

# INVESTIGATION OF THE IMPACT OF KNOWLEDGE TRANSFER AND ORGANIZATIONAL TRUST ON THE MANAGERIAL INNOVATION CAPABILITY: A GOVERNANCE CONTEXT

Amal Ghalib Rashid \*

\* Department of Business Administration, College of Administration and Economics, University of Babylon, Babylon, Iraq  
Contact details: Department of Business Administration, College of Administration and Economics, University of Babylon, 51001 Babylon, Iraq



## Abstract

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This study examines the increased importance of information sharing in recent years. Knowledge is important to people but essential to a successful business. The most important to a company's success is frequent knowledge. This study explores how teachers' trust in the organization or leadership influences their readiness to try new things in Al-Musayiab, Al-Hashimiyah, and Al-Qasim classes in Babylon, Iraq (Ogunmoku et al., 2020). The survey included 173 Babylon Governorate private school instructors. The importance of knowledge sharing is examined in this study. This study examines how organizational trust affects teacher creativity and information sharing. Teachers from Babylon Governorate cities Al-Hillah, Al-Musayiab, Al-Hashimiyah, and Al-Qasim participated in the study. Information was gathered by questionnaire. Data was analyzed using correlation, regression, and factorization. A correlation analysis identified a high link between leadership trust, information sharing, and creativity. A company's knowledge-sharing and innovativeness were linked. The regression analysis found that organizational trust participation and performance components encouraged knowledge sharing, while employee empowerment did not. Sharing knowledge inspires instructors to innovate. We found that trust in organizations moderates its influence on creativity. The study's findings demonstrate the importance of revealing primary school teachers' organizational trust connection. The final portion analyzes the outcomes theoretically and practically.

**Keywords:** Knowledge Sharing, Organizational Trust, Teacher Innovation, Selected Cities in the Governorate of Babylon

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## 1. INTRODUCTION

The Fourth Industrial Revolution's profound changes are the new issues that are currently influencing education. This industrial revolution will necessitate

more competent, agile, flexible, and adaptable human resources (HR). Education is impacted by rapid economic, societal, political, and technological changes. As a result, schools must be adaptable to changing circumstances and contexts. Schools and

other educational institutions require an environment that promotes positive growth while supporting the global competition for HR (Lam et al., 2021). As a result, schools require ongoing collaboration between educators and settings that promote innovation and performance improvement. The concept is that a knowledge society has emerged that relies on innovation and adaptability to thrive in a competitive information economy. As a result, increasing knowledge resources — particularly teachers — will be an essential component of educational institutions' strategic development in the future, as it opens up opportunities for growth and innovation (Berraies et al., 2021).

If educational institutions, particularly schools, are to be competitive and adaptable, teachers must be guided and involved in raising school performance. It is critical to give teachers more power. As a result, schools must evolve into actual organizational cultures. The organizational culture regards teachers as civilization's agents and as one of the essential components of school change. A school's organizational culture is critical for educational institutions operating in rapid and unpredictable change. Rapid response to change is an absolute requirement for generating competitive HR, educating competitive students, and triumphing in the global HR battle (Yao et al., 2020).

Individual teachers and institutional expertise are transformed into intellectual capital, which quickly emerges as a new symbol for the economic worth of a school. This is a new paradigm that evolved from the Industrial Revolution 4.0. Traditional productive assets such as buildings, structures, land, and other tangible assets are no longer the primary investment contribution for the future. Intangible assets such as instructors' knowledge provide future productive and long-term assets (Kmieciak et al., 2021). This research aims to understand better the relationship between teachers' ability to innovate as educators and the learning process and information sharing (both tacit and explicit knowledge) of teachers in Iraq. In the study, first of all, knowledge sharing, organizational trust, and teacher innovation issues were discussed in the conceptual framework. Afterwards, the study's hypotheses were put forward, and the research method was continued. Finally, the analysis results are included in the study, and it ends with the conclusion and discussion section.

This study fills a significant need in the current body of research by investigating the ways in which organizational trust affects the transmission of information and the impact that this influence has on the entrepreneurial capacity of managers working in educational environments. The exact role that trust plays in supporting this process and promoting innovation is still underexplored, despite the fact that prior research has underlined the significance of information sharing for the success of organizations. Utilizing social exchange theory and innovation diffusion theory as its foundation. The purpose of this research is to provide answers to important concerns concerning the connection between trust, knowledge transfer, and innovation in the field of education. To gain a better understanding of these dynamics, a quantitative technique was utilized to collect data from educators working in a variety of institutions, which

were then analyzed. The findings of the study are noteworthy, and they provide essential insights that lead to the creation of methods for encouraging innovation in educational management through increases in organizational trust and practices that include knowledge sharing.

The rest of the current research consists of the following sections. Section 2 introduces a background to knowledge transfer and organizational trust in the managerial innovation capability and comprises a literature review. Section 3 explains the research methods. Section 4 overview the empirical results and Section 5 discusses the findings. Section 6 presents the conclusion.

## **2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT**

Knowledge, one of the most influential factors in creating value, becomes more critical as it is shared. This feature has been used in the past as "knowledge is power" brought the end of the paradigm of "knowledge sharing is difficult" validity of the perception (Lei et al., 2021). Knowledge is the essential power that provides advantages and opportunities in business and social life. When we examine the literature, knowledge sharing has been defined differently. According to Cassia et al. (2020), knowledge sharing is defined as sensing the need for information and providing access to the needed information by providing a systematic and technical infrastructure. Singh et al. (2021) define knowledge sharing as a team effort to transfer information to another person.

There are two types of knowledge: 1) implicit knowledge and 2) explicit knowledge. Tacit knowledge is defined as knowledge that is still held within the human mind and is very difficult to explain and communicate organically, necessitating personal interaction for the transformation. The source and store of a person's tacit knowledge are their ideals, values, and emotions, as well as their actions and experiences.

Tactic knowledge is categorized as personal knowledge or knowledge acquired from individuals based on its conceptual foundation. The kinds of experiences teachers have are significantly influenced by unpredictable conditions and external factors. It is challenging to articulate and transfer tacit knowledge into explicit knowledge. But to make the most of tacit knowledge, use the socialization, externalization, combination, and internalization (SECI) model or a knowledge spiralization strategy (Svare et al., 2020). The literature review (Wang et al., 2020; Saleh et al., 2024) revealed that motivation, organizational justice, culture, organizational communication, organizational trust, innovative behavior, learning new information, ability to apply, resource dependability, manager and leader, organizational structure, individual and organizational factors, technological factors and structural barriers, and nature of knowledge are the factors that influence knowledge sharing. Examining the published studies (Naqshbandi et al., 2022; Jawad et al., 2023) discovered that researchers had utilized a variety of parameters in their analysis, ranging from one variable to seven different ones. An exploration of the consequences of knowledge sharing was done. This study examined the topic of

organizational trust, which is regarded as one of the most critical aspects of information sharing, as well as the relationship between organizational trust and knowledge sharing, teacher creativity, and teacher innovation (Mazzucchelli et al., 2021; Almagsoosi et al., 2022). The following sections address issues of teacher creativity and organizational trust in this environment.

## 2.1. Organizational trust

Trust is essential for getting things done in organizations and maintaining organizational continuity. Several factors are effective in ensuring trust. These factors include the continuity of environmental and economic changes, the need for flexibility and cooperation, the development of belief in group work, and the change in teacher career (Arias-Pérez et al., 2021). As important as the continuity of business life, its progress, and development in a competitive environment, it is equally essential to ensure organizational trust for these results to occur. It is possible to establish trust as a result of the cooperation of the people in the organization and the positive or negative situation as a result of this cooperation. On the other hand, Nguyen and Malik (2020) define organizational trust as having positive expectations that the organization will implement policies that will not disregard the benefit of the organization, even in cases where there is risk.

Ensuring trust makes it easier in the field of administration. In a work environment that is trusted by teachers, teachers may be less likely to face difficulties and problems. Trust is essential for the organization and can provide many opportunities and advantages. Some of the benefits of trust are: 1) it increases communication, organizational commitment, performance, and sharing, 2) it reduces stress, and 3) it can provide many advantages, such as teamwork. As a result of this situation, efficiency can be achieved effectively by ensuring trust. In an environment where trust is low, there is a high level of stress, teachers become restless (Anand et al., 2021; Alyaseri et al., 2023; Capestro et al., 2024), teachers are driven to fail, teachers are forced to cooperate. They need general rules and order. The higher the organizational trust, the less will be the intention to leave the job. Teamwork is possible, and openness to development and an effective communication environment are provided. Sensitivity towards the environment is increasing.

## 2.2. Innovation

Before explaining the concept of teacher innovation, it is necessary to give information about the concept of innovation. It is a process experienced in scientific research and technological development and is expected to be beneficial. As a result of the literature review, there are different definitions of innovation. According to Rungsithong et al. (2020) and Salman et al. (2023), innovation is defined as the entrepreneur's creation of welfare by creating new resources or the creation of welfare by increasing the potential for the use of existing resources. Similarly, according to Akram et al. (2020), they saw it as a process of change that could

be regarded as the beginning of "something new". This is "something new": 1) product, 2) service, technology, 3) investment practices, or 4) any of the administrative processes in the organization. However, it has been argued that whatever happens will bring beneficial change to the organization.

Today, changing customer demands and needs have necessitated innovation within the organization. In this case, teacher innovation can cover all the activities of changing and renewing the product, service, and production methods of the organization by providing the emergence of new products, services, or ideas required within the organization (Ferreira et al., 2021). Therefore, businesses can provide many advantages with changing developments. Wherever the teacher innovation activity is, it is desired to provide the expected benefit. In this case, it is necessary to provide the expected benefit in the performance and effectiveness of the expected innovation within the enterprise. Ensuring innovation within the organization constitutes the most basic structure of the active and intra-organizational activities for the enterprise. Accordingly, innovation can be considered a new enterprise design or structure. Innovation activities that take place inside or outside the organization will increase the organization's profits and, as a result, affect the organization's continuity. In this case, transforming it into a new product or service will ensure that the organization is ahead in the competition for competitive advantage. Accordingly, teacher innovation and employee skills will increase and work performance will be improved. On the other hand, innovation is increasing economic income and living standards. Therefore, if the need is not met, businesses that cannot focus on innovation either downsize or go bankrupt. When the types of teacher innovation are examined, they are divided into five: 1) product, 2) service, 3) process, 4) behavioral, and 5) strategic innovation (Garousi Mokhtarzadeh et al., 2020; Yang et al., 2024; Singh & Dhir, 2024).

Another issue discussed in the study is that organizational trust will affect teacher innovation. Ensuring an environment of trust within the organization paves the way for the formation of innovation. Trust and transparency are considered to be an innovative organization's main features. Therefore, it has been seen that a high level of trust in the organization is more successful and innovative compared to organizations with a lower trust level (Alwan et al., 2023) From this point of view, hypotheses have been formed considering that organizational trust will affect organizational innovativeness. These hypotheses are stated below.

*H1: Dimensions of organizational trust positively impact knowledge sharing.*

*H2: Sharing knowledge has a positive impact on teachers' innovation.*

*H3: Dimensions of organizational trust influence teachers' inventiveness in a positive way.*

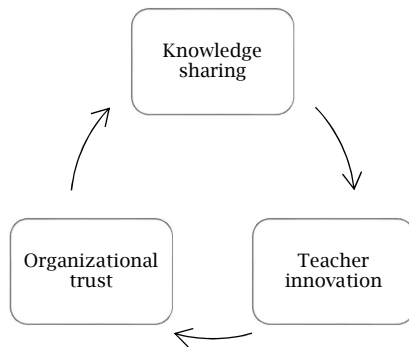
The current industrial era 4.0 necessitates teacher innovation skills as a competitive advantage for schools. Competitive strategy is the key to navigating the industrial era 4.0 as a component of 21st-century quality management. One of the most significant internal resources that can help school education institutions function better is their capacity for innovation. A high-quality education must emphasize innovation.

### 3. RESEARCH METHODOLOGY

#### 3.1. Organizational trust and teacher innovation capacity

This study aims to understand better how organizations share information and how these factors relate to teacher creativity and knowledge sharing within organizations. Figure 1 depicts the model made for these uses.

Figure 1. Research model



This study employed a quantitative methodology. All private teachers who fit the study's goal were given questionnaires to complete to collect data. The study's sample included 145 teachers. Those who participated in knowledge-sharing activities and teacher innovation capability based on organization trust received questionnaires via simple random sampling. One hundred seventy-three samples were among the questionnaire's results that were validly returned. Thus, there are 70.3% more samples than people in the world. Trust instruments have been characterized in several ways in the available literature. The study considers components of interpersonal relationships. Teachers who exhibit creative conduct present fresh concepts to boost organizational performance, and then work to make those concepts a reality. A questionnaire was used to help collect the study's data. The multipurpose T-scale was created by Hoy and Tschannen-Moran (2003) to assess teachers' opinions of organizational confidence. Likert type and six are assigned to the scale. However, the instrument,

translated and employed as a five-point Likert scale, was equivalently translated into Turkish. Three sub-dimensions make up the scale. Scales measuring employee trust (eight items), parent-student trust (10 items), and principal trust (eight items). It was discovered that the scale's initial application had Cronbach alpha values of 0.96 for the overall scale, 0.93 for the dimension of trust in coworkers, 0.98 for the dimension of trust in the school principal, and 0.94 for the dimension of trust in parents and children.

The Bartlett test of sphericity and Kaiser-Meyer-Olkin (KMO) tests were used to establish whether the data were suitable for factor analysis. When factor analysis was used in the study to examine the tool's structural validity, it was discovered that the chemicals were distributed in three dimensions. The number of articles with the same name modified the dimensions: 1) there were seven things for colleagues, 2) eight for parents and students, and 3) five for the school principal. All scales utilized a five-point Likert-style rating system. Strongly disagree (1) and strongly agree (2) on a scale (5). The surveys were administered in person to the school's teachers. People who participated in the poll were informed that they should only answer the questions voluntarily.

#### 3.2. The following scales were used in the study

*Knowledge sharing scale.* The scale used as one-dimensional seven items.

*Teacher innovativeness scale.* The scale consisted of five dimensions and 20 statements: 1) product innovation (four statements), 2) process innovation (four statements), 3) market innovation (four statements), 4) behavioral innovation (four statements), and 5) strategic innovation (four statements).

*Organizational trust scale.* The scale made a total of 11 statements and three dimensions as participation (four statements), performance (three statements), and personnel empowerment (four statements).

Three hundred people who work in private schools in the Babylon Governorate's Al-Hillah, Al-Musayyab, Al-Hashimiyah, and Al-Qasim cities make up the study's population. And 173 private school teachers make up the research sample. The sample size for the investigation was calculated using the equation below.

$$\text{Sample size } (n) = \frac{N \times (t^2) \times P \times Q}{(d^2) \times (N - 1) + (t^2 \times P \times Q)} \quad (1)$$

In the formula,  $N$  defines the population width,  $t$  the table value corresponding to the confidence level,  $d$  the range condition to be tolerated,  $P$  reflects the ratio of having a certain value and  $Q$  of not. Since there is no  $P$  estimate for the population,  $P = Q = 0.5$  is taken, and  $P \times Q = 0.25$ . In this way, the largest sample size will be reached. The  $t$  value was found as 1.96. The deviation amount  $d$ , however, is taken as 0.05.

According to the result obtained, it was determined that 168 people constituted the sample. The number of teachers reached within the scope of the research is 173. In this respect, it was accepted that the research sample consisted of sufficient individuals. After the editing process was

completed, the answers to the questionnaire were coded and recorded on the computer, and analyses were made using Statistical Package for the Social Sciences (SPSS) 22.0 and AMOS 24.0 programs. In the analysis of data, reliability analysis, explanatory factor analysis, confirmatory factor analysis, correlation analysis, and path analysis techniques were used.

#### 3.3. Alternative methods

In addition to the quantitative technique that was utilized in this study, which consisted of the utilization of questionnaires to collect data from educators, different methodologies may have been

investigated in order to enhance the research. An example of a qualitative technique that might give deeper insights into the experiences and perspectives of educators regarding organizational trust and knowledge transfer is a qualitative approach that involves in-depth interviews or focus groups. A mixed-methods approach, on the other hand, might integrate qualitative and quantitative data in order to provide a more thorough picture of the phenomenon being studied. In addition, longitudinal studies have the potential to be helpful in identifying changes that occur over time in the link between organizational trust, knowledge transfer, and innovation capability. The findings of this study might possibly be validated and expanded upon by using these alternate approaches, which would give new views.

**4. RESEARCH RESULTS**

The distribution of the participants according to their genders was determined as 90 (52%) women, while the number of men was 83 (48%). According to these findings, the participants in the study are primarily women. Distribution of the participants according to their marital status, 108 (62.4%) were married and the number of single teachers was 64 (37%). According to the results obtained, it was determined that the teachers were more married. Distribution of the participants by age range, 70 (40.5%) participants within the age range of 31-35 years old are in the most extensive age range of the research

sample, 17 (9.8%) are 25 years old and below, 29 (16.8%) are 26-30 years old, 43 (24.9%) are 36-40 years old, 11 (6.4%) are 41-45 years old and 3 (1.7%) are in the 46 years old and over age group is located. The distribution of the participants according to their education levels, undergraduate graduates with the highest number of 111 participants (64.2%), while the number of those in the other education group is at least one (0.6%). The distribution of the participants according to the positions shows that 132 people (76.3%) of the participants are personnel. On the other hand, 10 (5.8%) of the participants were department managers, 12 (6.9%) were assistant managers, and five (2.9%) in the other group were located. The distribution of the participants according to their working time consists of 66 people (38.2%) at the most within 6-10 years of working period, and at least 13 (7.5%) people who work for 16 years or more. Distribution of the participants according to their monthly income, 66 people (38.2%) have the highest income of IQD 1000 and IQD 2000, while 16 people (9.2%) have the lowest income with IQD 2000 and more income.

**4.1. Factor analysis and scale reliability results**

Factor analysis is a statistical method used to discover fewer new variables by bringing together more than one variable. In this respect, factor analysis was performed in our study and the results are shown in Table 1.

**Table 1.** Knowledge-sharing item analysis results as a result of factor analysis

Factor name	Expressions	Factor load	Total variance explained	KMO	Barlett
Information sharing	1	0.793	47.564	0.795	227.323*
	2	0.811			
	3	0.772			
	4	0.695			
	5	0.781			
	6	0.756			
	7	0.875			

Note: \* Significant for  $p < 0.01$ .

The results found that all the knowledge-sharing statement factor loads were above 0.50 and the KMO value was 0.795. The knowledge-

sharing scale was found to be appropriate for the analysis based on the analysis's findings.

**Table 2.** Results of item analysis of organizational trust dimensions as a result of factor analysis

Factor name	Expressions	Factor load	Total variance explained	KMO	Barlett
Participation	P-1	0.741	24.36	0.753	239.387*
	P-2	0.852			
	P-3	0.783			
	P-4	0.791			
Performance	P'-1	0.682	21.22	0.753	239.387*
	P'-2	0.892			
	P'-3	0.779			
Personnel empowerment	PO-1	0.662	5.03	0.753	239.387*
	PO-2	0.551			
	PO-3	0.667			
	PO-4	0.609			

Note: \* Significant for  $p < 0.01$ .

First of all, factor analysis was performed for the organizational trust scale used in the research. The results are shown in Table 2. The results found that all factor loads of the organizational trust

dimensions were above 0.50 and the KMO value was 0.753. The analysis's findings indicated that the participation, performance, and personnel empowerment scales were reliable for the analysis.

**Table 3.** Organizational innovativeness scale dimensions that emerged as a result of factor analysis

Factor name	Expressions	Factor load	Total variance explained	KMO	Barlett
Product innovation	PI-1	0.664	29.24	0.768	303.517*
	PI-2	0.627			
	PI-3	0.7			
	PI-4	0.683			
Process innovation	PE-1	0.709	10.11		
	PE-2	0.643			
	PE-3	0.654			
	PE-4	0.761			
Behavioral innovation	BI-1	0.967	6.34		
	BI-2	0.619			
	BI-3	0.965			
	BI-4	0.539			
Strategic innovation	SI-1	0.785	5.97		
	SI-2	0.784			
	SI-3	0.827			
	SI-4	0.814			

Note: \* Significant for  $p < 0.01$ .

The results of the factor analysis used in the study on the organizational innovativeness scale are displayed in Table 3. The findings showed that all factor loads for the teacher innovation aspects of the product, process, market, behavioral, and

strategic innovation were over 0.50, and the KMO value was 0.768. According to the findings, the size of process innovation, behavioral innovation, and strategic innovation was found to be valid as a consequence of the investigation.

**Table 4.** Number of statements and Cronbach's alpha ( $\alpha$ ) coefficients regarding the scales

Variables	Number of expressions	Alpha coefficient
Information sharing	7	0.861
Participation	4	0.805
Performance	3	0.712
Personnel empowerment	4	0.801
Product innovation	4	0.842
Process innovation	4	0.746
Behavioral innovation	4	0.743
Strategic innovation	4	0.824

Knowledge sharing Cronbach's alpha coefficient, *participation* scale  $\alpha$  coefficient 0.805, *performance* dimension  $\alpha$  coefficient 0.712, *personnel empowerment* dimension  $\alpha$  coefficient 0.801, *product innovation* dimension  $\alpha$  coefficient 0.842, the *strategic innovation* dimension was determined as  $\alpha$  coefficient 0.824, and these values were accepted as reliable. As a result of the reliability analysis applied to the *process innovation* dimension, the  $\alpha$  value was found to be 0.746, which was accepted as reliable. As a result of the reliability analysis applied to

the *behavioral innovation* dimension, the  $\alpha$  value was determined as 0.743 and this value was accepted as reliable.

#### 4.2. Correlation analysis

Correlation analysis is a statistical technique for determining how closely two variables are related directly. Table 5 contains the findings from the correlation analysis of the relationships between the study's variables.

**Table 5.** Table of correlation analysis

Variables	Ort.	Strategic innovation	Information sharing	Participation	Performance	Personnel empowerment	Product innovation	Process innovation	Behavioral innovation
Information Sharing	26.133	4.626	1						
Participation	15.582	2.732	0.623*	1					
Performance	11.767	2.104	0.538*	0.617*	1				
Personnel empowerment	15.596	2.791	0.510*	0.666*	0.730*	1			
Product innovation	15.482	2.188	0.524*	0.674*	0.556*	0.507*	1		
Process innovation	16.327	4.812	0.235*	0.360*	0.278*	0.244*	0.333*	1	
Behavioral innovation	16.658	6.419	0.220*	0.274*	0.198**	0.146**	0.351*	0.187**	1
Strategic innovation	15.587	2.743	0.441*	0.592*	0.457**	0.468*	0.673*	0.552*	0.323*

Note: \* Significant for  $p < 0.01$  and \*\*  $p < 0.05$  (double tail).

*Participation*, output, *personnel empowerment*, and *information sharing* are all positively connected with organizational trust. An association has been made. Positive correlations between inventiveness

and *strategic innovation* were discovered. Organizational trust is correlated with the organizational innovativeness traits of product, process, and behavior. *Strategic innovation* was discovered to have a positive

connection. Organizational trust elements of performance, teacher innovation variables of product, process, and behavior, and *strategic innovation* were discovered to be positively correlated. Organizational trust is a common factor in the relationships between *personnel empowerment* and teacher innovation features of products and processes. Positive correlations between strategic originality and behavioral inventiveness were discovered.

### 4.3. Regression analysis

Regression analysis is the mathematical expression of the relationships between the dependent and independent variable or variables. Regression analyses were performed to test the hypotheses determined in this study, and the results are given below.

**Table 6.** Knowledge sharing and the impact of participation, performance, and personnel empowerment: Regression analysis and findings

Model	Non-standardized coefficients		Standardized coefficients				
	B	Standard error	b	t	F	R <sup>2</sup>	ΔR <sup>2</sup>
Constant	6.777	1.768	0.000	3.863	43.61	0.67	0.435
Participation	0.798	0.182	0.364	4.473			
Performance	0.596	0.162	0.333	3.651			
Personnel empowerment	0.061	0.152	0.040	0.444			

Note: Dependent variable: Information sharing.

Knowledge sharing is positively impacted by participation and performance, two organizational trust dimensions. It was found. However, personnel empowerment had no impact on knowledge sharing.

The findings regarding the results of the arithmetic mean and standard deviation analysis performed in line with this sub-problem are given in Table 7.

**Table 7.** The organizational trust level of primary school teachers

Organizational trust level	$\bar{X}$	p-value
Trust in colleagues	3.586	1.030
Students and parents trust	2.929	0.768
Trust the manager	3.899	1.111
Total confidence	3.404	0.747

When Table 7 is examined, the average score of the organizational trust levels of primary school teachers is seen. The mean score of trust in colleagues of primary school teachers is  $\bar{X} = 3.586$ . The mean score of primary school teachers' trust in students and parents  $\bar{X} = 2.929$ . The mean score of primary school teachers' trust in the administrator is  $\bar{X} = 3.899$ . According to the findings of the first sub-problem, primary school teachers' general organizational trust score averages are at the level of  $\bar{X} = 3.404$  mostly agrees. The highest perceived

dimension of primary school teachers is the dimension of trust in the administrator ( $\bar{X} = 3.899$ ) and the dimension they perceive as the lowest is the dimension of trust in students and parents ( $\bar{X} = 2.929$ ).

The level of organizational trust was analyzed one by one according to the individual characteristics of primary school teachers. The results of the analysis regarding the organizational trust levels of primary school teachers by gender are presented in Table 8.

**Table 8.** T-test analysis of organizational trust levels by gender

Organizational trust	Gender	$\bar{X}$	t-value	p-value
Trust in colleagues	Female	3.471	-0.667	0.486
	Male	3.526		
Students and parents trust	Female	2.792	-3.111	0.002
	Male	2.976		
Trust the manager	Female	3.784	-0.297	0.727
	Male	3.811		
Total confidence	Female	3.277	-1.643	0.092
	Male	3.377		

When Table 8 is examined, there is no significant difference between primary school teachers' organizational trust levels, their trust in colleagues, and their trust in administrators. However, primary school teachers' organizational trust levels differ significantly according to gender

( $t = -3.111$ ). The mean score of men ( $\bar{X} = 2.976$ ) is higher than the mean score of women ( $\bar{X} = 2.792$ ) in the dimension of trust in students-parents, one of the organizational trust levels of primary school teachers.

**Table 9.** Product innovation and organizational trust dimensions: Regression analysis and findings

Model	Non-standardized coefficients		Standardized coefficients				
	B	Standard error	b	t	F	R <sup>2</sup>	ΔR <sup>2</sup>
Constant	3.101	1.074	0.000	2.919	46.95	0.69	0.476
Participation	0.444	0.091	0.424	5.161			
Performance	0.222	0.121	0.162	1.848			
Personnel empowerment	0.192	0.091	0.182	2.151			

Note: Dependent variable: Information sharing.

It was discovered that *personnel empowerment* and organizational trust participation benefited *product innovation*, one of the elements of

teacher innovation. Performance, it was found, had no bearing on product innovation.

**Table 10.** Process innovation and organizational trust dimensions: Regression analysis and findings

Model	Non-standardized coefficients		Standardized coefficients				
	B	Standard error	b	t	F	R <sup>2</sup>	ΔR <sup>2</sup>
Constant	6.777	2.303	0.000	2.968	6.356	0.33	0.108
Participation	0.343	0.192	0.202	1.879			
Performance	0.323	0.263	0.141	1.252			
Personnel empowerment	0.030	0.192	0.020	0.162			

Note: Dependent variable: Information sharing.

Performance, personnel empowerment, and teacher innovation are the organizational trust dimensions. It was found that it did not impact how innovative the process was.

It has been found that participation from organizational trust dimensions has a positive

impact on organizational innovativeness dimensions' behavioral innovativeness. Performance and personnel empowerment, it was found, did not have an impact on behavioral innovation.

**Table 11.** Regression analysis and findings on the dimensions of organizational trust and behavioral innovation

Model	Non-standardized coefficients		Standardized coefficients				
	B	Standard error	b	t	F	R <sup>2</sup>	ΔR <sup>2</sup>
Constant	7.575	3.151	0.000	2.434	3.632	0.26	0.068
Participation	0.515	0.253	0.212	2.010			
Performance	0.162	0.364	0.051	0.455			
Personnel empowerment	-0.040	0.263	-0.020	-0.152			

Note: Dependent variable: Information sharing.

It was found that the organizational trust dimensions' participation had a beneficial impact on the organizational innovativeness dimensions' capacity for strategic innovation. Performance and personnel empowerment, however, were found not to have an impact on strategic innovation.

**5. DISCUSSION**

In the third sub-finding, it was discovered that elementary school teachers had a high level of organizational trust. The instructors had a "moderate" perspective of the confidence that should be placed in the organization. Consistency and emotional commitment have a significant impact on the degree to which one has trust in the organization and the supervisor. There is no correlation between involuntary commitment and trust in the employer and the organization where one works. According to previous research, there is a correlation between the level of life pleasure experienced by instructors and management confidence, staff sensitivity, innovation openness, and trust in the communication environment. Other researchers discovered that educator trust was low. Both exceptional management and leadership that is more laissez-faire generate less trust. The idealized impact is the most accurate predictor of openness in communication environments and innovative ideas.

Organizational trust, manager trust, and employee sensitivity are all best predicted by management with exceptions, rather than management without exceptions. According to Alrawi and Ibraheem (2023), there is a connection between confidence in an organization and collaboration. To work together with parents and teachers, it is necessary to have trust in both the students and the principals. Collaboration is

impacted when there is trust in both students and teachers. Meanwhile, it did not appear that trust inside the family could predict collaboration. In a study conducted by Alrawi (2020), it was shown that instructors at secondary schools possess a high level of trust in their respective organizations. Communication is the sub-dimension that is most significant for organizational trust, whereas employee sensitivity is the sub-dimension that is least important. The findings of Rashid (2024) revealed that teachers in secondary schools had a "very" high level of trust in their organization. The author discovered a connection between the behavior of teachers and the faith they have in their organizations. In addition, the findings demonstrated that the culture of the organization acts as a moderator for the behaviors of organizational trust and citizenship among instructors. The research that was done and the literature both indicated that the level of confidence that teachers had in their organizations was high and that their sub-dimension trust in administrators was the highest. It's possible that this is due to the fact that the administrators of the instructors are reasonable, and consistent, or don't produce tension in the classroom. Gender affects elementary school teachers' organizational trust in parents and kids. According to Ali et al. (2023), teachers' organizational trust levels differ by gender in numerous sub-dimensions. The authors found no gender variations in teacher organizational trust averages. Flayyih and Khiari (2023) found that female teachers had higher organizational trust than male teachers. This mismatch has enhanced employee sensitivity. Al-Khoury et al. (2022) found that female teachers were more confident than male teachers. According to the literature and this study, male teachers reported greater organizational trust levels, which may indicate that males feel safer in



Eastern cultures despite teaching being a female-dominated profession. Because women have less organizational trust than males. Parents and students may be more dangerous for female instructors. Since they feel stronger, male teachers may see this as a smaller concern.

Due to global change, knowledge is needed. Sharing is difficult since information drives progress. It's well known that the side with more information has more power. Based on this, knowledge sharing appears to be a major concern. Local and worldwide works on information sharing indicate several obstacles related to knowledge sharing. This study examined how organizational trust affects information sharing and teacher creativity, as well as how knowledge sharing affects organizational innovativeness. Analysts analyzed field research data and evaluated the results below. The examination of *H1* — organizational trust dimensions — shows that performance and engagement improve information sharing. The correlation study also found a link between organizational trust, information sharing, and teacher creativity. This shows how important organizational trust is to knowledge sharing. It will ensure teacher knowledge exchange. Schools should prioritize employee trust, according to this approach. Knowledge sharing improves teacher innovation is the study's *H2*. The research indicated that information sharing promotes process, behavioral, and strategic innovation, supporting *H2*. Sharing knowledge affects each person's innovative ability, according to research. These findings emphasize the importance of knowledge exchange for innovation. Knowledge exchange in organizations may boost teacher creativity, according to the studies.

Research shows that engagement and teacher empowerment — dimensions of organizational trust — improve product innovation, whereas performance does not. Again, the study demonstrated that engagement, performance, and employee empowerment — dimensions of organizational trust — do not influence process innovation but do affect market innovation and do not affect market innovation. Performance and employee empowerment have no effect on behavioral innovativeness, and participation has no effect on strategic innovation but does affect behavioral innovativeness, according to another study analysis. The literature study found little information on how organizational trust influences innovation. The *H3* theory was supported by these results. According to the study, organizational trust

may also boost teacher creativity. It may be impossible to debate teacher innovation and success in untrustworthy environments.

## 6. CONCLUSION

Researchers are investigating if knowledge is a crucial academic resource. Implicit and explicit knowledge transfer boosts academic achievement. This research examines educator innovation to help schools compete. We examined how instructors' faith in their organization affects their willingness to educate. The study found that trust positively affected teachers' classroom innovation. These insights can be applied in real life. For instance, instructors value their job-related knowledge and skills. Thus, they will be unwilling to teach or share information. Such isolationist approaches restrict instructors from sharing classroom information and abilities. Organizational management is needed to foster productive information exchange. This study is important because it experimentally investigates leadership confidence, which supports innovative behavior in educators. The analysis only uses data from for-profit organizations. Extrapolating research sample results to the business sector is inappropriate. The study may be replicated in different corporate contexts to address these constraints. Thus, researchers may then apply the same strategy to more vocations or compare organizational types. This research has limitations like all others. The COVID-19 epidemic has blocked surveys, one of the biggest research restrictions. Due to their variable schedules, many school instructors were hard to reach and denied the research. The survey questions' difficulty for some teachers and their reluctance to reply further hampered the research. Also noted are all fresh ideas from these limits. First, the report suggests a few prospective research topics. Change the research model to extend the study population, apply alternative analytic methods, and explore other subjects. This study offers educators, administrators, and researchers some suggestions. Because primary school instructors are most engaged in teaching and least committed to study groups, working environments must foster cooperation and constructive connections. To strengthen the organizational commitment of branch teachers, teachers with low seniority, minimal working hours, and graduates from education, science, and literary faculties, orientation programs should be created. Encouragement studies should boost male instructors' organizational commitment.

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