



The Effect of Students' Trust in Instructors on Students' Class Participation and School Engagement: Example of Faculty of Sports Sciences

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Abstract

Trust in instructors is one of the most important variables affecting university reform and students' college life. The research focused on the trust in the instructors which is considered to have an influence on class participation and school engagement. Accordingly, the aim of this study is to examine the relationship between trust in faculty members and class participation and school engagement with regard to faculty of sport sciences. The study group in this research consisted of 552 students (194 female, 358 male) – voluntary participation - who were studying in the physical education and sports teaching, sports management, coaching education, and recreation departments in the Faculty of Sports Sciences at Selcuk University. The study was carried out through a quantitative approach. Student Trust in Instructors Scale, Student Engagement Scale and School Engagement to Higher Education Scale were used in order to collect data in the study. Study data were analyzed via arithmetic mean, standard deviation, confirmatory factor analysis, correlation analysis and structural equation modeling. As a consequence of this study, positive relationship was found between students' trust in the instructors and students' participation in the class and their school engagement. Moreover, the study shows that the positive effect of students' trust in the instructor on school engagement is more effective than its effect on their participation in the class.

Keywords: Class participation, school engagement, students' trust in instructors, students in faculty of sport sciences

INTRODUCTION

Universities within educational organizations are structures where interpersonal relations are intense. In these organizations, whose main input and output are people, multidimensional human relations are experienced. These relations consist of a wide range of family relations as well as institution administrators, lecturers, students. Human relations are considered very important in the success of universities (49). In this respect, trust is an important factor in the healthy structure of these relations in universities (70). When the inevitable effect of trust in interpersonal relations is evaluated, it can be said that the perception of trust is also an important social capital for universities. Students' trust in their

instructors represents the quality of the relationship between students and instructors and indicates the nature of interpersonal relationships. Trust is one of the main components of social capital, which plays an important role in promoting cooperation, decision making and adherence to group rules, improving teaching and learning processes, improving students' academic performance, and increasing the efficiency and effectiveness of the university (4). To clarify the relational nature of trust, Bryk and Schneider (15) pointed out that social changes during training are organized around a different set of role relationships, where "each party understands their role obligations and has expectations about the role". Colleagues, principals, parents and students are generally known

as groups related to teacher trust (1,15,92). However, although studies with other groups are frequently encountered in the relevant literature, the issue of trust from a student perspective is limited (2).

Studies have shown that trust between teacher and student is one of the important indicators for learning and academic success (21,30,53,62). In addition, its positive effects on students' learning and its undeniable contribution to school reform have been supported by many studies (15,41,42,86,87,89). Studies show that trust between teacher and student as well as trust in institution administrators, teachers, students, and family relations improves the work in the school and educational organization and the school performance (88), and that it has a pioneering effect in education reform and an important driving force in increasing the academic achievement of students (13,15). In addition, the trust-based structuring of the relations between school administrators and families, teachers and students is very important and closely related to the academic and intellectual development of students (15).

When the studies on trust in educational organizations are examined, it is stated that trust between teacher and student contributes to student success (1,8,15,43,53,84), teacher-student cooperation (31), communication (7), learning (76), reduction of absenteeism and drop-outs (18), positive school climate (27), and increase of problem-solving skills (72), and that it is one of the elements that have a positive effect on student motivation. It was stated that the lack of trust in the teacher led to a decrease in the interest in learning (23,86). In addition to the fact that the quality of student-teacher relationship is important in student participation in the class (58), it was stated that the trust in the teacher is effective on the attitude towards school (5). This existing literature suggests that trust can promote school engagement and behavioral adjustment, and that establishing trust-based student-teacher relationships can be a critical step in eliminating undesirable negativities in the educational environment (33,69).

In line with these studies, it is clear that trust in instructors is an important and undeniable element in universities. For this reason, it is of great importance for the above-mentioned variables that students trust their instructors in universities as well. As in other disciplines, the failure of trust theory to have a holistic structure in the field of education, this deficiency in organizational behavior is also felt in educational organizations and it is argued that there

are still many issues that cannot be associated with trust (91). In addition, trust is a multidimensional structure that should be perceived in relation to different stakeholders in academia (47).

Trust, which also affects many concepts related to students' school life (42,43), is also effective on students' class participations. Class participation, which is generally examined in three dimensions as cognitive, behavioral, and affective participation, is a multidimensional concept (6,24,28,93,95). Student participation (6,19,25,64,73), which is considered as one of the most remarkable research areas of educational research in recent years, brings with it interest, attention, and effort in students' learning as a psychological process (56). In this study, student class participation was evaluated as the level of psychological and physical energy spent in academic development. In this respect, it can be said that university students (behavioral, affective and/or cognitive) who take care to attend classes in higher education have high interactions with their instructors and classmates, spend or participate in tasks and studies, and spend more time on the faculty/school/university campus. Students tend to participate more when they are supported and trusted by the instructors they interact with (16). A student's trust in a teacher/instructor is seen as an important factor in the student's participation in that lesson (58,65,74). In a study, it was stated that teacher trust scores explained nearly half the variance in students' participation scores (64). Similarly, in a different study, a significant relationship (positive moderate level) was determined between trust in the teacher and participation in the lesson (58). In a qualitative study (83), it was revealed that classroom participation was affected by personal, instructor and classroom environment reasons. Similarly, in a study conducted on student's class participation (29), positive effects of students' teacher-friend relationships and school engagement on their participation were determined. Studies show that a trust-based student-teacher relationship is based on the teacher's consistent warm approach and clear expectations, and the high-quality participation of the student in the classroom (33,78,). In this context, it can be said that the trust-oriented relations between the student and the instructor may have important effects on the participation of university students in the class. Based on this information, the following hypotheses were developed:

H1. Students' perceived trust in the instructors positively affects their participation in the class.

Another variable that is thought to have an effect on the trust in the instructors is the student commitment to the school. The concept of university commitment is used as "okula bağlılık" (school commitment) in Turkish literature, and it can be evaluated as similar with the concept of "school engagement", which focuses on the class participation and academic success, in terms of having outputs such as making an effort for school and setting common goals (37,57).

School engagement, which cannot be observed directly, refers to the psychological state of students regarding school activities, learning or learning processes (79,82). Newmann (65) states that students who attribute school engagement make a psychological investment in learning. In a different way, students who are committed to school are individuals who are highly motivated, not grade-oriented, aim to learn and love this process, and put a lot of effort into it. School engagement has been defined as a combination of psychological processes such as interest, importance and effort that students show to school activities. Therefore, engagement emphasizes both affective and behavioral participation in the learning process (56). School engagement can be briefly evaluated as the quality of learning-oriented actions, participation and effort (51). School engagement refers to the identification of students with the school in line with their experiences, the bond they establish or their affective reactions (20).

Many theories have been used to explain school engagement. Based on the control theory of Hirschi (38), the first of these, it was stated that committed students avoid risky behaviors in order to meet the expectations of the society and develop positive relationships with their students/peers and teachers. This theory argues that the social bond between the society and the person is formed by four elements. The first of these elements is "commitment" (to family, friends and teachers), the second "engagement" (educational and vocational), the third "participation" (in activities necessary to achieve socially valued goals of success and status) and finally "belief" (that society's moral values or traditional norms are necessary). The second theory in this regard is the self-system model (22,82), which provides a motivational framework for self-determination theory. According to this model, individuals have three basic motivational needs: autonomy, competence, and belonging. Students will have higher levels of school engagement if schools

meet these motivational needs of students. The sense of belonging, which is one of these motivational needs, is met by the supportive and caring attitudes of friends and teachers, while autonomy needs will be met when they are motivated by internal factors (such as the right to choose) compared to external factors and a sense of competence will be met when they feel that they can achieve the set goals (28) and all these will affect school engagement.

In addition, positive student-teacher relationships are effective on students' school engagement (75). In the study of Nichols (68), it was stated that the positive relationship established with the teachers in the school positively affected the level of the school engagement. Mentioning seven characteristics that are effective in school engagement, Blum (12), Hirschi (38) and Deci and Ryan (22) identified seven characteristics consisting of school belonging, love, support (teacher) perception, friendship, academic achievement, fair and equal discipline and extracurricular activities, which are similar to their models and theories, and emphasized that the school engagement and class attendance of students who do not have these characteristics will be negatively affected.

Related to this issue, in a study on the relations between student and instructor (34), it was revealed that the benefit of the class perceived by the student and positive instructor relations are closely related to the university engagement. In this direction, Beck and Milligan (11) confirmed on distance education students that institutional commitment is affected by the interaction between classes, instructors, and peers/friends. In another study, university student engagement was examined in a sample of graduate students studying in China and it was determined that it was affected by the performance, image, and reputation of the university (67). In addition to the studies conducted with university students, it was figured out that Lee (53) conducted a study on Korean middle school students, and it was seen that students' trust in their teachers affected their attitudes towards school, that Mitchell et al. (61) found a direct and positive relationship between identification with school and trust in teachers in their study with 8256 students at school located in the eastern states of the USA, and that Hongwidjojo et al. (40) in their study on high school students in North Jakarta, determined that student-teacher trust has a significant and positive relationship with school well-being, and therefore the higher the student-teacher trust, the higher the school well-being (40). In this

respect, trust in the teacher is very important in terms of the efficiency of the educational environment and the highest level of benefit. In studies, trust, which is seen as one of the important factors in the formation of a positive school climate, has been emphasized in educational organizations (60). In this context, it can be said that trust-based relationships between students and instructors can have significant effects on school engagement. Based on this information, the following hypotheses were developed:

H2. The perceived trust of students in the instructors positively affects their school engagement.

In this study, which benefited from the engagement-trust theory and the common identity-common bond theory, trust in the instructors was considered as a premise that improves school engagement and students' participation in the class. Hallinan (36) stated that supportive teacher- student relationships based on trust are important in developing positive attitudes that contribute to class success related to both classes and school. Increasing class participation and school attendance positively affects students' learning (15,46). Similarly, as a result of their study, Ryan and Patrick (77) emphasized that understanding and help of teachers had an effect on the reduction of undesirable behaviors in the classroom.

The faculty members working in the faculties of sports sciences in universities have the privilege to communicate with the student relatively easily compared to the other faculty members. These instructors can be closer to the students and gain their trust easily since they have the opportunity to play together in the lessons, have the privilege of being together outside the university due to training or sports competitions related to sports branches, travel together, eat together, share common excitement, sadness and joy. Therefore, in the research, it is thought that the faculty of sports sciences is an effective group that can be researched on the subject of trust. However, considering the perspectives for universities where students are considered as customers (54) or group members (39) and the unique structure of universities from other organizations, studies on student engagement, students' participation in the classes, and their trust in the instructors, which are thought to affect them, are considered as important as the studies in the relevant literature. No studies focusing on the relationships of these variables were found in the literature. Although the study seems quite interesting in this field, it is

thought to be useful for completing university education in the most effective way, especially for faculties of sports sciences.

METHOD

Research Model

The main purpose of this research is to investigate the effect of the feeling of trust of the students studying at the Faculty of Sport Sciences in the instructors on student participation and engagement to the faculty through SEM. In line with the research, Structural Equation Modeling (SEM), one of the analysis techniques frequently used in relational research, was used. The main purpose of SEM is to determine whether the expected relations are observed in terms of the theoretical framework that forms the basis of the examined structure (84).

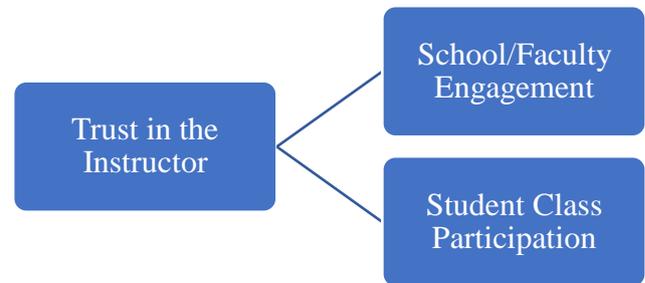


Figure 1. Research Model

Population-Sample (Research Group)

Research data consists of students studying at Konya Selcuk University Faculty of Sport Sciences in the fall semester of the 2021-2022 academic year. The students who participated in the survey were included in the study with the convenience sampling method. Convenience Sampling method, one of the Non-Probability Sampling methods, provides the opportunity to reach the participants who make up the study group of the research in an easy way and collects the necessary data for analysis (17). On the other hand, while determining the sample number of the research, the rule of 10 times the number of expressions of the scales was taken into consideration, as stated by Hair et al. (35).

Table 1. Sample information

General View of Participants: N=552		N	%
Gender	Female	194	35.1
	Male	358	64.9
Department of Education	Physical Education and Sports Teaching	113	20.5
	Sports Management	167	30.3
	Coaching Training	139	25.2
	Recreation	133	24.1

Data Collection Process

In order to collect data in the study, the ethics committee of Selcuk University Faculty of Sport Sciences was applied to and approval of the ethics committee dated 11/08/2022 and numbered E-40990478-050.99-336375-117 was obtained. After the necessary permissions were obtained from the Selcuk University Sports Sciences Faculty administration, the data were collected for the research. After the researchers informed the students about the study between the dates specified by the administration, the data were collected by face-to-face data collection method, which is the safest data collection method.

Data Collection Tools

The data of the study were collected in two stages. In the first stage of the data collection tools, expressions such as gender, age, department of education, class were included in order to determine the demographic characteristics of the participants. In the second stage, the Trust in the Instructor Scale, the Student Participation Scale and the School Engagement to Higher Education Scale were included. Necessary permissions were obtained via e-mail for the scales used in this section.

Trust in Instructors Scale: The scale was developed by Özer and Atik (71) on a university student, inspired by the scale of Adams and Forsyth (3). In order to determine the construct validity of the scale, explanatory factor analysis (EFA) was applied on the data set they collected from 1023 university students and confirmatory factor analysis (CFA) was applied with the data collected from 817 university students. As a result of the EFA performed with the data collected in the first stage, a scale with 22 expressions and one sub-dimension emerged. While the scale expressions explained 51.91% of the total variance, the factor loads of the expressions were stated as the lowest .62 and the highest .79. The Cronbach Alpha coefficient of the scale was calculated as .96. It was stated that the compliance values of the CFA results made with the data collected in the second stage were within acceptable limits (71). The scale is rated in a five-point Likert

type. The high score to be obtained from the scale can be expressed as the trust that students have in academics.

Student Participation Scale: For the scale developed by Özer and Atik (71), data was collected in two stages and EFA analyses were carried out with the data collected in the first stage and CFA were carried out with the data collected in the second stage. First, the 11-item and one-sub-dimension structure that emerged as a result of the EFA conducted with the data collected from 1023 students explains 43,507% of the total variance. The lowest factor load of the expressions in the scale was .58 and the highest was .72. The Cronbach Alpha coefficient of the scale was found to be .87. In the second stage, it was stated that the compliance values of the data collected from 817 university students and the CFA results were within acceptable limits (71). The data were collected using a 5-point Likert-type rating.

School/Faculty Engagement to Higher Education Scale: In the literature review, the student engagement scale was used by different researchers on university students (9,10,52,57). In this study, it is the organizational commitment scale of which the validity and reliability of Meyer and Allen (59) was ensured and the adaptation of the scale to Turkish culture was carried out by Wasti (94) in order to measure the faculty engagement of university students. As a result of the analysis of the scale, three sub-dimensions (emotional, attendance and nominative engagement) were determined. Each sub-dimension consists of 6 items and the scale consists of a total of 18 items. The scale is rated as a 5-point Likert type.

Data Analysis

The SEM model created for the research was tested in line with the data obtained from the 552 participants who formed the sample of the research. To test the validity of SEM, scales consisting of three variables and 51 items were analyzed by Confirmatory Factor Analysis (CFA) using the AMOS program. As a result of the CFA, although all scale expressions in the analysis data were significant ($p <$

.05; $t > 1.96$), due to the fact that the factor loadings of the Normative sub-dimension (Nor4) item and the Emotional sub-dimension (Emo5) of the scale of the faculty engagement were lower than the lower limit value of .32 (80) stated in the literature, they were excluded from the analyses performed (80). Subtraction of the specified items was carried out one by one, considering the removal of the lowest value statement. After removing the items, the analysis was performed again.

FINDINGS

As a result of the analyses made, the lowest standardized factor load of the items was found to be .41 and the highest factor load to be .85. Since the goodness of fit values determined as a result of CFA were not at the desired level at the first stage ($\chi^2/df = 3.26$, RMSEA = .064, SRMR = .049, CFI = .88), School

Engagement to Higher Education Scale e41-e42, Trust in Instructor Scale e1-e2 , e19-e20 and Student Participation Scale e32-e34 items were corrected by adding covariance between the error terms. According to the results of the correction process, the CFA goodness-of-fit index values were found to have acceptable ($\chi^2/df = 2.92$, RMSEA = .059, SRMR = .048, CFI = .90] values of goodness of fit suggested by Hu and Bentler (44). CFA results are given in Table 2.

Table 2. CFA goodness of fit values

Model Fit Index	Perfect Range	Acceptable Range	Scale Value
χ^2/df	$0 < \chi^2/df < 2$	$2 < \chi^2/df < 5$	2.92
RMSEA	$.00 < RMSEA < .05$	$.05 < RMSEA < .08$.059
CFI	$.95 < CFI < 1.00$	$.90 < CFI < .95$.90
SRMR	$.00 < SRMR < .05$	$.05 < CFI < .10$.048

Table 3. Confirmatory factor analysis results

Variables & Expressions	β_a	t	R2
Trust in Instructor Scale			
Instructors in our faculty are ready to help students.	.74		.55
Instructors in our faculty do what is expected of them.	.76	23.49	.57
Instructors in our faculty listen carefully to students.	.79	19.56	.63
Instructors in our faculty are honest with students.	.79	19.41	.62
Instructors in our faculty do their job perfectly.	.80	19.69	.64
Students in our faculty trust what their instructors say.	.80	19.84	.65
Instructors in our faculty carry out their lessons very well.	.78	19.05	.60
Students learn a lot from the instructors in our faculty.	.76	18.72	.58
When students need help, they can count on the instructors in our faculty.	.82	20.24	.69
Instructors in our faculty care about students.	.82	20.31	.67
Instructors in our faculty are consistent with what they say and what they do.	.82	20.28	.67
Instructors in our faculty are deeply concerned with students' concerns.	.77	18.90	.59
Instructors in our faculty are open to divergent views from students.	.81	20.02	.66
Instructors in our faculty do their best to help students learn.	.82	20.41	.68
Instructors in our faculty are cordial with students.	.81	19.98	.65
What instructors in our faculty say is convincing to me.	.82	20.25	.67
When I have any problems, I can find an instructor in my faculty that I can ask for help.	.73	17.87	.54
Instructors in our faculty treat students fairly.	.79	19.56	.63
Instructors in our faculty are considerate of students.	.82	20.43	.68
Instructors in our faculty have time to listen to the students.	.81	20.03	.66
Instructors in our faculty treat students with respect.	.81	19.92	.65
Instructors in our faculty make students feel valued.	.81	20.11	.66
Student Participation Scale			
I try to learn more in the classes.	.63		.40
I try to learn a subject that I do not understand in the class.	.61	17.09	.37
I take notes in class.	.63	12.52	.40
While studying for the class, I do research from various sources.	.64	12.69	.41
I try not to be late for class.	.50	10.30	.25
I listen carefully to the lecture.	.67	13.05	.45
I have the resources related to the class with me.	.69	13.40	.48
I attend classes regularly.	.60	12.04	.36
I do not come to class until I complete the homework given in the class.	.65	12.73	.42
I study regularly for my lessons.	.68	13.28	.47
I make an effort to do the homework given.	.72	13.78	.51
School/Faculty Engagement to Higher Education Scale			
Attendance Sub-dimension			
I feel a strong sense of belonging to this faculty.	.75	9.37	.56
When I think that I will spend the rest of my education life at this faculty, I feel very happy.	.81	9.57	.66

I try to solve the problems of my faculty as my own personal problem.	.76	9.39	.57
This faculty deserves my loyalty.	.84	9.65	.70
I don't think about changing my faculty because I feel responsible to the faculty.	.74	9.34	.55
If I didn't have a duty of loyalty to this faculty, I would have transferred to another faculty.	.40		.16
Emotional Sub-dimension			
I feel "emotionally connected" to this faculty.	.76		.57
Studying at this faculty means a lot to me personally.	.80	19.47	.64
I feel "like a member of the family" in this faculty.	.85	20.71	.71
I would feel guilty if I changed my faculty now	.62	14.68	.39
If I change my current faculty, my life will be turned upside down.	.48	11.00	.22
Normative Sub-dimension			
I owe a lot to this faculty.	.82		.68
I feel responsible to my faculty.	.84	23.33	.70
Even if I could go to a department of another faculty right now, I would not want to change my current faculty.	.63	15.85	.40
I do not believe that there is a faculty that offers better opportunities than my own faculty.	.54	13.04	.29
Even if I wanted to, it would be very difficult for me to change this faculty right now.	.48	11.62	.24

In the study, the convergent and divergent validity features of the scales were examined. Average explained variance (AVE) for convergent validity and composite reliability (CR) coefficients for significance of factor loadings for convergent validity were checked. When Table 3 is examined, it is seen that the factor loadings of all items belonging to the scales are significant and the CR value in Table 4 is above .70. Although the average explained variance (AVE) value is expected to be above .50, if the composite reliability (CR) value is above .70, it can still be stated that the structures have divergent validity within themselves (26). Also, AVE is a strict calculation method. Researchers suggest that these constructs have divergent validity based on CR alone (55).

Table 4. Convergent and Divergent Validity (AVE-CR-CA values)

Variables	AVE	CR	CA
Trust in Instructor Scale	.63	.97	.97
Student Participation Scale	.41	.88	.88
School/Faculty Engagement to Higher Education Scale			
Attendance sub-dimension	.53	.87	.86
Emotional sub-dimension	.51	.83	.82
Normative sub-dimension	.46	.80	.80

Not. AVE= Average explained variance, CR = Convergent reliability, Cronbach Alfa=CA

According to Table 4, the CR values of the factors in the study ranged between .80 and .97, and the AVE values between .41 and .63. In addition, the

Cronbach's alpha coefficients of the scales are between .80 and .97. In this case, it is possible to say that the variables in the measurement model have divergent validity. When evaluated together with these findings, the measurement model of the research was confirmed, and it was revealed that the scales had construct validity.

Evaluation of Structural Model and Testing of Hypothesis

After validation of the measurement model, research hypotheses were tested on the implicit variable structural model to test the relationship between trust in the instructor, student engagement, and faculty engagement.

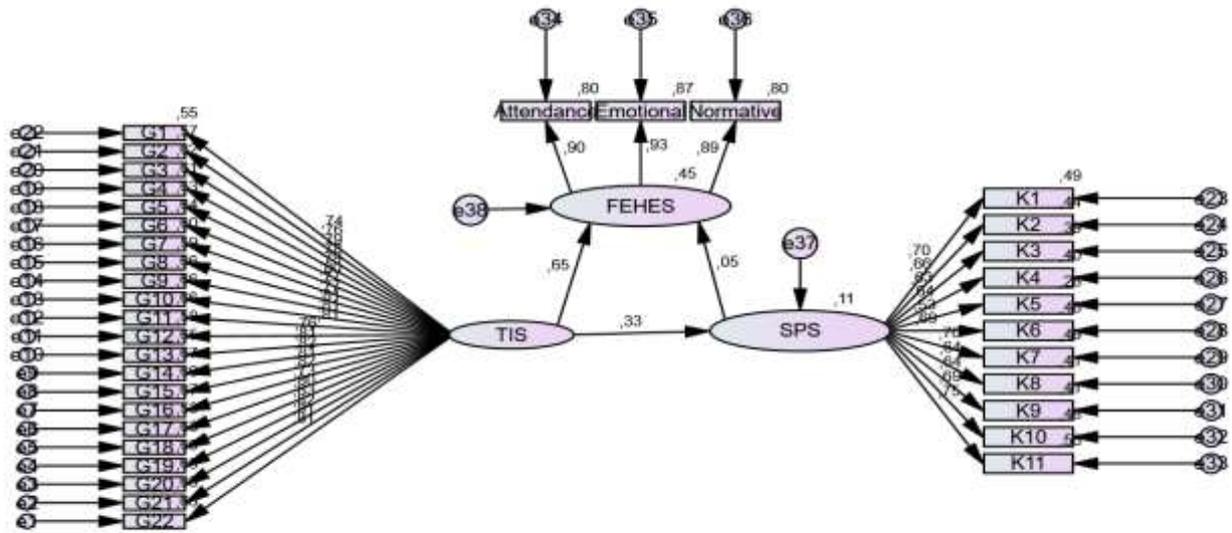


Figure 2. Structural Equation Model Path

As a result of the analysis of the structural model, it was revealed that the model's goodness-of-fit values are in accordance with the acceptable goodness-of-fit evaluations by Hu and Bentler (44) [χ^2 (591, N = 552) = 2029,319 $p < .00$, $\chi^2/df = 3.42$, RMSEA = .068, SRMR = .047, CFI = .90].

Table 5: Structural Equation Model fit values

Model Fit Index	Perfect Range	Acceptable Range	Scale Value
χ^2/df	$0 < \chi^2/df < 2$	$2 < \chi^2/df < 5$	3.54
RMSEA	$.00 < RMSEA < .05$	$.05 < RMSEA < .08$.068
CFI	$.95 < CFI < 1.00$	$.90 < CFI < .95$.90
SRMR	$.00 < SRMR < .05$	$.05 < CFI < .10$.047

When Table 5 is examined, it is seen that the values obtained for the structural equation model are in the acceptable range. All these values show that the established model is compatible.

Table 6: Results of the structural model

Causal Relationships	Standardized β	z-statistics	p
TIS -> FEHES	0.65	13.782	<0.00
TIS -> SPS	0.33	6.591	<0.00

Table 6 shows the results of the structural equation model. First, a statistically significant positive correlation was found between the variable of trust in the instructor and the faculty engagement ($\beta = .65$, $p < .00$). A statistically significant positive correlation was found between trust in the instructor and student participation ($\beta = .33$, $p < .00$).

DISCUSSION AND CONCLUSION

In this study, it is aimed to determine the appearance of the relationship pattern between the perceptions of the students' trust in the instructors, participation in the class and school engagement according to the opinions of the university students studying in the faculties of sports sciences, especially in the faculty of sports sciences.

In university education, faculty of sports sciences is one of the faculties where more teacher-student communication is experienced compared to other faculties. The applied courses in the curriculum of the faculties of sports sciences are the courses where teacher-student communication is seen more than the relationships in the classroom courses. From this point of view, the trust in the instructors can be an important factor in attendance and faculty engagement in these schools. Within the scope of this research, the relationship between the trust in the instructors, which is effective on the sports sciences students' class participations and their faculty engagement and the effect of trust in the instructors on the participation and the faculty engagement were examined through the SEM created.

In the research, the model constructed/created with related studies and theoretical models (engagement-trust, common identity-common bond) has been verified. Considering the goodness-of-fit values obtained as a result of structural model analyses in the research, it was found to be acceptable. The findings obtained as a result of the analyses within the scope of the research can be

interpreted as follows: It can be stated that the increase in the level of trust of the students in the instructors will positively affect their participation in the class and their faculty engagement. Here, it was also determined that trust in the instructors predicted faculty engagement more effectively than participation in the class.

The first hypothesis of the study was that “the students' perceived trust in the instructor positively affects their participation in the course”. As a result of the analysis, this hypothesis was accepted. When evaluated in terms of student outputs, one of the most strategic elements in universities is instructors. Perhaps one of the most important people in the lives of university students who continue their education in different universities or different cities, after their families, is the instructors in the faculties they study. The relationships that university students have with their instructors are not only effective in class participation, but also extremely important for the future of the student. According to Hoy et al. (42) and Hoy et al. (43), trust in teachers also affects many concepts related to school life. Estep and Roberts (25) confirmed in the sample of university students that teacher-student closeness is also effective on motivation and class participation, which are among these concepts. Trust in the interacting instructor is an important factor in students' participation in the class (15,58,66,74). Therefore, the fact that students are supported and trusted by the instructors they interact with results in their tendency to participate more in that class. This situation (interaction) has a great contribution to the participation of the student in the learning process (50). While Rotter (76) emphasized the importance of trust on human learning, Özer and Tül (72) emphasized that trust between teacher and student helps students cope with school-related problems and display positive attitudes towards school and lessons. In this study, it was concluded that the trust of the students in the instructors directly affects their participation in the classes and the trust in the instructors explains approximately 33% of the coefficient estimate value in the participation in the class. This result obtained in the study was similar to the studies in the related literature (15,16,29,33,50,58,64,73,74,77,78,83,93). Therefore, it can be said that the trust of university students, which is formed in line with the interaction between the instructor and the student, has a positive effect on the participation of the students in the learning processes, especially in the faculties of sports sciences.

The second hypothesis of the study was “the students' perceived trust in the instructor positively affects their school engagement”. As a result of the analysis, the hypothesis was accepted. School, which has a great role in the holistic development of students and is the temple and most important criterion of the learning process, contains much more than a physical element. One of the most important elements and support resources that contribute to its role and meaning on students is the teachers/instructors. The relationship that students will establish with their friends, teachers and school administrators is effective on school engagement. The sharing of students with the instructors and the financial, emotional, academic, and informational supports provided by the instructors in school problems will strengthen the evaluation of the feeling of being valuable and cared, while ensuring the trust of the instructor. The positive relationships s/he will establish with other people in the school ensure that s/he has a positive reaction about the school (48). Therefore, it is expected that the student who believes in the trust of the instructors will have a high level of school engagement. The feeling of trust in the instructors will also increase the student's the school engagement. In the research, it was seen that the trust of the students in the instructors directly affects the faculty engagement and the result of the trust in the instructors explaining approximately 65% of the coefficient estimation value in the faculty engagement. Therefore, it can be said that trust in the instructors provides important inferences about the school/faculty engagement of university students. The faculty engagement of university students, whose trust in the instructors increases, also increases, and it can be said that active participation in educational activities comes with it. In a study conducted on university students (45), it was reported that school engagement is the most important factor in the academic and personal development of students. The role played by the trust in the instructors in the current research at the level of school engagement was also seen in the study of Günüç (34). In the study conducted on university students, it was stated that the student-teacher relationship and the perception of the lesson as useful affect the university engagement. Similarly, Green et al. (32) stated that positive attitude and strong school engagement are related to teacher and student relations as well as different variables (in-class teaching activities, out-of-school learning, avoidance of crime). Along with these studies supporting the findings of the study, the relevant literature

determined that students' trust in teachers/instructors is an important variable in school engagement (11,34,63,67,68,75). Universities are an environment where students' social and psychological needs are met, self-confidence and self-expression are provided in addition to their educational role. For this reason, the trust in the instructors can allow students to feel good and at the same time increase their motivation towards the school.

As a result of the analysis of the model created by this research using SEM, it was concluded that trust in the instructors directly affects the school/faculty engagement and participation in the class. In addition, the coefficient estimate value for the effect of trust in the instructors on school/faculty engagement was found to be 0.65, and the coefficient estimate value for its effect on participation class was found to be 0.33. The positive effect of trust in instructors on school/faculty engagement is seen as an important result. This finding means that if the trust in the instructor increases by 1 unit, the school/faculty engagement will increase by 0.65 units. It is seen that trust in the instructors is of great importance for the school/faculty engagement. Similarly, considering that participation in the class is affected by many factors such as academic achievement, learning environments, student characteristics, course methods and assessment, motivation, anxiety, self-confidence, and introversion/extraversion, it can be stated that an effect coefficient of 0.33 is a very important result.

RECOMMENDATIONS AND LIMITATIONS

As a result, the research has shown that trust in the instructor is important in the university students' faculty engagement and their participation in the class, especially in the faculty of sports sciences. For this reason, shaping and increasing the trust in instructors in universities should be considered important for universities. In order to increase the trust in the instructors, an effective guidance system should be established with the students as well as developing the strategies that will increase the level of in-class and extra-curricular relationship between the instructor and the student. In addition, it is thought that it may be beneficial for the instructors to show that they care about students, to be open to criticism and communication, and to be accessible and honest, to make the students feel their expertise, to provide the opportunity to work together and to provide academic assistance, to make the students feel that success is supported as well as encouraging

to participate in views and discussions about the core values, vision and mission of the faculty/school/department.

It should not be forgotten that this study brings with it some important limitations. The research was carried out only on Selcuk University Faculty of Sport Sciences students. The results can only be interpreted for the population represented by this sample. More comprehensive results can be obtained from the studies to be carried out with the students of different sports science faculties. In addition, when the research sample group (sports sciences faculty students) is considered, these relations, which were determined at very high levels as a result of the research, may be due to the fact that participation in extracurricular activities (sports events, competitions, social activities,) is quite effective in these faculties. In this direction, more comprehensive results can be obtained from the studies to be carried out on the students of different faculties and can be compared with the faculties of sports sciences.

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