# The trust of the future teachers[1]

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## Abstract

*This study attempts to present and analyze the notions, meanings and conceptualizations of trust developed by future teachers. More concretely, we consider the approach of this issue to be important, as the social, economic and political context in Greece is volatile in recent years. Therefore, it is essential to outline how citizens are taking on structural procedures and how they transform that into a level of trust in institutions and especially in education. The study is based on a comparative quantitative research of 710 research subjects, conducted between 2006 and 2016. We attempt to approach the relationship that develops between subject's identity and organizational culture, between the institutions and the public sphere. Trust is a highly desirable but contested concept in organizational culture. However, little is known about how future educators perceive and experience, it, as this could have a significant impact on how students learn about democracy and citizenship and become involved in it. In December 2018 110 undergraduate students of the Department of Education and Social Work Sciences at the University of Patras, were asked to complete a questionnaire containing 41 questions. The findings will be compared to the results of our previous study, conducted between 2006 and 2016. The research is in progress. The analysis of meanings and conceptualizations of trust amongst future teachers is of twofold significance, as they not only affect the quality of the educational good, but at the same time are important for the political process of democracy and citizenship. This process takes place through social integration and involves the acquisition of the characteristics necessary for the formation of a citizen capable of coping with the conditions of European societies.*

## Keywords

Trust, University students, University, Institutions, European societies.

## Introduction

The risk society is characterized by liquidity on many levels, constituting an ever-changing landscape. The future teacher today is also directly affected by this. An important feature of the performance of the educational process may also be the level of trust shown by the potential teacher in the institutions. The term "trust" denotes one subject's belief in another subject as having a particular property. Trust is assumed to be difficult to find in abundance as it is not cultivated by society itself to the extent that it might be necessary to do so (Giddens, 1999).

According to Zygmunt Bauman (2000), everything characterized by liquidity cannot easily maintain a certain shape (referring to the liquid elements found in nature). At the same time, it can neither reserve space nor be maintained in time. On the contrary, a solid is characterized by clear spatial dimensions and time does not appear to be strongly influenced as it resists. In short, these are the reasons why Bauman metaphorically combines liquidity with the present and defines it as an integral feature of it. More specifically, liquidity and liquidation processes have themselves moved from the system to society, from politics to daily life policies, and in general we can state that they have shifted from the macro to the micro level of social coexistence. In other words, Bauman speaks of liquid modernity. Within modern times and liquidity, he says that the game of domination is played in terms of speed, not power.

The financial crisis did not leave the mechanism of education untouched, as instrumentalism penetrated and became a structural feature of knowledge management as well as communication within daily educational practice. At the same time, the educational process has been and is at risk of losing the character of socio-political good, resulting in the disruption of democratic coexistence as well as the deterioration of social cohesion. The debt crisis has created uncertainty, and the social entity is now characterized by its inability to act within the economic and social context. It cannot function as a customer. All these individual mosaics constitute the mosaic of the undoing of economic, social, and political identities. The economic crisis at international and European level has also shaken to a great extent the creation of the European Union. The Union appeared weak in resolving vital issues concerning its citizens. Among them, the issue of poverty, unequal distribution of income and low purchasing power dominated. The state is being disintegrated, along with its basic pillars, education and health. The gradual decline of this whole building is assumed to be decisive in terms of western citizenship (Gouga & Kamarianos, 2011).

Trust could be presented as a building material used to preserve, and in the first instance create, certain characteristics, relationships or even ideals. For example, a student who enters the University has trust in the institution that it will do its best for him. And the student's parents have trust in their child that he will accomplish his goals, as well as in the institution that it will support him. The University itself is the guardian of certain values and ideals that it strives to convey

from generation to generation, such as democracy, equality, respect for diversity and wide tolerance. We assume that it will be easy to understand what will happen if the trust is disrupted by and towards the University. As early as 2008, this process that Habermas calls "the colonization of the lifeworld" had become apparent. The domination of micro-advertising, the end of the social state, the capitalist liberalism of the Market, as well as the realization of risk are at the heart of post-modernity. New Technologies play an important role in consolidating post-modernity, promoting personalization and continuous change in social networks (Kamarianos & Adamopoulou, 2016).

The "risk - trust - security" scheme represents to some extent our basic concern, as we have so far exposed. In particular, the insecurity of the subject is caused by the danger that characterizes risk society. The subject in order to respond to this context seems to have a key choice in cultivating trust relationships. The future teacher chooses to chart his own course, with short-term planning and considering the liquidity that characterizes that time. One of his main goals is professional rehabilitation, which tools its course and obeys the needs of the Market. Through the procedures mentioned in the preceding paragraphs, the teacher is undervalued, unable to perform his task as he would like within the classroom and the Marketplace forces him to operate in an instrumental manner, raising the idea of professionalism for students and future citizens. Rehabilitation as well as the direct link between learning and the labor market. Successive transformations, whether at individual, social, or even institutional level, raise questions about how they affect the trust relationships developed by the future teachers, whether horizontal or vertical.

## Purpose of this research

Our study attempts to present the notions, meanings and conceptualizations of trust developed by future teachers (University students of the Department of Education and Social Work Sciences). An attempt will be made to analyze the relationships of horizontal and vertical trust as identified by future teachers. Furthermore, we focus on quality and degree of trust relationships. Our research is carried out within the framework of the University. We consider the approach of this issue to be important, as the social, economic and political context in Greece is liquid in recent years.

## Research Question

The research question arose from the purpose of this research and the literature review. The research question was the following: How are future teachers taking on structural procedures and how do they transform that into a degree of trust in institutions and especially in University?

## Significance of the research

Conducting this research, we decided that would be a positive advancement in terms of the contribution to knowledge and practices used. An important reason for conducting a study is to increase existing information and enrich educational practices (Creswell, 2009). We have positively assessed the conduct of this investigation, based on the criteria set by Creswell. First, our research is going to fill a gap in the current literature. Secondly, in the past by other researchers, Habermas' theoretical perspective and especially the trust had been approached in the context of health care providers, with a focus on physicians and patients. In our research, the focus is on students based on the theoretical form of Habermas. Therefore, we considered that the present research addresses the issue of trust in educational area that has not been approached in the past. Third, we assume that our research can improve educational practice. It may indicate the need to change current practices. More generally, it can lead to new policies or new approaches to the issue of trust in the University.

However, the significance and utility of the present study is assumed to arise through a series of transformations. In the first place, we consider it very important to refer to the collapse of the European welfare state. The welfare state has fallen into vital areas, in education and in health. This collapse is linked to the European debt crisis of western modernity. As an outcome it brought the domination of liquidity, the constant rupture with the linear and the empowerment of individual paths. What is being sought is the transition from the state to a field where actions are in line with the changing needs of the Market and the whole process of production is done in the context of extreme flexibility. The imposition of the Market also appeared through the debt crisis, where social entities and their needs (whether political or social) were sidelined and the democratic framework was fragmented. The result of this was the completion of linear and long narratives and the consolidation of liquidity (Gouga & Kamarianos, 2011).

Nowadays the subject charts his own paths, which are characterized by brevity and liquidity. In Greece, for example, there are many young people who choose short curricula, which are part of the subjective strategies they have chosen. So many questions are raised about the security and flexibility of the citizens of western societies. One of the first answers was the introduction of the flexicurity alliance. However, market freedom does not appear to be able to assure the parties. Trust between the subject and general trust seem to be able to make a decisive contribution to the implementation of the procedures. Therefore, within a framework of action characterized by uncertainty and liquidity, contracting and the successful implementation of the flexicurity framework can be implemented through trusts. The starting point is the discursive intent. In the end, trust can be ensured through communication and through communicative action. Virtually through this process, there is a collective negotiation that ensures cohesion (Gouga & Kamarianos, 2011).

All this form as presented refers to Habermas and his theoretical approach to communicative action and logic. For Habermas, man is characterized as a subject through communication. Man, through interaction aims to achieve common goals within society (Craib, 1998). Cooperation as a communication process is set as a condition for forming a will without coercion. Interaction, reciprocity and intersubjectivity are key elements of communicative action. Within the context of discourse, a common decision is reached based on arguments and any kind of coercion is eliminated in a critical and logical manner (Gouga & Kamarianos, 2011).

The present study we assume that it can help broaden the field of trust that future teachers give to institutions. In addition, it can reveal the relationships of trust within University between the individuals. In addition, we can notice whether the conditions of uncertainty cultivated by the risk society are related to levels of trust. Research findings are likely to serve as self-assessment and reflection tools for the institutions, the citizens, and the whole community.

## Main Lynchpins

The risk society is a society in which individuals are surrounded by a high technological frontier, which no one fully understands what its role is, nor what its potential future is. The origins of the risk society can be traced back to two major changes that have taken place and are affecting our lives today. Each of them is associated with an increasing influence on science and technology. Giddens (1999) points out that they do not fully interpret the phenomenon. These are: a) the end of nature and b) the end of tradition.

According to Giddens (1999), post-traditional society is characterized by reflexivity, as it responds to the collapse of traditions and the domination of challenges. Reflexive modernity is mainly characterized by an increase in risk, uncertainty and insecurity. In addition, increasing efforts to colonize and control the near and distant future is also a feature. More specifically, reflective modernity is characterized by the awareness of the social subject that he is living his life in a society that is vulnerable to the unpredictable, the uninitiated and the new risks produced by modern science and technology (Ekberg, 2007).

In Giddens' view, the perspective in which trust characterizes traditional societies, while risk is a feature of modern societies. In earlier times, individuals have given trust to persons with great ease. In modern societies, trust performance can also be focused on abstract systems or even abilities. Giddens (1999) distinguishes two types of abstract systems: (a) symbolic tokens, such as money, and (b) expert systems. Symbolic tokens and expert systems depend on trust. Trust is therefore involved in the domain of the institutions of modernity. Beck believes that trust in abstract systems is an essential part of today's everyday life. Giddens, Beck and Lash have argued that modern society is a phase in which social, political, economic, and personal risks are intensified, thereby gradually monitoring and

providing protection to institutions. Giddens states that the risk generated by the techno-scientific model essentially leads to the colonizing of the future (Sztompka, 2003). Sztompka (2003) links risk to trust and he refers to Beck, citing his approach that one needs a large tank of trust in order to cope with the risk society and not feel vulnerable.

If we take Habermas' theoretical apparatus into account, then trust can be approached as an interpersonal relationship based on communicative action. Trust is still characterized by reciprocity and is related to the recognition of all parties involved as equal (Habermas, 1984; Habermas, 1985; Gouga & Kamarianos, 2011). Giddens cites his view of two forms of trust: a) trust in persons and b) trust in systems (Ekberg, 2007). According to Cerna (2014), trust can be divided into three types. These are: (a) interpersonal trust, (b) organizational trust, and (c) institutional trust. Trust can also be defined as the trust that one subject feels about the other subject being in contact will be trustworthy and will respect the integrity of his reasons (Schlesinger, Cervera, & Perez-Cabanero, 2016). According to Barber, trust can be defined as a mechanism that creates and maintains solidarity in social relationships and systems (Sztompka, 2003). Whereas, according to Beck (1992), trust is a key provision of the social subject to cope with the modern society of risk, which makes the individual vulnerable.

The term "flexicurity" refers to the protection afforded by the labor market. More specifically, flexicurity is a set of policies that offer both employee safety and business flexibility. Flexicurity could be outlined as a combination of two labor policies: (a) safety nets, such as insurance when a person is unemployed, and active labor market programs provided directly by the Government and argued that they are not distort short-term hiring and launch decisions as social security and active labor market programs; and (b) employment protection legislation (EPL), which prevents businesses from easily dismiss employees (Hevenstone, 2011).

The Greek University as well as the Greek society evolved through the financial crisis. Consequently, students' trust in the institutions becomes of importance (social, economic and political conditions). Furthermore, linearity is replaced by liquidity and insecurity is predominant. The research of Kamarianos and Adamopoulou (2016) highlighted the high levels of trust in the University. Schlesinger, Cervera, and Perez-Cabanero (2016) report that students' trust in the University depends on the institution's image and reputation. In addition, they report that students who have trust in the University in which they did undergraduate studies are very likely to continue for graduate study in this and recommend it to others. Heffernan, Wilkins, and Butt (2018) invoke Kharouf, Sekhon and Roy's (2018) research to approach the level of student trust in the University. They report that the trainee's trust in the University institution is determined by the students' knowledge of the services provided by the University, the quality that characterizes them, and whether the experiences gained by those admitted earlier have contributed to their satisfaction. Kharouf,

Sekhon, and Roy (2015) report that, according to the literature, trust in the University increases at the same time the satisfaction.

Focusing on the relationship between trust and higher education and trying to understand this link, we cite Bowden's (2011) approach, in which belief in an institution derives from students' trust in their involvement in the processes of the University. Hardin (2002) argues that trust is an abstract concept, which is structured by trustworthy behaviors, meaning that credibility has emerged before the individual is trusted, which characterizes the other subject or institution. Gibbs (2001) states that in order to build trust in an institution it is necessary to prove that it is truly worthy of trust.

## Research Methodology – Research tool - Data collection

The method which used was quantitative approach in order to investigate students' trust relationships. A questionnaire, which we developed it, was used to collect the data of the research. The questions of the questionnaire were the result of a literature review. The questionnaire used consists of 41 (closed type) questions. The sampling was convenience. The sample of our research was consisted of $1^{st}$, $2^{nd}$ and $3^{rd}$ year undergraduate students ("future teachers") of Department of Sciences of Education and Social Work. The students who took part in this study were 162. The research was conducted from February to April of 2019.

## Demographics

The research involved 162 undergraduate students, who were in $1^{st}$, $2^{nd}$ and $3^{rd}$ year of studies at the Department of Sciences of Education and Social Work. This research was conducted at University of Patras. 144 of the sample were women and 18 men. So, the sample was predominantly composed of female students. The age of the participants ranges from 17 to 44, with a mean of 19.8. Most of the students were in $3^{rd}$ year of their studies and their permanent place of residence was a capital of a county.

## Data analysis

The processing and analysis of the data collected was carried out with the help of the statistic programs, SPSS and EXCEL. Research data was investigated with descriptive analyses, standard deviation (SD), regression, correlation and one-way ANOVA.

## Results

To the question "Do you think you will be satisfied with your daily life after graduating from University?", most of the participants (44.4%) answered "more satisfied" but followed the "same satisfied" answer (41.3%) with a slight difference.

*Figure 1*
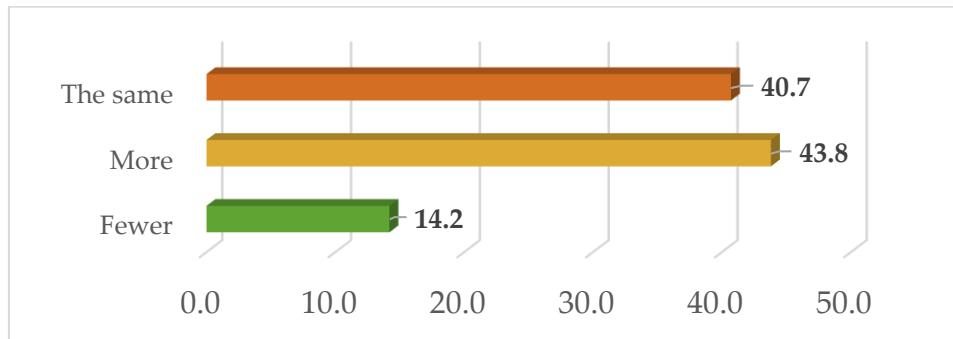


*Table 1*

| Degree of satisfaction with daily life, after I graduated from University* | |
|---|---|
| n | 88 |
| deviation | 90 |

1,00 = «Fewer», 2,00 = «More», 3,00 = «The same»

As we can notice from the results of the two surveys, most of the 2018-2019 survey respondents stated they would be just as happy with their daily lives after graduation, while those of the 2006-2016 survey said they would be happier when they graduate.

*Figure 2*
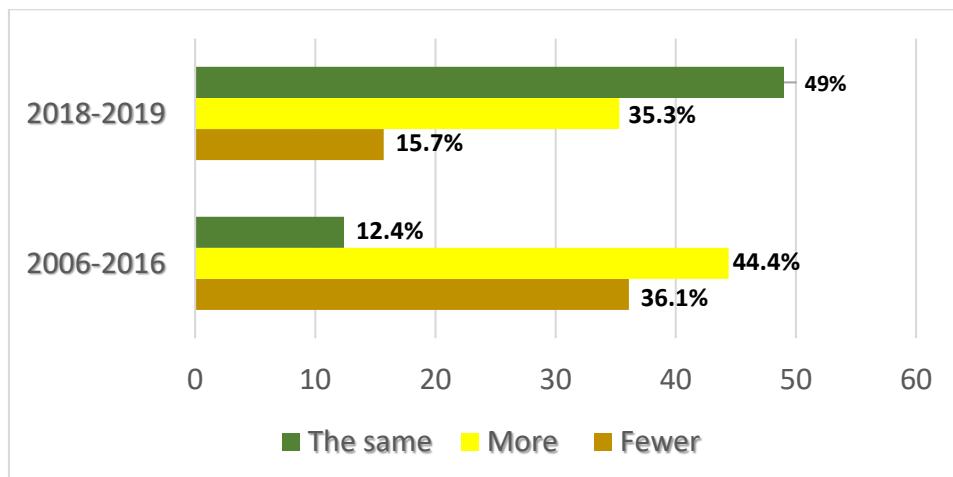
Most participants in the question "What causes the University to you?" stated "interest" (56%) followed by satisfaction (22%) and enthusiasm (12%). As we can see in the figure below, the rest of the answers follow with lower rates.

*Figure 3*
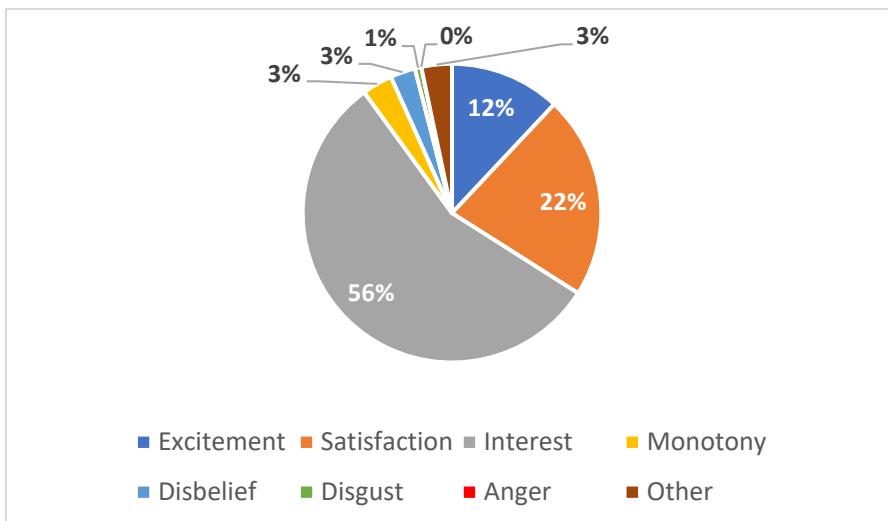


We can highlight from the results of the two surveys that the option "interest" dominates as the one which the University provokes to the future teachers.

*Figure 4*
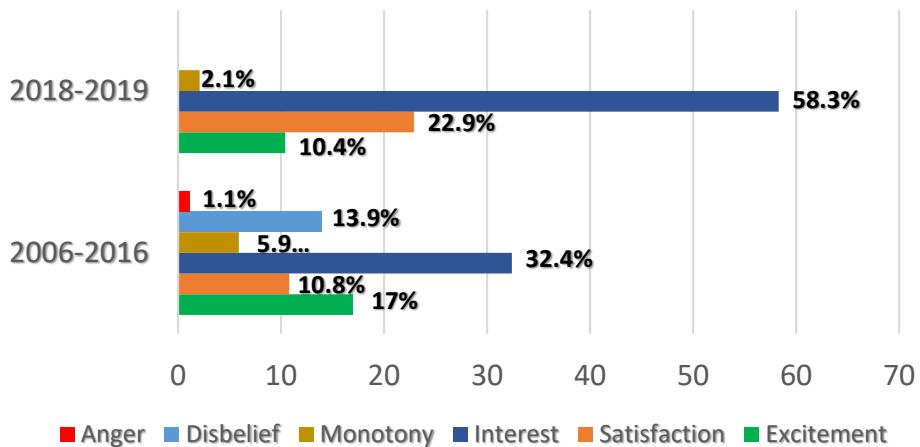


The future teachers stated which institutions they trust. As shown (Figure 5), almost all participants trust the family (98.8%), eight in ten trust the University (82%) and almost seven in ten trust the Justice (68.9%). The church (52.8%) followed with a lower degree of trust. Finally, almost less than half of the sample trust the army, the municipality, the European Union, the media and the President of Greece. The lowest percentage of trust was occupied by the political parties (3.1%).

Figure 5

**Figure 5**

| Institution | Percentage |
|---|---|
| Family | 98.80% |
| University | 82.00% |
| Justice | 68.90% |
| Church | 52.80% |
| Army | 40.10% |
| Municipality | 38.40% |
| European Union | 32.30% |
| Mass Media | 27.50% |
| President of Greece | 17.60% |
| Political Parties | 3.10% |
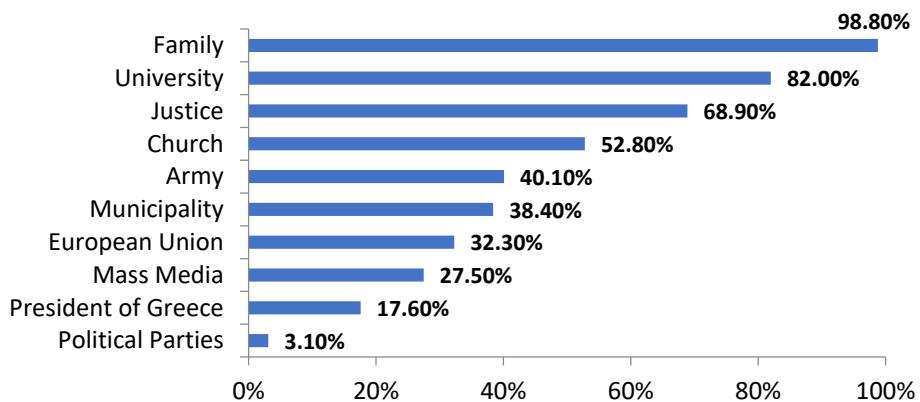
Regarding the overall trust given to the institutions, most of the participants have low trust in the institutions. In addition, it should be noted that high trust is at such an increased rate because of the absolute trust given to the family, so the level of high trust in this case could be considered misleading.

**Figure 6**

Pie chart: Not at all 14.2, Low 54.2, High 29.7, Ultimate 1.9

Legend: ■ Not at all ■ Low ■ High ■ Ultimate
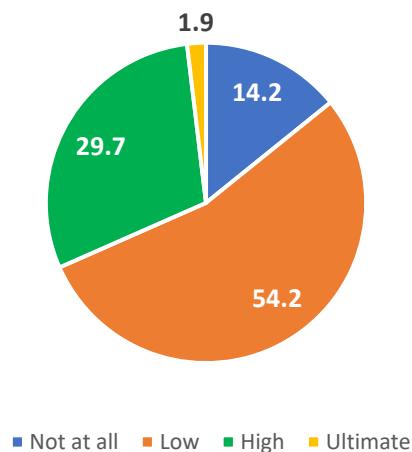
The future teachers stated who representatives of the institutions they trust. More than 7 in 10 participants trust teacher. More than half of the future teachers of the sample trust the academic staff of University (53.7%). While they follow with lower levels of trust, the trust which is given to the judge, the priest, the policeman and the military. The lowest rates of trust are obtained by the journalist, the student who participate in traditional parties, as well as the option of politician.

Figure 7

| | |
|---|---|
| Teacher | 72.20% |
| Staff of University | 53.70% |
| Judge | 36.40% |
| Priest | 34.00% |
| Policeman | 28.40% |
| Military | 16.70% |
| Journalist | 6.80% |
| Student participate in traditional… | 5.60% |
| Politician | 2.50% |
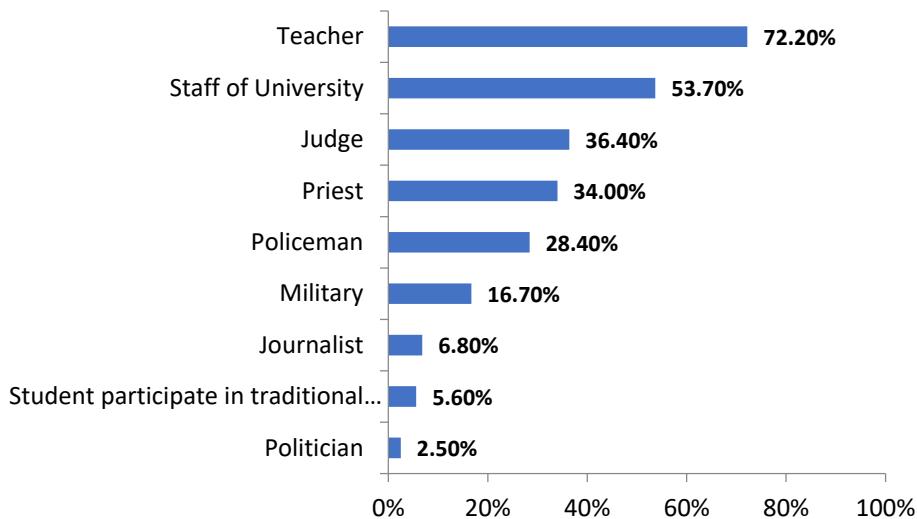
Regarding the overall trust given to the representatives of the institutions, most of the participants have no trust in the representatives. The data are presented in the figure below.

Figure 8

2.5  1.9

43.2     52.5

■ Not at all   ■ Low   ■ High   ■ Ultimate
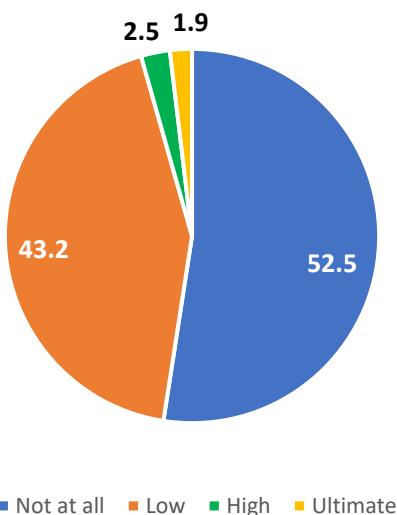
Future teachers were asked to answer whether they trust the academic staff of the Department in which they are studying. 82.7% of the participants stated that they "agree" and "completely agree" with the trust state to the academic staff of the Department, as shown below. Students answered that they "disagree" and "completely disagree" with 17.2%.

*Figure 9*
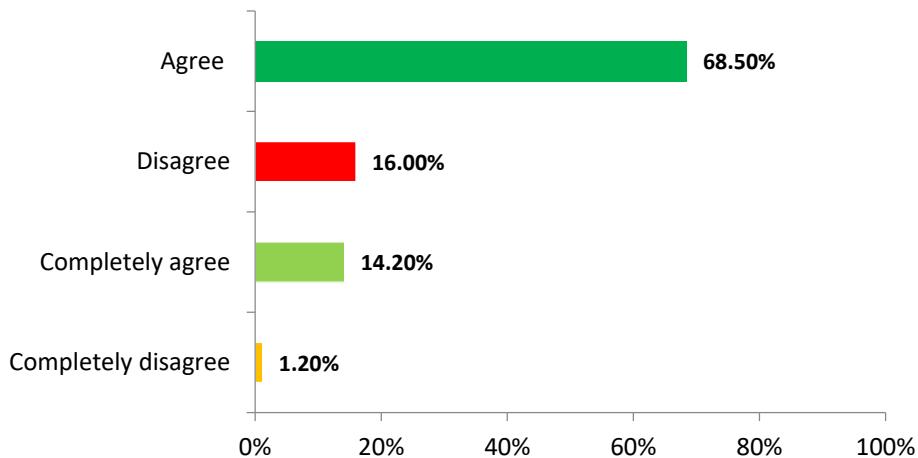


*Table 2*

| *I have trust in the professors of my Department* * | |
|---|---|
| n | 32 |
| deviation | 43 |

1,00 = «Completely agree», 2,00 = «Agree», 3,00 = «Disagree», 4 = «Completely disagree»

Communication with the professors of the Department, as well as the responsibility they demonstrate, seem to determine to a certain extent the trust level for them.

In the statement given to students about the level of trust they give to their peers, half of the participants (50%) "disagree" with this statement of trust. Whereas if the "disagree" with the "completely disagree" option is aggregated, then the result is 71.6%, so 7 out of 10 students do not trust their peers. All data are presented in the figure below.

*Figure 10*



166
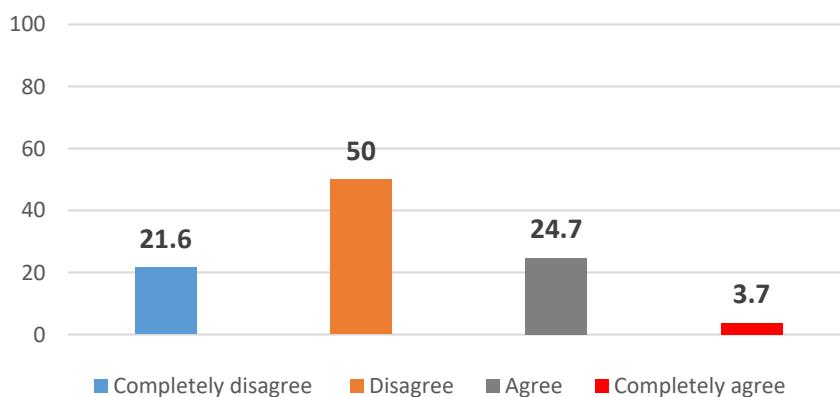
The following table shows the increase in trust levels over the years in all institutions except the President of Greece. The highest increase is observed in Justice, with the University having the highest level of trust in both surveys.

*Table 3*

| Institutions | 2006-2016 | | 2018-2019 | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Mass Media | 10,7% | 84,4% | 30,8% | 69,2% |
| Political Parties | 0,7% | 94,2% | 7,7% | 92,3% |
| President of Greece | 19,9% | 74,8% | 15,4% | 84,6% |
| European Union | 15,2% | 79,2% | 32,7% | 67,3% |
| Municipality | 16,2% | 77,0% | 42,3% | 57,7% |
| Justice | 30,4% | 63,8% | 71,2% | 28,8% |
| Army | 27,2% | 66,1% | 36,5% | 63,5% |
| Church | 29,0% | 66,2% | 34,6% | 65,4% |
| University | 57,7% | 38,0% | 78,8% | 21,2% |

And about trust in the representatives of institutions, we notice an increase in the levels of trust. However, there is a loss of trust in priest. The highest percentage of trust in both surveys is attributed to the academic staff of University and to the teacher.

*Table 4*

| Representatives of the institutions | 2006-2016 | | 2018-2019 | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Journalist | 8,9% | 88,7% | 9,6% | 90,4% |
| Politician | 1% | 96,9% | 3,8% | 96,2% |
| Judge | 19,4% | 77,7% | 36,5% | 63,5% |
| Policeman | 18,7% | 78,5% | 28,8% | 71,2% |
| Priest | 29,4% | 67,9% | 19,2% | 80,8% |
| Staff | 43,8% | 53,2% | 50,0% | 50,0% |
| Students participate in traditional political parties | 5,3% | 91,7% | 9,6% | 90,4% |
| Soldier | 12,8% | 83,5% | 19,2% | 80,8% |
| Teacher | 43,1% | 53,4% | 59,6% | 40,4% |

As for the European Union, lack of trust continues to prevail. However, trust is gradually increasing, so there is an indication of trust. From 2006-2016, including the years of deep social and economic crisis for Greece, trust levels are very low. Then they are increasing, but perhaps the percentage of 2018-2019 can be interpreted as the citizens of Greece seeing an improvement in the response from the European Union about the country's problems but they expect much more.

*Figure 11*
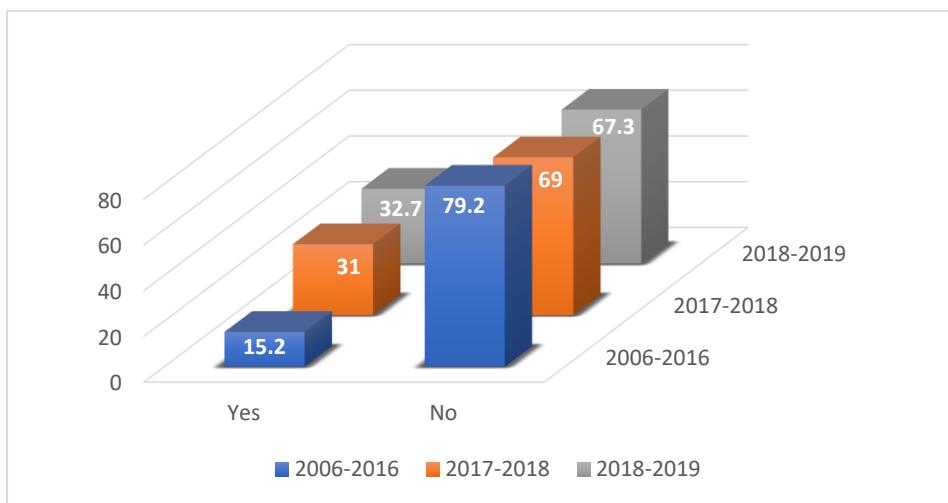
Association exists between "trust in the representatives" and "trust in the institutions".

*Table 4*

**Correlations**

| | | | Trust in the representatives | Trust in the institutions |
|---|---|---|---|---|
| Kendall's tau_b | Trust in the representatives | Correlation Coefficient | 1,000 | ,266[**] |
| | | Sig. (2-tailed) | . | ,000 |
| | | N | 162 | 155 |
| | Trust in the institutions | Correlation Coefficient | ,266[**] | 1,000 |
| | | Sig. (2-tailed) | ,000 | . |
| | | N | 155 | 155 |

[**]. Correlation is significant at the 0.01 level (2-tailed).

We compared the averages between the 1st and 3rd year of the students' trust in these years of study in the political parties. As can be noticed from the table below, there is a statistically significant difference in the trust attributed to political parties between 1st year undergraduate students and 3rd year students (t-test, p = 0.032).

*Table 5*

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% C.I. of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Differ | Std. Difference | Lower | Upper |
| Trust in political parties | Equal variances assumed | 22.590 | **0.000** | 2.178 | 108 | **0.032** | 0.07692 | 0.03531 | 0.00693 | 0.14692 |
| | Equal variances not assumed | | | 2.062 | 51.000 | 0.044 | 0.07692 | 0.03731 | 0.00201 | 0.15183 |

Furthermore, there is a statistically significant relationship between the two variables, year of studies and satisfaction from the Mass Media (p = 0.016 <0.05).

*Table 6*

| | | Year of studies | Satisfaction from Mass Media |
|---|---|---|---|
| Year of studies | Pearson Correlation | 1 | .191[*] |
| | Sig. (2-tailed) | | **.016** |
| | N | 160 | 160 |
| Satisfaction from Mass Media | Pearson Correlation | .191[*] | 1 |
| | Sig. (2-tailed) | .016 | |
| | N | 160 | 162 |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | |

We observe that the variable "I am an active member of a community or group" affects the trust attributed to the University.

*Table 7*

| **Model Summary** | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | S.E. |
| 1 | .292[a] | .085 | .079 | .36990 |
| a. Predictors: (Constant), I am an active member of a community or group | | | | |

*Table 8*

| **ANOVA[a]** | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 2.021 | 1 | 2.021 | 14.771 | .000[b] |
| | Residual | 21.755 | 159 | .137 | | |
| | Total | 23.776 | 160 | | | |
| a. Dependent Variable: Trust in the University | | | | | | |
| b. Predictors: (Constant), Είμαι ενεργό μέλος σε κάποια κοινότητα / ομάδα | | | | | | |

There is a statistically significant relationship between satisfaction with the University and trust in it (Pearson's r = 0.394, p = 0.000).

*Table 9*

| Correlations | | Satisfaction from the University | Trust in the University |
|---|---|---|---|
| Satisfaction from the University | Pearson Correlation | 1 | .394[**] |
| | Sig. (2-tailed) | | .000 |
| | N | 161 | 160 |
| Trust in the University | Pearson Correlation | .394[**] | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 160 | 161 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

## Discussion

What we can observe from the findings of our study focusing on their interpretation is that the linear, the continuous, the constant are replaced by the liquid, the discontinuous and in some cases unstable. If we focus on these points, we are essentially talking about turning the communication into instrumental and therefore the dominant of the second one.

The key driver for interpreting the findings is Habermas' approach to "social pathologies". With this approach in mind, we note that this perspective emerges through a lack of trust in the institutions and a complete lack of trust in their representatives. Social pathologies are made up of a number of characteristics, we focus on four of them because of the nature of the work and the research objective we have: reducing the existence of common sense and mutual understanding, eroding social bonds, reluctance of individuals to take responsibility for their actions and social phenomena, as well as destabilizing social classes. Lack of trust is a staple of social pathologies. Social pathologies are growing, and the lifeworld is shrinking. Communication is not possible unless there is mutual trust.

We can conclude that trust is interdependent among the subjects. More specifically, if one person trusts another, then the second is more likely to trust the first. We realize this also in the trust between the students, which does not exist. However, they seem to have a great deal of trust in the University's academic staff.

As immediate recipients of flexicurity, we considered future teachers, we observed through the results of our research that future teachers stated they would be more satisfied after receiving their degree. This element enables us to mark the entrance of the Market into the amphitheater, as the student wishes to graduate in order to enter the labor market immediately. Clearly this will be also based on the parenting strategy, in which the degree plays a decisive role. Perhaps this will of the student could also be interpreted as a desire to reduce the uncertainty that distinguishes the society of risk. In addition, they state that they

have low trust levels in the institutions. This finding may indicate that the responses of non-permanent staff internalize their established identity as well as a social state that is absent. From the foregoing there is not only the question of flexicurity, but also the abolition of economic, social and political identities.

So, we do not know, at least for the future teachers included in our sample, whether flexicurity is feasible, since there is low trust in the institutions, which are an essential part of the state, and in the future the state is their interlocutor for employment contracts. From this we can conclude that their hitherto route is not characterized by communicative logic and therefore there is no possibility of building trust relationships and thus flexicurity. From the foregoing there is not only the question of flexicurity, but also the abolition of economic, social and political identities.

Linear and grand narratives were ended with the prevalence of liberal capitalism and the domination of the Market. The subjective and the cut off are now dominant. Flexicurity, which is an alliance that combines job security and market flexibility has been promoted in order to smooth things out in the risk societies. However, for flexicurity to exist, it is necessary to have a relationship of trust, as well as an interactive intent between the parties. Claims of validity and participation act as mortars for democratic social cohesion, abolishing social inequalities and exclusions. From this perspective, trust relates to the recognition of all actors involved as equals (Gouga & Kamarianos, 2011).

Through the Habermasian theory, students' trust in the institution of the University is the emergence of academia as a response to instrumental logic. Communication reasoning is associated with a process of educational structure, which as its aim has the trust. We can conclude from them how two poles are opposed, the communicative action on the one hand and the instrumental action on the other. The first pillar has the following basic features: intersubjectivity, coercion, interaction, reciprocity, and collective action in order to achieve common goals. On the other hand, the second pole, that of instrumental and strategic action, is characterized by effectiveness and change of position of the interlocutor (Kamarianos & Adamopoulou, 2016).

The success of communication is based on the generalized trust of the interlocutors. Without trust, communicative action could not carry a significant burden. If communication is approached strategically, then the trust of the interlocutors decreases in their mutual responsibility for what they state (Brunkhorst, Kreide & Lafont, 2018). Communicative action can be the solution to bridging the gap between lifeworld and system (Murphy, 2017).

When communication breaks down, the actors / interlocutors no longer trust each other, nor do they understand what their interlocutor is saying. Their actions are not synchronized, and it seems necessary to engage them in a series of dialogues.

Regarding the students, they stated that they trust the University with high rates and at the same time they are satisfied with it.

As Habermas points out, at the end of the 20th century there was a deficit of democracy. While Putnam pointed to a negative attitude towards citizenship, disengagement from public practice prevailed and support for democracy diminished. In addition, very important to the findings of our own research were the decline in turnout, especially among young people, and the growing distrust of politicians and institutions of society. At the same time, there is a rise in extremist parties and, in general, extremes. All this has led to the formulation of the approach that liberal democracy faces a crisis and fails to manage the whole situation (Murphy, 2017).

From the findings of our research, we can conclude that a similar pattern, as presented by Habermas and Putnam, still prevails in modern society. This is because the future teachers have stated that they are not simply not partisan of a political party, but at the same time not politically positioned, accepting that there is no ideological background. If we include the fact that there is a lack of trust in most institutions (vertical trust), then the validity of the above approaches is understood today.

According to the findings of our study, participants give greater trust to the institutions. In fact, we can speak of greater trust in abstract systems than faces. Giddens considers this to be a hallmark of modern societies, as opposed to earlier, modern, traditional societies, where individuals were very easily trusted. So, the transition to a faceless trust is taking place, and at the same time it is (or perhaps already has been) done away with by subjectivity. Trust in an abstract system is done in and of itself, it does not concern the individuals who represent it.

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