

PRINCIPAL TRUST SURVEY -TURKISH FORM (PTS-T)

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	Katılmıyorum	Kısmen Katılmıyorum	Orta Düzeyde Katılmıyorum	Çoğunlukla Katılmıyorum	Tamamen Katılmıyorum
15. Parents in this school are reliable in their commitments. [Velilerimiz üzerlerine düşen sorumlulukları yerine getirirler]	①	②	③	④	⑤
16. Most parents openly share information with the school. [Velilerimiz bildiklerini açıkça okulla paylaşırlar]	①	②	③	④	⑤
20. Most parents here have good parenting skills. [Velilerimizin çoğu çocuk yetiştirme konusunda başarılıdır]	①	②	③	④	⑤
14. Parents in this school have integrity. [Velilerimiz dürüştür]	①	②	③	④	⑤
2. I can count on parents to support the school. [Velilerimizin okula her zaman destek olacaklarını bilirim]	①	②	③	④	⑤
6. I believe in my teachers. [Öğretmenlerime inanırım]	①	②	③	④	⑤
4. I have faith in the integrity of my teachers. [Öğretmenlerimin dürüst olduğuna inanırım]	①	②	③	④	⑤
18. I trust the teachers in this school. [Okulumuzdaki öğretmenlere güvenirim]	①	②	③	④	⑤
1. Teachers in this school are candid with me. [Bu okuldaki öğretmenler bana karşı açık sözlüdür]	①	②	③	④	⑤
12. When teachers in this school tell you something, you can believe it. [Bu okuldaki öğretmenlerin söylediklerine inanabilirsiniz]	①	②	③	④	⑤
7. Most students in this school are honest. [Bu okuldaki öğrencilerin çoğu dürüştür]	①	②	③	④	⑤
11. I trust the students in this school. [Bu okuldaki öğrencilere güven duyarım]	①	②	③	④	⑤
3. Students here really care about the school. [Bu okuldaki öğrenciler gerçekten okulu önemserler]	①	②	③	④	⑤
19. Students in this school are reliable. [Bu okuldaki öğrencilere güvenebilirsiniz]	①	②	③	④	⑤
5. Students in this school can be counted on to do their work. [Bu okuldaki öğrencilere sorumluluklarını yerine getirme konusunda güvenilebilir]	①	②	③	④	⑤

Reference:

For more information about Turkish form of the **Principal Trust Survey** please see:

Özer, N. (2013, in review). Trust me principal or burn out! Relationship between principal burnout, trust in students and parents. **Alberta Journal of Educational Research**.
<http://iys.inonu.edu.tr/webpanel/dosyalar/442/file/AJER.pdf>

Turkish Adaptation:

Translation:

When adapting the original scale, firstly the items were translated into Turkish using a two-way translation method, first English to Turkish, then Turkish to English. Next this initial scale form was forwarded to two experts of English and two experts of Turkish languages working at İnönü University, Faculty of Education for their evaluation. Following the modifications in line with the experts' reviews, the form was given to three of the principals working in Malatya to test the clarity of the items. The initial form was developed into its final version in line with the experts' and principals' views. This initial form of the scale was conducted on a total of 119 (F=7, M=112) primary school principals, attending an in-service training program arranged jointly by İnönü University Faculty of Education and TED Malatya College, during 3-5 May, 2009.

Validity:

In order to determine the factor structure of the scale exploratory factor analysis (EFA) was conducted on the data gathered. Prior to performing EFA, Kaiser-Meyer-Olkin and Bartlett tests were performed to test the appropriateness of the data for factor analysis. Kaiser-Mayer-Olkin's Measure (KMO) of Sampling Adequacy was found ".88", exceeding the recommended value of ".60", and the Bartlett's Test of Sphericity (1784.949, $p=.000$) reached statistical significance, supporting the factorability of the correlation matrix. Next the 20 items of the PTS were subjected to principal components analysis (PCA). After first factor analysis, three salient factors were obtained as in the original PTS. Four items (**8, 9, 10, 13 & 17**), however, were discarded from the scale due to wrong or low factor loadings. After this items were discarded, the analysis was repeated, which yielded the presence of a three factor structure with 15 items, each factor containing five items. This three-factor solution explained a total of **70.28%** of the total variance, with trust in teachers 24.07%, trust in students 24.63%, and trust in parents 21.58% respectively. The factor loadings for the trust in parent items range between ".584" and ".881"; for the trust in teacher items range between ".644" and ".809"; and for the trust in student items range between ".612" and ".867". In sum, EFA analysis results revealed that all items loaded convincingly on the intended factors.

Reliability:

Internal consistency coefficients were found ".87" for trust in parents and teachers, ".89" for trust in students and ".93" for total. In Garies & Tschannen-Moran's (2004) study estimated reliability coefficients was ".87" for principal trust in teachers ".87" for principal trust in students, and ".86" for principal trust in parents. These results show that reliability values of the adopted scale are quite similar to those of the original scale.

Subscale Scores

Turkish form of the PTS scale has three subscales as in original form, however instrument consisted of 15 items, arranged on a five-point Likert scale with the indices ranging from "1" (Strongly disagree) to "5" (Strongly agree). Sample items include "Parents in this school are reliable in their commitments", "I believe in my teachers." and "Most students in this school are honest". Subscales and items are indicated below:

Items of Trust in Parents [Aile'ye Güven]	: 2, 14, 15, 16, 20
Items of Trust in Teachers [Öğretmenlere Güven]	: 1, 4, 6, 12, 18
Items of Trust in Students [Öğrencilere Güven]	: 3, 5, 7, 11, 19