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Trust and Mindfulness as a Means for Teacher Professional Development in Ukrainian Public Schools

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Ukrainian Public Schools

by

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Abstract

The problem of the study was to examine the current state of the level of trust of Ukrainian public school teachers regarding other teachers, parents, students, the principal, and the practice of mindfulness as important conditions for public school transformation. The research objectives were to identify the current state of the perception of trust between teacher-to-teachers, teacher-to-principal, teacher-to-parents, and teacher-to-students to identify how mindful the Ukrainian public school teachers are, and to identify existing patterns for trust and mindfulness in the Ukrainian public schools.

The review of literature helped to clarify the direction of the study. It includes articles and books on organizational culture, individual trust and mindfulness, organizational trust and mindfulness, professional learning communities, leadership, and collaborative culture. The study relies on the concepts of trust and mindfulness developed by Hoy et al., Langer, Weick et al. and Bryk and Schneider.

The study adopted a quantitative research design with some elements of qualitative analysis. The participants were K-12 teachers of the Ukrainian public (rural and urban) schools. Non-probability sampling was used; the teachers were approached through e-mails. A database of e-mails was formed through school websites.

A 40-item survey instrument was used to collect the data. Two open-ended questions included in the instrument gathered additional perceptions of teachers regarding school culture presented in their schools. For refinement and validation, the instrument was piloted to 20 teachers; feedback received contributed to a final instrument design.

The study data were analyzed by each item of the instrument with the help of descriptive statistics. Responses to the open-ended questions were read and common themes were distinguished and coded. Results of the qualitative analysis are presented in the form of tables. The researcher translated all data into English from Ukrainian, which was the language used during data collection.

The study revealed a significant level of ambivalence regarding perceptions and practices of trust and mindfulness present in Ukrainian public schools. The current practice of trust and mindfulness among teacher-to-teacher, teacher-to-principal, teacher-to-student, and teacher-to-parent needs improvements. Analysis of data shows that the following factors are the most important for a school culture of trust and mindfulness: trust and collaboration among stakeholders, role and approach of the principal, responsibility of stakeholders, partnership with parents, and teacher competence. Moreover, teachers consider levels of bureaucracy, lack of autonomy in finance, management, and teaching, and low teacher status as factors that restrict the practice of trust and mindfulness.

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I would like to thank the Fulbright Scholarship Program and the entire IIE team for awarding me a scholarship that funded my studies and made this experience possible. It was an honor to represent the Ukraine in the U.S. and grow personally and professionally.

I am grateful to St. Cloud State University for this year; all of the professors I worked with and the staff for their support and assistance.

Dedication

I dedicate this work to my husband, Yevhen Barannikov, and my sons, Andrii and Matvii,

who went through this challenging experience with me.

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Chapter I: Introduction

This study is designed to examine the current practice of trust and mindfulness by teachers in Ukrainian public schools regarding the main school stakeholders such as teachers, parents, principals, and students, and what patterns may be identified. This study will aid in the understanding of the role of trust and mindfulness for building sustainable relations in school based on current practice. It also suggests possible strategies to work with the existing patterns that may limit the growth of trust among teachers and stakeholders, and restrict mindfulness as a means for professional development. The results of this study may be used by education policy leaders, school leaders, and teachers to develop the change strategies for school transformation.

The study starts with the definition of trust. According to Webster's dictionary, trust is defined as the *assured reliance on the character, ability, strength, or truth of someone or something; one in which confidence is placed*. The issue of trust has received wide recognition as many scholars struggle to define its role and importance in many spheres. American political scientist Putnam (1993) suggested that civic life based on voluntarily participation and trust of citizens makes the institutional success and democracy possible. Another prominent American political scientist and economist Fucuyama (1995) mentioned that trust is an important circumstance for powerful economic and political institutions and healthy civic society.

Schools are part of the larger social system (Adams & Forsyth, 2009). External factors such as demographics, social problems, policies, and norms impact the state of the schools. At the same time, internal context and organizational climate of the school depend significantly on the relations among the principal, teachers, parents, and students. Additionally, schools address multiple and complex goals that do not have any defined way

of achievement. Each school has the specific context and situations that demand the same specific decisions and cooperation among colleagues. It depends on social exchanges between the roles present in schools and relations among them. Bryk and Schneider (2002) called relational trust. The current study relies on this concept. Relational trust is characterized by interdependencies among stakeholders. It brings the feeling of vulnerability to all participants and demands an effort to overcome a sense of uncertainty.

Hoy et al. (2006) considered trust as a concept that is directly connected with the concept of mindfulness. Webster's dictionary defines mindfulness as the *practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis; also: such a state of awareness.* This study assumes that mindfulness is important for better collaboration, decision making, and development in Ukrainian public schools, trust and its culture grow the mindfulness, and mindfulness reinforces trust. Both trust and mindfulness are important conditions for driving changes in the school settings.

This study centers on Ukrainian public schools. To focus on schools, it is important to get an overview of the current state of Ukraine and its education and have a brief historical overview. Most Ukrainian citizens were born in the Soviet Union and received post-Soviet education. The word *post-Soviet* is used several times in Chapter I and II. It means the transition period when the new state and market occurred, but the institutions, policies, and approaches remained the same. For instance, 59 percent of the Ukrainian population started school before 1991 when Ukraine became independent (State Department of Statistics of Ukraine, 2007). It means that they faced the Soviet educational model with an authoritarian leadership style and lack of initiative. The Ukrainian educational system still faces the same

challenges right now and needs reforms and system changes. Post-Soviet style of management and thinking is deeply rooted in all organizations, including schools.

Education is impacted by cultural trends and behavioral patterns in society. Some of the patterns emerge during the historical development. Kreuzman (1998) analyzed Huntington's theory about the *clash of civilizations*. According to this theory, societies are moving from the traditional type to modernization. During this transition cultural peculiarities become significant to the formation of the society. Ukraine has a specific cultural context. In the 20th century, Ukraine went through two world wars, division of its territories among Poland and the Soviet Union, struggles for independence, and finally independence in 1991. The Soviet Union period lasted more than 70 years and had significant consequences for the citizens' mindset and culture. It brought the famine known as *Holodomor* during which three million people died. It destroyed private property and initiatives among people. Many people became political prisoners or left the country. Very often, these people represented the educated class; they refused to accept the existing state. Finally, Ukraine became independent in 1991, but the transition process from the post-Soviet context continues. Two revolutions in 2004 and 2014 are examples of such transition. Still, Ukrainians face many significant challenges such as corruption, lack of legal procedures, and more. The mentioned problems are the result of a specific mindset and cultural background that emerged from the Soviet influence. The study assumes mindset and culture have impacted the educational sphere significantly.

After the gaining of independence in 1991, the goal of education was announced as "transition from the 'Soviet school' model to the democratic European one" (Ministry of Education of Ukraine, 1999, p. 3). "Soviet school" was characterized by centralized planning, authoritarian pedagogy, and uniform requirements. During Soviet times, school cultures

tended to be *pseudo collaborative* (Fullan and Hargreaves, 1996); teachers showed a mutual

understanding and were engaged in all activities. Still, it did not mean real acceptance and

collaboration in practice. Political and ideological direction defined the essence of the

collaboration (Kutsyuruba, 2013). In contrast, the European model suggested more

democratic, collaborative, and independent approaches to management and learning. In spite

of all goals and intentions, schools are still caught between the old style of organization and

work and a new one. The quotation below is an example of this:

> Schools seemed to have been caught on the cusp of a new era, "one between a
> modernist paradigm (characterized by professional values such as responsibility,
> mediative role, and concern for bottom-line results) and the postmodern pattern (with
> swift currents of institutional changes marked by decentralization, pluralistic demands
> from multiple voices, and school system redesign)". The question, then, is whether
> practices in education in Ukraine have remained intractably modernist in the midst of
> increasingly postmodern changes (Kutsyuruba, 2013, p.4).

At the moment, Ukraine is still looking for solutions to educational problems. The

concept of the *New Ukrainian School* (NUS) was presented to the public by the Ministry of

Education and Science in 2016. It is a significant step for rethinking the way education

develops in Ukraine. The NUS was a result of a publicly-held dialogue where different

stakeholders had a chance to contribute with feedback and ideas. This dialogue consisted of a

range of meetings and online discussions, and showed that educators and parents expect new

standards and learning outcomes. Pedagogy of partnership and readiness for innovation

received special attention from society. People who participated in the dialogue have an

understanding that the outdated system does not meet the challenges of the 21st century.

The NUS promotes the competency-based approach and focuses on the development

of 21st century skills by the students for everyday life. Current Ukrainian education lacks

such an approach, which may influence the new generation to provide solutions to existing

problems, both in Ukraine and the world ("Concept of the New Ukrainian School," 2016).

The main goal of the new school is described as a "strong nation and a competitive economy that will be achieved by a consolidated community of creative people, responsible citizens, both active and enterprising." These are the people the Ukraine's secondary education should be educating ("Concept of the New Ukrainian School," 2016, p. 5).

The NUS acknowledges the role of education in growing creative, entrepreneurial, and responsible citizens. Several components support the achievement of the goal, such as the following: new educational content; motivated faculty; a cross-cutting educational process; decentralization and effective administrations; teaching based on the partnerships between teachers; a focus on students' needs in educational processes; new school structure, etc. Nevertheless, development of the new Ukrainian school is a long-term effort that cannot bring immediate change. At the moment, teacher status is undervalued; low salaries lower the attractiveness of the profession for the younger generation. Students with poor test scores decide to become teachers, which impacts the quality of teachers in schools. However, the Ukrainian government plans to increase teacher salaries by 25% in 2018 (CEDOS, 2017). Many other factors impact the dynamics of the educational system, such as a prosperity of society, parent levels of education and amount of attention given to education for their children, institutional culture and leadership, etc. Point of fact, Ukrainians still have the dominating values of survival and safety (Center for Social and Marketing Studies, 2015). Most of the population is still trying to satisfy basic needs which place education lower on their lists of priorities. According to the Institute of the Sociology (2015), only 17 percent of Ukrainians mention education as an important priority for state changes.

Another issue is the lack of trust for state institutions. Ukrainians tend to exhibit a more individualistic approach, which means caring more about themselves and their families. This attitude results from no previous experience of productive cooperation and collective

action. This is why people are not ready for a long-term effort or change, and put the focus more on the immediate outcome. Schools are not an exception here and face the same tendencies.

The global landscape shows that challenges in education are growing. During the last century, country leaders, scholars, teachers, and principals have tried to find solutions to existing problems in the educational field. Most of the efforts are made for the benefits of the student, but the task is not easy. There is no particular solution so far (Fullan, 1999). The World Economic Forum recently published the results of the Global Human Capital Report (2017), which collects data from 130 countries. Data is transformed into a Global Human Capital Index that measures capacity (level of formal education), development (skills application, accumulation, and reskilling), and know-how (specialized skills use at work). The term *human capital* is defined as the "knowledge and skills people possess that enable them to create a value in the global economic system" ("Global Human Capital Report 2017", 2017, p. 7). According to the data, 38 percent of the world's talent is wasted, while only 25 countries manage to tap 70 percent of their human capital. The list includes Norway, Finland, Switzerland, the U.S., and Germany; Ukraine holds 25th place. Though the latter ranking is rather high, it may be caused by Index data limitations. The data was collected mostly from the professional network *LinkedIn*. This means that a specific labor segment is presented there which has an advanced set of skills and experiences if comparing to an average one. Ukraine seems to have strong positions in capacity (including literacy and numeracy), and primary, secondary, and tertiary education attainment rates, but it fails with its unemployment rate and availability of skilled employees and the general quality of the education system.

Ukraine faces the world challenge of student disengagement and dropout of the education cycle ("Education at a Glance", 2017). Because of this trend, teachers question the current approaches to learning and classroom management to grow student success. The context shows there are no simple answers to educational challenges and no specific solutions. Most of the educational reforms focus on managerial and structural improvements. Teachers deal more with the complexity of all the issues This complexity involves difficulties with handling cultural issues, finding links between cause and effect, balancing order and disorder, accepting uncertainty, and suggesting solutions despite the uncertainty (Fullan, 1999). This study assumes that growing trust and mindfulness in schools may be a better answer to existing internal and external challenges. It aims to show the current state of trust and mindfulness and suggest further directions of the research.

Statement of the Problem

The problem of this study is to examine the current state of the level of trust of Ukrainian public school teachers regarding other teachers, parents, students, and the principal and the practice of mindfulness as important conditions for public school transformation. The study defines the current state in perception of trust among Ukrainian public school teachers with respect to their professional interactions and relationships with principals, other teachers, parents, and students and how mindful teachers are. It collects the responses from public school teachers in Ukraine though a survey with open-ended items. The instrument was developed based on Hoy, Gage and Tarter's approach.

During spring 2018 the instrument was distributed among school teachers, then collected and organized for analysis. Teachers were approached though e-mails. After results were received, the descriptive statistics were used to define the current level of trust and

mindfulness. Also, the results define the existing practice in schools regarding trust and mindfulness.

Purpose of the Study

The purpose of this study is to examine the current state with teacher trust regarding other teachers, parents, students, and the principal and mindfulness in Ukrainian public schools and identify the existing practice of trust and mindfulness. Information of this study may be used by school leaders, teachers and educational authorities for the daily work, team collaboration and culture building, and short- and long-term strategies development. As mentioned above, Ukraine is going through educational transformations. The system has 500,000 teachers, 17,000 schools and school principals. The scope makes the change rather complex. It leads often to structural changes with little focus on the cultural aspect of the school functioning. This study puts the focus of the school transformation on the culture of relations among stakeholders, specifically on trust and mindfulness. It may help to expand the understanding of trust and mindfulness in Ukrainian schools and among educators and impact the design of the change strategies being implemented in education at the moment. It also may guide a daily practice of trust, mindfulness, and culture on the part of Ukrainian teachers and principals.

Objectives of the Study

1. To identify the current state of the perception of trust teacher-to-teachers; teacher-to-principal; teacher-to-parent; teacher-to-student.

2. To identify how mindful the Ukrainian public school teachers are.

3. To describe the existing culture of trust and mindfulness in the Ukrainian public schools.

Assumptions of the Study

1. Respondents provided true and honest answers to the survey items.

2. Respondents are K-12 teachers in the Ukrainian public rural and urban schools.

3. Trust and mindfulness are significant conditions to build a climate of cooperation and partnership and lead changes in school settings.

4. Trust and mindfulness have an equal role in the change process and depend on the relations between teachers, parents, principals, and students.

5. Ukrainian public school leaders and staff need to develop a better understanding of the concepts of trust and mindfulness, grow the level of trust among stakeholders and practice mindfulness on a daily basis.

Delimitations of the Study

The research was delimited by the following:

1. Study was conducted in spring 2018.

2. Study did not take into consideration age, gender, years of service of the respondents.

3. Current practice of trust and mindfulness may limit the experience and understanding of the concept among teachers in Ukrainian public schools.

4. Teachers were engaged into the study through emails available on school web-sites. It limits the number of teachers and schools who participate.

5. Number of survey items was limited in order to attain a higher response rate among teachers.

Research Questions

This study was directed by the following questions:

1. To what extent do Ukrainian public school teachers perceive a level of trust existing teacher-to-teachers; teacher-to-principal; teacher-to-parent; teacher-to-student?

2. To what extent are Ukrainian public school teachers engaged in mindfulness as a means of professional development?

Human Subject Approval

In efforts to ensure that the rights and welfare of subjects participating in this research study are protected, the St. Cloud State University Committee on Human Subjects Review Board reviewed this project and concluded that confidentiality was assured and the potential benefits through increased knowledge were appropriate. The study was conducted so that no emotional risks or risks to self-esteem were present. Modified informed consent to participants was assumed by those voluntarily completing and returning the surveys.

Definitions of the Terms

The following definitions will be used for this study:

1. Mindfulness is a process of actively making new distinctions about objects in one's own awareness, a process that cultivates sensitivity to the subtle variations in context and perspective about the observed subject, rather than relying on entrenched categorization from the past (Langer, 2012).

2. Mindful organizations spend (a) more time examining failure as a window on the health of the system, (b) more time resisting the urge to simplify assumptions about the world, (c) more time observing operations and their effects, (d) more time developing resilience to manage unexpected events, and (e) more time locating local expertise and creating a climate of deference to those experts (Weick and Sutcliffe, 2016).

3. Relational trust in schools is appropriately viewed as an organizational property in that its constitutive elements are socially defined in the reciprocal exchange among participants in a school community, and its presence (or absence) has important consequences for the functioning of the school and its capacity to engage in fundamental change (Bryk and Schneider, 2002).

4. Organizational culture is the set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about, and reacts to its various environments (Schein, 1996).

5. Feedback is a conveying organizational learning back to organizational members; referred to as exploiting what has already been learned (Collinson and Cook, 2004).

6. Professional learning communities – educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for the students is continuous, job-embedded learning for educators (DuFour, DuFour, and Eaker, 2008).

7. Professional learning communities – educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for the students is continuous, job-embedded learning for educators (DuFour, DuFour, Eaker, & Many, 2006) is a process of actively making new distinctions about objects in one's awareness, a process that cultivates sensitivity to subtle variations

in context and perspective about the observed subject, rather than relying on

entrenched categorizations from the Trust/Organizational culture.

Chapter II: Review of Literature

The essence of this study is designed to examine the current culture of practice of trust and mindfulness among Ukrainian public school teachers regarding other teachers, principals, parents, and students. Results of this study may be used by school leaders in their school improvement and for decision making. Also, it may help the local and state authorities to define the focus and perspectives of the current reforms taking place in Ukraine.

A major portion of this review focuses on definitions of trust and mindfulness, what elements these concepts include and conditions significant to building trust and growing mindfulness. Also, the study considers individual and organizational levels of mindfulness. To define the organizational mindfulness, it relies on the analysis of the high reliability organizations as a prototype of mindfulness provided by Weick and Sutcliffe (2008). Analysis includes definitions of organizational culture and its elements as a construct to which trust and mindfulness contribute. It is further narrowed to possible ways to evaluate or measure the level of trust and mindfulness that this study uses.

An initial examination of the literature has revealed a variety of approaches towards a definition of trust. It also showed the significant interest of the scholars in the various definitions of trust. At the same time, mindfulness received less attention in research, especially mindfulness in schools. This study found the research of Hoy et al. (2006) and Langer (2000) the most relevant for further analysis. Langer addressed the issue of mindfulness on a personal level, while Hoy provided a general overview of the concept and narrowed it to the school settings.

The review initially began by considering a search on the Internet using a variety of different search engines. Some of the academic databases that the researcher used included: ERIC digest, Emerald Insights, SAGE Journals, EBSCO Host.

The purpose of this review of the literature is to define the understanding of the concepts of trust and mindfulness, narrow the concepts to the school settings and provide a way to evaluate the existing level of trust and mindfulness in schools. This chapter will address issues that are central to our understanding of trust and mindfulness and how they impact the organizational climate and professional development in schools.

Geopolitical Overview and Current State of Ukraine

This overview focuses on the 20th century and current time. During this period, Ukraine went through World War 1 and World War 2. Both wars were the struggle of Ukrainians to become independent. Instead, they were treated as slaves mainly and suffered from the political interests of the other countries and their leaders. The Russian Empire, which later became the Soviet Union, and Nazi Germany, saw Ukraine as a colonial territory important for ensuring domination in the region. Ukraine played a central role in Hitler's plan of the future German Empire. Both Nazi and Bolshevik projects were colonial in essence. Because of these projects Ukraine was trapped between fascist and communist regimes. It divided the country geographically and politically (Snyder, 2015). After Nazi regime failed, Ukraine was part of the Soviet Union for more than a half of the century. During this period, approximately 3.3 million citizens of Soviet Ukraine died of the famine (also called as Holodomor) organized by the regime in 1932-1933 (Snyder, 2011). Holodomor aimed to destroy a private property and disempower Ukrainian independence movement. This deliberate starvation has been recognized as genocide of Ukrainian population. Also, during the Soviet period, any more people suffered from imprisonment for their political opinion or other reasons.

In 1991 the Soviet Union fell; Ukraine became independent. During the last twenty five years Ukrainians had two revolutions. The last one took place three years ago and is

called Euromaidan. During Euromaidan, people protested against the Ukrainian authorities that were stuck in corruption and an oligarchic style of governing. Ukrainian historian Hrytsak predicted the revolution. He relied on the results of the World Value Survey published in 2013. The Survey said that Ukraine was moving from the domination of the values of existence to the *self-expression values* (Hrytsak, 2016). Values of existence or survival values place a bigger role on economic and physical security. Self-expression values are connected with a will to participate in decision-making, to have a more tolerant society, to care about environment, etc. This shift gave a rise to the Ukrainian civic society (Snyder, 2015). Self-expression values move Ukrainians closer to European values and make the gap between Ukraine and Russia more significant. As a result of this and other factors, Russia started the war with Ukraine on the eastern border in 2015. Later the same year, the Crimea peninsula was annexed by Russia. Timothy Snyder (2015) said Russian aggression is a part of its project to destroy Ukraine and the European Union.

The Ukrainian political climate is complex and impacts economics and social problems. Economics is underperforming. Ukrainian Corruption Index scores 29 out of 100 possible which show a high level of corruption (Transparency International, 2016). Ukraine is solving several issues at the same time. The tension between urgent problems and future development is present. Such context also challenges sustainable change in the educational sphere.

Definition of Trust

The term trust is complex. Different scholars approach the definition of trust differently. This study narrows the concept of trust to relational sphere and social exchanges that happen among stakeholders in schools.

Trust depends significantly on interactions among stakeholders (Kramer, 2010). Trust influences the decision-making process and predictions about the future behavior. Stakeholders in a school such as teachers, parents, students, and principals have specific role obligations and expectations towards each other. It also means a mutual interdependence. This interdependence relies on a good understanding and definition of the obligations and expectations that characterize the existing obligations. Bryk and Schneider (2002) defined it as a relational trust. This study considers the concept of relational trust as one of the main concepts for further research.

Hoy et al. (2006) distinguished at least five elements of trust that are frequently mentioned by different scholars: benevolence, predictability, competence, honesty, and openness. The study accepts the approach of Hoy et al. towards the conceptualization of the elements of trust and provides a brief clarification of the mentioned elements.

Benevolence means people are not afraid to be harmed and are ready to accept the vulnerability that characterizes trust. Without vulnerability trust is not likely to be present in the organizational setting and among stakeholders. Being vulnerable means also readiness to take a risk of not meeting the expectations placed on the other person. This process is supported by reliability, competence, and honesty. Reliability shows that the person does not try to benefit from the specific situation or person and is predictable in their behavior. Competence brings professional focus to the concept of trust. It assumes tasks are executed on a sufficient level. Finally, honesty and openness interface more with personal issues: honesty is the ability of the person to be oneself, while openness means accurate information is not hidden but shared with the other.

The study counts on benevolence, reliability, competence, honesty, and openness in measuring the trust teachers have towards other teachers, principals, parents, and students.

Trust and Organizational Culture

This study assumes that trust and mindfulness contribute to a sustainable organizational culture in schools. Though there are different approaches towards the definition of culture, the study relies on the definitions provided below.

Denison (1990) defined organizational culture as "the underlying values, beliefs, and principles that serve as a foundation for an organization's management system as well as the set of management practices and behaviors that both exemplify and reinforce those basic principles" (p.2). Culture is developed though social interactions (Roby, 2011). Roby (2011) showed the importance of this interaction in a research study with 195 teachers who assessed the culture of the schools they worked in and the opportunity of the teachers to impact the culture or drive changes in these schools. The results of the study showed that "trust building, managing change, and strengthening relationships of educators at the workplace are key items the survey revealed that need to be addressed by teacher leaders and school administrators" (p.788).

Schein (2010) stresses the importance of focus on personality when speaking about culture. Culture is often defined by some underlying assumptions and shared norms that drive and impact the behavior and decisions of a specific person. This hypothesis is significant for this study; the study approaches the definition of trust through a range of personal characteristics that determine the behavior and ability to meet expectations.

Culture may be a significant tool for the school transformation. Fullan (1999) argued that most educational reforms failed because of the focus on restructuring. Instead, reculturing is the process that matters.

Professional Development

The study relies on the concept of professional learning communities developed by DuFour et al. (2008). According to this concept, professional learning communities are "educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve" (p.14). Schools should integrate into their culture collaboration and learning among teachers. It requires effort as school teams should have a strong understanding of their vision, mission, and goals; be ready to collaborate and learn by doing; strive for continuous improvement and demonstrate results (DuFour, 2008). Ukrainian public schools tend to misunderstand the term *professional learning community*. To some extent, misunderstanding is caused by the Ukrainian professional development system. Teachers pass the specific courses from the state institutes of professional development once per five years. It creates the perception of teacher learning as an external process imposed by the state that is more a requirement than a need or continuous process. Instead schools should focus more on in-school learning process.

The approach suggested by DuFour (2008) is considered in this study as an ultimate goal for Ukrainian public schools. Still, the question remains how to grow the organizational learning in schools. Fedoruk Cook and Schneider (2006) defined several conditions for such learning: prioritizing learning for all members; facilitating the dissemination (sharing) of knowledge, skills, and insights; attending to human relationships; fostering inquiry; enhancing democratic governance; and providing for members' self-fulfillment (p.110).

Professional learning communities support the implementation of a more collaborative culture. Horr (2005) distinguishes several elements of such culture, including teachers who discuss student needs; teachers who discuss and develop curriculum; teachers who observe each other during lessons and provide feedback and ideas; teachers who learn

with each other, and teachers and principals who learn together (discuss common goals, work on policies, seek for solutions, reflect together, etc.). These elements are present in the concept of trust and mindfulness introduced by Hoy et al. (2006) and used during a design of the instrument and specific items for this study.

The study also considers relevant the approach of Senge, who brought a focus on the role of the individual in professional and cultural development of the organization. In addition to shared vision and team learning or collaboration, Senge stresses the importance of the personal vision of teachers, system thinking, and mental models of continuous development (Brown, 1996). System thinking comprises an ability to see the whole process or system, connections and interdependencies, cause and effect. Mental model mean the perceptions of an individual about oneself, other people and a life in general (Senge, 2010). These approaches contribute to this study as they show possible ways to overcome teacher isolation and a status-quo mentality present in Ukrainian public schools.

Trust and Feedback Culture in Schools

This study discusses feedback as an element of the continuous learning environment. The review of literature reviled that the mechanism of feedback needs additional research especially for a school settings. Moreover, the current practice of feedback in schools should be improved. The data below present the current state with the feedback culture and perceptions present in schools.

> The Organization for Economic Co-operation and Development (OECD, 2013) has summarized well the key issues concerning using evaluation to improve teaching. Its TALIS survey of teachers in 25 countries strikes all-too-familiar notes: 22% of the teachers have never had any feedback from their principals (not to mention whether the feedback was valuable from any of those who did get appraised), over 50% have never received feedback from external source, yet 79% of teachers would find constructive feedback helpful (Fullan, 2016, p.44).

These statistics show that schools lack the culture of feedback; still, teachers find feedback useful. It means that importance of feedback and feedback culture should receive additional attention in school settings, specifically from principals and a school administration.

Steelman (2004) describes the importance of feedback environment which is characterized by daily interactions supervisor-coworker and coworker-coworker. Still, the elements that shape the feedback environment are not clear enough. Though the common problem mentioned by workers is described as inability of managers to give a constructive feedback and negative feedback, they do not communicate the expectations and indicators about performance, and are not rewarded about such job. Larson (1986) mentions that managers are do not give a negative feedback in order not to cause defensive behaviors or reactions. However, the data show that negative feedback can stimulate workers to look for more feedback (Steelman, 2004). Moreover, a seeking for feedback stimulates a creativity and innovation of employees (Ashford and Buyens, 2011). Creation of the environment which stimulates feedback seeking may be one of the managerial and leadership goals in organizations,

This study accepts a Feedback Environment Scale developed by Steelman et al. (2004). The scale includes both co-worker and supervisor feedback and evaluates source of credibility, feedback quality, feedback delivery, favorable and unfavorable feedback, source availability, and feedback seeking behavior. This scale considers expertise and trustworthiness of the feedback course; how consistent and useful the feedback is; how the feedback is communicated; if the person can receive feedback whenever it is needed, if workers receive both positive and negative feedback, and how active an individual is looking for feedback.

Definition of Mindfulness

Mindfulness recently has received significant attention; though not many studies on this concept are available. This study defines personal and organization mindfulness and narrows the definitions to the school context.

Mindfulness is an ability of the person to be present in a specific moment and see and articulate the distinctions. In the daily life, people often rely on routines and a group-decision making process. This tendency results in situations when circumstances or changes are not taken into consideration. It disturbs the growth of the mindfulness and makes changes difficult. Instead, mindfulness relies on sensitivity to the environment, and an ability to be open to new information and perceive it. Mindfulness impacts the way people think and how aware they are of the current moment or process (Langer & Moldoveanu, 2000).

Individual mindfulness consists of flexibility, vigilance, openness, and ability to stop doing something that is not working (Langer and Moldoveanu, 2000). This study assumes that the growing individual mindfulness of the teachers may grow the overall organizational mindfulness, quality of interactions, and collaboration with stakeholders. Hoy et al. (2006) emphasized that "overall, individual mindfulness is a habit of mind that continuously seeks disconfirming evidence to test assumptions" (p.239).

Mindfulness depends on attention and how it is allocated. Attention helps the person to analyze the context and act on a daily basis. But the effectiveness of the process depends on the quality of attention (Langer, 2000). Weick et al. (1999) explained that mindfulness "is as much about what people do with what they notice as it is about the activity of noticing itself" (p.43).

The concept of mindfulness is important for this study as it questions how to empower the greater trust and collaboration within the school settings. At the same time, the study

deals with teachers and principals who often rely on current practices, rules, and approaches. They often are not ready to challenge the existing procedures and take the responsibility for the new approach. The study assumes that mindfulness may foster the growing awareness on both personal and organizational levels.

Mindful Organizations

The organizational environment may cultivate mindful actions. It is important for this study to describe characteristics of the organizational environment that influence the mindfulness. Ukrainian public schools usually rely on *the culture of nice* (Elisa MacDonald, 2011). For instance, according to researcher observations, when teachers meet to discuss some practices or approaches they tend to share compliments but avoid giving true and reliable feedback to each other. As a result, they lower their ability to evolve to the professional learning communities. MacDonald (2011) describes that because of culture of nice teachers "puts the team at risk of gaining no insight into its own practice, obtaining no results (or unsustainable results) for students, going through the motions of collaboration, and ultimately dismissing the process as a waste of time" (p.45). This study connects the development of professional learning communities in schools regarding teacher-to-teacher, teacher-to-principal, teacher-to-student, and teachers-to-parents in relations to trust and mindfulness.

Weick et al. (1999) developed the idea of highly reliable organizations that are "harbingers of adaptive organizational forms for an increasingly complex environment" (p.81). Reliable organizations are mindful organizations that are not afraid to accept the mistakes, analyze them, and act on the achieved experience. Weick et al. provided the characteristics of mindful organizations that are clarified below. Based on these

characteristics, this study approaches the instrument construction and items development. The characteristics are:

(1) Preoccupation with failure – organization has a culture of analysis of small mistakes to avoid bigger ones. Organizational members are ready to voice the concerns and accept mistakes. In school settings, it impacts the feedback process and culture in general.

(2) Reluctance to simplify the interpretations – problems are usually complex. Organizational members have to develop the ability to see the whole picture and interconnections among events and processes. Instead, people tend to simplify everything. School teachers and administrators should be open to multiple perspectives.

(3) Sensitivity to operations – it includes clear focus on daily operations such as teaching and learning in schools but considers the ability to pay attention to relations and different kinds of information important for avoiding *information gap* when some information is not taken into consideration on time for further decisions or actions (Hoy, 2003).

(4) Commitment to resilience – people in organizations cannot avoid the mistakes; but they can develop solutions when mistakes are discussed and grow the readiness to deal with them effectively.

(5) Deference to expertise – people in organizations tend to undervalue expertise of the colleagues and do not share their expertise. Mindful organizations are open to different experiences and encourage sharing.

Trust and Mindfulness in Schools

Hoy (1998) assumed that trust is the foundation of effective school development. In the study about trust and mindfulness, Hoy connected trust with mindfulness. Trust and mindfulness are mutually dependent and exist simultaneously in the organizational environments, including schools. It is difficult to distinguish which concept plays a more significant role. Instead, both of them are crucial and reinforce each other. This study considers Hoy's approach as a basis for analysis.

Measuring Trust and Mindfulness

Hoy et al. (2004) measure mindfulness with the School Mindfulness Scale (M-Scale). It consists of the items that incorporate five elements of mindfulness: focus on mistakes, reluctance to simplify, sensitivity to teaching and learning, commitment to resilience, and deference to expertise in problem solving. Teachers respond to the items concerning the relations with colleagues, the principal, students, and parents. Hoy et al. combines students and parents into one category called *clients*.

To measure trust, Hoy et al. (2004) relies on the 26-item scale called Omnibus Trust scale. Each item of the scale is developed based on readiness to be vulnerable, mutual benevolence, reliability, competence, honesty, and openness. This study implements such conceptual framework and uses mentioned scales.

Role of Leadership

This study considers leadership as a condition for making a change and transformation in school possible. The concept of trust and mindfulness and the instrument developed by Hoy et al. (2004) include the principal as an important stakeholder for cultivating trust and mindfulness in schools. Schein (2010) describes the importance of leadership for cultural development of the organization. Leaders create the culture; then the

culture creates norms and procedures that determine the organization. If something connected with culture is not working, the leader is the person who has to take a major role and responsibility for fixing it.

Marzano et al. (2003) connect leadership with the student success and results and exemplify it through a study regarding the connection of the principal and student results. The overall impact of leadership on student outcome shows the correlation of .25 which is considered as significant. Researchers also suggest leadership responsibilities such as "recognizing and celebrating accomplishments and accepting failures; challenging a status-quo; recognizing and rewarding individual accomplishments, establishing strong lines of communication with and among teachers and students, fostering shared beliefs and a sense of community and cooperation". (Marzano et al, 2003, p.42). Some of leadership responsibilities correlate with the approach of Hoy at el. (2004) and are reflected in the items of this study instrument.

Leadership is important for the organization to become not only good or better but great. Collins (2001) describes five level of leadership. According to this concept, Level 5 leadership is present when a person may be humble but at the same time, has an extraordinary professional will. This level of leadership helps the organization to form a team of suitable people, grow organizational awareness of strengths, accept brutal facts and act on them for "building enduring greatness" (p.20). Fullan (2002) agrees that leadership has a long-lasting influence on organizations. To establish high-performing standards and conditions for "enduring greatness", a principal has to become a cultural change stakeholder with a focus on five characteristics of leadership: moral purpose and understanding of change process, the ability to improve relationship, knowledge creation, and sharing and coherence making (Fullan, 2002, p.17).

This study suggests that trust and mindfulness empower change efforts and depend significantly on leadership. It accepts the complexity of change and a diversity of factors that impact change process. Still, it grants a significant role to the approach of the principal, their leadership style, and their personal and professional characteristics.

Drawbacks of Collaborative Culture

Trust and mindfulness contribute to a culture change in schools and to a more collaborative learning environment, including professional learning communities among educators. This study speaks mainly about positive sides of such processes. Still, some researchers and experts mentioned possible negatives features of more collaboration among teachers. This study devotes additional attention to critics of collaborative culture in order to have a better understanding of the construct.

Hargreaves (2000) describes the main critique of collaboration connected with implementation difficulties: the principal and teachers have to find time for   mutual work. Teachers often do not understand their roles in this process which may limit their productivity and contribution. Moreover, collegiality has a variety of interpretations and descriptions which may include team learning, peer-to-peer coaching, collaborative planning, etc. Though these processes may be beneficial for a school, teachers prefer to work in isolation. Lack of more specific definition and openness to collaboration from teachers makes the implementation unclear and difficult to measure. The quotation below exemplifies a lack of a clear definition and implementation of collaboration.

> Given the contradictory meanings and interpretations that we can see surround the process of collaborative professional development, it is not surprising that the intentions and implications of collaborative initiatives are often misunderstood. In particular, collaborative professional development strategies are often presented and interpreted as empowering and emancipatory for teachers, when in actuality they may well be fostering disempowerment and dispositional adjustment. (Hargreaves, 1990, p.230).

It shows that collaboration needs additional research and interpretation based on examples,

analysis, and results.

Chapter III: Methodology

This is a quantitative study that will measure the current level of trust and mindfulness among teachers of Ukrainian public schools regarding other teachers, the principals, parents, and students. The study examines the nature of trust and mindfulness in school settings. It provides a broader perspective of the concepts of trust and mindfulness. It also narrows the research and practice of trust and mindfulness to schools.

Research Questions

This study was directed by the following questions:

1. To what extent do Ukrainian public school teachers perceive a level of trust existing teacher-to-teachers; teacher-to-principal; teacher-to-parent; teacher-to-student?

2. To what extent are Ukrainian public school teachers engaged in mindfulness as a means of professional development?

Researcher

I work in the field of teacher professional development in Ukraine. Together with three colleagues, I established a non-governmental organization called the Center for Innovative Education "Pro.Svit" (Pro.Svit) in 2014. The mission of Pro.Svit is to empower school potential to drive changes and respond to the current challenges in the sphere and society. This organization has the following directions of work: developing and implementing of the educational programs for school teams on collaboration and school culture; supporting the schools with the tools to implement strategies; building a community of pro-active educators who drive changes in the school settings and are examples of bottom-up initiative. During three years of work, Pro.Svit served 2, 000 teachers, raised more than $ 40,000 for school initiatives, and impacted approximately 5,000 students around the country.

During work in Pro.Svit, I noticed different challenges that make a school transformation complicated. This experience provided me with the understanding of the field, but it could make me biased in regards to conducting this study. During the course of the study, I strove to reflect on my potential biases and keep them in abeyance as I analyzed results and made conclusions.

This study contributes to a better understanding of trust and mindfulness and provides possible strategies to enhance trust and mindfulness in school settings. Moreover, the educational field in Ukraine lacks research inquiry and improvement. This study contributes to bringing such a need into focus for the Ukrainian educational sphere.

Context: Teacher Profile

Schools resemble the broader societal context (Golarz and Golarz, 1995). As it was mentioned in the previous chapter, Ukraine spent a significant amount of time as a part of the Soviet Union. Such membership included direct governance from the top, lack of initiative, and a controlled approach to the educational field. The collapse of the Soviet Union initiated changes in education; the direction to follow the European and democratic values was announced. It brought new challenges to schools. One of the significant challenges that teachers faced was the need for collaboration (Kutsyuruba, 2011). This challenge is still relevant for teachers today. According to researcher observation during the work in Pro.Svit, teachers tend to work in isolation; they do not cooperate with each other or discuss problems and student progress. Though teachers tend to support the Concept of the New Ukrainian School, they often lack skills and understanding how to implement a new approach in a school or a class. Schools do not have collaborative cultures and professional learning communities as discussed in the previous chapter. Collaborative culture and professional learning are significant concepts for this study that empower a change process and

implementation of new strategies. The study assumes that teachers do not have enough practice of trust and mindfulness in the school settings; both practices are in initial stages of development.

Study Design

This study has a cross-sectional survey design to examine the practice of trust and mindfulness at one specific point of time. The instrument was designed to collect the opinions and feelings of the participants, and examine the current practices in the field. The survey was administered once and provided the data about the specific point in time. The study does not explain the cause and effect. Instead, it describes the current state and trends in the data. The participants were K-12 teachers of the Ukrainian public rural and urban schools.

The study takes into consideration the factors that may limit the validity of the data. To decrease coverage error, the directory of the participants was carefully planned and formed through a database of teacher e-mails. The study assumed that in order to receive 150 responses at least 450-500 teachers should receive the survey. This study devoted significant attention to the instrument development to keep it clear, simple, and relevant for the participants. Several administrative procedures that are mentioned further in this chapter were planned to reduce nonresponse error and ensure a high response rate.

Reliability of the Instrument

The reliability of the survey was tested using Cronbach's (1951) alpha. "Cronbach's alpha measures how related a set of items (i.e., questions) are when they are grouped together resulting from an examination of their covariance matrices" (Gagnon et al., 2017, p.385). A strong reliability is present when the correlation coefficient equals .70 or higher.

Validity of the Instrument

The validity of the survey is important for identifying if the constructed instrument suffices for measuring trust and mindfulness. Validity is achieved through the review of literature, piloting of the survey, and content analysis of the instrument. The study relies on the concept of trust and mindfulness and instruments developed by Hoy et al. (2004). It also includes some items from the instrument developed by Bryk and Schneider (2002). The review of the literature supports the direction of the study. The piloting was done to collect specific and relevant feedback on the items of the survey from 20 teachers. Participants in the pilot provided comments on the items and the instrument in general. The final survey was developed based on comments and feedback received during piloting.

Participants

Participants are K-12 teachers of Ukrainian public urban and rural schools. This study aimed to collect the data from approximately 100-150 teachers. Non-probability sampling was used; the teachers were approached through e-mails. A database of e-mails was formed through school web-sites. Participants received an instrument that included a cover letter; closed-ended questions collecting feelings about the issue and opinions; open-ended questions addressing perceptions; and closing instructions. The completed survey indicated the consent of the teacher to participate in the study. Participation was anonymous and voluntary.

Sampling Technique

This study used a non-probability sampling technique. Specifically teachers were contacted based on ability to approach them through e-mails. E-mails were collected randomly through school web-sites. This study also relies on purposive and snow ball techniques. According to a purposive technique, he study assumes that participants of the

study suffice for a general comparative purpose. Also, the study asks participants to spread the survey around their networks which is a procedure in a snowball technique A combination of techniques helps to eliminate the bias of a limited network of teachers and schools. However, the limits of non-probability technique are also present. Therefore it is important not to overgeneralize the results of the study.

Instrumentation

The study is quantitative; though, it has some qualitative elements. The study aims to measure the level of trust among teachers regarding the colleagues, the principal, parents, and students, and to what extend the teachers are engaged in mindful actions. The study shows the current state of trust and mindfulness in Ukrainian public schools and determines some practices and peculiarities. The quantitative part is executed with the help of a survey. The instrument consists of 4-point and 5-point Likert-type scales with response options for the questions ranging in the following ways:

1. Using the following 1-4 scale, please indicate, by circling the most correct response, the degree to which you agree with the statements below : Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1);

2. Using the following 1-4 scale, please indicate, by circling the most correct response, the extent to which mentioned characteristics are present in your schools: To great extent (4), Some (3), A little (2), Not at all (1);

3. Using the following 1-5 scale, please indicate, by circling the most correct response, the approximate number of teachers who tend to show mentioned behaviors or perceptions: Nearly all (5), Most (4), About a half (3), Some (2), None (1);

4. Using the following 1-4 scale, please indicate, by circling the most correct
   response, how you participate in the following activities in the course of a year:
   Almost daily (4), Once or twice a week (3), Two of three times a month (2), Less
   than once a month (1)

Each item receives a numerical value. The Likert scale suffices for defining the level of
agreement and for determining "the relative intensity of different items" (Babbie, 2008).

To construct the survey, the study uses the framework of the School Mindfulness
Scale (M-Scale) and the 26-item scale called Omnibus Trust scale provided by Hoy et al.
(2004). The study also includes some items of the trust instrument developed by Bryk and
Schneider (2002). The mindfulness framework includes five elements of mindfulness such as
focus on mistakes, reluctance to simplify, sensitivity to teaching and learning, commitment to
resilience, and deference to expertise in problem solving (Hoy et al., 2004). All stakeholders
are divided into two categories: teachers and principals. The trust scale measures trust based
on benevolence, reliability, competence, honesty, and openness as the elements of trust (Hoy
et al., 2004). This scale divides the stakeholders into parents, teachers, students, and the
principal. Also, ten items were taken from Bryk and Schneider (2006) Trust Instrument
which question the level of teacher trust to colleagues, principals, and parents and procedure
present among teachers that support trust.

Both scales were modified according to the peculiarities of the Ukrainian context and
teachers and transformed into one scale. Also, the number of items was limited to 40 out of
which 12 items measure mindfulness and 28 items are devoted to trust. The assumption was
that the smaller number of the items ensures a higher response rate.

The items of the instrument are the following:

1. The principal is satisfied with the current state of the school.

2. The principal is ready to accept mistakes in front of the teachers.

3. Most of decisions are proposed by the principal.

4. Teachers do not trust the principal enough to admit their mistakes.

5. The principal is an expert on teaching and learning.

6. The principal does not know what is really happening in most classrooms.

7. In this school, teachers welcome feedback about ways to improve.

8. Most teachers in this building are reluctant to change.

9. In this school, teachers do not admit mistakes.

10. During our meetings we consider everyone's opinion before making some decisions.

11. Teachers in my school are satisfied with their teaching.

12. Teachers invite other teachers into their rooms to observe, give feedback, etc.

13. The teachers in this school are suspicious of the principal's actions.

14. Teachers in this school can rely on the principal.

15. The principal in this school is open to feedback for improvement.

16. Teachers expect honest feedback from the principal on their performance.

17. Teachers in this school deliver on the promises they make to colleagues.

18. Teachers in this school do their jobs well.

19. Teachers in this school give constructive feedback to each other.

20. Teachers in this school are open to receiving feedback from colleagues.

21. Teachers in this school trust their students.

22. Students in this school can be counted on to do their work.

23. Students rarely open up to their teachers.

24. Teachers believe that students are competent learners.

25. Teachers can count on parental or family support.

26. Teachers in this school trust what parents tell them.

27. Parents in this school are reliable partners.

28. Parents have confidence in the expertise of the teachers.

29. To what extent do teachers trust the principal?

30. To what extent do teachers trust each other?

31. To what extent do teachers trust parents?

32. To what extent do teachers in this school feel students respect them?

33. How many teachers in this school try new ideas?

34. How many teachers in this school are really trying to improve their teaching?

35. How many teachers and parents work closely to meet student needs?

36. How many teachers really try to understand parents' problems and concerns?

37. How many teachers in this school feel responsible when students in this school fail?

38. How often do you have conversations with colleagues about goals of this school?

39. How often have you had conversations with colleagues about what helps students to learn best?

40. How often have you shared and discussed student work with other teachers

The qualitative part includes two open-ended questions that ask teachers to share their understanding of trust and mindfulness in a school environment. Open-ended questions contribute to the survey. The answers show how teachers perceive trust and mindfulness in their schools; questions are used to identify the current practice of trust and mindfulness in school settings.

The open-ended questions are the following:

1. Working in an environment where people trust one another is important and necessary to achieve learning results as well as professional satisfaction. What do you consider important to building a culture of trust and respect?

2. What changes would you like to see made towards establishing a more positive, trusting work environment?

Data Collection

The database of e-mails was built. The data was collected through a web-administered survey. The survey was constructed with the help of the Google online tool for survey creation. This tool transformed the instrument into a digital form, tracked the number of surveys returned, evaluated data, and exported results into Microsoft Excel. The data was exported to Microsoft Excel for further calculations and analysis. Also, the data was formatted according to the requirements of the Statistical Package for Social Sciences (SPPS) for further analysis.

The participants were approached once. They received the introductory email with general guidelines and explanations at the beginning of March. They had two weeks to complete the survey. One of the goals during the communication with participants and data collection was to establish comfortable trusting relations. To ensure such relations, the researcher devoted significant attention to anonymity and transparency of the process. The introductory email included significant information about the study, goals, importance, participant role, and limitations.

Variables

The unit of analysis is a teacher of K-12 public urban or rural state school. The dependent variables are trust and mindfulness.

Treatment of Data

Data was organized with the help of Microsoft Excel. It was stored on the researcher's personal computer with password protection. For analysis, the study used Microsoft Excel and the Statistical Package for Social Sciences (SPSS) software program. Also, St. Cloud State University's Statistical Center supported the process. Microsoft Excel allowed running a basic descriptive statistics; SPSS calculated the Cronbach's (1951) alpha test of reliability, and created the analytical reports of data. The basic statistics included mean, mode, median, percentage, and standard deviation. These statistics were calculated for each item in the survey.

The answers on qualitative questions were analyzed, grouped into frequently used themes, and coded into specific themes. Each theme received a description based on the provided answers and explanations. The list of frequently used themes and descriptions was discussed with the Academic Advisor and colleagues to avoid misclassification of the data. The limitations and inconsistencies are reported in the next chapters of the study to provide more reliable answers to the research questions.

Chapter IV: Results and Findings

The purpose of this study is to examine the current state of teacher trust and mindfulness regarding other teachers, parents, students and the principal in Ukrainian public schools. The perceptions of the teachers were collected based on a 42-item questionnaire in the form of a Likert type scale and two open-ended questions. The survey was constructed based on the instruments developed by Hoy et al. (2004) and by Bryk and Schneider (2002). The questionnaire was piloted to 20 teachers and feedback revealed what items and wording needed to be revised. The final survey was distributed to 9,910 teachers in Ukrainian public schools. Participants were contacted by e-mails. The researcher collected 1,565 responses resulting in a response rate of 16 percent.

The findings are reported based on two research questions of the study and analyzed by item. Items are grouped according to two main constructs of the study: trust and mindfulness. The study was directed by the following questions:

1. To what extent do Ukrainian public school teachers perceive a level of trust existing between teacher-to-teachers; teacher-to-principal; teacher-to-parent; teacher-to-student?

2. To what extent are Ukrainian public school teachers engaged in mindfulness as a means of professional development?

This chapter is divided into the following sections: 1) descriptive data, 2) qualitative analysis of open-ended questions, and 3) reliability and discrimination data. Descriptive data will be discussed and presented in tables.

Descriptive Results

Reliability of the instrument. Using a Cronbach alpha test of reliability, the overall reliability for the 40-item instrument is .89. "Cronbach's alpha measures how related a set of

items (i.e., questions) are when they are grouped together resulting from an examination of their covariance matrices" (Gagnon et al., 2017, p.385). A strong reliability is present when the correlation coefficient equals .70 or higher.

Descriptive results related to mindfulness. Table 1 provides mean score ratings and standard deviation for each of 12 items that correspond to the concept of mindfulness. Respondents answered on a scale of 1 (Strongly Disagree) to 4 (Strongly Agree). The data are displayed in mean rank order from the highest score to the lowest score. Overall, all scores range from a high of 2.96 to a low of 2.16. Item 5, that is the highest rated item, states "The principal is an expert on teaching". The lowest rated item is "The principal does not know what is really happening in most classrooms". The mean score difference is .80.

Table 1

Mindfulness: Mean Score Ranking and Standard Deviation (N=1565)

Item	Statement	Mean	N	SD
5	The principal is an expert on teaching	2.96	1565	.86
10	During our meetings teachers consider everyone's opinion before making some decisions	2.63	1565	.77
11	Teachers in my school are satisfied with their teaching.	2.59	1565	.67
7	In this school, teachers welcome feedback about ways to improve	2.56	1565	.75
2	The principal is ready to accept mistakes in front of the teachers.	2.47	1565	.85
1	The principal is satisfied with the current state of my school	2.43	1565	.75
8	Most teachers in this building are reluctant to change their practices.	2.41	1565	.76
4	Teachers do not trust the principal enough to admit their mistakes.	2.38	1565	.77
3	Most of ideas are proposed by the principal	2.35	1565	.78
12	Teachers invite other teachers into their rooms to observe, give feedback, etc.	2.35	1565	.83
9	In my school, teachers do not admit mistakes.	2.23	1565	.69
6	The principal does not know what is really happening in most classrooms.	2.16	1565	.86

Strongly Disagree=1; Disagree=2; Agree=3; Strongly Agree = 4.

Table 2

Mindfulness: Frequency Count and Standard Error (N=1565)

Item	Statement	Strongly Disagree (1) and Disagree (2)	Agree (3) and Strongly Agree (4)	SE
1	The principal is satisfied with the current state of my school.	842 (54%)	723 (46%)	1.26%
2	The principal is ready to accept mistakes in front of the teachers.	721 (46%)	844 (54%)	1.28%
3	Most of ideas are proposed by the principal.	967 (61%)	589 (38%)	1.22%
4	Teachers do not trust the principal enough to admit their mistakes.	899 (57%)	666 (43%)	1.25%
5	The principal is an expert on teaching.	375 (24%)	1190 (76%)	1.08%
6	The principal does not know what is really happening in most classrooms	1070 (69%)	495 (32%)	1.19%
7	In this school, teachers welcome feedback about ways to improve.	701 (45%)	864 (55%)	1.26%
8	Most teachers in this building are reluctant to change their practices.	882 (56%)	683 (44%)	1.25%
9	In my school, teachers do not admit mistakes.	1075 (69%)	490 (31%)	1.17%
10	During our meetings teachers consider everyone's opinion before making some decisions	635 (40%)	930 (60%)	1.24%
11	Teachers in my school are satisfied with their teaching.	609 (39%)	956 (61%)	1.23%
12	Teachers invite other teachers into their rooms to observe, give feedback, etc.	892 (57%)	673 (43%)	1.25%

Strongly Disagree=1; Disagree=2; Agree=3; Strongly Agree = 4.

Table 2 summarizes the frequency count for mindfulness items. Item 5 (The principal is an expert on teaching) received the biggest percentage of Agree and Strongly Agree responses that equals 75%. Item 6 (The principal does not know what is really happening in most classrooms) and Item 9 (In my school, teachers do not admit mistakes) showed 69% of Disagree and Strongly Disagree responses. The data report also standard errors for each item which fluctuate from 1.08% to 1.26%.

Descriptive results related to trust. Twenty-eight items are devoted to measuring trust in school settings. The items are grouped in four different categories as they have different response options. Response options for the questions range in the following way:

1. Using the following 1-4 scale, please indicate, by circling the most correct response, the degree to which you agree with the statements below : Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1);

2. Using the following 1-4 scale, please indicate, by circling the most correct response, the extent to which mentioned characteristics are present in your schools: To great extent (4), Some (3), A little (2), Not at all (1);

3. Using the following 1-5 scale, please indicate, by circling the most correct response, the approximate number of teachers who tend to show mentioned behaviors or perceptions: Nearly all (5), Most (4), About a half (3), Some (2), None (1);

4. Using the following 1-4 scale, please indicate, by circling the most correct response, how you participate in the following activities in the course of a year: Almost daily (4), Once or twice a week (3), Two of three times a month (2), Less than once a month (1)

Data presented in Table 3 provide mean score ranking and standard deviation for each of 18 items that correspond to the concept of trust and suggest the response options Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). As in a Table 1, the data are displayed in mean rank order from the highest score to the lowest score. All scores range from a high of 3.00 to a low of 2.25. Item 18, which is the highest rated item, states "Teachers in this school do their jobs well". The lowest rated item is "The teachers in this school are suspicious of the principal's decisions". The mean score difference is .75.

Table 3

Trust Items: Mean Score Ranking and Standard Deviation (N=1565)

Item	Statement	Mean	N	SD
18	Teachers in this school do their jobs well.	3.00	1565	.65
40	Discussions with teachers help me to implement changes in class	2.95	1565	.64
16	Teachers expect honest feedback from the principal on their performance.	2.86	1565	.67
15	The principal in this school is open to feedback for improvement.	2.83	1565	.87
17	Teachers in this school deliver on the promises they make to colleagues	2.83	1565	.60
14	Teachers in my school may rely on support from the principal	2,77	1565	.85
20	Teachers in this school are open to receiving feedback from colleagues	2.76	1565	.69
19	Teachers in this school give constructive feedback to each other.	2.72	1565	.71
32	Teachers in this school feel students respect them	2.68	1565	.66
25	Teachers can count on parental or family support	2.58	1565	.69
24	Teachers believe that students are capable learners.	2.56	1565	.66
28	Parents have confidence in the expertise of the teachers.	2.53	1565	.66
26	Teachers in this school trust parents.	2.50	1565	.64
27	Parents in this school are reliable partners.	2.48	1565	.69
23	Students rarely open up to their teachers about challenges in learning	2.41	1565	.64
21	Teachers in this school trust their students are smart	2.34	1565	.69
22	Students in this school can be counted on to do their work.	2.30	1565	.64
13	The teachers in this school are suspicious of the principal's decisions.	2.25	1565	.77

Strongly Disagree=1; Disagree=2; Agree=3; Strongly Agree = 4.

Table 4

Trust Items: Frequency Count and Standard Error (N=1565)

Item	Statement	Strongly Disagree (1) and Disagree (2)	Agree (3) and Strongly Agree (4)	SE
13	The teachers in this school are suspicious of the principal's decisions.	1018 (65%)	547 (35%)	1.21%
14	Teachers in my school may rely on support from the principal	497 (32%)	1068 (68%)	1.18%
15	The principal in this school is open to feedback for improvement.	481 (31%)	1084 (69%)	1.17%
16	Teachers expect honest feedback from the principal on their performance.	345 (22%)	1220 (78%)	1.05%
17	Teachers in this school deliver on the promises they make to colleagues.	342 (22%)	1223 (78%)	1.05%
18	Teachers in this school do their jobs well.	253 (16%)	1312 (84%)	.93%
19	Teachers in this school give constructive feedback to each other.	532 (24%)	1033 (66%)	1.01%
20	Teachers in this school are open to receiving feedback from colleagues.	480 (31%)	1085 (69%)	1.17%
21	Teachers in this school trust their students are smart	996 (64%)	569 (36%)	1.21%
22	Students in this school can be counted on to do their work.	1015 (64%)	550 (36%)	1.21%
23	Students rarely open up to their teachers about challenges in learning	883 (56%)	682 (44%)	1.25%
24	Teachers believe that students are capable learners.	700 (44%)	865 (55%)	1.24%
25	Teachers can count on parental or family support.	636 (41%)	929 (59%)	1.24%
26	Teachers in this school trust parents.	751 (48%)	814 (52%)	1.26%
27	Parents in this school are reliable partners.	785 (51%)	780 (49%)	1.26%
28	Parents have confidence in the expertise of the teachers.	716 (46%)	849 (54%)	1.26%
32	Teachers in this school feel students respect them	511 (32%)	1054 (68%)	1.18%
40	Discussions with teachers help me to implement changes in class	247 (16%)	1318 (84%)	.93%

Strongly Disagree=1; Disagree=2; Agree=3; Strongly Agree = 4.

Table 4 describes the frequency count for 18 trust items. Item 13 (The teachers in this

school are suspicious of the principal's decisions) demonstrates 65% of strong disagreement

or disagreement. It is followed by Items 21 (Teachers in this school trust their students are

smart) and 22 (Students in this school can be counted on to do their work) which received 64% of Strongly Disagree and Disagree responses. At the same time, Items 18 (Teachers in this school do their jobs well) and 40 (Discussions with teachers help me to implement changes in class) point to 84% of Agree or Strongly Agree responses. Standard error for 18 trust items is between .093-1.26%.

Data presented in Table 5 provide mean score ranking and standard deviation for each of three items that correspond to the concept of trust and suggest the response options To great extent (4), Some (3), A little (2), Not at all (1). All scores range from a high of 2.67 to a low of 2.41. Item 18 (To what extent do teachers trust the principal?) is the highest rated item. The lowest rated item is "To what extent do teachers trust parents?". The mean score difference is .26.

Table 5

Trust Items: Mean Score Ranking and Standard (N=1565)

Item	Statement	Mean	N	SD
29	To what extent do teachers trust the principal?	2.67	1565	.83
30	To what extent do teachers trust each other?	2.63	1565	.69
31	To what extent do teachers trust parents?	2.41	1565	.62

Not at All=1; A Little = 2; Mostly = 3; To a Great Extent = 4.

Table 6

Trust Item: Frequency Count and Standard Error (N=1565)

Item	Statement	Not at All (1) And A Little (2)	Mostly (3) and To a Great Extent (4)	SE
29	To what extent do teachers trust the principal?	661 (43%)	904 (57%)	1.25%
30	To what extent do teachers trust each other?	672 (43%)	893 (57%)	1.25%
31	To what extent do teachers trust parents?	930 (59%)	635 (41%)	1.24%

Not at All=1; A Little = 2; Mostly = 3; To a Great Extent = 4.

Table 6 illustrates the frequency count for three trust items. Item 31 (To what extent do teachers trust parents?) shows 59% of Not at All and A Little responses; items 29 and 30 demonstrate 57% of Mostly and To a Great Extent responses. Standard error for item 29 is 1.25%; item 30 – 1.25%, and item 31 – 1.24%.

Table 7 provides the data for mean score ranking and standard deviation of each of 5 items. Five items use the 1-5 scale that shows the approximate number of teachers who tend to show mentioned behaviors or perceptions: Nearly all (5), Most (4), About a half (3), Some (2), None (1). All scores range from a high of 3.34 to a low of 2.94. Item 37, that is the highest rated item, states "How many teachers in this school feel responsible when students in this school fail?". The lowest rated item is "How many teachers in this school try new ideas?". The mean score difference is .40.

Table 7

Trust Items: Mean Score Ranking and Standard Deviation (N=1565)

Item	Statement	Mean	N	SD
37	How many teachers in this school feel responsible when students in this school fail?	3.34	1565	1.06
36	How many teachers really try to understand parents' challenges and concerns?	3.29	1565	1.04
34	How many teachers in this school are really trying to improve their teaching?	3.17	1565	1.04
35	How many teachers and parents work closely to meet student needs?	3.01	1565	.98
33	How many teachers in this school try new ideas?	2.94	1565	.99

None=1; Some = 2; About a Half = 3; Most = 4; Nearly All = 5.

Table 8

Trust Items: Frequency Count and Standard Error (N=1565)

Item	Statement	None 1	Some 2	About a Half 3	Most 4	Nearly All 5
33	How many teachers in this school try new ideas?	17 (1%)	669 (43%)	373 (24%)	403 (26%)	103 (7%)
34	How many teachers in this school are really trying to improve their teaching?	7 (0%)	543 (35%)	362 (23%)	485 (31%)	168 (11%)
35	How many teachers and parents work closely to meet student needs?	21 (1%)	573 (37%)	439 (28%)	429 (27%)	103 (7%)
36	How many teachers really try to understand parents' challenges and concerns?	13 (1%)	451 (29%)	368 (24%)	543 (35%)	190 (12%)
37	How many teachers in this school feel responsible when students in this school fail?	10 (1%)	448 (29%)	324 (21%)	562 (36%)	221 (14%)

None=1; Some = 2; About a Half = 3; Most = 4; Nearly All = 5.

Table 8 summarizes the frequency count for five trust items. Items 33 (How many teachers in this school try new ideas?), 34 (How many teachers in this school are really trying to improve their teaching?) and 35 (How many teachers and parents work closely to meet student needs?) received 43%, 35%, and 37% respectively of "Some" responses. Items 36 (How many teachers really try to understand parents' challenges and concerns?) and 37 (How many teachers in this school feel responsible when students in this school fail?) have 35% and 36% respectively of "Most" responses.

The mean and standard deviation for the last two items are presented in Table 9. This Table demonstrates the data for the trust items of 1-4 scale that show how often teachers participate in the following activities in the course of a year. The following answers are available: Almost daily (4), Once or twice a week (3), Two of three times a month (2), Less than once a month (1). Item 39 asks "How often have you had conversations with colleagues about what helps students to learn best?"; it has a mean of 2.78. Item 38 asks "How often do you have conversations with colleagues about goals of this school?" and shows the mean of 2.46. The mean score difference is .32.

Table 9

Trust Items: Mean Score Ranking and Standard Deviation (N=1565)

Item	Statement	Mean	N	SD
39	How often have you had conversations with colleagues about what helps students to learn best?	2.78	1565	1.16
38	How often do you have conversations with colleagues about goals of this school?	2.46	1565	1.15

Less than Once a Month = 1; Once or Twice a Month = 2; More than Three Times per Months = 3; Almost Daily = 4.

Table 10

Trust Items: Frequency Count and Standard Error (N=1565)

Item	Statement	Less than Once a Month (1) and Once or Twice a Week (2)	More than Three Times per Month (3) and Almost Daily (4)	SE
38	How often do you have conversations with colleagues about goals of this school?	825 (53%)	740 (47%)	1.14%
39	How often have you had conversations with colleagues about what helps students to learn best?	632 (40%)	933 (60%)	1.24%

Less than Once a Month = 1; Once or Twice a Month = 2; More than Three Times per Months = 3; Almost Daily = 4.

Table 10 shows the frequency count for items 38 and 39 which ask about the regularity of discussions held in schools. Item 38 (How often do you have conversations with colleagues about goals of this school?) demonstrates 53% of "Less than Once a Month" and "Once or Twice a Week" response options; instead, item 39 (How often have you had conversations with colleagues about what helps students to learn best?) resulted in 60% of "More than Three Times per Month" and "Almost Daily" responses. Standard error for Item 38 is 1.14% and for Item 39 – 1.24%.

Qualitative Analysis Related to Trust and Mindfulness

The instrument included two open-ended questions. The questions are the following:

1. What do you consider important to building a culture of trust and respect at
    school?

2. What changes would you like to see made towards establishing a more positive,
    trusting work environment?

The goal of the open-ended questions was to receive more teacher perspectives about important factors for school culture building and what changes teachers perceive as the most important and contributing for a more collaborative culture. Received responses supplemented the results of the Likert-type questions of the instrument and expanded the researcher's understanding of the issues of trust and mindfulness in Ukrainian public schools. All responses were read; main themes and key words were coded to define how often they were mentioned.

What do you consider important to building a culture of trust and respect at school? This question aimed to find out the factors that teachers consider as significant for promoting a culture of trust and respect in schools. To achieve this goal, all participants were asked to comment on the question at the end of the instrument. The responses were read by the researcher and coded into the most frequently mentioned words. The analysis revealed the following factors that teachers mentioned as important for school culture: trust, collaboration among stakeholders, role of the principal and leadership, responsibility, team work, partnership with parents, and teacher competence.

Among other factors that participants mention in responses are a mutual goal shared by all stakeholders, higher status of teachers and schools in society, readiness to change, and teacher and school autonomy. Some participants also consider the role of the government and state as significant contributors to school culture development and talk about the connection

between school and society, and society's mentality. Examples of responses are provided in

quotations below.

Factor "Trust".

Participant A,

Mutual respect and trust of teachers, administrations, parents, students. Reduce pressure and control. Adherence to the rules of respective communication regardless of the status of the person.

Participant B,

Relationships built on trust between teachers and administration. The withdrawal of the administration from authoritarian methods of school management, old methods, resistance to reforms.

Participant C,

More confidence in teachers from the state.

Participant D,

It is important for all participants in the educational process to fulfill their promises, so that the words are confirmed by actions. All participants should not allow themselves to humiliate anyone, to treat themselves above; instead, they should be tolerant to each other.

Participant E,

The lack of a teacher trust in other teachers makes communication between them impossible, makes them treat people with caution, pondering every step. It is necessary to establish a complete mutual understanding, emotional interaction, the ability to work together, microclimate in the team.

Participant F,
Mutual respect and trust among teachers must be present first of all in order to build a culture of collaboration and trust.

Participant G,

To trust teachers, to take into account the opinion of teachers. It is necessary that the actions of the administration coincide with their words: they say one thing, and do another.

Participant H,

It's worth remembering that we make mistakes only when doing something. Teachers should not be afraid to make mistakes and talk to your parents. Parents need to understand that

constructive criticism is normal; feedback should be perceived by both parents and students. Teacher should not be afraid to show the children that he does not know something.

Factor "Collaboration among Stakeholders".

Participant I,

First of all, there must be cooperation among teachers, parents, and students. When there is an understanding between these stakeholders, the teacher works better, children learn with pleasure, and parents are confident about the future of their children.

Participant J,

Ability to build partnerships, listen to the opinions of others, the desire to work for a common result.

Participant K,

An important understanding is that all participants in the educational process must be partners. The openness of teachers, administration, and therefore institution will only contribute to building trust and respect.

Participant L,

The understanding the common goals of education by the principal, teachers, children and parents.

Participant M,

The close connection between the teacher-parent-student, the understanding of the goals and purpose of learning; the clear awareness not only of rights, but also of the duties regarding learning and each other.

Factor "Role of the Principal and Leadership".

Participant N,

My experience shows that principal plays a key role. We have a situation in which our leader is not only a democrat, but also a person who produces ideas, supports initiatives, and tries to create all conditions for realization. There also must be create teachers that develop, implement planned activates and around which new groups are formed, which also try something new.

Participant P,

The school administration should not be separated from the rest of the team; they should communicate more with teachers and carry duties together.

Participant Q,

Everything should start with each particular employee, his attitude to work. The head of the institution should be the driver of change, promote the new approaches, encourage teachers to introduce modern educational technologies, and provide support to those who implement it. Trust and respect will be there where there is a prerequisite for this.

Participant R,

It is necessary that everyone understands the responsibility for the work that one does. The task of the principal is to agree with the team about the rules of interaction in school, to adhere to them, to be honest, to be able to make decisions, to know the current trends in the development of education and to be able to choose the path of development of the institution, to be able to convince the team of the need for change.

Participant S,

Firstly, it is very important that the leader is a leader, has high authority among the teachers, is experienced with legal issues , since there are many examples when principals only represent the educational institution, but are not familiar with professional issues, do not have progressive thinking, cannot predict the development of the institution.

Participant T,

Observance of the laws of the school administration, the attitude of teachers towards their contribution to the work of the school and not depending on the relations with the principal are important. Often, principals perceive strong teachers as their own competitors; therefore, in every way humiliate them personally and at various meetings. Enthusiastic teachers do not need a weak principal, because they do not want to please him; they love children. Teachers themselves are often very jealous of the success of their colleagues. Retired principals should be changed; new principals should have a chance to form a team and choose like-minded people who believe in change and are already implementing them.

Factor "Responsibility".

Participant U,

The responsible attitude of teachers, parents, and the public to the obligations imposed on them in the field of education and upbringing. A tolerant approach to participants in the educational process is closely linked with reasonable diligence.

Participant V,

Stop putting all responsibility for the pupils from parents to school and teachers. The school should engage in the education and upbringing of children, but parents, and not educators, have a key responsibility for the upbringing of children and their actions, including in educational institutions. Teachers can develop what is laid in a child in a family environment.

It is much worse, when it comes to correcting those negative moments that are laid out by the out-of-school environment.

Factor "Team Work".

Participant W,

Trust between teachers is formed gradually through daily hard work, trainings, practical seminars, collective affairs, when everyone feels like a part of a large team.

Participant X,

Teachers need to learn to make collective decisions and take responsibility for them, learn reflective skills, self-analysis, adequately perceive feedback and react to it. In the end, jointly develop rules of corporate ethics.

Participant Y,

Respect yourself and others, hear everyone, listen to the thoughts of colleagues, share achievements and problems, try to create feedback, be frank, confident and open.

Participant Z,

The team should work as one team, discuss issues and problems, move towards one goal at a time, and not engage in dragging the sheet.

Participant AA,

In my opinion, there must be no rumors and scheming in a team; teachers should be open to each other and build friendly relations.

Factor "Partnership with Parents".

Participant AB,

Parent attitude to learning. If parents cooperate and control their students and do not say that the teacher is guilty then the learning process is better.

Participant AC,

In my opinion, it is important to involve parents more closely in the educational process. Only in this case, the culture of trust and respect will be fully realized. It is impossible to educate a child if she hears one thing in schools and something different at home. In addition, teachers are thrown into paper work: educational plans, calendars, obligatory checks of notebooks, etc. There is no time to think about interesting and meaningful extracurricular work for both children and their parents.

Participant AD,

Change the attitude of parents to teachers. Parents believe children more than teachers, and children often say lies. Parents refuse to nurture their children properly, delegating everything to school, while accusing teachers of all their inability to teach their children. Children are often abandoned, have no attention and love of the family. They often lack the basic behavior and respect to others.

Participant AF,

In my opinion, more cooperation with parents must be present; it is important to explain the role of the shared vision of parents and teachers on the educational process. It is also necessary to use progressive forms and methods of working with parents. Teacher has to gain a respect and recognition of parents and students, not to forget that teacher should be an example of behavior in all spheres and must remember, regardless of what - parents give us the most precious that they have - their children.

Participant AG,

Collaboration between parents and teachers. Parents should not set children against school; stead, parents should support positive relation to school.

Participant AH,

In my opinion, the culture of raising a child in the family is important for building a culture of respect in the school. Parents believe that the school should educate their children. Now there are a lot of rights, both from parents and children, but unfortunately they forget about their duties. Most parents trust only because their child says. For such parents, the teacher now has no authority. During a conversation with a teacher, they can blame and humiliate him. There are parents who think that teacher should all obey them. I believe that parents should first of all trust the teacher, be responsible for the education of their child, and respect others.

Factor "Teacher Competence".

Participant AI,

There should not be random people in the school such as teachers who do not like children and people or teachers who are do not like their work. It includes principals who are unprofessional and incompetent.

Participant AJ,

Professionalism of the teacher, creativity, confidence in actions, full trust of parents in the work of the teacher and their indifference to the education of the child.

Participant AK,

First of all, teachers should give up an idea that they are always right and at least try to become a partner with a student. When a student feels that he is heard, understood, and respected, he will behave in the same way. When there is partnership with a child, there is a partnership with parents. As for teachers, a progressive teacher will never like a colleague who is doing nothing.

Participant AL,

The professionalism of teachers and their desire to change the world and education for the better.

Participant AM,

First of all, openness to change, awareness of the responsibilities and the need for professionalism in everything.

Participant AN,

First, there must be a mutual respect between the teacher and the students. Second, the highest level of professionalism of the teacher must be present, which will help win the hearts trust of the students. Third, the absolute dedication of a teacher at a lesson for the ultimate goal of obtaining the necessary knowledge by students is important.

What changes would you like to see made towards establishing a more positive, trusting work environment? Analysis of the responses revealed the following most frequently mentioned changes needed to establish a more positive, trusting work environment in school: transforming of the principal role; building a more collaborative culture among teachers and team work; ensuring proper finance, equipment, and supplies; building better parent-teacher relations; decreasing the level of bureaucracy; growing a level of trust; increasing a collaboration among stakeholders; and increasing a level of autonomy of school and teacher.

Among other important changes for a positive work environment, participants also mentioned growing competence of teachers and creating opportunities for constant professional development; engaging younger teachers and ensuring a proper selection process into the teaching profession. Finally, participants consider that teacher status in society needs

to be improved which depends significantly on the media and news and the information they spread. Examples of responses are presented in quotations below.

Change "Transforming of the Principal Role".

Participant BA,

Remove the disrespect of the administration towards teachers. After all, the reputation of the institution is made not by the administration, but by those teachers who are daily with their students.

Participant BB,

Change of leadership. A principal of the school should be a person who is keeping up with the times, and not the one who is afraid of everything new and tries to manage the staff by the communist methods. In my opinion, retired teachers should be banned from holding managerial positions in schools.

Participant BC,

Teachers first of all need to learn how to work in a team, to trust each other. The director must support every teacher, not his supporters. Then, it is possible to create a comfortable educational setting for both students and teachers.

Participant BD,

To elect a director by a parent and teacher community on the basis of transparency and democracy, rather than on the basis of the benefit of the local authorities and educational departments, because then the head of the institution is their "servant" and not a leader working for the benefit of children.

Change "Building a More Collaborative Culture among Teachers and a Team Work".

Participant BE,

I would probably have introduced a teacher meeting (once a week) in an informal setting to share experience, challenges and success of the week.

Participant BF,

To teach teachers to work in groups, to create collective relations; not to evaluate the level of teacher performance based on the results of gifted students (each child is talented, but not everyone will bring the prizes).

Participant BG,

Organize open meetings of teams of teachers, administration, students. Introduce a culture of justification of all decisions, explaining the reasons for some actions. Develop specific protocols that recognize the limits of responsibility of each participant in the learning process.

Participant BH,

Teachers first of all need to learn how to work in a team, to trust each other. The director must support every teacher, not his supporters. Then, it is possible to create a comfortable educational setting for both students and teachers.

Participant BI,

Joint meetings to develop a vision of development and clear goals; listen to ideas and implement next steps; respect for everyone, value of personality; joint activities, especially public; develop different learning and relax zones - libraries, laboratories, etc.; empathy in communication; teacher and administration trainings; professional development of teachers; shared holidays.

Participant BJ,

To change the interaction between administration and teachers and take various steps to involve parents in the process of educating and upbringing.

Change "Ensuring Proper Finance, Equipment, and Supplies".

Participant BK,

Physical environment: building, furniture, classrooms, recreation rooms, sports halls, leisure rooms, dining, toilets, etc.

Participant BL,

Improvement of logistics, taking into account the interests and needs of ordinary children, changing the old school (teachers are not ready for change, they have forgotten that the school for children and their parents, instead of a place for making money). Provide the school with creative personnel.

Participant BM,

Schools should be more financially independent, have more freedom for the teacher and less paperwork. Create a normative act that would protect the teacher from the willfulness of parents, moral humiliation.

Participant BN,

To establish a positive working environment, the material base of the school needs to be improved. To improve the environment of trust and cooperation, the rights, responsibilities of teachers, parents should be defined clearly.

Participant BO,

I think that for a positive working environment in our school there is already everything. Unfortunately, more problems arise with supplies and equipment. There are only 2 projectors in a school where more than 300 students study. This significantly reduces the ability of the teacher to use new approaches in the lesson.

Change "Building Better Parent-Teacher Relations".

Participant BP,

To involve parents in schools more, to "open" schools for parents, because without the cooperation of parents and schools, education in the modern world is impossible.

Participant BQ,

Schools should be more financially independent, have more freedom for the teacher and less paperwork. Create a normative act that would protect the teacher from the willfulness of parents, moral humiliation.

Participant BR,

I would like to raise the level of responsibility of parents for the education and behavior of their children. Teacher should not spend time on calming down the students during the lessons, but worked, taught, directed the students to set goals and exchange feedback.

Participant BS,

Each participant in the educational process has to be responsible for the quality of educational services; friendly relations should be established in the school community. Parents should know that only joint efforts can bring good results.

Participant BT,

Full responsibility of the parents for the upbringing of the child. To remove from the teachers the duty to engage in upbringing at extra-time.

Participant BU,

I would like to be with parents as partners, not warring camps. With some parents it works, but most do idols from their children and are not happy that teachers do not worship them. It

would be desirable for parents to love and care more about their children, to provide an adequate assessment of their actions and be able to be an authority.

Participant BV,

All participants in the educational process (it should be noted that parents also have a direct relationship to it) need to develop the ability of critical thinking and independent expression, the ability to make independent decisions and, above all, respect education and care about it.

Participant BW,

To increase the responsibility of parents for the upbringing of their children; transparent mechanism for overcoming conflicts must be present.

Participant BX,

Move away from the experience of teaching and upbringing present in the Soviet Union, because although new methods and forms are being implemented, expectations from both parents and teachers have not changed significantly. The school administration and the world at large should finally realize that the teacher is a person and the school is a job. It is worth teaching parents that the concepts of parenting, intelligence, respect, etc. are taught at home, and in school teachers should teach biology, history, geography, etc. Teachers must respected by the state in order to be respected by parents. The responsibility of parents for the education and upbringing of their children should be raised.

Change "Decreasing the Level of Bureaucracy".

Participant BY,

The main thing in school is that the teacher has only to teach, not to be distracted by paper work and other activities.

Participant BZ,

To cancel open seminars, lessons, advance one to the other, to prohibit the increase of the voice during communication, to speak calmly, balanced, with respect to thoughts of everyone.

Participant CA,

Opportunity for informal communication with colleagues. My working day is so tense that I do not have time to eat normally, and sometimes I do not eat at all, I do not have time to see colleagues and communicate with them as well. My working day starts at 7.50, I meet children, talk a little bit with my parents, get ready for the lesson, take a lesson, move all the time, never even sit down, at break I solve some student problems, get ready again for a lesson, and so on. When there is some break in lessons, I fill in the papers or check the notebook. After the lessons, I again communicate with my parents or listening students when there is such a need. At home, in the evening, I prepare to lessons, handouts, look for a video or some other material. It takes a lot of time. Sometimes I feel tired. I often feel happiness

from work. But still, if there was such an opportunity, even at the break, to know that there is an assistant who will take the children out to the street, and teachers could have for some 5 minutes really drink tea and talk about the effectiveness of the lessons. For school, there should be some common events organized by parents, teachers, and students. We are forced to write in individual workbooks what we do with children every 10 minutes. For a day, it takes 40-50 minutes to do that. I already have no idea what to write in that workbook.

Participants CB,

Reduce the number of contests and minimize the paper work. Finance and supplies should be sufficient for work. This will enable teachers to prepare better for lessons.

Participant CD,

Allow teachers to teach, rather than filling out unnecessary documentation; give the teacher the opportunity for a self-development (attendance of different seminars, conferences, trainings, etc.) at their own choice and at the expense of the state; equip the classrooms and school with modern equipment for the full development of the students.

Change "Growing a Level of Trust".

Participant CE,

Be sincere and open to students, colleagues. Talk with each other to find a common language. Be able to listen and explain an opinion.

Participant CF,

Independence in decision-making, clear and open communication, the teacher must have a sense of self-importance, mutual respect in the team, regardless of positions.

Participants CG,

To trust and share more each other, to discuss problems, to find together ways of solutions, to celebrate success of colleagues, to cooperate in teams and create a new educational environment for the joy of students, parents, and teachers.

Participant CH,

Open, friendly relations are a source of inspiration, an incentive to overcome difficulties. It gives a sense of satisfaction and understanding that efforts were not in vain. Mutual understanding and openness are the basis of equal, non-conflict relations.

Participant CI,

I would like to advise all teachers to be friendly to each other, to rejoice at the successes of colleagues, to help each other.

Change "Increasing Collaboration among Stakeholders".

Participant CJ,

In order to establish a more positive working environment, in my opinion, it is necessary that in front of the team there was an interesting, useful for society and members of the team goal. Its achievement would require intense and creative work. From time to time, joint activities both for members of the teacher team and for the student team should be organized. Another way is to have integrated lessons, which contributes to increasing the effectiveness of interaction between members of the teaching staff.

Participant CK,

It is worth having some hours for communication with the school staff in the principal's office, where everyone has the opportunity to suggest some improvement, discuss problems, and offer solutions. It is important to activate the work of the school board, which includes parents, teachers, representatives of the school administration and the public.

Participant CL,

It is necessary to draw the attention of all participants of the educational process (students - parents - teachers - the community) to the problems that arise in schools and must be solved jointly.

Participant CM,

I think that we must start with ourselves and look for like-minded people, discuss issues, share experiences, maybe turn to psychologists to help train students, teachers and parents to communicate and have a dialogue.

Participant CN,

Increased opportunities openly discuss common issues (child behavior at break, homework, mobile use) in the form of debates, questionnaires, surveys, discussions. Conduct trainings for students and teachers to help solve problem situations (bullying, peculiarities of psychological and physical development, leadership, tolerance, democracy) and more informal events (parties, trips, concerts, etc.).

Participant CO,

Close cooperation between teachers, students, parents to create a positive microclimate. Cultivate in a school respect, understanding, trust to each other.

Change "Increasing a Level of Autonomy of Schools and Teachers".

Participant CP,

I would like to be able to work quietly for the sake of children, and not to look around constantly on suspicion of the director. Spend less time on paper reports, folders, and portfolios. This time is very necessary for my students to be interested in the lesson.

Participant CQ,

Teachers first of all need to learn how to work in a team, to trust each other. The director must support every teacher, not his supporters. Then, it is possible to create a comfortable educational setting for both students and teachers.

Participant CR,

Greater autonomy of teachers in the selection of forms, content, and methods of teaching, changing priorities (not preparing for tests, but preparing for life), positive competition where everyone has a five-year contract, election of the principal by community members.

Participant CS,

Teachers should be given more "green light" to do what they want to do. A creative teacher knows how to organize an educational process in a class, where to hang children's work, where to put handouts. The school management should assist with supplies and equipment and not instruct how the teacher should organize the lesson. This is the creativity of the teacher.

Participant CT,

The elimination of corrupted departments of education, whose employees never provide methodological assistance, but who are only able to look for improperly put commas in documents, to steal money from the subvention, and to critique the lessons. Teachers are overloaded with unnecessary reports and other bureaucratic documentation - the time spent on this nonsense should be used by the teacher to improve the professional level, finding interesting materials for the lessons. Unnecessary contests conducted by teachers with photo reports should be canceled.

Participant CU,

To enable teachers not to do unnecessary work, but to be able to study and implement ideas, have time to discuss problems that arise in school.

Chapter V: Summary, Conclusions, Discussions,

Limitations, and Recommendations

The purpose of this study was to examine the current state of teacher trust and mindfulness regarding other teachers, parents, students, and principals in Ukrainian public schools. The research objectives were to identify the current state of the perception of trust teacher-to-teacher; teacher-to-principal; teacher-to-parent; teacher-to-student; to examine how mindful Ukrainian public school teachers are, and finally to describe the current culture of trust and mindfulness in the Ukrainian public schools. This chapter presents the summary, conclusions, discussion, limitations, and recommendations of the study.

Summary of the Study

The literature review helped to generate and clarify the direction of the study and ensure its reliability. The study relies on the concepts of trust and mindfulness developed by Hoy et al. (2004) and five elements of trust such as: benevolence, predictability, competence, honesty, and openness. It includes the approach of Langer (2000) to define of individual mindfulness with key elements such as flexibility, vigilance, openness, and ability to stop doing something that is not working. The concept of relational trust of Bryk and Schneider (2006) is also regarded as important for the research and instrument development. Finally, the study is directed by the definition of mindful organizations of Weick et al. (1999). According to this approach, mindful organizations meet the following characteristics: preoccupation with failure, reluctance to simplify the interpretations, sensitivity to operations, commitment to resilience, and deference to expertize. The study aimed to connect the above mentioned concepts to the current culture of practice of trust and mindfulness in Ukrainian public schools.

The study has a quantitative cross-sectional survey design. The instrument consists of 4-point and 5-point Likert-type scales with response options for the questions ranging in the following way:

1. Using the following 1-4 scale, please indicate, by circling the most correct response, the degree to which you agree with the statements below : Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1);

2. Using the following 1-4 scale, please indicate, by circling the most correct response, the extent to which mentioned characteristics are present in your schools: To great extent (4), Some (3), A little (2), Not at all (1);

3. Using the following 1-5 scale, please indicate, by circling the most correct response, the approximate number of teachers who tend to show mentioned behaviors or perceptions: Nearly all (5), Most (4), About a half (3), Some (2), None (1);

4. Using the following 1-4 scale, please indicate, by circling the most correct response, how you participate in the following activities in the course of a year: Almost daily (4), Once or twice a week (3), Two of three times a month (2), Less than once a month (1)

The instrument also includes two open-ended questions about the culture of trust and mindfulness in Ukrainian public schools. For validation and refinement, the instrument was piloted with 20 teachers. Feedback received was used to improve the items and wording.

The participants were approached through e-mails. The researcher collected 1,565 responses resulting in a response rate of 16 percent. The quantitative data were described and analyzed with the help of descriptive statistics and organized in correspondence to trust and mindfulness items. The qualitative data were analyzed by coding and grouping the emerging

themes. The researcher translated all survey data into English from Ukrainian, which was used during the data collection.

Conclusions

This study was undertaken to examine the current practice of trust and mindfulness teacher-to-teacher, teacher-to-student, teacher-to-parent, and teacher-to-principal in Ukrainian public schools.

Overall, the data demonstrate some ambivalence, which according to Webster's dictionary means *simultaneous and contradictory attitudes or feelings (such as attraction and repulsion) toward an object, person, or action.* Dummel (2018) connects ambivalence with mindfulness: higher mindfulness means lower ambivalence. In this study participant responses tended to fluctuate from one option towards the other. It shows that there is no clearly defined practice and understanding of trust and mindfulness. This condition raises questions as to the sustainability of the processes that are happening in Ukrainian schools. .

The study was directed by the following questions:

1. To what extent do Ukrainian public school teachers perceive a level of trust existing teacher-to-teacher; teacher-to-principal; teacher-to-parent; teacher-to-student?

Data show that relational trust, defined by Bryk and Schneider (2002) as awareness and execution of responsibilities and expectations plays a significant role in improving the culture of school. According to the data, teachers often feel disrespect from principals, from parents, and students. Though, teachers understand what changes are needed, they often do not consider themselves as those who may drive changes and speak more about the role of the principal, local departments of education, and the state. A significant level of bureaucracy is present in Ukrainian public schools and a lack of managerial, financial, and academic autonomy restricts teachers from perceiving themselves as important change agents and

limits their mindful actions. Teachers mention bureaucracy and lack of autonomy as distracting factors from more productive work.

Hoy et al. (2006) distinguished at least five elements of trust that are frequently mentioned by different scholars: benevolence, predictability, competence, honesty, and openness. According to this study, teachers often lack these elements in relationships with colleagues, parents, principals, and students. Overall, teachers feel undervalued and experience a lack of respect, mainly from parents, students, and their principal. The study found that Ukrainian public school teachers tend to be satisfied with the level of teaching in schools, but mention a missing culture of collaboration among colleagues and other stakeholders. Current practices of professional development do not meet the needs of the teachers; teachers admit the lack of competence and a need for new teaching staff in schools, especially younger ones. Also, teachers often experience competition and envy from colleagues. This makes collaboration and learning among teachers more complicated.

Teachers perceive relations among teachers and principals in school as one of the main factors influencing the current state of school and school culture perspective. Overall, data illustrate that the level of trust among all stakeholders (including teachers, parents, students and principals) needs significant improvements.

2. To what extent are Ukrainian public school teachers engaged in mindfulness as a means of professional development?

The study revealed challenges with the current practice of mindfulness in Ukrainian public schools. Teachers understand what practices are missing. For examples, they mention lack of leadership from principals and collaboration in a team, outdated managerial approaches, and lack of relational trust among stakeholders as some of the main factors limiting the school development and mindful actions. All responses may be clearly connected with the characteristics of mindful organizations suggested by Weick et al. (1999).

An examination of the data indicates that school settings do not support a discussion of mistakes or voicing some concerns. It keeps the teachers and the principal from being sensitive to operations, teaching, and school development in general. There is little space for communication among teachers which keeps staff from sharing expertise and promotes an isolated work environment. Also, teachers stress the urgent need for more autonomy and less bureaucracy. Lack of autonomy and dominant bureaucracy limit the work of the principal and mindful leadership actions. More autonomy and reducing bureaucracy are important for teachers who are often engaged in unnecessary and time-consuming activities not directly connected to teaching. Langer and Moldoveanu (2000) stressed the following factors that empower individual mindfulness factors such as flexibility, vigilance, openness, and ability to stop doing what is not working. Currently, teachers and school leaders experience difficulties with individual mindfulness which restrict organizational mindfulness.

Discussion of Results

This section discusses the findings of the study, which was aimed at examining the current practice of trust and mindfulness among Ukrainian public school teachers. The findings are discussed under the themes derived from the study objectives.

The current practice of mindfulness in Ukrainian public schools. Hoy (1998) explains that trust and mindfulness reinforce each other. During the course of the study, it was obvious that both trust and mindfulness are significantly connected with each other and exist simultaneously. The current practices of trust and mindfulness are interpreted according to this significant and strong connection.

One of the important factors keeping the schools from a better practice of trust and mindfulness is the leadership style and approach of the principal. Teachers tend to evaluate the current leadership as average and leave a significant space for improvement, specifically

concerning initiating and growing collaboration among colleagues, fostering a culture of feedback culture and readiness to discuss and accept mistakes, etc. Lack of initiative and contribution from a principal may hold the school as organization from a more mindful behavior and from devoting attention to more challenging and sensitive issues which limits the organizational growth

Teachers also stated that collaboration with colleagues does not include all elements of a mindful organization. They are not accepting the opinion of colleagues which shows low sensitivity to operations and low reliance on the colleagues' expertise. Overall, teachers seem to be satisfied with the level of teaching; though they mention a need for increasing expertise, engaging more in professional development and looking for better learning approaches and practices. However, these same teachers do not demonstrate sustainable practices that may help them to improve such as a professional learning community, foster feedback culture, implement classroom observations, and change current working meetings with colleagues to a more collaborative format. Teachers are not preoccupied with failures; openness for discussion of mistakes is not always present. Such approach is not common for a leader and is not common for teachers. Schein (2010) emphasizes that leader is establishing culture which further integrates into norms, practices, and the results of the organization.

Educators do not have the tools to analyze their current approach to work and existing challenges. DuFour et al. (2008), in their concept of professional learning communities, emphasized the importance of collective effort present in schools which helps to grow engagement and partnership among teachers and develop the school vision, mission, and values. Teachers may accept mistakes. However, readiness to accept mistakes but lack of willingness to discuss them may be contradictory and comes back to a sense of ambivalence present in schools. In general, the important feeling of change is present but does not

correlate with mindful actions; teachers regard themselves more dependent from a range of factors, but not as active contributors to the environment.

The current practice of trust in Ukrainian public schools. The study data collected from the instrument responses revealed that trust elements such as benevolence, predictability, competence, honesty, and openness are often not present in the current school settings. Data also exemplify the significant connection between trust and mindfulness as described by Hoy et al. (1998). Lack of trust limits the practice of a collaborative culture and the development of schools into professional learning communities. The importance of discussions among colleagues, feedback from the principal and teachers, and classroom observations are mentioned by teachers as needed and important but are not a sustainable practice or a daily routine at the moment. Teachers seem to work more in isolation relying on their own professionalism and practices. Moreover, they compete with each other and often do not accept and celebrate the success of other colleagues.

The lowest level of trust is present among teacher-to-parent and teacher-to-student. Teachers cannot rely on parents as reliable partners and think that parents do not trust in teacher expertise. Such interpretation of relations shows lack of a dialogue and mutual understanding. Also, students are not regarded as competent and smart. Teachers are not sure that they may expect students to execute their daily duties and learn. As in the case with parents, teachers and students need more dialogue to test their assumptions and create a mutual understanding and support. Generally, little trust among all stakeholders keeps the schools from reaching the next level of development and change.

Inspection of data also revealed possible improvements in the current culture of relations among teachers. Schools surveyed do not have a leadership team ready to drive changes and be the force and support for the principal. Team formation is not stimulated from

the principal. The principal and assistant principals are often seen as people on the top who do not care enough about teachers and school. The quantity of teachers engaged in improving teaching is shown as very few. Teachers do not feel responsible for student performance. It holds them back from trying new ideas and meeting the needs of students. DuFour et al. (2008) mentioned the professional learning community as a priority for a school, which includes learning among teachers. This study proves the importance of such approach. It is obvious that Ukrainian public schools do not have a focus on professional development with specific objectives and planned procedures. Teachers do not discuss enough with colleagues such topics as what helps students to learn best or what the goals of the school are. The principal, who is more manager than a leader, is not shaping such discussions.

Teachers tend to acknowledge the expertise of the principal in teaching and find it to be an extremely important factor for school administration. However, they do not have enough trustful relations with their principals and often need more feedback and support. Such a state of leadership connects with the concept of Collins (2001) where he describes five levels of leadership. Ukrainian schools have a managerial style of leadership; principals organize resources and people for delivering a learning process. Lack of vision and high performance goals are often not specified. Moreover, principals struggle to bring more humility and professional will to their leadership style. Ukrainian leadership practice needs a significant transformation for fostering trust in school settings.

Factors influencing on building a culture of trust and respect at school. Analysis of data shows that the following factors are the most important factors for a school culture: trust, collaboration among stakeholders, role and approach of the principal, responsibility of stakeholders, partnership with parents, and teacher competence. Qualitative analysis supports the results summarized after the analysis of the Likert-type scale responses and expands the

understanding of current practice of trust and mindfulness. Results of the analysis show that a collaborative culture is one of the main elements of the school work environment. Teachers expect more relational trust, including benevolence, predictability, openness, etc, from all stakeholders. Current relations (teacher-to-teacher, teacher-to-parent, teacher-to-student, teacher-to-principal) lack respect, and the ability to listen to and hear each other. Interactions among stakeholders are characterized more by control and pressure, than trust and mutual understanding. Stakeholders are not ready to accept mistakes, discuss challenges, and seek solutions together. Teachers miss the dialogue with students and parents; they regard parents as irresponsible.

The current role of the principal should be changed. Teachers mention that fear of the school management, authoritarian approaches, and lack of respect from the principal discourage trust and collaboration. Some participants responded that the principal should be fired. Teachers stress that many changes must be supported and are often initiated by a leader. This finding correlates with Marzano et al.'s (2003) research results regarding the principal's role: leadership is one of the key factors for school development and student success. A team of assistant principals should also change its role to a leadership body with less pressure on teachers. The understanding of leadership is ambivalent. Teachers have significant trust in the principal as an expert in teaching but see a lack of other leadership factors that distinguish the principal's competence as a leader.

Inspection of data points to the responsibility of all stakeholders, who tend not to know what is expected of them and do not execute their duties and meet expectations. Bryk and Schneider (2002) describe the awareness of expectation and ability to meet them as a foundation of relational trust. In current school settings, relational trust suffers significantly. Still, teachers know what they mean by relational trust: it includes keeping promises, equal

duties and equal approach to all from the principal, competent students who learn, and responsibility for results of all teachers. Lack of responsibility is connected with a range of factors. One of them revealed by the analysis is the need for a common goal. The common goal may help stakeholders to contribute more active to a learning process, understand the expectations placed on them, and deliver these expectations. At the moment, school stakeholders do not share the same goal and often do not understand where the school is moving. This is partly the problem of the leadership, but also goes back to a low collaborative culture among teachers, parents, students, and the principal.

Results of the analysis display a challenge in relations with parents. Teachers and parents have difficulties in building a mutual understanding. Teachers expect more support and interest in the educational process from parents. At the same time, they think that parents often do not execute their parental responsibilities and make the school, specifically teachers, raise their students. Teachers also feel little trust and respect from parents, which influences relations among teachers and students. Students often behave in the same way as parents and show little respect to teachers. Teachers mention that the culture of parenting is low and some education and discussions for parents are needed.

Many of the participants admit a lack of competence among teachers. They mention the need for more professional development both at work and in other setting such as conferences, trainings, etc. They also express the need for exchanges within the country and abroad among schools. Teachers lack feedback from colleagues, parents, students, and the principal. According to the Organization for Economic Co-operation and Development (OECD, 2013), 50% of teachers never received feedback from external source, though 79% of them perceive it as important. The study supports this tendency as present in Ukrainian public schools. Steelman et al. (2004) describe the importance of feedback seeking behavior

for workers. Data do not show that teachers are confident that their colleagues welcome feedback about ways to improve. Teachers do not invite other teachers into their rooms to observe, give feedback, etc.

Teachers struggle with a low teacher trust among stakeholders and in society in general. At the same time, schools do not look like learning organizations where, as Fedoruk Cook and Schneider (2006) described, several important elements are present: prioritizing learning for all members; facilitating the dissemination (sharing) of knowledge, skills, and insights; attending to human relationships; fostering inquiry; enhancing democratic governance; and providing for members' self-fulfillment. Lack of these elements leaves a little space for teachers to improve and for parents and students to see and feel the improvements. School staff does not work as a team where teachers and the principal work together. Teachers mention lack of openness, ability to listen, and give advice which according to Hoy et al. (2006) and Weick et al. (1999) are the foundations of trust, mindfulness, and mindful organizations. Schools need more sensitivity to operations in order to examine the problems together and seek solutions. Teachers currently mention it as a missing factor in their collaboration right now. Moreover, they admit the need for deference to expertise but do not rely on it in their daily practice and during meetings. Teachers are often afraid to voice concerns or ideas, though they feel a need for more common work on that.

Many teachers also bring up the questions of inappropriate school funding, facilities, equipment, and supplies. A bureaucratic approach is dominating in the whole system which overwhelms the teachers and the principal. More autonomy to teachers and for the principal may contribute to a better school state. Teacher autonomy means an ability to choose the learning materials, approaches, and practices. Teachers feel overwhelmed by a significant

amount of documents and requirements from the educational departments. Educational departments need to serve more than control and impose additional duties and activities. At the same time, the principal is too often responding to different reporting and other requirements from the top, which hold the principal back from more of a leadership role. They do not have time for collaboration with a team and other stakeholders. Mentioned factors that are considered by teachers as important for building a culture of trust and respect are summarized in a table below.

Table 11

Summary of the Most Frequently Mentioned Factors for Building a Culture of Trust and Respect at School

Factor	Explanation
Trust	Participants mention the importance of trust among stakeholders including colleagues, parents, students, and the principal. They also emphasize the significant role of the trust in education in society which is not currently present in Ukrainian society. Trust is considered as an important factor to promote mutual support and understanding among stakeholders.
Collaboration Among Stakeholders	Participants stress the role of connection among stakeholders. This includes exerting less pressure, listening to and hearing each other. Respondents also mention that constant collaboration can decrease the fear of mistakes and help one to accept mistakes. Moreover, there is a need for dialogue among stakeholders.
Principal	Responses illustrate that teachers consider the principal as one of the main persons in schools responsible for building a culture of trust and cooperation. Participants suggest the need to move to a more collaborative and non-authoritarian managerial style where teachers are not afraid of the principal, and feel trust and respect from the principal. Participants also mention the need to have more autonomy and not only execute the instructions of the principal. At the same time, the principal should be independent from the local authorities and have enough autonomy to lead and manage the school (for instance, the right to fire teachers, etc.)
Responsibility	Inspection of the answers reveals that teachers consider responsible behavior as important for building a school culture. Based on the responses, responsible behavior may be explained as an ability to deliver the promises, assigned

	duties, and results. Some participants mention that all teachers in school should be treated equally and work at the same pace and level. It also includes a belief in reliability of students to meet the expectations.
Team Work	The responses display that participants emphasize the role of collaboration among teachers, specifically the importance of more open and transparent environment where teachers listen to each other, give advice, give and accept feedback, are ready to examine the problem more carefully and find common solutions. Participants mentioned also the need to have a common vision and be ready to learn together and learn from experience of colleagues.
Partnership with Parents	Participants mention that teachers need more support and respect from parents. They also consider parental interest in what is happening in school and with the student as important contributing factors to a culture of trust and respect. Additionally, participants point out that parents should pay more attention to parenting and not delegate this scope of work to teachers.
Teacher Competence	Participants suggest that teachers should grow their competence and pay more attention to a rapidly changing learning environment and student needs. Constant professional development is an important priority for teacher development. According to the data, some teachers should execute their duties more competently and attentively.

Needed changes towards establishing a more positive, trusting work environment. The respondents mention many of the same issues as in a previous question about school culture factors, though there is some difference in ranking of importance and urgency. First of all, teachers are not satisfied with the current state of leadership in schools. Some of them speak about the need to fire the principal as one of the first steps to a change in school. Principals seem not to execute their duties and roles focusing more on control, voicing additional requirements, etc. Instead, teachers expect more collaboration with the principal and stimulation of such collaboration among teachers. They stress the need for more team decisions and discussions of the challenges, higher level of the principal competence, and sometimes less corruption or unequal approach to staff members. Teachers think that the principal has to be selected through an open contest where teachers, parents, and students are

engaged in the procedure and influence the decision. Moreover, the principal has to report on the current state of the school and future plans annually in a community meeting. Such practice may help to promote transparency and accountability of a leader and school.

A review of the responses also revealed specific steps teachers mention as possibilities to improve the collaborative culture and team work among teachers. They mention the need to change the style of teacher meetings to more discussions, good-case practices sharing, etc. Teachers also speak about classroom observations as an opportunity for colleagues to learn from each other and provide feedback. Horr (2005) illustrates these factors as significant for a collaborative culture. Teachers acknowledge lack of openness and readiness to change as a possible obstacle, especially for more conservative and older teachers.

The inspection of data exemplifies that basic needs of teachers and schools are not satisfied. Teachers consider current school funding as inappropriate. They expect the availability of better equipment and more supplies. Satisfaction of these factors may help teachers to focus more on learning and student needs. Instead, they are often solving too many other issues connected with searching for supplies, spending their own money and ensuring their availability.

Improvement of relations with parents is regarded as an important step towards building a better working environment in a school. On the one hand, teachers need more collaboration with parents, feedback from them, and a common goal. On the other hand, they think that parents are not executing the parental duties. There is a need for more dialogue for better mutual understanding and awareness of needs and challenges of both sides. Ashford and Buyens, (2011) emphasize that feedback stimulates workers to be more innovative and creative. Without parent feedback, teachers are restricted from more mindful and trustworthy actions.

The overall level of trust demonstrates a need for improvement. Teachers mention specific features that characterize trust in the concept of Hoy et al. (2006) such as openness, honesty, benevolence, and competence. Lack of these basic features of relational trust keeps teachers and the whole school environment from more collaboration. Collaboration among stakeholders is regarded as the next step after leadership in a list of school changes. It should be a specific focus of a leader of the school including both informal and formal ways to build a more collaborative atmosphere among teachers, parents, students, and the principal.

Most of the above mentioned factors may be solved at the school level. However, the analysis of data indicates that schools do not have enough autonomy in management, finance, and academic fields. Respondents mention autonomy as a significant change that must be implemented. Summary of the most frequently mentioned changes needed to establish a more positive, trusting work environment in school is provided below.

Table 12

Summary of the Most Frequently Mentioned Changes Needed to Establish a More Positive, Trusting Work Environment in School

Change	Explanation
Transforming of the Principal Role	Participants mention that the principal has to rethink their current managerial and leadership styles. It includes less control and more trust of teachers. To empower change, the principal has to promote more dialogue and team work among teachers, support teachers, and delegate responsibilities. The principal should have a vision of the school and be competent enough to execute duties responsibly and efficiently. Principals need to make teachers interested in change. Some participants say that principals of their schools should be fired. The selection process of the principal received a significant attention from the participants: the process should be transparent and engage staff, parents, and students in the selection. Moreover, annual principal reports are considered as needed for transparency and trust among stakeholders.
Building a More Collaborative Culture Among Teachers and a Team Work	The responses indicate that teachers consider a collaborative culture among colleagues as an important circumstance for change in a school culture. Participants point out the following elements of team work and collaboration: more interactive teacher meetings that take place regularly; colleague classroom observations and

	feedback; partnering more on different projects, etc. The answers also show that teachers expect more informal communication with colleagues.
Ensuring Proper Finance, Equipment, and Supplies	The responses exemplify that teachers find the availability of all needed supplies and equipment as an important factor of change in school. Participants also mention that materials have to be divided equally among teachers. Instead, it often depends on the priorities of the principal. Moreover, respondents point to the level of salary that teachers currently have and overall school funding. It indicates little satisfaction with the current state. Finally, teachers mention that lack of funds force parents to intervene and provide additional funding. Such cases make the relations among teachers and parents, parents and school more complicated as the funding is not always allocated transparently. Teachers often do not know where the money was spent. Among other factors, teachers talk about the need for some spaces for collaboration and rest for teachers and students. Currently, some basic comfort needs are often unsatisfied.
Building Better Parent-Teacher Relations	Inspection of responses reveals that teachers consider the level of involvement of parents as important for school culture change. Participants also indicated the need for a common goal among parents and teachers. Some teachers find parent feedback significant for school development. At the same time, participants mention that parents should execute their duties more responsibly and should not overwhelm teachers with parental responsibilities.
Decreasing the Level of Bureaucracy	Participants indicate that the current level of bureaucracy prevents the creation of more positive and collaborative working environment in school. Teachers are overwhelmed with paper work, required activities, and other non-educational duties that often come from the local departments of education. Some respondents mentioned that the local educational departments should be closed down. They cultivate the corruption in the sphere and focus more on control than on serving of schools.
Growing a Level of Trust	Respondents mention openness, benevolence, and fairness as important elements of a positive working environment, which schools are often missing. It includes trust in the professionalism of colleagues, an ability to accept the professionalism and successes of others, an ability to share opinions freely etc.
Increasing Collaboration Among Stakeholders	Respondents consider relations with all stakeholders significant for a positive working environment in school. Stakeholders include other teachers, parents, students, and the principal. Responses indicate that teachers expect more informal collaboration, more dialogue, and a common goal which guide the actions of each stakeholder. Some respondents mention the collaboration among schools and the Ministry of Education and Science as crucial for change.
Increasing a Level of Autonomy of Schools and Teachers	On a school level, responses indicate the need for more independence from the local departments of education. Their role is more about control; instead, teachers expect more coaching,

	serving, and support in execution of duties and learning process. Principals are often too dependent on requirements and assigned duties from the top. On a teacher level, autonomy includes a right to choose learning forms, materials, styles that could create a better working environment in school.

Limitations of the Study

Every research study is bound to have some limitations; the limitations of this study are the following:

1. Some schools do not have the teacher contact information available on a web-site. It created challenges with gathering the contacts of teachers and impacted the sample.

2. Sample size required much more time for analysis than was planned at the beginning (1,565 responses received instead of 500 planned). More precise planning of the research flow, timing, and researcher's resources was needed.

3. The researcher was underprepared for analyzing a large amount of qualitative data received from two open-ended questions. The amount of time for analysis was limited; qualitative data took a lot of time to read, reflect on, group according to themes and describe the results.

Recommendations for Practice

The challenge with the reform process is that top-down and bottom-up changes have to go simultaneously (Fullan, 1994). To establish trust and mindfulness in Ukrainian public schools, both approaches are significant and important. One can infer from the data and the study that trust and mindfulness depend on a full range of factors; they reinforce each other. Some of the factors may be resolved on a school level, such as collaboration among stakeholders, vision of the school and common goal. Some need to be provided from a state level. Examples are: clear division of responsibilities among a school and a local department of education; less bureaucracy; and more financial, academic, and managerial autonomy for

schools. The recommendations of this study take into consideration factors from the state level as they impact significantly the practice of trust and mindfulness on a school level.

The Ukrainian educational system continues to be too bureaucratic and managed from the top. At the moment, the new educational law provides schools with additional autonomy, but the system seems to have a significant challenge of leadership and a lack of new teachers who are ready to meet the expectations of society and drive change. It shows that reforms should be delivered in a more systematic way to overcome the significant bureaucracy and control present right now; the government should be ready for often unpopular decisions that are beneficial in a long-term perspective, such as requirements for candidates for a principal position, an independent assessment of the principals, transformation of the teacher preparation system, and restructuring the educational departments etc. Otherwise, the changes on a school level will be slow and unsustainable; the level of ambivalence present right now may grow. It will keep teachers and other stakeholders from fostering trust and engaging in mindful actions.

Based on the findings of the study, the following recommendations are made for the school level:

1. Principals should transform their roles. Principals are the main people in schools who drive and stimulate change and work with all stakeholders. They should move to a more collaborative, democratic, and open-minded leadership style which includes more professional development, self-learning, team work, delegation of responsibilities and collaboration with stakeholders. Principals should initiate the work of all staff on the vision and goals of the school and communicate them to the broader audience. It means that principals should

become drivers and a main force towards professional learning communities, mindfulness, and trust in school settings.

2. Teachers have to continue growing their competence, trying new methods, and sharing their expertise and experience with colleagues. It includes being more open to discussing mistakes, seeking feedback and learning how to give feedback in a constructive manner. Dialogue and collaboration with parents should be cultivated in school. Teachers and school leaders should initiate such process. It may help parents rethink their current relations with teachers and show more respect and trust to teachers. Parents should be more engaged in school life with constructive feedback and suggestions. Finally, parents are the main people responsible for raising students. They should remember this responsibility; specifically, parents should pay more attention to the approach of children to learning and their relations to teachers. More discussions with teachers may promote a better mutual understanding. Moreover, teachers could get a better understanding of parental challenges, concerns, and expectations, which may provide more space for collaboration and common goals.

3. Teachers should change their approach to students. At the moment, students are often considered as not competent learners who are not capable of executing their responsibilities and learning. Such perception may restrict partner relations with students and keep teachers from being more helpful, productive, innovative, and open to students in their daily work and communication.

4. Teachers and the principal should have proper expectations of the state, specifically of the Ministry of Education and Science. It means expecting less

from the top and initiating more changes from the bottom-up, at the school

level. It also includes voicing concerns and suggesting teacher, principal, and

school visions of needed changes. Otherwise, schools and staff may be kept

from a productive work and development and be restricted by a long-lasting

dynamics of changes initiated only from the top.

Recommendations for Future Study

Future study should focus on the following directions:

1. A study about relational trust and mindfulness among each specific group of
   stakeholders.

2. A qualitative study about trust and mindfulness in Ukrainian public schools.

3. A similar study with a longitudinal design.

4. A similar study with collection of data about characteristics of the population such as
   gender, years of service, place of work, etc.

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Appendix A: Cover Letters Accompanying Survey

Dear Colleague,

I am writing this letter requesting teacher participation in a research study I am conducting for my thesis as partial fulfillment towards a Master's degree in Educational Administration at St. Cloud State University. Changes in education systems are a significant issue for many countries seeking solutions to complex problems facing educators and school leaders. Ukraine continues to seek out solutions to school transformation and improvement. In this case, teachers are considered to be important drivers of educational change. Teachers not only work and practice within an organizational culture and learning environment of the school; teachers are also active contributors and creators of such environments. Your response to this survey can significantly enhance our understanding of school culture, specifically on issues regarding trust and mindfulness.

This research study is designed to explore teacher perceptions of trust and mindfulness in Ukrainian public schools using a 42-item perception survey. This study will attempt to better understand teacher relationships among peers, with the principal, students, and with parents. Participation in this research is voluntary. The study guarantees anonymity. No names or other identifiers will be collected for this study. The use of the data received is limited to this study. There are no foreseeable risks associated with this study.

I appreciate your time and effort in advance for participating in this study. The 42-item survey will take approximately 15-20 minutes to complete. Completing the survey will indicate your consent to participate in this study is provided. The survey is administered online using eSurvey; if you agree to participate, please open the link inviting you to complete the survey. *Please complete the survey by March 25, 2018.* If you have any

concerns or questions, you are welcomed to contact me at 1-320-237-2078 or

ybarannikova@stcloudstate.edu.

Thank you for your openness and readiness to share your experiences and perceptions!

Sincerely,

Yuliya Barannikova

Major Advisor

Dr. Frances Kayona

(Office) 320-308-3170

fakayona@stcloudstate.edu

Appendix B: Survey Instrument

Trust and Mindfulness in School Settings Survey

Using the following 1-4 scale, please indicate, by circling the most correct response, the

degree to which you agree with the statements below:

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

1.   The principal is satisfied with the current state of my school.

2.   The principal is ready to accept mistakes in front of the teachers.

3.   Most of ideas are proposed by the principal.

4.   Teachers do not trust the principal enough to admit their mistakes.

5.   The principal is an expert on teaching.

6.   The principal does not know what is really happening in most classrooms.

7.   In this school, teachers welcome feedback about ways to improve.

8.   Most teachers in this building are reluctant to change their practices.

9.   In this school, teachers do not admit mistakes.

10.   During our meetings teachers consider everyone's opinion before making some

        decisions.

11.   Teachers in my school are satisfied with their teaching.

12.   Teachers invite other teachers into their rooms to observe, give feedback, etc.

13.   The teachers in this school are suspicious of the principal's decisions.

14.   Teachers in my school may rely on support from the principal

15.   The principal in this school is open to feedback for improvement.

16.   Teachers expect honest feedback from the principal on their performance.

17.   Teachers in this school deliver on the promises they make to colleagues.

18.   Teachers in this school do their jobs well.

Using the following 1-4 scale, please indicate, by circling the most correct response, the

degree to which you agree with the statements below:

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

19.   Teachers in this school give constructive feedback to each other.

20.   Teachers in this school are open to receiving feedback from colleagues.

21.   Teachers in this school trust their students are smart.

22.   Students in this school can be counted on to do their work.

23.   Students rarely open up to their teachers about challenges in learning.

24.   Teachers believe that students are capable learners.

25.   Teachers can count on parental or family support.

26.   Teachers in this school trust parents.

27.   Parents in this school are reliable partners.

28.   Parents have confidence in the expertize of the teachers.

Using the following 1-4 scale, please indicate, by circling the most correct response, the

extent to which mentioned characteristics are present in your schools:

1	2	3	4
Not at all	A little	Mostly	To a great extent

29.   To what extent do teachers trust the principal?

30.   To what extent do teachers trust each other?

31.　　To what extent do teachers trust parents?

32.　　Teachers in this school feel students respect them

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

Using the following 1-5 scale, please indicate, by circling the most correct response, the

approximate number of teachers who tend to show mentioned behaviors or perceptions

1	2	3	4	5
None	Some	About a half	Most	Nearly all

33.　　How many teachers in this school try new ideas?

34.　　How many teachers in this school are really trying to improve their teaching?

35.　　How many teachers and parents work closely to meet student needs?

36.　　How many teachers really try to understand parents' challenges and concerns?

37.　　How many teachers in this school feel responsible when students in this school

　　　　fail?

Using the following 1-4 scale, please indicate, by circling the most correct response, how

you participate in the following activities in the course of a year:

1	2	3	4
Less than once a month	Once or twice a month	More than three times per months	Almost daily

38.　　How often do you have conversations with colleagues about goals of this school?

39.   How often have you had conversations with colleagues about what helps students

to learn best?

40.   Discussions with teachers help me to implement changes in class

1	2	3	4
Strongly disagree	Disagree	Agree	Strongly agree

SHORT ANSWER QUESTIONS

- What do you consider important to building a culture of trust and respect at

  school?

- What changes would you like to see made towards establishing a more

  positive, trusting work environment?

THANK YOU FOR YOUR PARTICIPATION AND RESPONSES.

Appendix C: Human Subject Approval

St. Cloud State University
EDUCATION FOR LIFE

Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Yuliya Barannikova

Email: ybarannikova@stcloudstate.edu

IRB PROTOCOL DETERMINATION: Expedited Review-1

Project Title: Trust and Mindfulness in Ukrainian public schools

Advisor Frances Kayona

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

-Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Benjamin Witts
Associate Professor- Applied Behavior Analysis
Department of Community Psychology,Counseling, and Family Therapy

IRB Institutional Official:

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1764 - 2236	Type: Expedited Review-1	Today's Date: 1/24/2018
1st Year Approval Date: 1/23/2018	2nd Year Approval Date:	3rd Year Approval Date:
1st Year Expiration Date: 1/22/2019	2nd Year Expiration Date:	3rd Year Expiration Date: