



## Life and Education Built on Trust

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### Abstract

We cannot have a healthy relationship or career without trust. However, virtually all of us can bring to mind a scenario where our trust has been broken, but if we do not have trust, it will be more challenging to communicate and coordinate with our friends, colleagues or live. Trust is also essential when administering student-teacher relationships. Trust is your most important principle in creating a strong student-teacher relationship. Creating trust can decrease complexities and build life a lot easier for ourselves and students. Distrust can especially be dangerous in an educational setting. So how can teachers ensure distrust has no home in their classrooms? The main aim of this study was to find out how to develop trust come out with results providing insight to the question, especially in education, from a psychological perspective. What are trust and distrust? How does it occur? What factors are associated with it? The findings suggest that the use of trust in teaching and learning may benefit them in many aspects, such as human relationships. The results proved that the occurrence of trust is improved with understanding, and therefore may be a more efficient way to hearten self-confidence and trust acquisition.

**Keywords:** Trust, education philosophy, teacher-student relationship, psychology, pedagogy.

This article expresses; what are trust and trustworthiness? How does it occur? What factors are associated with it? Moreover, it focuses on the relationship between teacher and student, especially trust in education, with motivation.

Trust is an approach we have towards people we hope will be trustworthy, whereas trustworthiness is a property, not an approach. Trust and trustworthiness are different, although, ideally, those we trust will be trustworthy, and those who are trustworthy will be trusted. Trusting requires that we can:

- 1) Be vulnerable to others (vulnerable to betrayal in particular).
- 2) Think well of others, at least in specific domains.
- 3) Be optimistic that they are, or at least will be, competent in certain respects. Other uncontroversial elements of trust are that trust can be unconscious or tacit, and that trust and distrust are “contraries but not contradictories; between them lies a neutral space” (Jones 1996, 16).

It is also unclear what, if any, sort of motive a *trustworthy* person must have. Trustworthiness is likewise a kind of reliability, although it is not apparent what kind. The



exact circumstances for trustworthiness are that the trustworthy person is competent and willing to do what is presumed. It is important to be clear about the reason, in particular the good reasons, why people might invest trust in one another, for a society where people are disposed to be trusting and where their trust is generally well placed (Hardin, 1993). However, this person may also have to be willing for specific reasons or have a particular motive for acting (e.g., they heed the trustor). Trust is one of the essential elements considered at schools. Although it is essential, there is relatively little research on trust in educational perspectives.

In this paper, I would like to share some trust tips to make the relationship between teachers and students' lives more accessible, understanding, and objective.

## **Introduction**

### ***Trust-Related Factors***

The encapsulated-interest view of trust includes several elements, some of which are common to other accounts of trust. The First trust is generally a three-part relation that restricts any trust claim to particular parties and particular matters. The second trust is a cognitive notion in the family of knowledge, belief, and the kind of judgment that might be called assessment. The third trust is the competence to do what one is trusted to do; we can also say acting on trust involves risk (Hardin, 2002).

Specifically, trust is regarded as “confident, positive expectations regarding another’s conduct,” whereas distrust is “confident negative expectations regarding another’s conduct” (Lewicki et al., 1998: 439). Trust may also have significant necessary value as a situation for different types of social action. Such social activity may be highly variable. A great deal of individual social activities only can be reached if others are trusted to act in specific ways—produce medicine, manufacture safe supplies and instruments, sustain reliable communications networks, provide security, and so on. Despite this, extremely social activity is also typical—running a business or school, participating in a team or sport, training, and research.

Furthermore, knowledge and personal independence are goods that would be unachievable were we unable to trust others’ activities. Indeed, much terrifying to human well-being can be sheeted home to distrust—or, ironically, to misplaced trust (Kleinig, 2018).

The positive effect of trusting relationships on psychological needs is how student trust functions as a social resource in education. Healthy and trusting relationships with caring adults, both within and outside the family, are a vital source of resilient and productive behavior in children (Ryan & Deci, 2002). It is hard for children to internalize cultural boundaries and develop a durable internal agency that adapts to changing circumstances without adult role models and supportive adult interactions (Walker, 2010). Tenuous adult relationships outside of schools make the student-teacher relationship a more effective instrument for supporting student social, psychological, and cognitive development.



Conversely, we believe that trust is the most critical factor in building collaborative and positive school culture. Trusting teachers communicate that we value them and believe in them. Teachers who are trusted take risks and collaborate with their colleagues. They work most extended hours. They are committed to maintaining a healthy culture—a place where everyone looks forward to coming to work.

Most importantly, they build on this foundation of trust and collaboration to create engaging, rigorous learning opportunities for their students. Obviously, the higher the level of trust, the higher the possibility of cooperation, but supportive behavior does not depend on faith alone. The optimal inception of trust will vary according to the occasion (Gambetta, 2000). Our analyses among the teachers and students with high relational trust were more likely to make marked improvements in student learning.

Whether teachers are working on instruction, developing curriculum, or discussing students, they value the opportunity to collaborate. In the classroom, teachers must hold periodic workshops with students from all levels with the school counselor. With this, the student could be willing to take the risks that new learning requires in an atmosphere of trust. Children trust their teacher for various reasons: The teacher is a figure of authority, has academic qualifications, and is treated as an expert by other teachers and parents (Siegel, 2005). Once teachers experience the value of this kind of collaboration, they can begin to use the latest strategies in their classrooms with their students. Teachers can also build trust with students in smaller moments and gestures by inquiring about sick family members and acknowledging life events. Teachers need to show compassion for their students and one another, and then principals, as leaders, need to show mercy. Every student has a year that is difficult for personal reasons. Whether it involves a sick parent, a family in crisis, or a child with psychological issues, there are times when students are not as focused on the study as they would like to be. How a teacher responds and how a community supports the individual speaks volumes about the organization and people's trust. A student frequently lives in a "fishbowl" with many eyes peering in on every decision they make. Most people want to trust their teachers, but they may mistrust a new teacher's motivation and look for inconsistencies. It is imperative to be open and honest about the topics to be discussed. It is better to have someone respectfully disagree with them than worry that they are less than truthful.

To Bryk and Schneider (2002), trust is related to individual responsibilities. They name two kinds of trust, pure trust, and contractual trust. Pure trust is about social group members trusting each other unconditionally, whereas contractual trust is based on contractual agreements between social groups. Usually, in contractual trust, teachers should keep them away from any misbehavior of the agreement. However, as Bryk and Schneider (2002) explained, contractual trust was useless in the educational circumstances since most educational institutions have multilevel goals, which they are expected to perform. They thus recognized the third form of trust, the relational trust, which relies on each party's



specific expectations. Then, Tschannen–Moran (2003; 2014), proposed five aspects of trust: kindness, reliability, ability, honesty, and openness. Kindness is about leaders taking care of the welfare of teachers, and teachers feel being guarded by their leaders. Reliability is about teachers depending on a principal's leadership, for example, to protect them in the event of any problem. Competence is the belief of teachers that the principal is a good leader and can give tasks as required based on required standards. Honesty includes character, integrity, and authenticity of leaders' behavior, affecting teachers' trust in the principal. It also refers to how far teachers can trust principals to protect them during stressful times calmly. The last facet is openness, which describes how leaders can be open and share information with teachers. Trust works both ways. For effective communication to occur, there must be mutual trust between the principal and the teachers. Firstly, schools with high trust were able to increase the student test scores. It was also proven by Bryk and Schneider (2002), who studied the significance of trust in improving student reading scores. Secondly, trust is significantly associated with teachers' high level of confidence, enthusiasm, and friendly practices among colleagues and their principal, leading to higher student achievement (Handford & Leithwood, 2013).

Part of being honest with themselves and their teachers means knowing when to ask for help—something not always associated with conformist views of solid leadership. As a teacher, I had many opportunities to ask for help. I never made an important decision without seeking input from the people most closely involved. If a decision involved student discipline, the assistant principals and I reviewed the situation; the department chairs worked with me on a curriculum issue. If it affected student life, students provided options. Asking for help communicates that you trust the people around you and invites them into the decision-making process. I breathed a huge sigh of relief, knowing that asking for help is not a sign of weakness but a source of strength, trust, and courage.

When you create a culture of trust, classroom teachers will let you know when other teachers are concerned about something but are not openly discussing it. You can then raise the issue at a parent's meeting or in small groups with the student or their parent involved. For example, several years ago, we considered doing study-camping in the exam weeks in staying hostel. Some of the teachers and parents were concerned that this would complicate the study. They were worried that some children were efficient individually and that children who did not want to work would negatively affect other students. They were worried that the care and study responsibilities of the children in the labor camp would be challenging during the exam period. They hesitated to raise it to their parents because they were unsure how students would receive their concerns. Fortunately, one of them spoke with me about it. I addressed their respects at a teacher's meeting and assured them that their input considers when developing our final plans. Honestly and realistically, after clearly expressing its advantages and disadvantages, it was a very successful study camp with a sense of trust among both other teachers and parents. Student's respect and trust each other in their most stressful moments outside of school and their friendship and



sincerity towards us have improved even more. It was instrumental in getting to know each other better, whether in the teacher-student relationship, on behalf of their friendships.

I asked my students where trust comes from it? Each student talked about what it meant to them. Some mentioned that it came from love, from an acquaintance, from friendship, and honesty. I asked them again, changing that question. So, how do you understand trust? After careful consideration, I had a student who replied: If he is my friend, after spending time with him. I trust him for his honesty, and I know he will not cheat on me because he loves me, and I trust him. With someone I do not know, I look for the truth of his words. I can trust him if he has sincerity in his speech. Almost all students answered in this way. I realized that most people's underlying trust is love, respect, honesty, sincerity, and truth.

There is a feeling of trust at the basis of a healthy relationship between teachers -students; these feelings are the feelings that lie at the heart of faith. If the teacher communicates with their student by providing love, compassion, and trust, they will receive respect, honesty, and sincere behavior. The teacher can safely break the chain of prejudice on the student, and it can create this with sincerity and trust. Some students have a significant problem with confidence. Sometimes there is a lack of self-confidence or distrust towards the people or events around him and sometimes himself. The most critical task of teachers, apart from lectures, is to enable students to discover themselves. Because some students are self-confident and some have grown up without self-confidence, they may not have gone on their journey of discovery yet or have given wrong ways. That is why teachers are one of the most significant foundations to guide students and make them safe people and society (McKnight & Chervany, 2001).

Today, the sense of trust is unfortunately decreasing. An insecure society has emerged due to the mistakes made by people or the events experienced. Our children are this society buds off. As teachers, we must instill confidence in our students. For example, suppose the student can express how they do not understand in the lesson. In that case, they should express themselves clearly and confidently on personal or social interest matters at school or outside the school. Even teachers know that not interfering with students' misbehavior might encourage further misbehavior and might trigger a misbehavior domino effect in other students (Scherzinger & Wettstein, 2019).

In the pretentious example, a student who does not do his homework has to tell his teacher, who checks his lesson the next day, that he cannot do it with courage and confidence. It is a sign that you do not dare to tell the truth to the opposite person, which is entirely due to the teacher's reaction to the student on the first day. Of course, it is necessary to express and show how bad behavior is for students who do not do their homework or, in any event, that does not do their responsibilities. If the student does not do his homework, the teacher gives feedback in the form of punishment or indifference's sake, the distrust and dislike have started between the teacher and the student. The point is if the teacher asks sincerely when the student does not do the homework, "Did you not understand the topic yesterday? Did





you feel bad? Did you forget to do your homework? Do you want to talk to me privately?” At that time, there was a sense of trust between the teacher and the student. The student will show his respect and love for his teacher by doing his homework next time, and in such the buds of trust are gradually laid?

I said that the role of the teacher is critical in today’s conditions. If the teacher can make clear decisions without prejudice or consulting the student or parent is an important decision for his student, these are decisions made wrong and with bias and with little trust. A teacher believes that a student who fails in a course or a field will be unsuccessful in other classes or life altogether, causing the student to feel insecure about himself and society. Decide it is necessary to communicate with them and their parents and provide students with a career life and life plan with sincere conversations and a sense of trust. Negative situations and behaviors should search for reasons, and these reasons should turn positive by solving them. Because lack of confidence will be timid in the future, lack of courage to look at life negatively and the other important point will be lack of love. Trust is the basis of all these feelings.

The discernment of trust is one of the critical factors concerning people’s lives. It is a guarantee of both our actions that we do. Two specific types of trust are effective in the knowledge-sharing method: benevolence-based trust and competence-based trust. When most people think about trust, they typically imagine its benevolence-based form—in which an individual will not purposely harm another when allowed doing so (Levin et al., 2004). However, another type of trust that plays an essential role in knowledge sharing is competence-based trust. Competence-based trust describes a relationship in which an individual believes that another person is knowledgeable about a given point area. It will do in the name of our society, our culture, and our relationship with ourselves, our family, community, and other people.

Several individual and social issues combine to affect the growth orientation and behavior of children. Some of these issues exist in the external school environment and lie beyond the control of school professionals. Still, other factors, like the teaching and learning context, are controllable by schools. The education conditions, like student trust, should not be overlooked as significant resources to support the learning and development of students. Trustworthy relationships with teachers may be incapable of changing the external context, but they can support students’ cognitive, social, and psychological needs. The circumstances in which trust is formed, people around it, a culture based on shared values, and lifestyles significantly develop confidence. Viewing individual student trust as a social resource requires a different way of thinking about education reform than a conventional resource dependence point of view. To better understand the effects of student trust, it is necessary to use a larger, more representative sample of schools and teachers in educational psychology (Ye et al., 2021). Research referred to the importance of trust that supports success and personal development; the most critical element in e-sports is trust.



He mentioned communication skills and an attitude of critical thinking, self-confidence, and continuous improvement so on. We can provide many cases similar to that.

## Results

It is a subject that seems easy but is very important in our lives. To exemplify this process, when students observe a teacher addressing a discipline issue with openness, reliability, and hostility, the teacher's behavior is compared with expectations of appropriate behavior to form a judgment about the teacher's actions. This event becomes part of the trust evidence when students share the example with their peers through specific mention of it or students improved positive effect toward teachers. A student of mine, who has experienced trauma and has psychological problems, has an extraordinary prejudice against himself and the people around him. Instead of talking to him about it directly, I made him come out of his shell with friendly conversations and let him discover his wounds.

Moreover, he realized that he did not trust people and himself because of what he went through. Moreover, he realized that with sincerity and courage, a sense of confidence formed. The troubles that came before him now knew how to fight bravely. He had discovered a person he could talk to and relax without prejudice in the negativities he encountered.

Another sample is a student who believed that he would fail the chemistry exam if I set another illustration. Because no matter how much he loved chemistry, he thought that he did not understand and that the questions were tough, and gave up on success, believing that he would get a bad grade before he took the exam. He had decided that his chemistry teacher was unfavorable and would not help him if he took it badly. Therefore, he accepted no point in working and gave up on success because he lacked self-confidence. Later, after meeting with the chemistry teacher and discussing my student's situation in chemistry classes and her prejudice. During break time, I met him for a coffee in the school cafeteria. While my student was talking about normal subjects, I also invited the chemistry teacher.

Nevertheless, I asked the chemistry teacher not to make any speeches about the lessons or the issue. While my student and I were chatting at the table, the chemistry teacher accompanied the conversation at our table, talking about ordinary things and making jokes, and then left our table. And then, he noticed that my student was happy to have coffee alone with two of his teachers, and his teachers had a friendly conversation with him. After that, I realized that my student broke the prejudices about his teacher; I talked to him about his problem. At the end of the meeting, I told him that he could quickly speak to the chemistry teacher and be happy to help. Afterward, my student, who met with the chemistry teacher, decided to study the exam with the different grades he took from his teacher. Later he passed the exam with good achievement. My student is no longer afraid of chemistry; my student restored his self-confidence, and my student broke his prejudices against his teacher and a sense of trust formed. Sometimes the discrimination against someone causes insecurity towards us later on, and as I said again, sincerity and honesty are developed based on trust.



Of course, trust lost to someone is not quickly gained, but we avoid prejudices, give both the other party and ourselves a chance again, and first establish sincerity and then trust. Loss of trust creates severe psychological problems. Then we can ask for help from our family, friends, teachers, whom we consider sincere. If we cannot provide a robust solution on our own, we should seek support from experts. Thinking about what has been said so far, people must not be deceived by outward forms and must not forget that essence and spirit matter because there is no trust and peace.

## Conclusion

In conclusion, trust begins with the reactions shown to the mother in the mother's womb and continues with birth, and when one comes to the age of the school, it grows and improves with the children's circumstances and surroundings. One trusts people according to the wisdom earned throughout his life. Therefore, parents and educators, who aim to develop aspired behavior and emotion, have started to give importance to values and education. The feeling of trust is initiated in the family at a young age. Children first trust parents, learning to trust new people when they start school (friends, teachers, etc.). Once the trust is developed, one can make others seem respected, loved, tolerated in their relationships. The sense of trust is not a value that can appear and disappear instantly. That is why the sense of trust in children needs to be well distributed. If their trust in people is destroyed, their self-confidence will also get harmed, and over time they will become indrawn and have problems in their relationships.

In short, we know what trust is and why it is so important; we can build trust in our own life, school, or work—long-term value relationships, which trust needs long-term thinking. Be honest and always tell the truth, even if it is embarrassing; do not give people an opportunity to catch you in a lie. Honor your promises; If you make a promise, follow through on it. Avoid making promises that you might not be able to keep. Disclosing misunderstandings is also part of being honest. Admit when you are wrong; own up to it if you realize you were incorrect about something. Communicate effectively; try your best to talk in a way that does not leave room for misunderstanding. Being helpless and being open about your emotions, and showing some feelings can help with building trust. Be helpful and show people that you care. People will naturally trust you more if they feel like you are genuinely interested in them. Be transparent, and as long as you can explain what you are doing and why you are doing it, most people will understand.

If one person trusts another person, he finds the trustee's actions reliable. It is easily noticed in students. A student starts to share something with his teachers and friends. He shares matters in her life, situations, and dreams with her friends. One person can have a positive expectation from another person and be sympathetic to the expectation, only handling the trust. Hence, trust also carries an emotional affection that symbolizes a sincere affection for people. Kind feelings such as self-confidence, loyalty, mercy, right, bravery, self-control, courage, care, and integrity carry trust to kids.





As a result, this study researched how trust affects students, how they trust, and what is needed to gain it. Therefore, parents- teachers need to teach children the importance of trust in life for themselves and their relationship their importance in terms of their own, their importance with them.

They must not give up sincerity, but relate all of their acts and moves to good student pleasure, and try to follow what students will with every step they take. In this respect, the educator souls in our time must fix their gaze on the horizons of becoming an embodiment of mercy, always walk on this path. No matter how far their potentials take them, as long as they are pursuing such an ideal, they will be with the trust and sincerity of the horizons of the path they walk and enjoy togetherness with them.

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