school infavor of the female teachers, and the presence of differences infavor of the scientific qualification, master degree, and the absence of impact for the variable years of experience.

Darawsheh (2017) study aimed to know the prevailing organizational Justice in the Jordanian Universities and its relationship with the organizational trust from the point of view of the teaching staff members, the descriptive correlational was used to achieve objectives of the study, on a sample consisted of (520) teaching staff member in the Jordanian Universities, and the questionnaire for data collection.

Results showed that level of organizational trust came at high degree and the absence of differences attribute to the variables gender and type of the university.

Through the illustration of the studies, it became clear that the present study distinguishes from the previous studies regarding its application to the Jordanian Universities, its objectives, and the process in selecting the study sample, since this study has focused on the teaching staff members in the Jordanian Universities.

This study has similarity with Darawsheh (2017) study, and similarity with most of the previous studies in depending on the questionnaire for data collection, such as with Hamdi (2011) study Al-Zahrani (2012) study, Abu Snaineh (2017), and Darawsheh (2017) study, to build the theoretical literature and developing the questionnaire to achieve its objectives.

Also, this study in its population is considered as one of the Arabic studies- to the knowledge of the researcher which has focused on level of the organizational trust among the teaching staff member from their point of view.

Method and Procedures:

This section deals with the study methodology, population, sample and the used study instrument.

Methodology of the Study:

This present study depended on the descriptive analytical method due to its relevance with the nature of the study to achieve its objectives, through studying the phenomenon the information, and answering its questions.

Study Population:

Study population consisted of all the teaching staff members in the Jordanian public and private universities, there number (520) teaching member according to Ministry of Higher Education Statistics, with the rank professor, associate professor & assistant professor from the Jordanian Public and Private Universities.

Table (1)
Distribution of the study sample according to the variables

| The Variable | Level/ Category | Frequencies | Percentage |
|---------------|---------------------|-------------|------------|
| | المتغير | | % |
| Gender | Male | 320 | % 52.5 |
| | Female | 200 | % 47.5 |
| | Total | 520 | %100.0 |
| University | Public | 300 | % 93.2 |
| | Private | 220 | % 6.8 |
| | Total | 520 | %100.0 |
| Academic Rank | Professor | 220 | % 40.9 |
| | Associate Professor | 190 | % 30.1 |
| | Assistant Professor | 110 | % 29.0 |
| | | | |
| | Total | 520 | %100.0 |

Scale for Level Organization Trust:

The scale in its final form consisted of (15) items, responding to them according to Likert's five point scale, very strongly agree (5) points, strongly agree (4) points, neutral (3) points, disagree (2) points, and strongly disagree (1) point, and depending on the following classification to judge the arithmetic means.

$$\frac{\text{Highest Value} - \text{Lowest Value}}{5} = \frac{5 - 1}{5} = 0.8$$

So, the judgment standard on the degree as follow:

From (1 – less than 1.8) very low level

From (1.8 - less than 2.6) low level

From (2.6 less than 3.4) medium level

From (3.4 – less than 4.2) high level

From (4.2 and more) very high level

And all the items were worded in a positive way.

Study Variables: The study consisted of the following variables:

- 1) The main variable:
 - Level of the organizational trust among the teaching staff members.
- 2) Mediating variables, include: Gender (Male & Female)
The University: Public, Private.
Academic Rank: (Professor, Associate Professor, Assistant Professor).

Procedures of the Study:

The researcher has performed the following procedures:-

- Review the previous literatures and studies relating to the topic of the present study and preparing the questionnaire.
- Determining study population and number of the study sample.
- Confirming validity and reliability of the study instrument.
- Applying the study instrument in final form to the targeted study sample individuals.
- Presenting, discussion and explaining the results, reaching the relevant recommendations in light of the results.

Statistical Processes:

To answer the study questions, the following statistical processes were used:

- Extracting the arithmetic means, standard deviations for the study sample individuals' responses.
- Using the triangular variation analysis to reveal the differences in responses of the study sample individuals.

Presentation and Discussion of the Study Results:

1) Results relating to the first question “what is level of organizational trust among the teaching staff members in the Jordanian from their point of view”.

Table (2)
Values of the Arithmetic Means, and Standard Deviations of the Study Sample Individual' Estimates

| The Rank | Item Number | The Item | Arithmetic Mean | Standard Deviation | Level |
|----------|-------------|--|-----------------|--------------------|-------|
| 1 | 15 | The teaching staff member is able to depend on his colleagues at work due to their diversified skills. | 3.73 | 1.08 | High |
| 2 | 12 | Work as a teaching staff member enhances my skill and performance. | 3.69 | 0.97 | High |
| 3 | 13 | Colleagues at work like the work as they like for themselves. | 3.68 | 1.00 | High |
| 4 | 11 | Teaching staff member feels trust in the head of the academic division in the faculty he is working in it. | 3.62 | 1.17 | High |
| 4 | 9 | General interest is over the personal interest at work. | 3.62 | 1.00 | High |
| 6 | 10 | Encourages the colleagues to work on skills & communications. | 3.61 | 1.07 | High |
| 7 | 8 | Specialty of the administration at work makes the teaching staff trust it. | 3.59 | 1.01 | High |

| | | | | | |
|----|----|---|------|------|--------|
| 8 | 6 | Information clarity at the university increases the trust. | 3.57 | 1.05 | High |
| 9 | 7 | The head's knowledge of specific issues increases the trust level. | 3.56 | 1.18 | High |
| 10 | 5 | The teaching staff member feels that he has the influence on the local community based on his work in the university. | 3.55 | 1.04 | High |
| 11 | 3 | Trust increases strengths and eliminates weakness in the work. | 3.54 | 1.04 | High |
| 12 | 4 | The Justice enhances the trust between the employees. | 3.53 | 1.04 | High |
| 13 | 2 | Teamwork spirit and the collective work enhance the trust. | 3.49 | 1.04 | High |
| 14 | 1 | Teaching staff member feels that the university considers the employees interest when making the decisions. | 3.31 | 1.29 | Medium |
| 15 | 14 | Engaging the employees in the future issues increases their trust level | 3.21 | 1.33 | Medium |
| | | Total | 3.55 | 0.49 | High |

Table (2) shows that level of the organizational trust among the teaching staff members in the Jordanian universities from their point of view as a whole came at high level, with arithmetic mean (3.55) and standard deviation (0.49), the highest value came to item (5) which states “the teaching staff member can depend on his colleagues at work due to their diversified skills”, followed by the item (12) which states “the work as a teaching staff member enhances skills and performance”, at high level, the less estimate was for item (14) which states “engaging the employees in the future issues increases trust level” came at medium level.

The researcher attribute this to that the teaching staff member has a prominent social status inside and outside the local community, and he has great volume of stability and trust, and the work's environment (the university enjoys a set of basic principles in the

profession ethics, the most important the mutual respect between the employees, increasing self-trust and his work in the university, resulting in increase of his belongness and loyalty to the university.

The researcher indicates that raise of trust level among the teaching staff members indicates at raise of trust level, in self-trust and trust in his work.

Also, the researcher points out that the teaching staff member feeling absence of the employees engagement in all issues concerning his status, but still enjoys high moral spirit at work, and strong belongness to the university, this in turn develops the organizational trust, also feeling of job security and stability, applying justice between the employees creates feeling of belongness to the university, and enhances trust in his workplace, and in his colleagues at work.

Result of this study agrees wit result of (Hamdi, 2011, Darawsheh, 2017) which their results have indicated at high level of organizational trust, but results of this study differed from results of Al-Zahrani (2012) study, Karademir (2015), and Abu-Snaineh (2017), which their results came medium level of the organizational trust.

2) Results relating to the study's second question: "Are there differences with statistical significance at statistical level ($\alpha \leq 0.05$) in the stud sample individuals responses for level of organizational trust among the teaching staff members in the Jordanian universities attribute to the variables (gender, the university, and academic rank?)"

To answer this question, arithmetic means, and standard deviations were extracted according to the study's variables, as seen in table (3).

Table (3)
Values of the Arithmetic Means, and Standard Deviations instrument of level of organizational trust among the teaching staff members and its field according to the study variables

| The Variable | Variable Categories | Statistical | The Instrument | | | |
|---------------|---------------------|--------------------|----------------|------|------|--------------------------|
| | | | | | | Total for the Instrument |
| Gender | Male | Arithmetic Mean | 3.54 | 3.59 | 3.39 | 3.50 |
| | | Standard Deviation | 0.72 | 0.67 | 0.69 | 0.60 |
| | Female | Arithmetic Mean | 3.56 | 3.65 | 3.39 | 3.53 |
| | | Standard Deviation | 0.68 | 0.63 | 0.72 | 0.60 |
| University | Public | Arithmetic Mean | 3.55 | 3.63 | 3.41 | 3.53 |
| | | Standard Deviation | 0.71 | 0.67 | 0.71 | 0.60 |
| | Private | Arithmetic Mean | 3.55 | 3.61 | 3.38 | 3.51 |
| | | Standard Deviation | 0.70 | 0.64 | 0.70 | 0.60 |
| Academic Rank | Professor | Arithmetic Mean | 3.48 | 3.58 | 3.32 | 3.46 |
| | | Standard Deviation | 0.73 | 0.67 | 0.76 | 0.63 |
| | Associate Professor | Arithmetic Mean | 3.58 | 3.64 | 3.43 | 3.55 |
| | | Standard Deviation | 0.69 | 0.64 | 0.67 | 0.58 |
| | Assistant Professor | Arithmetic Mean | 3.30 | 3.50 | 3.60 | 3.47 |
| | | Standard Deviation | 1.04 | 0.47 | 1.04 | 0.49 |

It is noted from results in table (3) the presence of clear differences between the arithmetic means of the instrument and the fields belong to it resulting from difference level of the study variables, for the objective to test the essence of the differences between these means, the triangular variance analysis was conducted according to the study variables as seen in table (4).

Table (4)
Result of the triangular variance analysis (without reaction) for the estimates of the study sample individuals of level of organizational trust according to the variables

| Source of the Variables | Sum of the Squares | Freedom Degrees | Mean Squares | (F) Value | Statistical Significance |
|-------------------------|--------------------|-----------------|--------------|-----------|--------------------------|
| Gender | 0.103 | 1 | 0.103 | 0.310 | 0.615 |
| University | 0.223 | 1 | 0.223 | 0.671 | 0.460 |
| Academic Rank | 0.848 | 2 | 0.424 | 1.28 | 0.150 |
| Error | 171.205 | 515 | 0.332 | | |
| Total | 172.379 | 519 | | | |

It is clear from the results in table (4) the absence of a relation with statistical significance at significance level ($\alpha \leq 0.05$) between the arithmetic means of the study sample estimates of the organizational trust among the teaching staff members in the Jordanian private universities attribute to the variables (gender, university, and the academic rank). Due to the absence of differences according to (Hotleng) test on nay variables of the study variables, there is no need to conduct the multiple triangular analysis on the fields, and it is sufficient to conduct the triangular variance analysis at the total degree.

The researcher attributes this result in light that what the teaching staff member practice of behaviors and performance regardless of his gender reflects on all the employees, since they belong to the same business environment, which motivates and enhances their self-trust, activates their ideas and energies, motivate them to create and show more trust in their universities and colleagues at work, which positively reflects on the work's environment, making the teaching staff members always work to put first the university interest in which he works rather on his personal interest, providing solutions to the problems that might hinder the work, since he feels success of the university is also his personal success making him provides the service to all with humanitarian motive, this means that the highest level of the individual's learning the highest and increased self-trust and trust in the institution he works in it.

Results of this study agree with result of Darawsheh (2017) study which indicated at the absence of differences with statistical significance attribute to the rank variable, university, and gender.

Results of this study disagree with Karademir (2015) study, Abu Snaineh (2017) study which their results indicated at the presence of differences with statistical significance attribute to gender variable.

Recommendations:

In light of the reached results, the researcher recommending the following:

- Jordanian universities continuous interest in the teaching staff member as the director of the university process, and the influencer in the students spirits, who works to graduate qualified generations to the work in the local community.
- Enhancing value of the organizational trust in the universities since it is an important element in achieving their objectives.
- Studying the possible mistakes by the universities in dealing with the teaching staff member, and this intercourse should be based on justice and equality between all members without any form of discrimination.
- The universities should consider their employees interest when making the decisions.
- The work to engage those who are working in the universities in the future issues to increase their trust level.
- Calling the researchers, and the educators to conduct more researches relating to the topic of this present study, with different methodology.

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