

**RELATIONSHIP BETWEEN TEACHERS' TRUST
ON THEIR PRINCIPALS AND LEADERSHIP
PRACTICES IN GOVERNMENT SECONDARY
SCHOOLS OF JIMMA ZONE**

BY
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Relationship between Teachers' Trust on Their Principals and Leadership practices in Government Secondary Schools of Jimma Zone

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This is to certify that the thesis prepared by Tesfaye Amensisa, entitled “Relationship between Teacher’s Trust on Their Principals and Leadership practices in Government Secondary Schools of Jimma Zone” and submitted in partial fulfillment of the requirements for the Degree of Master of Art in Educational Leadership complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

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Table of Contents

Contents

Acknowledgments	i
<i>Abstract</i>	vii
Abbreviations/Acronyms.....	viii
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	5
1.3. Objectives of the Study	7
1.3.1. General Objective	7
1.3.2. Specific Objectives	8
1.4. Significance of the Study	8
1.6. Limitation of the Study.....	9
1.7. Definition of Terms	9
1.8. Organization of the Study	10
CHAPTER TWO	11
2. Review of Related Literature.....	11
2.1. Concept of Trust and Leadership practices.....	11
2.1.1 Concept of Trust.....	11
2.2. Importance of Trust.....	12
2.3. Trust in Schools.....	13
2.4. Types of Trust	14
2.4.1. Organizational Trust	14
2.4.2. Contractual Trust	15
2.4.3. Interpersonal Trust.....	15
2.4.4. Relational Trust.....	16
2.5. Teacher trust towards Principal.....	16

2.6.	The Principal as Builder of Trust	17
2.7.	Building trust between teachers and principals	18
2.8.	Building Trust among Teachers	18
2.9.	Obstacles to Building and Maintain Trust.....	19
2.10.	Key Components of Trust	20
2.10.1.	Benevolence	20
2.10.2.	Competence	21
2.10.3.	Honesty.....	22
2.10.4.	Openness	23
2.10.5.	Fairness	24
2.11.	Concept of Educational Leadership	25
2.12.	Characteristics of Effective Leaders.....	25
2.13.	Key Components of Leadership practices	26
2.13.1.	Symbolizing Professional practices and values	26
2.13.2.	Developing structures to foster participation in school decisions.....	27
2.13.3.	Building school vision and goals	28
2.13.4.	Offering individualized support	29
2.13.5.	Providing Intellectual Stimulation/motivation/	30
2.13.6.	Demonstrating high performance expectations.....	31
2.14.	School Evaluation Performance	31
2.15.	Relationship Between teachers Trust and Leadership practices	32
2.16.	School Leadership in Ethiopia	33
2.17.	Conceptual Frame Work.....	34
CHAPTER THREE		36
3.	Research Design and Methodology	36
3.1.	Research Method	36
3.3.	Sources of the Data	36
3.4.	Sampling Techniques and Sample Size.....	37
3.5.	Data collection Instruments	39
3.6.	Instrument Reliability and Validity	39
3.7.	Methods of Data Analysis.....	40
3.8.	Ethical considerations.....	41

CHAPTER FOUR	42
4. Presentation, Analysis and Interpretation of Data	42
4.1. Response Rate	42
4.2. Demographic Characteristics of the Respondents	44
4.3. An Assessment of teachers trust	45
4.4. An Assessment of Key Leadership Practices	51
4.5. The Correlation results	53
4.6. DISCUSSION	58
CHAPTER FIVE	61
5. Summary of Major Findings, Conclusion and Recommendations	61
5.1. Summary of Major Findings	61
5.2. Conclusions	64
5.3. Recommendations	67
Reference	69
APPENDIX.....	83

List of table

Table 1.The Summary Sample Size and Sampling Technique	38
Table2.The Cronbach’s alpha reliability results	40
Table 3.Respons Rate.....	43
Table4.Demographic Characteristics of the Respondents	44
Table5 .Level of Benevolence of Trust in the Secondary Schools.....	45
Table 6.Level of Fairness in the Secondary schools.....	46
Table7.Practices of Honesty in Secondary Schools of Jimma Zone	47
Table8.Level of Openness of Trust in Secondary schools	48
Table 9.Level of Competence of Trust in the Sampled Schools	49
Table10.summary all of Trust Dimensions	50
Table11. The summery of key leadership practices	51
Table 12.The relationship between teachers trust and leadership practices.	53
Table13. Model Summary	57
Table14. The Prediction or effects of independents variables towards dependent variable.....	57

List of Figure

Fig.1. Conceptual Framework..... 35

Abstract

*The major purpose of the study was to assess the Relationship between Teachers' Trust on Their Principals and Leadership practices In Government Secondary Schools of Jimma Zone. For this study, a correlation research design was employed. A total of 284 teachers from 20 selected secondary schools were randomly selected. Hence, 258(90%) of respondents (teachers) fully filled and also returned the questionnaire. The study used Leithwood and Jantzi, (2010) Model of trust as instrument, which included benevolence, fairness, competence, honesty and openness as facets of trust. The study used also Handford(2011) model of leadership practices as instrument, which included professional practices and values, fostering participation in school decisions, building school vision and goals, offering individualized support for teachers, providing intellectual stimulation/motivation/ of teachers, and evaluation of performance. The findings reveal that generally teachers in secondary schools disagree with their principals showing these five facets of trust at a low-level ($M=2.50$, $SD=1.09$). Further, as correlation coefficients results revealed that teachers' trust like; competence ($r=0.36^{**}$) fairness ($r=0.32^{**}$); low positive correlation with leadership practices, benevolence $r=0.49^{**}$; and openness (0.46^{**}) independently had a moderate positive correlation with leadership practices whereas honesty (0.54^{**}) had a strong positive correlation with leadership practice. The standardized beta (β) results shown that among independent variables, Benevolence is the largest influence or effect of leadership practices $0.412(41.2\%)$ and the next largest influence of beta value competence is found to be $0.166(16.6\%)$ whereas fairness of the beta value is $0.054(0.54\%)$ showing the least predictor of leadership practices when it is compared with the other independent variables in this study. Lastly, further research on this topic can also be conducted using other methods of qualitative research in depth in order to understand and advance findings on this topic.*

Keyword: *Teacher, teacher trust, principal, and leadership practices.*

Abbreviations/Acronyms

OECD Organization for Economic Co-operation and Development

MOE Ministry of Education

UNESCO United Nations Educational, Scientific and Cultural Organization

SPSS Statistical Package for Social Science

CPD Continuous Professional Development

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, Significant of the study, delimitation of the study, definition of key Terms, and organization of the study.

1.1. Background of the Study

From East to West and North to South, leaders face daily challenges of implementing trust in the workplaces small as rescheduling a meeting, as big as company-wide strategic shifts, and everything in between. Essentially the only constant in culture change of businesses and global governments is the guarantee of bigger obstacles that come at leaders faster; some may even say that's the true sign of success (Northouse, 2013).

Around the globe a lack of trust is costing organizations billions of dollars. Trust can accelerate, and mistrust can destroy, any business or relationship. The lower the level of trust, the more time everything takes, the more everything costs, and the lower the loyalty of everyone involved, whereas greater trust brings improved innovation, retention, morale, and business results. No matter what role or title a person holds, trust affects their influence and success (Cheng, & Szeto, 2016).

Trust is a dynamic, interpersonal link between people, with unique implications for the workplace. Trust is defined as an expectation or belief that one can rely on another person's actions and words and that the person has good intentions to carry out their promises. Trust is most meaningful in situations in which one party is at risk or vulnerable to another party (Bligh, 2017. pp. 21-42).

Trust in leaders is important in schools for a number of reasons. First, high trust among school staff, including trust in the leader, affects test scores. Research indicates that schools with a high-trust factor are three times as likely to increase test scores as schools that do not have high-trust ratios (Bryk, & Schneider, 2002).

Second, teacher morale has been strongly associated with higher student achievement and the sense of trust, confidence, enthusiasm and friendliness among teachers,” is one of the most features of a healthy school (Price, 2012). Moreover, the studies have found that trusting relationship between principals and teachers increases teachers’ sense of vulnerability, facilitates, problem solving skill, supports the highly efficient system of social control, and sustains an ethical imperative among the school communities. In addition, it makes students feel safe, sense that teachers care about them, and experience greater academic challenges (Ojulu, 2014).

Louis (2007) study shown that fear, emotional distance, and anger are correlated with a low trust environment. Fear is associated with the discomfort of change and other power shifts in the organization. Trust has always occupied a central role in the leader-follower relationship.

Existence of trust within the school not only influences teacher behavior, but also boosts their morale so that they are engaged in attaining school objectives, work for enhancing effectiveness and improvement of schools (O’Brien, 2011). Accordingly, Daly (2009) posited that schools with high trust culture are likely to accept any new ideas from teachers since teachers are committed to accomplish school goals and objectives.

School leadership has historically been connected with the role and functions of school management teams (Schleicher, 2012). During the last decade, however, it has been stressed both in reports by international organizations and in academic works that leadership involves a common culture of expectations, in which everyone is accountable for individual contributions to the collective outcome (Leithwood, & Louis, 2011).

School leadership has been identified in the last few years in several international reports (OECD, 2013, UNESCO, 2012) as a key function to assuring quality in education. Research on the subject of leadership has increased and has focused on analysis of the leader as a person and on leadership functions and tasks. Furthermore, it has been stressed in studies that school leadership can be the solution to many problems arising in schools (Bolívar *et al.*, 2013).

Effective Leadership concerns the raising of students' achievements and the school's ability to manage change (Cheng & Szeto, 2016). One can compare one's own school and individual performance against a set of benchmarks and criteria from the international literature on school effectiveness and school improvement. In terms of school effectiveness it is possible to identify several characteristics of effective schools.

Hence in an attempt to define school leadership one can fall on the perspective of leadership practices. Kouzes, and Posner (2012) opine that exemplary leadership is the influence of desirable result from a relationship with people, accomplishments in any situation, and the reliance of good practices for success, school leadership should focus on mobilizing people, teachers, parents, and staffs through practical influence (Leithwood *et al.*, 2006). In a broader sense, the results of leadership have effect on people, school culture, and educational attainments of children. Hence, school leadership is all about "people issues", transformation, visionary ideas, and practical solutions in situations (Moors, 2012).

Hargreaves, (2004) insists that school leadership should include inclusivity, a paradigm shift to initiate reasonability in teachers' emotions, and a driving force towards a common vision and moral purpose. Effective leaders not only need to gain the trust of their followers but also learn to trust their followers. Trusting leaders develop employees who are more productive, offer and provide more help beyond the requirements of their jobs, and stay with the organization for longer periods of time. However, the reality of many hierarchical positions means that managers have little direct interaction with subordinates, thus limiting followers' opportunities to demonstrate their trustworthiness (Kellerman, 2012).

Ethiopia as a nation, strives to experience real growth and development in education. This requires a creation of enabling conditions at an individual level and an organizational level. Individual conditions that are important to fostering principal teacher trusting relationships include respect, personal regard, competence in core role responsibilities, and personal integrity (MoE, 2009).

Generally, as it was revealed by many researchers leaders trust in any organization in general and in educational organization particular can have a positive or negative influence to achieve the goal of a given organization. The degree of trust influence attained by the organizational members and environmental communities is mainly related to the practices of leadership in that leaders activities in the leading organization occupies the central role to enhance the followers attitude toward the organizational goal as a whole and specifically of instructional sectors. Many evidences show that leaders trust in their organization has directly or indirectly relation with the practices of leaders and the attainments of results can also estimate on the basis of correlation of trust and practices carried out by organizational Leaders. According to different literatures and research results, indicated educational sector as a crucial organization needs transformational leaders those which are equipped with trust and good leadership practices that enables the followers to engage in educational activities to reach the designed final goal of education on one hand and to create and raise up followers (teachers and school) communities commitment to act towards the educational goal of a country in general and the school in particular.

Based on these facts the researcher focused on the relationship between teachers trust on their principals and leadership practices in twenty (20) government secondary school of Jimma zone was identified and assessed to indicate the relationship between teachers trust on principals and leadership practices as well as the degree of trust in relation to the practices of leadership with its consecutive results in the instructional sectors and particularly of government secondary school of Jimma zone.

1.2.Statement of the Problem

Trust is commonly identified as an important quality to enhance leadership practices (Kouzes& Posner, 2007), but how effective leaders employed the various distinctions of trust has not been clearly identified or delineated. Beginning with the premise that trustworthiness is a foundational characteristic of effective leadership (Kouzes, & Posner, 2007).

In addition, trust has been extensively studied by educational researchers. They studied the subject of trust from various perspectives and mostly it has been a part of their interest in measuring leadership and teacher satisfaction (Kim& Taylor, 2008) and educational systems. Handford (2010) for example mentions few solid reasons to suggest to the substantial importance of existence of trust in school climate and its significance to school achievement. Schools with high trust were able to increase the student test scores.

This was also proven by Bryk and Schneider (2002) who studies significance of trust to improving student reading scores. In line with this trust is significant associated to teachers' high level of confidence, enthusiasm and to friendly practices among colleagues and their principal, consequently leading to higher student achievement (Handford, &Leithwood, 2013).Without trust, it seems, relationship building will fail and all the work of the leader will be for naught and similarly without trust, it is difficult for any party to adhere and commit to common goals, establish mutual accountability, and learn to unite (Tschannen-Moran, 2000).

Many educational research studies have been conducted hoping to identify the difference between what makes some schools effective in achieving academic progress while other schools struggle significantly (Seashore et al., 2010). Most of these studies identified the central importance of trust, but none of them sought to ascertain what it was about trust that compressed the school leadership practices and the learning environment positively. In addition, the studies did not discover how the dimensions of trust might be related with leadership practices in an attempt to identify it's most powerful and productive characteristics.

Teachers are influenced by the way their principal works. Hoy and Tschannen-Moran (2003) stated, “When teachers trust their principal, they are also more likely to trust each other and their clients” (p.203). Adams, and Hoy (2011) suggested, “For schools, trust in principal is predicted to have direct and indirect benefits for both individual and organizational performance”, Trust in the principal maximizes teacher effort and performance and helps to focus collective energy on what is important” (p.157). Farther more Tarter and Hoy (1995) associated healthy schools with teachers who trust each other and believe in the principal. They further implied that organizational health and trust can lead to teachers being ready to adapt to change and fosters academic achievement.

According to the MoE (2010), one of the main challenges identified to improve is leadership and management capacities at institutional level because it has remained weak. Regarding this, MOE (2006) stated that, due to shortage of qualified school leaders’, the appointment of secondary school principals in Ethiopia is very much based on experience. So, it was found that there are challenges in performing technical management; building school culture and attractive school compound; participatory decision-making and school management for teachers and students; creating orderly school environment by clarifying duties and responsibilities; being skillful in human relations and communicating with different stakeholders by those school leaders assigned based on experience without qualification.

Locally, a single similar study conducted by Obang (2014) on topic of “A Status of Trust Between Principals and Teachers in Government Preparatory Schools of Gambella Regional State of Ethiopia” and its major findings indicated that the level of trust between principals and teachers was low, collegial leadership and teachers ‘professionalism were not rightly practiced and consequently, the teaching and learning process in the schools were not effective. However, the study was not included the relationship between the key five dimensions of trust (benevolence, competence, consistency, fairness, honesty, & openness) with leadership practices, hence the researcher attempt to find ,how the relationship between teacher trust and principal key practices of schools leaders can influence the degree of trust and teaching activities in secondary schools included in the study.

Specifically, the study was focused on the Relationship between teachers trust on their principals and leadership practices in government secondary school of Jimma zone, because of the researcher's professionals' and experience concerning as well as to identify the extent trust among teachers and principals in secondary schools aligning with principals practices to recommend the possible solution for the observed problems in the school and its practical impel mention in educational goal achievement.

Therefore, in the light of the above pressing and sensitive issues, the researcher felt that there is a gap that needs to be assessed comprehensively and endeavored to fill the gap in literature by identifying the role of teachers trust on their principals(benevolence, competence, consistency, fairness, honesty, & openness) with related to key leadership practices (professional practices and values, fostering participation in school decisions, building school vision and goals, offering individualized support for teachers, providing intellectual stimulation/motivation/ of teachers, and evaluation of performance).

To end this, the study was designed to answer the following basic questions:

- 1) To what extent teachers' trust their principals (benevolence, competence, consistency, fairness, honesty, & openness) have practiced in secondary schools of Jimma Zone?
- 2) How much teachers' have trust their principals' (benevolence, competence, consistency, fairness, honesty, & openness) is related to key leadership practices in the school?
- 3) Which component of teachers' trust is the most prediction on key leadership practices in secondary schools of Jimma Zone?

1.3.Objectives of the Study

1.3.1. General Objective

The purpose of this study was to investigate the relationship between teachers' trust on their principals and its relationship with key leadership practices in government secondary schools of Jimma zone, in Oromia Regional State, Ethiopia.

1.3.2. Specific Objectives

- 1) To assess the extent of teachers' trust (benevolence, competence, consistency, fairness, honesty, & openness) on principal has practiced in secondary schools of Jimma Zone and giving pertinent recommendation.
- 2) To show the relationship between teachers' trust(benevolence, competence, consistency, fairness, honesty, & openness) on their principals and key leadership practices in government secondary schools of Jimma zone
- 3) To show the most power prediction among components of trust on key leadership practices in sampled secondary schools of Jimma Zone

1.4. Significance of the Study

This study is expected to have a number of significances. Among, these are:

- ✚ It may also lay foundation for other researchers who will have interest to carry out further study in the field of trust relation.
- ✚ It helps the school leaders by identifying the dimensions of trust, and how effective teachers used them, has suggested some practical strategies for improving leadership practices within teachers beyond their natural innate abilities and outlooks.
- ✚ It allowed principals and teachers in sampled secondary schools of Jimma zone to understand what trust is as it relates to leadership practices.
- ✚ It will provide principals and teachers a better understanding of what behaviors must the school principals possess that would create trust between principals and teachers as well as among teachers.
- ✚ It allows principals and teachers to understand what is needed and importance to develop a mutual trust between principals and teachers. This is because; in the very beginning, teachers need to be able to trust that the principal would support them in their work, and principals need to be able to trust teachers to teach.
- ✚ As the study may come up with practical alternative solutions for challenges of trust in school it can be used as input for practitioners to planning and implementing the main variables of trust in a better way.
- ✚ It may give feedback to the principal education experts to be need-based, participatory and teachers -sensitive during its planning and implementation.

- ✚ Lastly the study may use as references for other researchers wish to conduct on this topic.

1.5. Delimitation of the Study

Geographically, the study was delimited to cover twenty (20) secondary schools found in Jimma zone. Regarding time wise, the study was delimited to September, 2017 to June, 2018 of academic year. Conceptually, the study was focus on “Relationship between teachers trust on their principals and leadership practices in government secondary schools of Jimma Zone”. Regarding variables wise, the study comprises both independent variables and dependent variable: the independent variable of this study is including; benevolence, competence, consistency, fairness, honesty, & openness while dependent variable of the study is leadership practices. Methodologically, the study was focus to correlational research design among others various research designs.

1.6. Limitation of the Study

The researcher faced with some problems. The following challenges were encountered the researcher while in conducting the research: small numbers of respondents were lack of seriousness in filling out the questionnaires, shortage of published and recent reference articles or materials on the study area. Additional, busy of some school teachers to answer the questions and return timely .To the above problems, the researcher tried to solve the problems by: planning, giving attention and priority to this work devotedly. Filled and returning of questionnaire by having patience of the respondents, the researcher was searching recent materials and got major recent literature.

1.7. Definition of Terms

Trust: a willingness to depend on another party as well as an expectation that the other party will reciprocate if one cooperates (Mayer et al., 1995).

Benevolence is defined as confidence that one’s well-being will be protected by the trusted party (Hoy & Tschannen-Moran, 2003).

Honesty- is having integrity, telling the truth, keeping promises, honoring agreements, having authenticity, accepting responsibility, avoiding manipulation, being true to oneself

Openness-is engaging in open communication, sharing important information, delegating, sharing decision making, and sharing power (Hoy and Tschannen-Moran, 2003).

Competence-the extent to which the trusted party has knowledge and skill, One's competence is judged by his/her ability to perform as expected using a certain level of skill and according to certain appropriate standards(Hoy and Tschannen-Moran, 2003).

Leadership Practice – Components such as developing Professional practices and values, fostering participation in school decisions, building school vision and goals, offering individualized support for teachers, providing intellectual stimulation/motivation/ of teachers, and evaluation of performance)are variables taken to account under which tools are measured(Kouzes, & Posner, 2007).

1.8. Organization of the Study

This study was organized in a way that it comprises five chapters. Chapter one consists of the background, statement of the problem, objective, significance, limitation, delimitation and organization of the study. Chapter two is a review of related literature that is relevant to the problem under the study. Chapter three deals with the methodology of the study, Chapter four presents the analysis and interpretation of the data and Chapter five contains the summary of findings, conclusion and recommendation

CHAPTER TWO

2. Review of Related Literature

2.1. Concept of Trust and Leadership practices

2.1.1 Concept of Trust

The word trust is derived from the German word *trost*, a word that suggests comfort. Synonyms listed include certainty, belief and faith, suggesting instinctive, unquestioning belief, and reliance upon something, as well as an assurance of victory (Paliszkiewicz & Joanna, 2011). The assurance of victory, if, in fact, people somehow determine that to trust means they will in one form or another “win,” is the heart of the problem with trust.

Trust is critical to organizational excellence in the 21st century (Shockley-Zalabak, Morreale & Hackman, 2010). Organizational trust often is linked to improved economic performance and the achievement of organizational goals (Covey & Merrill, 2008). A broad range of studies, conducted in different contexts, cultures, and disciplines, argue that trust is essential for successful cooperation and effectiveness in organizations (Paliszkiewicz, 2011).

One can know that both non-profit and for-profit organizations experience more success, if they have high trust profiles. Conversely, distrust comes at a high cost (Braun, 1997).

Trust in organizations is influenced by the organization’s own culture and by the dominant culture in which the organization exists (Hofstede, 1980). Hofstede’s original theory about culture proposed four dimensions along which cultural values, such as trust, can be analyzed: individualism-collectivism, uncertainty avoidance, power distance (strength of social hierarchy) and masculinity-femininity (task orientation versus person-orientation).

In addition, research in the area of trust can be found in various disciplines such as psychology (Kramer and Lewicki, 2010). Trust is an essential issue in leadership for leaders, as gaining the trust of group members or employees could help to improve the overall performance and commitment of the group members or employees (Lee et al., 2010). Addison, (2013) follows with the statement that trust is, —vital for the maintenance of cooperation in society and necessary as grounds for even the most routine, everyday interactions. Hoy and his colleagues

(Goddard et al 2001) state that, —trust exists as a characteristic of the school and maintains as part of the school culture. Bryk and Schneider (2002) conceptualize trust in school as, —a product of the everyday interactions that affect person-to-person relationships in the schools. What the definitions in general mean is that trust is a fundamental tool by which an organization or individual ensures that the available interpersonal transactions are used for the achievement of its objectives.

Trust-based relationship between teachers and principals plays an important role in acting for the accomplishment of organizational/ school goals in cooperation, increasing efficiency and productivity in the organization/ school as a whole (Semerciöz et al., 2010) stated that, the concept of trust tends to be ambiguous, not because people do not know it, but rather because it is so complex.

2.2.Importance of Trust

With the existence of trust among the two key personnel in schools, educational goals can be achieved. In schooling context trust is able to glue both parties for collaborative efforts and creation of pro-active work culture (Hoy & Tschannen-Moran, 2003). Leithwood et al., (2010) believe that element of trust is an essential element that is capable of linking teachers with principals. The existence of trust enables group improvement cohesiveness, and consequently enhancing student achievement (Tschannen-Moran, 2004).

The amount of trust principal put on teachers and vice versa is central in creating a conducive, supportive and positive work environment (Davies & Davies, 2013). The assumption is that, if the teachers felt that they are being trusted by the principal, they would be inspired to do their best in relevant tasks towards students' academic achievement (Hargreaves & Fink, 2006).

For instance, a study by Yusof, & Yasin, (2015) indicated lack of trust and neglecting teacher needs, feelings and suggestions as mistakes among principals. Negatively, these behaviors exhibit impact on teachers' emotions and physical behaviors. These are consequences of low level of trust between two parties. Without trust, it is difficult for any party to adhere and commit to common goals, establish mutual accountability, and learn to unite. Trust is a positive expectation that others will not act opportunistically either verbally or through actions or

decisions (Bello, 2012). In the context of schools, trust between principals as school leaders and between teachers as implementers of school curriculum are sine qua non to producing quality and effective schools and improving student outcome. Existence of trust within the school not only influences teacher behavior, but also boosts their morale so that they are engaged in attaining school objectives, work for enhancing effectiveness and improvement of schools (O'Brien, 2011).

Accordingly, Daly (2009) posited that schools with high trust culture are likely to accept any new ideas from teachers since teachers are committed to accomplish school goals and objectives. The importance of trust in gaining organizational commitment, cooperation and the acceptance of organizational decisions and goals (Dirks & Ferrin, 2002) are absolutely pivotal for this process. Trust is also crucial between colleagues and supervisors to facilitate the challenging of unsafe behaviors, the encouragement of the right behaviors and the reporting of near misses and errors (Goldman, & Myers, 2015). In organizations, trust is imperative because it influences the successful cooperation and efficiency, it contributes to innovation and learning within the organization, it builds friendships and it facilitates bargaining and negotiations (Lyons, 2013).

The existence of trust enables group improvement cohesiveness, and consequently enhancing student achievement, (Byrk et al., 2010) defined trust as a 'moral' resource' able to bond teachers and school leaders. The amount of trust principal put on teachers and vice versa is central in creating a conducive, supportive and positive work environment (Davies & Davies, 2013). The assumption is that, if the teachers felt that they are being trusted by the principal, they would be inspired to do their best in relevant tasks towards students' academic achievement (Daly, 2008).

2.3. Trust in Schools

Organizational trust refers to the expectations of an individual (or group of individuals) that another individual's (or representative group's) word, promise, verbal, or written statement may be relied upon (Bromley & Cummings, 1995). As such, it follows that trust is the belief or confidence in a person or organization's integrity, fairness, and reliability (Dizgah, Farahbod,

&Khoeini, 2011). Organizational trust scholars believe that organizational trust offers many important benefits for organizations and their employees (Salamon & Robinson, 2008).

Tschannen-Moran and Hoy (1998) have written that trust in schools is related to a “climate of openness, collegiality, professionalism, and authenticity” (p. 342). High-trust schools exhibit more collective decision-making, with a greater likelihood that reform initiatives are widespread, and with demonstrated improvements in student (Anderson, & Dickinson, 2010).

Trust in schools involves many people and characteristics. Principals often have to deal with trust-related matters, which have caused trustworthiness to be threatened and trusting relationships to be broken (Anderson, & Dickinson, 2010). Trust in schools comes in many different forms. Some of these forms of trust are due to the inherent nature of the organization, contractual obligations, and relationships built within the school.

2.4. Types of Trust

Various discussions of multiple types of trust permeate the research. It is important to discuss the various types of trust in order to delve into the reasons why a principal does or does not trust a teacher. The research has been broken down into the following multiple types.

2.4.1. Organizational Trust

Organizational trust is one form that has been researched for quite some time. This type of trust involves an individual’s trust in the decision-making processes by his/her superior, present in any organization that contains a hierarchy of responsibilities. ShockleyZalabak & Ellis (2001) describe organizational trust as positive expectations individuals have about the intent and behaviors of multiple organizational members based on organizational roles, relationships, experiences, and interdependencies.

Hoy and Kipersmith (1995) defined trust in an organizational context by stating that trust in an organization is “a generalized expectancy held by the work group that the word, promise, and

written or oral statement of another individual, group, or organization can be relied upon” (p. 81). Trust is required for any organization to function normally for its intended purpose. Without trust, the organization’s—and the individuals’—goals would be difficult to realize.

2.4.2. Contractual Trust

Contractual trust relates to adherence of promises and agreements (Dodgson, 1996). This type of trust is not one that requires any collaboration. Moreover, collaboration does not lead to its existence. Because of the lack of collaboration in contractual trust, issues arise with it. The main adversary to contractual trust is that it does not ensure that the best instructional practices are being carried out in the classroom (Bryk& Schneider, 2003).

Contractual trust is based on the moral standard of honesty and rests on the assumption that the other party will honor the agreement (Sako, 1992). With a contract in writing, a principal is not supposed to deliberately violate the agreement. An action that would do this would probably dissolve any trust with the teachers. At the basest form of trust, contractual trust is one that is assumed based on the agreements laid out in the teacher’s contract.

2.4.3. Interpersonal Trust

Interpersonal trust examines the relationship between people. “Interpersonal trust has been defined as a generalized expectancy held by an individual that the word, promise, oral or written statement of another individual or group can be relied on”(Rotter, 1967, p. 651).

Giffin, (1967) defines interpersonal trust in terms of the communication process as reliance upon the communication of another person in order to achieve a desired but uncertain objective in a risky situation. From these two definitions of interpersonal trust, it becomes clear that this form relies heavily on communication between people.

Whitaker and Lumpa (2008) write that communication is not only about the words that are said, but how people perceive those words. People want to feel like they have been listened to, not just heard. Melnychenko (2014) relate communication to trust by stating “to be an effective

communicator, the first thing you need to develop is trust...You can earn trust by sharing information that is valid, timely, tactful, and honest”.

Active communication is an effective strategy for principals to use because so much of their time spent on the job is in interpersonal contact (Firestone & Wilson, 1985). By utilizing communication techniques that are open and honest and by listening to people, communication is built in a relationship between two people. This assembly of communication can then lead two individuals to develop interpersonal trust between one another.

2.4.4. Relational Trust

Relational trust is a term in education that has recently been defined by researchers. Bryk and Schneider (2002) are looked at as the authorities in this concept through their longitudinal study of 400 Chicago elementary schools. The researchers describe relational trust as “the social exchanges of schooling as organized around a distinct set of role relationships: teachers with students, teachers with other teachers, teachers with parents, and with their school principal” (2002, p. 20).

Bryk and Schneider created their definition of relational trust by finding that principal respect, personal regard for teachers, competence in core-role responsibilities, and personal integrity were all linked to relational trust (Louis, Leithwood, Wahlstrom, & Anderson, 2010). From the description of relational trust, it appears that interpersonal trust and relational trust are similar. However, the main difference between these two forms is the roles inherent in relational trust. “Relational trust refers to the quality and kind of social exchanges found in sets of role relationships” (Sergiovanni, 2005).

2.5. Teacher trust towards Principal

Given the primacy of trust as a foundation for organizational improvement, it is important that principals understand how it may shape the degree of collaboration in their schools. The potential for catalyzing school improvement by promoting trusting relationships is reinforced by research that indicates that how much teachers trust their principal is wholly dependent on the

behaviors of the principal and is largely unaffected by broader sociopolitical factors (Gimbel, 2003).

Perhaps the link between principal behavior and teacher perception is important in understanding the common bond between the teachers' level of trust of the principal and high levels of student achievement. In situations in which teachers have high levels of trust for their principal, teachers exhibited greater levels of citizenship behavior during which they went "beyond the explicit requirements of the job" (Tschannen-Moran & Hoy, 2000).

School leaders are constantly being given direction and suggestions for how to best improve their leadership practice, parent and community involvement, staff morale, school effectiveness, and student learning-and the sheer number, span, and volume of the information can be bewildering. Interestingly, the research indicates that the teachers' trust of the principal is also likely to be a predictor of the level of trust that teachers have with students, parents, and colleagues (Györffy, 2013). In addition, trusting climates were associated with significantly higher rates of student achievement even after controlling for such factors as poverty and race (Tschannen-Moran, & Hoy, 2007).

2.6. The Principal as Builder of Trust

Literature on school principals' roles in initiating trusting relationships stresses that, best administrators spend an intense amount of time on developing, improving, and investing in relationships. Positive relationships are the heart of what makes a school to be extraordinary

Connors (2000) pointed out that the best school principals build environments of trust, respect, professionalism, nurturing, teaming, advising, caring, compassion, and collaboration. More interestingly still; Rieg (2007) added that in order for a school principal to build relationships with school community and positively shape the school culture, it is necessary for the school principal to be visible in the school and community.

According to Tucker, Higgins, & Salmonowicz (2010) relationships are not merely the beginning but indeed the foundation of the educative endeavor. She stressed that teaching must be based on relationships of respect and absolute regard and therefore principals should be built on that same

foundation—modeling, encouraging, and demonstrating the importance of relationships and positive interactions.

2.7. Building trust between teachers and principals

Some studies conducted so far revealed that principals' actions play a large part in building trust between principals and teachers. As an illustration, Tschannen-Moran and Hoy (1998) found that climate and actions of the principal do influence trust.

Brewster and Railsback (2003) suggest that the most important way for a principal to build trust is by demonstrating personal integrity, they suggest that the principal is setting the stage when he / she exhibit honesty and commitment in all actions. Tschannen-Moran (2004) also connects modeling hard work and commitment to caring. When a principal's behavior is predictable, that is also seen as a form of reliability. Teachers need to feel that they can go to their principal, knowing that the principal will be there to listen, guide, and support those (Bryk& Schneider, 2002).

According to Brewster and Railsback (2003), actions that demonstrate a principal cares also build trust. Showing consideration, being sensitive to the needs of the teachers, and showing appreciation will help bolster trust between the principal and teachers, Caring is also demonstrated when a principal listens to the professional and personal needs of the teachers ,visibility and accessibility promote trust.

Brewster and Railsback (2003) also name accessibility as a way to enhance the development of trust. Principals, who regularly visit classrooms; are available to discuss concerns, are willing to listen openly to new ideas, and are more likely to create an environment of trust than those who stay behind their desk.

2.8. Building Trust among Teachers

It is also believed that principals play an important role in creating the context for trust to develop among teachers. Brewster and Railsback (2003) emphasizes that the responsibility for building trust among teachers falls on the shoulders of principals and teachers alike. Principals

can and should take an active role in creating the necessary conditions for teachers' relationship that are both collegial and congenial (Sergiovanni, 1992).

In referring to teachers involvement, Brewster and Railsback (2003) discuss that full teachers, engagement in activities and discussions that are related to the school's vision, mission, goals, and core values increases levels of trust among teachers. In addition to this, Bryk and Schneider (2002:130) note that —trust within a school is grounded in common understandings about what students should learn, how instruction should be conducted, and how teachers and students should behave with one another.

Developing a friendly and supportive relationship with newcomers from the beginning by inviting them to lunch, introducing them to others in the school, offering to help locate supplies, and so on goes a long way toward reducing patterns of isolation and building teacher-teacher trust. Principals can support such relationship building between new and returning Faculty by creating opportunities throughout the school year for teachers to meet and get to know one another. Collaboration among teachers creates a climate of trust, as suggested by Brewster and Railsback (2003).

2.9. Obstacles to Building and Maintain Trust

There are numerous actions that will compromise the level of trust. In *Trust in Schools; a Conceptual and Empirical Analysis*, Tschannen-Moran and Hoy (1998) present betrayal and revenge as behaviors that will compromise the quality of trust.

Broken promises, shirking responsibilities, abusing authority, sharing confidential information, and lying are examples of betrayal. Moreover, in *Building Trusting Relationships for School Improvement: Implications for Principals and Teachers*, Brewster and Railsback (2003) write that teacher isolation, high teacher turnover, frequent turnover in school leadership, failure to remove teachers / principals who are widely viewed to be ineffective, unstable /or inadequate school funding, lack of follow-through on /or support for school projects, ineffective communication, and top-down decision-making that is perceived as arbitrary, misinformed, or

not in the best interests of the school as other road blocks for building and maintaining trust in schools.

When individuals feel that they have been betrayed, they are likely to seek support for their feelings of confusion and anger, sometimes to the point of seeking revenge. Revenge can be in the form of withdrawal, confrontation, and feuding. When a principal does not follow through on a threat of consequence, trust is damaged (Tschannen-Moran, 2004).

Bryk and Schneider (2002) found that when a principal says one thing and then does another, trust is compromised. Perceptions of lack of authenticity will also inhibit the development of trust. In *Trust Matters*, Tschannen-Moran (2004) suggests that a principal is perceived as not being authentic when the faculty feels that the principal is exploiting them for his or her own benefit.

2.10. Key Components of Trust

Both the number of antecedents of trust and their definitions vary widely across studies. Most researchers identified no more than five antecedents for trust. More interestingly still Hoy & Tschannen-Moran, (2003) stated that, the concept of trust tends to be ambiguous, not because people do not know it, but rather because it is so complex. However, they had shown that there are typically five major facets of trust against which the observable behaviors that create or destroy trust can be compared. These are including: benevolence, competence, consistency and reliability, honesty, openness and fairness.

2.10.1. Benevolence

Benevolence is defined as confidence that one's well-being will be protected by the trusted party (Hoy & Tschannen-Moran, 2003:186). If someone is benevolent, their actions will be in the best interest of others, will be protective of other's interests and will indicate care not only for the current situation, but also care about the relationship. Having confidence in the benevolence of another means believing that the thing one cares about will be protected and not harmed. In school, for example, parents who trust educators to care for their children are confident that teachers will be consistently fair, compassionate, and benevolent.

Likewise, teachers who trust students and parents believe that neither will undermine the teaching-learning process nor do them harm. Benevolence often is associated with a person's reputation and can be negatively impacted by a single harmful act, since word of such acts seems to travel faster than those of positive ones (Tschannen-Moran, 2004).

Additionally Benevolence can be defined as “caring, extending good will, having positive intentions, supporting teachers, expressing appreciation for staff efforts, being fair, guarding confidential information” (Tschannen-Moran, 2004, p. 34). Mayer defines benevolence as “the extent to which a trustor believes that a trustee will act in the best interest of the trustor” (in Gill, Boies, Finegan, McNally, 2005, p. 289).

Lapidot, Kark and Shamir use multiple definitions from a variety of researchers. In summary, their definition of benevolence includes the belief on the part of the trustor that the trustee “wants to do good to the trustor,” and this desire is not related to a self-centered profit motive. There is a desire to “help” the trustor, but no requirement to help the trustor. “This type of behavior [benevolence] is not a prerequisite to interactions with another individual. When they are apparent they are likely to promote trust.” (Lapidot, Kark& Shamir, 2007, p.18, 19).

2.10.2. Competence

Hoy and Tschannen-Moran (2003, p.186) defined competence as the extent to which the trusted party has knowledge and skill. One's competence is judged by his/her ability to perform as expected using a certain level of skill and according to certain appropriate standards. In schools, for example, students trust that the teachers have a certain level of skill in their teaching abilities and content knowledge to competently teach the subject.

Competence is a term more commonly associated with functional, work-related skills such as producing an accurate timetable that reflects the priorities of the learning environment and is in staff mailboxes on time. Functional competence is also defined as “setting an example, working hard, pressing for results, setting standards, buffering teachers” (Tschannen-Moran, 2004, p. 34).Functional competences may refer to ability, which Gill defines as “knowledge, skills and competencies” (Gill, 2005, p. 289).

Interpersonal competence is defined as “engaging in problem solving, fostering conflict resolution (rather than avoidance), handling difficult situations, and being flexible” (Tschannen-Moran, 2004, p. 34). Lapidot et al. do not directly define competence, or, in their case, “ability”; however, they do say: if leaders do not display behaviors that reflect integrity and ability, followers are likely to notice it and this in turn, may affect trust erosion. In other words, their lack is predicted here to affect trust erosion more strongly than their presence might have on trust building (Lapidot et al., 2007, p.19).

Generally, employees need to believe that the leader has the skills and abilities to carry out what he or she says they will do. A closely related construct is ability that reflects the group of skills, competencies, and characteristics that make it possible for people to influence a particular environment (Lines et al., 2005, p. 225). Ellis (2001) fail to provide an exact definition of competence; however, all three conclude that competence is essential to a trusting relationship.

2.10.3. Honesty

Honesty is also a critical component of trust. Hoy and Tschannen-Moran (2003, p.186) defined it as the character, integrity, and authenticity of the trusted party. Here, again, a person’s reputation can play a key role, since beliefs about a person’s character; integrity and authenticity are often based on prior acts. To believe that someone is honest, one believes that the person will be truthful and can be relied upon to keep his or her promises.

Honesty also encompasses the belief that another person has integrity, meaning that a person’s purported beliefs and values match his or her actions. This implies that a consistency between words and actions is the heart of truthfulness and integrity. Do they walk the talk and talk the walk (Tschannen-Moran, 2004). Farther more Honesty is defined as “having integrity, telling the truth, keeping promises, honoring agreements, having authenticity, accepting responsibility, avoiding manipulation, being real, being true to oneself” (Tschannen-Moran, 2004, p. 34).

Honesty is always truth in the moment. Within the factors known, with reflection on the situation, A tells the truth in relation to how they view the situation. Ideally, the information then

provided by B sheds light on A's view of reality and vice versa, creating a new honest. Honesty may be the risk of all risks. In a recent article in the Harvard Management Update, employees who are "honest" with those who hold power are relegated to the "B" list, the group of solid but not promotable employees (Field, 2008).

While Mishra identifies "openness and honesty" as one of four preconditions for trust, he limits this sub-dimension saying: Openness beyond a certain level may, however, serve to impair rather than enhance trust. For example, telling someone the complete truth, with elaborate detail, about his or her character flaws may decrease trust between two parties. Such extreme honesty impairs the overall trust level by lowering trust in terms of the concern or competence dimensions, rather than the openness dimension *per se* (Mishra, Schwarz, & Mishra, 2011).

2.10.4. Openness

Openness is defined as the extent to which there is no withholding of information from others (Hoy & Tschannen-Moran, 2003, p.186). When information is shared openly, it is because one party believes the other will not use it in a host way and demonstrates one party's trust in another, thus, breeding reciprocal trust. Likewise, the act of withholding information communicates a lack of trust in others and often breeds distrust and promotes miscommunication. Particularly, in schools, the open sharing of influence and control is a key to building trust relationships, as the more a person is trusted with power and authority, the more they feel trusted and respected (Tschannen-Moran, 2004).

More over Openness is the demonstration of actions or attitudes that make an individual vulnerable to the actions and attitudes of the other through the sharing of information, influence, and control. "When people are open, they give and get rapid and direct disclosure of relevant information" (Zand, 1997, p. 114).

Amoral-encompassing definition states openness is "sharing important information, delegating, sharing decision making, sharing power" (Tschannen-Moran, 2004, p. 34). Further, "Openness in information means disclosure of facts, alternatives, judgments, intentions, and feelings" (*ibid*, p. 34), Openness and flexibility is seen by Lapidot et al. as the opposite of

defensiveness and hence, as reflecting integrity, and may also show willingness to reduce social distance, and hence, as reflecting closeness to the subordinates (possibly a component of benevolence) (2007, p. 28), Openness in control accepts dependence rooted in confidence in the reliability of others and delegation of important tasks to them, Openness in influence allows others to initiate changes to plans, goals, concepts, criteria and resources .(ibid, p. 25).

2.10.5. Fairness

Trust in leader is driven mainly by how employees perceive fairness and the management of change within an organization (Komodromos 2014). Employees will regard organizational change more favorably when, from their viewpoint, it has been fairly handled and elements of fairness in management's decision-making process are easily observed (Komodromos, 2014).

Dirks and Ferrin stated "employees trust in their leaders will be influenced by the level of perceived fairness or justice in the organizational practices or decisions, because the practices are likely to be seen as a signal of the nature of the relationship with the leader or the character of the leader" (2002, p. 614). Some studies indicate that perceptions of procedural fairness had more impact on employees' support for authorities when the outcomes associated with decisions were relatively unfavorable (Brockner, & Wiesenfeld, 1996, p. 204).

Mayer, Davis, and Schoorman similarly, suggest that "such issues as the consistency of the party's past actions, ... belief that the trustee has a strong sense of justice, and the extent to which the party's actions are congruent with his or her words all affect the degree to which the party is judged to have integrity" (1995, p. 719).

Rather than throwing one's hands upon the air as the attempt to untangle the verbiage suggests might be wise, dwell, instead, on the issue that perceived fairness matters because "just procedures assure people that a structure exists to protect their material self-interests in the long run. ... Fair procedures thus help protect and strengthen individuals' identification with the group or organization." (Johnson, Korsgaard, Sapienza, 2002).

Tyler (2011) suggested that consistency is a criterion for procedural fairness. Norms of reciprocity and fairness are identified as an important antecedent to cognition-based trust (McAllister, 1999). Rather than throwing one's hands up in the air as the attempt to untangle the verbiage suggests might be wise, dwell, instead, on the issue that perceived fairness matters because "just procedures assure people that a structure exists to protect their material self-interests in the long run.

2.11. Concept of Educational Leadership

Different authors agree that there is now as such universally accepted definition of leadership. In the same token, Leithwood, and Jantzi (2011) contend that, there is no agreed definition of the concept of leadership. Yukl, & Chavez, (2002) but argues that, 'the definition of leadership is arbitrary and very scared. Some definitions are more useful than others, but there is no "correct" definition.' Based on this concept, we can treat the three dimensions of leadership which may be identified as a basis for developing a working definition.

Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization (Yukl, & Chavez, 2002).

Educational leadership is a relationship between educational leaders, instructional staff, and students intended to create opportunities for the exploration and the sharing of knowledge, influence real changes about the value of lifelong learning and create strategies designed to build and promote a shared vision (Tory Roddy, 2010).

2.12. Characteristics of Effective Leaders

Effective leader possesses common characteristics that help them in advancing organizations and to gain the competitive advantage. Research has documented many characteristics that a leader must embrace. These are characteristics are leading change; leading innovation; motivating employees; being grounded in values/principles; leading conflict; listening; empowering; leading communication; influencing and being flexible; being self-aware; seeking feedback; managing time; learning; understanding individual differences; and building/sustaining relationship among people (Mazurkiewicz,2011).

2.13. Key Components of Leadership practices

Leadership effectiveness is the successful exercise of personal influence of one or more people with the aim of accomplishing organizational objectives through obtaining the followers' approval (Cooper et al., 2004). In line with this, scholars in the field of educational leadership have made several attempts to identify components of effective school leadership of which Leithwood and Jantzi (2010) is the one who has six components.

The tool contains six major dimensions of effective school leadership. These are: building school vision and goals; providing intellectual stimulation; offering individualized support; symbolizing professional practices and values; demonstrating high performance expectations and developing structures to foster participation in school decisions (Leithwood&Jantzi, 2010).

2.13.1. Symbolizing Professional practices and values

The leadership of schools is widely recognized as having crucial importance for pupil outcomes. Indeed, it is acknowledged as being second only to classroom teaching in its influence on student learning, with the greatest impact found in schools where pupils' learning needs are the most acute (Leithwood, 2004).

There is a wide range of issues relating to supporting and promoting the provision of effective leadership in schools, including those around recruitment, roles and responsibilities, retention, succession planning, governance, continuing professional development, and reward. In addition effective leadership: shows respect for staff by treating teachers as professionals, sets a respectful tone for interaction with students, demonstrates willingness to change own practices in light of new understandings, models problem-solving techniques that i can readily adapt for my work, promotes an atmosphere of caring and trust among staff and symbolizes success and accomplishment within our profession (Day, 2010).

The challenge of professional practice is to ensure that leaders possess a balanced and comprehensive knowledge across different domains. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a

substantial lack of knowledge in other domains with an over reliance on experience and intuition (Routledge. Lumby&Pashiardis, 2009).

2.13.2. Developing structures to foster participation in school decisions

Participation in school decision is essential to successful school performance, although such performance is also influenced by students' perceptions of the quality of their instruction, and their own ability (perhaps better understood as academic self-efficacy). Quality of instruction is also an influence on participation. Successful performance influences the students' sense of belonging and valuing of school-related goals. Such identification, in turn, has a positive effect on participation (Leithwood, &Jantzi, 2010).

Decision-making is the most aspect of educational management. In fact, some authors in the field of management suggest that management is decision making. Decision-making is considered to be the "heart of management". In the process of planning, organizing, staffing, directing, reporting, and budgeting a manager makes decision (Newcombe& McCormick, 2001).

Teachers typically have more complete knowledge of their work management; so if teachers participate in decision making, decision will be made with a better pool of information. Teacher participation is thought to give school administrators access to critical information closest to the source of many problems of schooling, namely, the classroom. Increased access to and use of this information are thought to improve the quality of curricular and instructional decision (Smylie et al, 1996).

The mission and goals for the school must be the foremost priority for all participants in decision making process and it is the principal's duty to make them known (Pashiardis, 1994). He also adds, principals can be a powerful force for school change when they are flexible enough to allow teachers to take part in a rational problem solving and responsible, widely shared decision making. The allocation of time as evidence of administrator commitment will encourage teachers to initiate and continue their involvement in the process.

Hoy and Miskel (1991) suggest the following generalization in which principals maximize the positive contribution of participative decision making: "In order to maximize the positive

contribution of shared decision-making and to minimize the negative consequences, the school administrator needs to answer the following questions :(a) under what conditions teachers should be involved? (b) To what extent and how should teachers be involved? (c) How should the decision make group be constituted? (d) What role is most effective for the principal?” (p. 328).

In general, the success of teachers’ participative decision-making has a lot to do with the readiness of the principal to share power, and his ability to establish the processes to make participative decision-making works. Somech (2002) shares this view: “Leaders must be willing to let go of traditional authority roles,” argues Somech, “not only allowing teachers to have a greater voice but helping to prepare them, providing support and establishing an environment of trust” (p.343).

2.13.3. Building school vision and goals

Researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students’ academic achievements’ (Ekundayo, 2010).

In addition, researchers suggest that success in all these areas of influence entails five key responsibilities: shaping a vision of academic success for all, students based on high standards, creating a climate hospitable to education, so that safety, a cooperative spirit, and other foundations of fruitful interaction prevail, cultivating leadership in others so that teachers, and other adults assume their parts in realizing the school vision, improving instruction to enable teachers to teach at their best and students to learn to their utmost, managing people, data and processes to foster school improvement(*Wallace Foundation, 2013*).

School principals should give for schools a sense of overall purpose of the schools, helps clarify the practical implications of the school’s mission, communicates school mission to staff and students, encourages the development of school norms supporting openness to change, and works toward whole staff consensus in establishing priorities for school goal(Northouse, 2013).

According to Waters, & Marzano, (2006) School leaders must lead their school through the goal setting process in which student achievement data are analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to bridge the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. Principals must also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities.

Schools need the participation of all stakeholders in the school plan (strategic and annual plan), but most of the time school plan is prepared by school principals. Therefore, the school mission and vision is not visible to all stakeholders and the intended student's outcome and ethical-centered activities are not achieved without the participation of stakeholder (MoE, 2007).

Shared vision is defined as a “mental image of what is important to the staff and school community; that image is kept in mind while planning with colleagues and delivering instruction in the classroom” (Hord, & Sommers, 2008) Furthermore, Hord highlights the role of the principal as a regular communicator of the vision to all stakeholders by articulating “powerful images that encourage everyone's commitment to the vision”.

2.13.4. Offering individualized support

School leaders develop the skill and talents of those around them. They are also capable of leading change and helping others through the change process. Effective school leaders encourage shared decision – making with the school community including staff, students and parents. They are both the guardian and reformer of the educational system, and they ensure that all groups engage in a common goal and moving in the same direction. Ararso, (2014)asserted that quality school leaders understand teaching and respect by their staff; and these persons are willing to hold themselves and others responsible for student learning and enhancing the capacity of teachers to meet this goal. Moreover, effective school leaders work to share leadership responsibilities throughout all levels of the educational organization.

The dimension of shared and supportive leadership involves the development of roles where teachers are leaders alongside administration (Hord, & Sommers, 2008). Hord refers to “democratic participation” and “consensus about the school environment and culture and how to attain the desired environment and culture” as necessary characteristics of shared and supportive leadership (p. 4). It is necessary for administrators to relinquish their sense of positional authority and recreate an understanding of shared and collaborative leadership.

Supportive conditions are defined by two characteristics: logistical or structural conditions and human capacities (Hord, & Sommers, 2008). The logistical or structural conditions relate to the availability of time, space, and resources; whereas human capacities involve the “relationships developed among staff to promote collegiality and collaboration” (Hord, p. 4). Further to the development of human capacities, Hord reinforces the need for principals to be a driving force in this area.

2.13.5. Providing Intellectual Stimulation/motivation/

School leaders should be a source of new ideas for teachers’ professional learning and stimulates teachers to think about what they doing for their students. School leaders also encourages teachers to pursue their own goals for professional learning; encourages us to develop/review professional goals consistent with school goals; encourages us to evaluate our practices and refine them as needed; encourages me to try new practices consistent with my own interests and facilitates opportunities for staff to learn from each other (Harris, 2010).

Transformational leaders play a special role in the celebrating of individual or group achievements because they are the most prominent personality in the organization and serve as a role model. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant and when leaders encourage their employees through recognition and celebration, they inspire them to perform Better (Kouzes& Posner, 2002).

Shin, & Zhou, (2003)described intellectual stimulation as getting followers to question the tried and true methods of solving problems by encouraging them to improve upon those methods. According to Bass, &Steidlmeier (1999), intellectual stimulation encourages followers to challenge leader decisions and group processes. Shin, & Zhou (2003) state that by creating

intellectual stimuli, managers can excite employees' ability to experiment with new practices and generate ideas that can greatly impact performance. Intellectual stimulation component of transformational leadership plays a healthy and beneficial role in organizational learning (Brown and Posner, 2001).

2.13.6. Demonstrating high performance expectations

Effective leadership has high expectations for us as professionals and holds high expectations for students as well as expects me to be effective innovator. Effective principals influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers; ability to identify and articulate school vision and goals; effective allocation of resources; and development of organizational structures to support instruction and learning (Hornig, Kalogrides, & Loeb, 2010).

Leadership for school improvement and student achievement depends on a clearly conceptualized and shared body of knowledge which, together with a set of educational values, guides and informs professional practice. This body of knowledge relates to the roles identified earlier or expressed in a different way, to each of the following: strategic direction and policy environment; teaching, learning and curriculum; leader and teacher growth and development; staff and resource management; quality assurance and accountability; and external communication and connection. The challenge of professional practice is to ensure that leaders possess a balanced and comprehensive knowledge across different domains. In practice, leaders tend to possess strengths and weaknesses in some only, according to their preferred areas of focus. There may be a substantial lack of knowledge in other domains with an overreliance on experience and intuition (Walker and Dimmock, 2000).

2.14. School Evaluation Performance

One of the primary responsibilities of school principals has become the supervision and evaluation of teachers. Of evaluation, Firestone (2014) stated because it “contributes to the selective retention and removal of teachers, it is fundamental to human capital management in education” (p. 105). DiPaola and Hoy (2008) suggested supervision as the most likely method to improve teacher performance and student outcomes.

However, these researchers also indicated that teacher evaluation can result in outcomes unachievable through supervision. Evaluation can meet state requirements, document performance of staff, get the attention of staff performing less than expected, and provide data needed to make retention and termination decisions (DiPaola& Hoy, 2008).

Many states have adopted legislation related to teacher evaluations and have included language related to frequency and duration of the observations, scheduled versus pop-in observations, and the weight of student growth data in the teachers' overall evaluation scores. School districts throughout the country are using the information from the principal-completed teacher evaluations to determine tenure status, professional development opportunities, and whether a teacher will remain employed or not (Mead, Rotherham, & Brown, 2012). Stated, "Because teacher evaluation contributes to the selective retention and removal of teachers, it is fundamental to human capital management in education" (p. 105).

Tuytens and Devos (2013) concluded teachers' perceptions of the evaluation system are based on the principals' implementation of the program and such implementation can both negatively and positively impact teacher perceptions. Building trust, communicating high expectations, focusing the evaluations on development rather than dismissal, and integrating the evaluation system into the school framework to support teaching and learning were all identified as positive practices of principals in reference to implementing new evaluation systems.

The practices of trust-building, quality communication, focusing on teacher development, and supporting teaching and learning through the evaluation process have also been supported by others. Hart, Healey, and Spote (2014) recommended school districts look beyond teacher evaluations as a method to rate and rank teachers.

2.15. Relationship Between teachers Trust and Leadership practices

The relationship between managerial /principal practices and trust in leadership might be reciprocal. Jakobsen and Andersen (2014) argue that perceived organizational support and employee commitment influence each other in a reciprocal way, and it is plausible that the

relationship between managerial practices and trust in leadership may be reciprocal as well. High-quality managerial practices that are positively perceived by employs/teachers may generate a high level of trust from them. Meanwhile, top leadership may react to a high level of trust from employs/teachers by actively engaging in various managerial practices to improve employs/teachers well-beings. This characteristic is related to indigently issue.

One of the effects of trust is to enhance cooperative behaviors within organizations (Mayer et al., 2005), which makes teamwork one of the outcomes of trust in leadership. Accordingly, teamwork can be assumed as a mediator between trust in leadership and organizational performance.

The idea that leadership especially that of the principal, matters in determining levels of school effectiveness and of students achievements' (Ribbins, 2003) have been yielding in growing interests among researchers to study on how educational leaders influence an array of student academic outcomes.

2.16. School Leadership in Ethiopia

In his study on implications for reforming school leadership in Ethiopia Tekleselassie (2002) reports on a change in the “placement” process for new principals in Ethiopia. Before 1994, the assignment of principals was largely conducted on the basis of the applicants' degree or diploma in educational administration.

The new process involves teachers electing principals from among the teachers at the school. Initially, this is for two years and a re-election must be preceded by performance evaluation. Colleagues, students, parents and the district office will assess the principal biannually to determine re-election for the second term. Then the district office must approve the election (Tekleselassie, 2002).

These processes appear to include bureaucratic, democratic and political aspects, leading to unpredictable outcomes. According to MoE (2010), a Teacher Development Program was

launched in order to improve teacher qualifications and professional development. Amongst the major achievements of this program, the following are worth mentioning.

Continuing Professional Development (CPD) for teachers was introduced in most schools, employing weekly sessions, drawing on either school-based, cluster or district-level expertise and a special Leadership and Management Program (LAMP) were initiated to build capacity of school principals and supervisors in planning and management. Capacity development of school staff focus on two groups: practicing and prospective school leaders and practicing and prospective teachers. The important role of school leaders in quality improvement is well known. To allow leaders to play their role more effectively, there is a need to upgrade their qualifications while teachers aspiring to become principals will receive special training (MoE, 2010).

By focusing on core work of teaching, school leaders regularly monitor and observe teaching classroom activities to improve achievement. It is the responsibility of school leadership to establish healthy professional and human relations in the school. It is also imperative to ensure that the managerial system is efficient (MoE, 2006).

Quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools such as guidelines on school improvement plans, the necessary resources through a school grant system and relevant training to help them prepare their own plans and take relevant action in response to whatever challenges they have identified. The combination of these strategies is expected to lead to a significant improvement in student achievement (MoE, 2010).

2.17. Conceptual Frame Work

The conceptual framework posits that relationship between teachers trust in principals and leadership practices in government secondary schools of Jimma zone. The study had both independent variables and dependent variable, the independent variable is teachers trust in principals with five independent variables (benevolence, competence, fairness, honesty, openness) and also has six dependent variables (Professional practices and values, fostering participation in school decisions, building school vision and goals, offering individualized

support for teachers, providing intellectual stimulation/motivation/ of teachers, and evaluation of performance) but to manageable the analysis the researcher transformed these six leadership practice variables in single way.

This framework a package of teachers trust in principals with leadership practices is adopted from Handford (2011) and dependent variables also adopted from Leithwood, &Jantzi (2010).

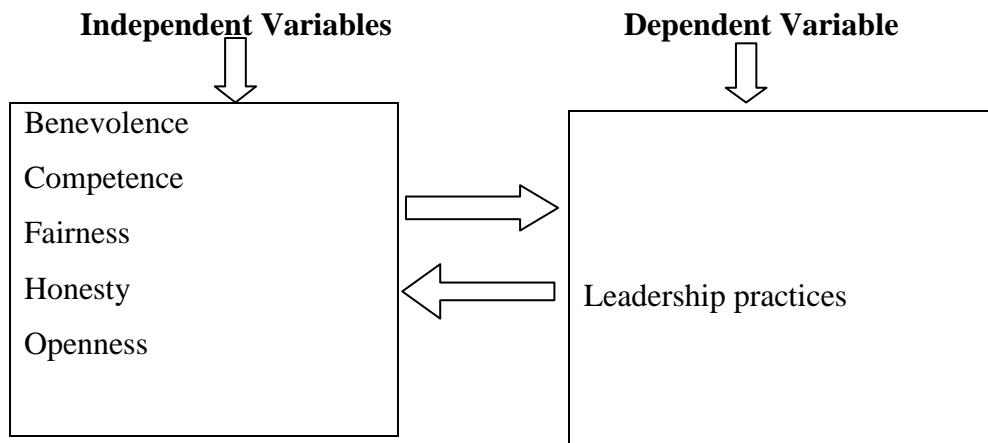


Fig.1. Conceptual Framework

Source: Adapted from Handford (2011); Leithwood and Jantzi (2010)

The relationship between managerial /principal practices and trust in leadership might be reciprocal. Jakobsen and Andersen (2014) argue that perceived organizational support and employee commitment influence each other in a reciprocal way, and it is plausible that the relationship between managerial practices and trust in leadership may be reciprocal as well. High-quality managerial practices that are positively perceived by employs/teachers may generate a high level of trust from them. Meanwhile, top leadership may react to a high level of trust from employs/teachers by actively engaging in various managerial practices to improve employs/teachers well-beings. This characteristic is related to indigently issue.

CHAPTER THREE

3. Research Design and Methodology

The chapter contains the research design, method, population, sources of data, sample size and sampling techniques, data gathering instruments and method of data analysis.

3.1. Research Method

Quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena (Leedy 1993). Based on these explanations the researcher employed quantitative study approach and the results were presented using descriptive statistics to show the level of teachers trust on their leaders in secondary schools of Jimma zone and inferential statistics such as correlation and regression were used to show the relation between teachers trust on their principals and leadership practice and the prediction of teacher trust on leadership practices.

3.2. Research Design

A correlational study design was designed to show the relationship between teacher trust on their principals and leadership practices in government secondary schools, specifically, the researcher employed Pearson's correlation matrix because mainly Likert scale such as (strongly disagreed to strongly agreed) considered interval measurement when the researchers used analyzing of data at a central tendency (Creswell, 2012, p.167). The researcher also employed stepwise regression to show the most the powerful predictor among independent variables.

3.3. Sources of the Data

Data sources typically can be thought of as primary, secondary and tertiary. A primary source is one where a work appears for the first time. According to Creswell, (2012), methods of collecting primary data includes observation, interview, through questionnaires, through schedules, and other methods which include warranty cards, distributor audits, pantry audits, consumer panels, using mechanical devices, through projective techniques, dept. interviews, and content analysis. Based on the above discussion, the researcher interested in using primary source of data for his

study and accordingly he collected data through survey questionnaires from teachers. This is to mean that, the study involved two hundred eight four teachers from government secondary schools of Jimma zone ‘Oromia Regional State.

3.4. Sampling Techniques and Sample Size

A study population is the entire group of people to which a researcher intends the results of a study to apply. There are 21 woredas and 82 secondary schools in Jimma Zone. From these woredas, 10 (47.6 %) and 20(24.39%) secondary schools of them were selected as a sample for the study using the simple random sampling technique of lottery method. This was because in simple random sampling, every member of a population has an equal and independent chance of being selected as sample and it is also appropriate to quantitative research approach. Hence, the selection of one woreda and schools would not affect the selection of the other during application of simple random sampling technique in order to give equal chance to be represented. On the other hand, from 728 teacher, 284(39%) of teachers from each sample school were selected for the study by using simple random sampling technique.

These sampled secondary schools are namely: Agro, Jidda, Denaba, Sokoru, Bulbul,Sarbo, Seka,InjinerG/yes,SekaA/bogibo,Atingo,Metoso,Dedo,L/Genet,Ambuye,Fir/Gamta,Kersa,Toba, Gemba,Boneya and Neda secondary schools. The sample sizes of these teachers were determined by adopting Yamane (1967) formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where: n = required the sample size

N=the study population

e = the level of precision (0.05)

1 = designates the probability of the event occurring

Therefore: $n = \frac{728}{1+728(0.05)^2=2.82} \approx 258$

$n = 10\% \times 258 \approx 26$; then, $258 + 26 = 284$

After determined the sample size of teachers’ respondents, the sample size is calculated by using the following formula:

$$n_i = (n \times N_i) / N$$

Where: n_i = sample size for respondents

n = the total number of selected for each secondary schools

N_i = the total sample size for each selected secondary schools

N = the total number of secondary schools

Therefore, the distribution of the sampling technique and sample size in relation to their respective population for each of the 20 secondary schools in Jimma Zone is precisely summarized in Table 1

Table 1. The Summary Sample Size and Sampling Technique

No	Name of School	Total popn	Sample popn	No	Name of School	Total popn	Sample popn
1	Agaro	72	28	16.	Toba	39	15
2	Jidda	29	11	17	Gembe	32	12
3	Denaba	31	12	18	Metoso	19	8
4	Sekorru	48	19	19	Boneya	24	9
5	Bulbul	51	20	20	Neda	36	14
6	Serbo	40	16	Total		728	284
7	Seka	27	11	%		39%	
8	InginerG/yes	23	9	Sampling	Simple random technique (lottery)		
9	Atinago	43	17	Technique			
10	SekaA/bogib	70	27				
11	Dedo	33	13				
12	L/Genet	30	12				
13	Ambuye	32	12				
14	Firigemta	26	10				
15	Kersa	23	9				

Source: Report of Jimma Zone education office (2017).

3.5. Data collection Instruments

In this study to acquire the necessary information from participant's questionnaire was used to collect quantitative data from sampled government secondary schools of Jimma zone. Hence, (23) items measuring the major five dimensions of trust for teachers trust (benevolence, competence, fairness, honesty, & openness) were developed (Leithwood&Jantzi, 2011).

The study also used twenty nine (29) items measuring the components of leadership practices(Professional practices and values, fostering participation in school decisions, building school vision and goals, offering individualized support for teachers, providing intellectual stimulation/motivation/ of teachers, and evaluation of performance) were also adopted from (Handford, 2011).Totally, 52 items /questionnaire/was designed to measure: teacher trust on their principal, and leadership practices.

The teachers trust and the leadership practice items are rated on 5-Point Likert-type scale ranging from strongly disagree =1 to strongly agree = 5.

In addition, the researcher used schedules type of questionnaire. This method of data collection is very popular especially for large study. The researcher delivered questionnaire by hand to the respondents to be answered and was returned in time horizon. The questionnaire was prepared in English language, with assumption that all of the sample teachers can understand the language and would can response the questionnaires easily.

3.6. Instrument Reliability and Validity

Before the final questionnaire being distributed to the respondents, a pilot test was employed to check reliability of the data by using Cronbach's alpha reliability test and appropriate adjustments was made before the distribution of questionnaires. To test the validity of the instrument was evaluated by subject matter experts and necessary amendments were made based on their suggestions. Accordingly; 30(thirty) teachers of Yebu secondary School were taken through simple random sampling technique to fill the questionnaire. This school was not in sampled secondary schools or excluded in the main study.

The result of the pilot testing was statistically computed by the SPSS computer program 20 versions. The Cronbach's alpha model was used for analysis; Hence, on the pilot test, the reliability coefficient of the instrument was found to be 0.804(80.4%) to 0.946(94.6%). As this result indicated, it was reliable because the alpha reliability very Scared reliability when an alpha of greater than or equal to 0.70 as stated by Howitt and Cramer (2008). This result also precisely summarized in table 2.

Table2.The Cronbach's alpha reliability results

Items	Cronbach's Alpha	Number of Items
Benevolence	.912	5
Fairness	.851	5
Honesty	.809	5
Openness	.804	4
Competence	.883	4
Professional Practices and Values	.862	5
Fostering Participation in School Decisions	.904	6
Building School Vision and Goals	.937	5
Offering Individualized Support	.946	4
Providing Intellectual Stimulation	.922	6
Evaluation of performance	.828	3
All items	.912	52

Source: Research data (2018)

3.7. Methods of Data Analysis

The data gathered through questionnaire first was coded by SPSS software of 20.version and analyzed by using descriptive statistics such as frequency counts, mean and standard deviation. The inferential statistical tool of Pearson's correlation coefficient was used to analyze the relation between teacher trust on their principals and leadership practices. Stepwise regression was employed to identify the most powerful predator of independent variables (benevolence, competence, consistency, fairness, honesty, openness) that effect on leader practices

3.8. Ethical considerations

The study topic was approved by Jimma University of college of education and behavioral sciences by department of educational planning and management. The researcher then was obtained an introduction letter from Jimma University of college of education and behavioral sciences by department of educational planning and management which enabled to get authorization from leaders of different schools to access the respondents. Teachers was particularly informed of the nature of the study to be carried out, the title, purpose of the study and reasons for the study. The respondents were informed of the duration of the study as well as confidentiality of information obtained and anonymity of their identity. The names of respondents and the collected data were securely kept under the researcher's safe keeping.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation and analysis of the data gathered from the respondents. The first part presents the general characteristics of the respondents and describes the study population background. The second part deals with the analysis of the responses extracted from ratings of teachers on relationship between teachers trust on their principals and leadership practices; Accordingly, the data were collected through close ended questions were organized in tables according to their similarities and appropriateness.

This part of the study deals with presentation, analysis, and interpretation of data gathered from the respondents. In the process, out of a total 284 distributed questionnaires, (for teachers) 258 (90.8%) were filled and returned, the documents were used in the analysis of this study. The data obtained through questionnaire, were analyzed and interpreted using quantitative techniques in line with the basic questions raised in chapter one; Accordingly, based on the responses obtained from the sample respondents, the analysis, and interpretation of the data are presented below.

4.1. Response Rate

A total of 52 item were prepared and distributed to 284 teachers, 258 respondents had properly filled in and returned the questionnaire and the response rate was ranged to 82.1% - 90.8% which was very scared to represent the views of the target population and Table 4 precisely showed the response rate of 20 sampled government secondary schools.

Table 3.Respons Rate

Name of school	Number of distributed	Number of Responses	Responses Rate (%)
Agaro	28	23	82.1%
Jida	11	11	100%
Danaba	12	12	100%
Sekoru	19	18	94.7%
Bulbul	20	18	94.7%
Serbo	16	15	93.7%
Seka	11	11	100%
Injiner G/Yes	9	9	100%
Seka Abba Gibo	27	24	88.8%
Atinago	17	14	82.3%
Meteso	8	8	100%
Dedo	13	11	84.6%
L/Genet	12	10	83.3%
Ambuye	12	10	83.3%
Fir/Gamta	10	10	100%
Kersa	9	9	100%
Toba	15	13	86.6%
Gembe	12	11	91.6%
Bonaya	9	9	100%
Nada	14	12	85.7%
Total	284	258	90.8 %

Source: Research Data (2018)

4.2. Demographic Characteristics of the Respondents

The characteristics of the study group were examined in terms of sex, age, educational level, and service years. Thus, the following table the results shows in the table 3.

Table4. Demographic Characteristics of the Respondents

No	Items			No	Items		
1	Sex	Teachers'		3	Level of Education	Teachers'	
		N	%			N	%
	Male	186	72.1		Diploma	22	8.5
	Female	72	27.9		Bachelor degree	221	85.7
	Total	258	100	Master's degree	15	5.8	
2	Age	N	%	4	Service years	N	%
		<20 yrs	2			0.8	1-5 yrs.
	21-30 yrs	166	64.3		6-10 yrs.	103	39.9
	31-40 yrs	74	28.7		11-15 yrs.	77	29.8
	41-50 yrs	16	6.2		16-20 yrs.	29	11.2
	above 50 yrs.	-	-		above 20 yrs.	14	5.4
	Total	258	100		Total	258	100

Source: research data (2018).

Table 4 item1-4 shows that from 284 sampled teachers, 258 teachers returned the questionnaire with complete information. Out of the teachers who returned questionnaires 186 (72.1%) were, the males the rest 72(27.9%) are females, the majority of teachers whose numbers 221 (85.7%) hold 1st degrees, and the rest 22(8.5%) & 15 (5.8%) hold Diploma and 2nd degree respectively. In length of service, the majority of them 103 (39.9%) & 77 (29.8%) respondent teachers have experience between 6-10 & 11-15 years respectively. 29 (11.2%) teachers respondent were in the range of 16-20 years of service. The smallest number, 14 (5.4%) of teachers respondent have service years above 20 years. The data shows that all background information were great difference between them.

4.3.An Assessment of teachers trust

Table5 .Level of Benevolence of Trust in the Secondary Schools

Benevolence	Teachers'		
	N	\bar{X}	SD
1. The principal expressing appreciation for staff	258	2.61	1.072
2. The principal gives me feedback, that I am doing a great job.	258	2.41	1.015
3. The principal extending good will among teachers	258	2.56	1.108
4. The principal has positive intention for teachers	258	2.49	1.063
5. The principal supporting teachers to ensure teaching learning process	258	2.22	1.258
Overall Mean	258	2.46	1.103

Source: Research Data (2018)

Note: N=Frequency, \bar{X} =Mean, teacher trust and leader ship practice below mean $\bar{X} < 2.75$, Average mean ($2.75 \leq \bar{X} < 3.5$) and above mean ($\bar{X} \geq 3.5$)

Benevolence is defined as confidence that one's well-being will be protected by the trusted party (Hoy & Tschannen-Moran, 2003:186). If someone is benevolent, their actions will be in the best interest of others, will be protective of other's interests and will indicate care not only for the current situation, but also care about the relationship. Based on the above concept, respondents were asked to rate the teacher's level of trust in Benevolence of the principal in the study area.

As shown in Table 5, the overall mean score for benevolence trust teacher's level of trust in Benevolence of the principal was low ($\bar{X} = 2.46$, $SD = 1.10$).

Analysis at item level shows that teachers' perception regarding their principals' level of benevolence is below average for all items (see table 5). Among the five items, the mean score for teachers perception regarding the extent to which their principals express his/her appreciations to them is relatively good ($\bar{X} = 2.61$, $SD = 1.07$) while the mean score for principals level of support for teachers is the lowest ($\bar{X} = 2.22$, $SD = 1.25$). This result might indicate that teachers in the sampled schools are not satisfied with their principal's benevolence towards them.

Table 6.Level of Fairness in the Secondary schools

Fairness	Teachers'		
	N	\bar{X}	SD
1. The school principal follows fair procedures thus help protect and strengthen individuals identification with the group	258	2.47	1.014
2. The school principal intending to enact decisions properly	258	2.61	1.116
3. The school principal very related to accepting an unfavorable outcome; connected to integrity.	258	2.59	1.126
4. The school is very good at just taking care and loving the teachers and students	258	2.62	1.254
5. A principal in this school is open with each teacher.	258	2.53	1.091
Overall Mean	258	2.56	1.120

Source: Research Data (2018)

Note: N=Frequency, \bar{X} =Mean, teacher trust and leader ship practice below mean $\bar{X} < 2.75$, Average mean ($2.75 \leq \bar{X} < 3.5$) and above mean ($\bar{X} \geq 3.5$)

As shown in Table6, the overall mean score for Fairness trust teacher's level of trust in Fairness of the principal was low($\bar{X} = 2.56$, $SD=1.12$).Analysis at item level shows that teachers' perception regarding their principals' level of Fairness is below average for all items (see table 6). Among the five items, the mean score for teachers perception regarding the extent to which their principals to accepting an unfavorable outcome; connected to integrity is relatively ($\bar{X}=2.62$, $SD=1.25$).While the mean score for principals level of open with each teacher is the lowest ($\bar{X}=2.53$, $SD=1.09$). This result might point out that teachers in the sampled schools are dissatisfied with their principal's unfairness towards the teachers. The implication of this result is the low level of teachers trust on principals not follows fair procedures for help protect and strengthen, enact decisions properly, accepting an unfavorable outcome, taking care and loving with school member Fairness of the principal in the sampled school. With contrary to this result some studies indicate that perceptions of procedural fairness had more impact on employees' support for authorities when the outcomes associated with decisions were relatively favorable (Roch, Sternburgh & Caputo, 2007).

Table7.Practices of Honesty in Secondary Schools of Jimma Zone

Honesty	Teachers'		
	N	\bar{X}	SD
1. The principal telling the truth frequently	258	2.62	1.255
2. Teachers in this school have high trust the principal.	258	2.35	1.155
3. The principal keeping promises, honoring agreements	258	2.38	1.027
4. The principal Having authenticity, being real, being true to oneself, having integrity	258	2.58	1.025
5. The principal accepting his responsibility in advance	258	2.56	1.108
Overall Mean	258	2.50	1.114

Source: Research Data (2018)

Note: N=Frequency, \bar{X} =Mean, teacher trust and leader ship practice below mean $\bar{X} < 2.75$, Average mean ($2.75 \leq \bar{X} < 3.5$) and above mean ($\bar{X} \geq 3.5$)

Bryk and Schneider (2002) found that when a principal says one thing and then does another, trust is compromised. Perceptions of lack of authenticity will also inhibit the development of trust. In Trust Matters, Tschannen-Moran (2004) suggests that a principal is perceived as not being authentic when the faculty feels that the principal is exploiting them for his or her own benefit. Based on this concept, respondents were asked to rate the teacher's level of trust in Benevolence of the principal in the study area.

As revealed in Table7, the overall mean score for honesty trust teacher's level of trust in honesty of the principal was low ($\bar{X}=2.50$, $SD=1.11$).The study analyses at item level show that teachers' trust insight regarding their principals' level of honest is below average for all items (see table 7). Among the five items, the view of teachers regarding their principals telling the truth regularly for them is relatively good with mean score ($\bar{X}=2.62$, $SD=1.25$) while the mean score for Teachers have high trust the principal is the lowest ($\bar{X}=2.53$, $SD=1.09$). This result might point out that teachers in the sampled schools are not trusted full with their principal's do to not telling the truth, not keeping promises, honoring agreements, haven't authenticity, not

being real, not being true to oneself, having integrity and accepting his responsibility towards them.

Table 8. Level of Openness of Trust in Secondary schools

Openness	Teachers'		
	N	\bar{X}	SD
1. The principal give and get rapid and direct disclosure of relevant information	258	2.53	1.091
2. The principal sharing important information for teachers and students	258	2.22	1.210
3. The principal sharing decision making, sharing power to departments and teachers	258	2.59	1.126
4. The school allows others to initiate change to plans, goals, concepts, criteria and resource.	258	2.29	0.977
Overall Mean	258	2.41	1.101

Source: Research Data (2018)

Note: N=Frequency, \bar{X} =Mean, teacher trust and leader ship practice below mean $\bar{X} < 2.75$, Average mean ($2.75 \leq \bar{X} < 3.5$) and above mean ($\bar{X} \geq 3.5$)

As revealed in Table 8, the overall mean score for Openness trust teacher's level of trust in the principal was low ($\bar{X} = 2.41$, $SD = 1.10$).

Analysis at item level shows that teachers' perception regarding their principals' level of openness is below average for all items (see table 8). Among the four items, the mean score for teachers view regarding the extent to which their principals sharing decision making and sharing power for them is relatively good ($\bar{X} = 2.59$, $SD = 1.12$) while the mean score for principals level of telling the truth frequently for teachers is the lowest ($\bar{X} = 2.22$, $SD = 1.21$). The implication here indicates that the result is below average point; the existence of low principal's openness towards teachers in the sampled schools is unsatisfied teachers. This study result not fit with idea of Tschannen-Moran (2004). Tschannen-Moran stated that in schools the open sharing of influence and control is a key to building trust relationships, as the

more a person is trusted with power and authority, the more they feel trusted and respected in the organization.

Table 9. Level of Competence of Trust in the Sampled Schools

Competence	Teachers'		
	N	\bar{X}	SD
1. The principal always seem to know what the staff doing	258	2.63	1.108
2. The principal of this school is competent in doing his or her job	258	2.59	0.99
3. School principal respect the professional competence of their colleagues	258	2.32	0.809
4. Principal accomplishes is/her jobs with enthusiasm	258	2.32	0.809
Overall Mean	258	2.55	1.020

Source: Research Data (2018)

Note: N=Frequency, \bar{X} =Mean, teacher trust and leader ship practice below mean $\bar{X} < 2.75$, Average mean ($2.75 \leq \bar{X} < 3.5$) and above mean ($\bar{X} \geq 3.5$)

As revealed in Table 9, the overall mean score for Competence trust teacher's level of trust in Competence Of the principal was low ($\bar{x} = 2.55$, $SD = 1.02$).

Analyses by item level indicated that perception of teacher on their principals level of competence is below average for all items (see table 9). With the four item, the mean score for teachers view regarding the extent to which their principals make them to accomplish their jobs with enthusiasm for teachers revealed relatively good ($\bar{x} = 2.59$, $SD = 1.12$). While the mean score for principals level of respect the professional competence of teachers is the lowest ($\bar{x} = 2.32$, $SD = 0.809$). This result might point out that teacher in the sampled schools is not satisfied with their principal's competence towards them. These finding are dissimilar to the findings of earlier studies by Bryk and Schneider (2002), who also found that to build strong between a teacher, and principal trust, a teachers, and principals must view themselves as competent, honest, and reliable. Failure to remove staff members who are widely viewed to be ineffective quickly leads to low levels of trust in the school and its leadership.

Table10.summary all of Trust Dimensions

Items	Teachers'		
	N	\bar{X}	SD
1. Benevolence	258	2.46	1.103
2. Fairness	258	2.56	1.120
3. Honesty	258	2.50	1.114
4. Openness	258	2.41	1.101
5. Competence	258	2.55	1.020
Overall Mean	258	2.50	1.092

Source: research data (2018)

Note: N=Frequency, \bar{X} =Mean, teacher trust and leader ship practice below mean $\bar{X} < 2.75$, Average mean ($2.75 \leq \bar{X} < 3.5$) and above mean ($\bar{X} \geq 3.5$)

As showed in Table 10, The overall summarizes of five dimension trust of teacher perception of trust on their principal the analysis data indicated below the average (see Table 10), from the five dimension, teachers perception for Fairness of their principals was ($\bar{x}=2.56$, $SD=1.12$) was relatively good. While teachers perceptions openness for their principals was the low score ($\bar{x}=2.41$, $SD=1.10$) the finding indicate that the teacher's perception of trust for their principal was not satisfied teachers in the sampled school.

4.4. An Assessment of Key Leadership Practices

Table 11. The summary of key leadership practices

key practices of school leadership	Teachers'		
	N	\bar{X}	SD
1. Professional Practices and Values	258	2.49	1.108
2. The school principals fostering participation in school decisions	258	2.55	1.054
3. School principal Building School Vision and Goals	258	2.54	1.158
4. School principal Offering Individualized Support for teachers	258	2.51	1.016
5. Providing Intellectual Stimulation (Motivation of Teachers)	258	2.38	1.033
6. Practices of School leaders on evaluation of Performance	258	2.35	1.095
Overall Mean	258	2.47	1.077

Note: N=Frequency, \bar{X} =Mean, teacher trust and leadership practice below mean $\bar{X} < 2.75$, Average mean ($2.75 \leq \bar{X} < 3.5$) and above mean ($\bar{X} \geq 3.5$)

As shown in table 11, The teachers views on principals on the key five leadership practices the overall indicate that the value is below average score ($\bar{x}=2.47$, $SD=1.07$). However, from the six key leadership practices the, way school principals fostering participation of teachers in school decisions is good in relative to the other items ($\bar{x}=2.55$, $SD=1.05$), and Practices of School leaders on evaluation of Performance is low with ($\bar{x}=2.35$, $SD=1.09$), respectively.

In referring to teachers involvement, Brewster and Railsback (2003) discuss that full teachers, engagement in activities and discussions that are related to the school's vision, mission, goals, and core values increases levels of trust among teachers. In addition, Bryk and Schneider (2002:130) note that —trust within a school is grounded in common understandings about what students should learn, how instruction should be conducted, and how teachers and students should behave with one another.

These result is contradicted with the idea of the outer (Newmann and Wehlage, 1995) argue that, schools with strong professional communities were better able to offer authentic teaching

learning and were more effective in promoting student achievement. (Day et al. 2000) expressed that leadership was more effective where subjected leaders and departmental heads were more strongly involved in decision making.

Louis and Miles (1990) stated that successful change leaders consistently articulated a vision for their schools; so that, everyone understood the vision, most importantly they shared influence, authority, responsibility, and accountability with the staff in shaping the vision; so that there was shared ownership of the vision.

It could be concluded that principal's ability to promotes an atmosphere of caring and trusting among staff, in the Principal motivate the staff members to participate in school instructional issues), principal ensuring reward system thorough fair/open and who work hard in schools, motivation of the staff members to participate in school instructional issues ,principal encourages staff to try new practices consistent with their own interests and the opportunities for staff to learn from each other were low.

In light of this, (Kouzes and Posner, 2002) argued that when leaders encourage their employees through recognition and celebration, they inspire them to perform better. By influencing teachers' motivation leaders attach rewards and recognition to instructional performance. Then, the importance of principals' motivation teachers is to enhance the quality of education to improve the students' achievement. The finding of the present study indicated that the inadequate teachers' motivation on behalf of the principals had its own impact on the instructional activities. In different way to this finding, (Tesfaye, 2008) argued that, effective school leaders provide constructive feedback that helps the school members to obtain information in solving their problems.

4.5.The Correlation results

Table 12.The relationship between teachers trust and leadership practices.

Pearson's Correlations							
	1	2	3	4	5	6	7
Leadership practices	1						
Benevolences	.489**	1					
Fairness	.317**	.506**	1				
Honesty	.535**	.617**	.546**	1			
Openness	.460**	.466**	.506**	.604**	1		
Competence	.358**	.351**	.449**	.479**	.507**	1	
All elements' of trust	.520**	.760**	.783**	.838**	.759**	.641**	1

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

Note: * $p < .05$; ** $p < .01$; *** $p < .001$; a: ICC = (BMS-WMS)/BMS (Glick, 1985).

Note: Pearson's correlations size: 00-0.19=Very Weak; 0.20-0.39=Weak; 0.40-0.59=Moderate; 0.60-0.79=Strong and 0.80-1.00=Very Strong.

As depicted in Table 12, significant relationships were found for each of the five teachers' trust dimensions and leadership practices. Each of the relationships was positively correlated. Significant relationships were, also, founded for each of the five teachers' trust dimensions and leadership practices all independent variables of this study was statistically significant at 0.01.Hence, benevolence has a positive and significant relationship with leadership practices ($r=0.489^{**}$, $p<0.01$). This result is implied that when benevolence is effectively and efficiently practiced, leadership practices or performance is highly performed in secondary schools Of

Jimma Zone. This study results in agreement with (Schein 2010) who stated that openness facilitates the alignment of goals and expectations and helps team members to achieve a common and mutual understanding of the goals and objectives .open helps to develop shared understanding, improves the atmosphere of the relationship, fosters commitment, ensures that deadlines are respected, and enhances trust between the partners (McLeod &MacDonell, 2011). In addition, openness reduces mistrust and conflict of interest and improves project performance (Turner and Müller, 2010).

Next, as results revealed that fairness of principals has also a positive and significant relationship with leadership practices ($r=0.317^{**}$, $p<0.01$). In short this result shown if fairness is successfully implemented, leader's performance is improved, and this result also concurred with basically (Heikura, 2017). Outlined that to maintain trust within the team, fairness was noted to be the most important value. , However, it was said that being fair did not mean treating everyone the same but treating them as individuals. Empirical data shows that performance evaluation should be done by combining a team's output together to ensure the team members' perception of fairness and maintaining trust within the team (Heikura, 2017).

, However, respondents noted that success of individuals should be taken account in rewarding. Many of respondents commented that the rewarding system in the secondary schools is not flexible enough. They revealed that the leader does not have enough possibilities to reward the employees. In addition to rewarding, it is important to remember that in some cultures punishment is also in an important role. As a conclusion, the leader should be aware of the team members or teachers personally to maintain the feeling of fairness among all team members. When combined with fair assessment of performance, leader support, openness, and collaborative problem solving, monitoring is highly related to trust in leadership practices.

In general, all independent variables like; competence ($r=0.36^{**}p<0.01$) and fairness ($r=0.317^{**}p<0.01$) low positive correlation with leadership practices, benevolences ($r=0.49^{**}p<0.01$) and openness ($0.46^{**}p<0.01$) independently had a moderate positive correlation with leadership practices whereas honesty ($0.54^{**}p<0.01$) had a strong positive correlation with leadership practices. This implies that when trust dimension are well managed or practiced the performance of leaders is highly improved.

This results also agreed with theoretical base with Lapidot, Kark& Shamir, 2007, Field, 2008; &Johnson, 2002).In addition, to these current study results are concurred with Dirks and Ferrin(2011) report found that substantial relationships between trust with transformational leadership practices ($r =0 .72^{**}p<0.01$), interactional justice ($r =0 .65^{**}p<0.01$), participative decision making ($r =0 .46^{**}p<0.01$), and failure to meet expectations of subordinates ($r =0 .40^{**}p<0.01$), as well as others. In short, trust in leadership appears to be associated with a well-established set of leadership actions ($r =0 .44^{**}p<0.01$).

To see the relationship between five teachers' trust dimensions and leadership practices correlation analysis was practiced, specifically Person's Correlations coefficients was calculated to find the relationships between teacher's trust and leadership practice.

As depicted in Table 12, significant relationships were found for each of the five teachers' trust dimensions and leadership practices. Each of the relationships was positively correlated. Significant relationships were, also, found for each of the five teachers' trust dimensions and leadership practices at 0.01,Hence , benevolence has a positive and significant relationship with leadership practices ($r=0.49^{**}$, $p<0.01$). This result is implied that when openness is effectively and efficiently practiced, leadership practices or performance is highly performed in secondary schools Of Jimma Zone. This study result in agreement of theory with (Schein 2010) stated that openness facilitates the alignment of goals and expectations and helps team members to achieve a common and mutual understanding of the goals and objectives, open helps to develop shared understanding, improves the atmosphere of the relationship, fosters commitment, ensures that deadlines are respected, and enhances trust between the partners (McLeod &MacDonell, 2011). In addition, openness reduces mistrust and conflict of interest and improves project performance (Turner and Müller, 2010).

Next, as results revealed teachers precipitin trust on their principal fairness has also a positive and significant relationship with leadership practices ($r=0.32^{**}$, $p<0.01$). In short this result shown if fairness is successfully implemented, leaders performance is improved, this result also concurred with basically (Fortier, 2009) outlined that to maintain trust within the team, fairness

was noted to be the most important value. , However, it was said that being fair did not mean treating everyone the same but treating them as individuals. Empirical data shows that performance evaluation should be done by combining a team's output together to ensure the team members' perception of fairness and maintaining trust within the team (Fortier, 2009).

However, respondents in this study noted that success of individuals should be taken account in rewarding. Many of respondents commented that the rewarding system in the secondary schools is not flexible enough. They said that the leader does not have enough possibilities to reward the employees. In addition to rewarding, it is important to remember that in some cultures punishment is also in an important role. As a conclusion, the leader should be aware of the team members or teacher's personally to maintain the feeling of fairness among all team members. When combined with fair assessment of performance, leader support, openness, and collaborative problem solving, monitoring is highly related to trust in leadership practices.

In general, all independent variables like; fairness ($r=0.32^{**}p<0.01$); and competence ($r=0.36^{**}p<0.01$) low positive correlation with leadership practices, benevolences ($r=0.49^{**}p<0.01$); openness ($0.46^{**}p<0.01$) independently had a moderate positive correlation with leadership practices whereas honesty ($0.54^{**}p<0.01$) had a strong positive correlation with leadership practices. This implies that when trust dimension are well managed or practiced the performance of leaders is highly improved. These results also agreed with theoretical base with ones (egTschannen-Moran, 2004; Lapidot,Kark& Shamir, 2007, Hoy &Tschannen-Moran, 2003; Field, 2008).

In addition, these current study results are concurred with Dirks and Ferrin (2011) report found that substantial relationships between trust with transformational leadership practices ($r =0.72^{**}p<0.01$), interactional justice ($r =0.65^{**}p<0.01$), participative decision making ($r =0.46^{**}p<0.01$), and failure to meet expectations of subordinates ($r =0.40^{**}p<0.01$), as well as others. In short, trust in leadership appears to be associated with a well-established set of leadership actions ($r =0.44^{**}p<0.01$).

Table13. Model Summary

Model Summary			
Multiple R	R Square	Adjusted R Square	Apparent Prediction Error
.859	.737	.728	.263
Dependent Variable: leadership practices			
Predictors: benevolence, fairness, honesty, openness, competence			

As depicted in Table13, regression coefficient “R”=0.859 or 85.9% which shows the existence of the relationship between teacher trust and leadership practices.

The coefficient of Adjusted R Square= 72.8% is indicated the variation in leadership practices is explained by benevolence, fairness, honesty, openness, competence, respectively. This meant it need others 21.8% is explained by others trust dimension. In general from these results one can draw that benevolence, fairness, honesty, openness, and competence if fully implemented obviously increase teacher trust and leaders performance in secondary schools.

Table14. The Prediction or effects of independents variables towards dependent variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.898	.154		5.818	.000
Benevolence	.327	.054	.412	6.042	.000
Fairness	.040	.050	.054	.810	.000
Honesty	.051	.064	.059	.790	.000
Openness	.056	.061	.061	.909	.000
Competence	.160	.059	.166	2.702	.000

a. Dependent Variable: leadership practices

As shown in Table 14, the standardized beta (β) results shown that among independent variables, Benevolence is the largest influence or effect of leadership practices 0.412(41.2%) and the next largest influence of beta value competence is found to be 0.166(16.6%) whereas fairness of the beta value is 0.054(0.54 %) showing the poorest predictor of leadership practices when it is compared with the other independent variables in this study. As depicted in table 14, the overall significance of the variables in this study is $p < 0.01$ (Sig=0.000) and, therefore, all the independent variables in this study are strongly significant at 0.01, from these results one can assumed that when trust appears to be associated with a well-established set of leadership action is highly performed.

This result validates an idea that is fundamental to theories of trust and leadership and provides a basis for leadership practices. Although prior research has focused on the effects of trust in leadership on various behaviors and attitudes, this is the first study to directly examine its effects on performance is arguably the most important criterion. The findings suggest that the effects of trust on leadership practices are not only important theoretically but also substantial in practical terms (Davies, 2013).

4.6.DISCUSSION

Evidently, teachers from twenty government secondary schools expressed their reflections that they substantially disagreed that they have low level of trust on their principals. The low level of trust was proved by descriptive analysis which entailed 2.50, overall mean score of teachers that seemed to mistrust on their principals. In addition, teachers also mentioned that principals in government secondary schools also give less priority to give the elements of trust; like, benevolence, fairness, honesty, openness, and competence that showed teachers in sampled secondary schools were not protected if any problems raised; Thus, it can be proven that principals in sampled secondary schools are not much consistent persons in leading the schools and always nurture and support teacher when needed. These findings also were not reinforced the opinion of the (Davies, 2013). The study, therefore, reached the conclusion that school principals shouldn't always put high expectations on the achievement of teachers 'performance by forming distinctive comment of an efficient and effective for them. ; However, implementing element of trust like, benevolence, fairness, honesty, openness, and competence

are necessary in schools to ensure teachers performance and enhance students 'achievements (Davies, 2013).

Regarding leadership practices as results revealed that low practices of professional practices and values, fostering participation in school decisions, building school vision and goals, offering individualized support, providing intellectual stimulation and demonstrating high performance expectations. Especially, the principals didn't adequate building school vision and goals with teachers. This, result is not met to theory Hessel, and Holloway (2003) stated that commitment to a shared vision provides collaborative support to interventions that support the shared vision. Instead, of having to get teachers to buy in to an individual administrator's purpose, developing a shared vision will allow educators to share their hopes for the school. The process should energize participants and unify them in their focus (Hessel &Holloway, 2003).

One of the major finding of this study is that there is a significant positive relationship between benevolence, fairness, honesty, openness, and competence with leadership practices. There is a significant positive relationship between teachers trust and leadership practices. These findings concurred with previous study that trust is significant associated to teachers' high level of confidence, enthusiasm and to friendly practices among colleagues and their principal, Consequently, leading to higher student achievement (Hand ford & Leithwood,2013).

Similarly, These findings were consistent with another relevant findings by Hand ford (2010) sated that trust practices are working in an environment and where leadership practices are effectively managed, they are most likely to be motivated to work harder, which eventually promotes performance and to the substantial importance of existence of trust in school climate and its significance to school achievement.

Another study conducted by Kim and Taylor (2008) on organizational fairness, trust and altruism, also found that trust in the organization and its principals has a positive relationship towards the organizational fairness. Conversely, feedback from teachers on the five trust principles also found to give less attention to all sampled elements of trust like; benevolence, fairness, honesty, openness, and competence. It could this be concluded that the principals in

high performing give less properties of benevolence, fairness, honesty, openness, and competence in their everyday routines.

In addition , this study results did contradict the finding of Hand ford's (2010) outlined that school principals they have to display benevolence or sense of caring through the positive behaviors' such as motivate and support teachers give their sincere appreciation to teachers' initiatives and practice equity while leading the school. They are also considerate and concern in performing duties.

In this study, the principals were found to be the least in given priority to the aspect of trust practices and leadership practices that leads to higher degree of teacher trust. Finally, the results of stepwise regression analysis confirmed that all trust variables like; benevolence, fairness, honesty, openness, and competence with leadership practices were predictors of teacher trust; whereas, benevolence is a most significant predictor for teacher trust among sampled trust variables.

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Finally, the results of stepwise regression analysis confirmed that all trust variables like; benevolence, fairness, honesty, openness and competence with leadership practices were predictors of teacher trust. Whereas benevolence is most significant predictor for teacher trust among sampled trust variables.

CHAPTER FIVE

5. Summary of Major Findings, Conclusion and Recommendations

5.1. Summary of Major Findings

The basic questions revolving around the relationship between teachers' trust on their principals and its relationship with key leadership practices in government secondary schools of Jimma zone, in Oromia Regional State, had been the central concern of this study. To seek answers for these questions, the researcher applied a quantitative research method correlational research design specifically Pearson correlation. In the process, questionnaires were prepared for the selected sample groups. In order to complete the questionnaire 284 teachers were selected by using simple random sampling (lottery methods).

The questionnaires were pilot - tested to validate and increase their reliability. Data were collected and analyzed using quantitative methods. This research study was aimed at establishing the relationship between teachers trust on their principals and leadership practices in government secondary schools of Jimma Zone. This chapter is consisted summary of major findings, conclusions and recommendations. Hence, the following research questions were asked: Consequently, the main findings of the whole study have been summarized as follows:

1. To what extent teachers trust on their principals (benevolence, competence, consistency, fairness, honesty, & openness) has practiced in secondary schools of Jimma Zone?
2. How much teachers trust their principals (benevolence, competence, consistency, fairness, honesty, & openness) is related to key leadership practices in schools?
3. Which component of teachers' trust is the most influence or prediction key leadership practices in secondary schools of Jimma Zone?

The major findings of the study were explicitly addressed the three research questions, the most important ones were the following:

Regarding, the five dimensions of teachers trusts precipitation on their principals might have not sufficient beliefs in their principals regarding all dimension of trust like; benevolence, fairness, honesty, openness and competence($M=2.50, SD=1.09$).

- **Regarding perception of teacher trust level on benevolence of principal:** The overall mean score for teachers level of trust in benevolence of the principal was low ($\bar{X}= 2.46, SD=1.10$). This result might indicate that teachers in the sampled schools are not satisfied with their principal's benevolence towards them.
- **Regarding perception of teacher trust level on fairness of principal:** The overall mean score for perception of teacher's level of trust in Fairness of the principal was low($\bar{X}=2.56, SD=1.12$). This result might point out that teachers in the sampled schools are dissatisfied with their principals Fairness towards them.
- **Regarding perception of teacher's trust level on honesty of principal:** The overall mean score for insight of teacher's level of trust in honesty of the principal below average ($\bar{X}=2.50, SD=1.11$). This result might point out that teachers in the sampled schools are dissatisfied with their principal's honesty towards them.
-
- **Regarding opinion of teacher's trust level on Openness of principal:** The overall mean score for Openness trust teacher's level of trust in the principal was low ($\bar{X}= 2.41, SD=1.10$). This result might point out that teachers in the sampled schools are not satisfied with their principal's showing Openness towards them.
- **Regarding opinion of teacher's trust level on Competence of principal:** the overall mean score for Competence trust teacher's level of trust in Competence Of the principal was low($\bar{X}= 2.55, SD=1.02$). Analyses by item level indicated that perception of teacher on their principals level of competence is below average for all items rated between ($\bar{X}=2.59, SD=1.12$) to ($\bar{X}=2.32, SD=0.809$). This result might point out that teachers in the sampled schools are not satisfied with their principal's Competence towards them.

- The finding indicates that the teachers perception of trust for their principal in the five trust dimension was not satisfy teachers in the sampled school.
- The correlation result show that benevolences ($r=0.49^{**}$); and openness (0.46^{**}) independently had a moderate positive correlation with leadership practices competence ($r=0.36^{**}$) and fairness ($r=0.32^{**}$) low positive correlation with leadership practices, whereas honesty (0.54^{**}) had a strong positive correlation with leadership practice.
- The standardized beta (β) results shown that among independent variables, Benevolence is the largest influence or effect of leadership practices 0.412(41.2%) and the next largest influence of beta value competence is found to be 0.166(16.6%) whereas fairness of the beta value is 0.054(0.54 %) showing the least predictor of leadership practices when it is compared with the other independent variables in this study. In general, as the results of stepwise regression analysis confirmed that all trust variables like; benevolence, fairness, honesty, openness, and competence with leadership practices were predictors of leadership practices, whereas benevolence is a most significant predictor for teacher trust among sampled trust variable.

5.2. Conclusions

Based on the data gathered and tabulated the following Conclusions are stated in aligning with the teacher trust towards their principals concerning to the level of trust with the principals of the schools are manipulated.

Regarding the level of principals benevolence of trust towards their teachers are indicated by most of respondent and, the results showed teacher trust towards their principals is extremely low and teachers of the school understudy were highly disagreed the low mean score of the teachers in their principals on the base of their leaders to appreciate them in their day to day activates, responding timely feedback for strength and weakness, extending good will among them, positive intention for them and low supporting a teacher to ensure the teaching learning processes.

Concerning fairness, (justices).In the schools of where the researchers assessed the relation of teachers with principals in that following fair procedure for identification of individual with group intention to enact decision property, accepting unfavorable outcome, connected to integrity and openness of principals, the respondents were approved that principals weren't much open with each teachers, and the data gathered showed the reality observed in each schools.

To identify the principal level of honesty questionnaires were proposed to the respondent (teachers) on the areas of telling the truth frequently in their activities, keeping promises and honoring agreements and accepting the responsibilities to act and the respondents realizes that the principals were certainly accepted to these qualities, and the data collected shows that the low level of principals activities.

In cause of principals openness the researchers try to assess identify its level and its impacts on trust of teachers concerning principals open to provide, relevant and timely information, sharing information for teachers and students, delegating power and participating on decision making among departments and teachers and imitate to change plan goals and to allocated resources of the schools and data gathered shows that most of the principals in the schools under the study where lack openings in their day –today activities that assure by many of the respondents.

School principals can do best to achieve the desired educational goal by discharging and implementing leader's practices that can play a significant role in coordinating the school human and material for instructional purpose and for the common goal of the school society and the surrounding communities respectively.

Aligning with the practices of school principals the researcher attempt to distinguish school leader activities in connection with a teacher faith on their professions, and the observed problems with regard to the dimension school principal's practices.

The data gathered reveals that the school principals which are the concern of the researchers were subjected to certain limitation in prompting professional practices and values which can play an important role in improving schools and students' achievement.

Teachers of the schools under study approved that they are ignored in participating decision making of school affairs, teachers also disagreed in participating school decision making, accordingly, most of the school teachers were passively take part in school decision making because of principals misleading of leadership practices.

The principals in competence and limitation in designing and setting up school vision, and, they are leading the teachers and school communities without setting clear goals and vision, Then the school teachers have no sufficient information to discharge their role towards the desired goals and school vision .

Regarding offering individual support in school leadership but based on the data collected from the school understudy the professional support and encouraging individual difference to the teachers by the school leaders has a short come to enhance the teacher on their activities?

The school principals were failed in providing intellectual stimulation /motivation/for the teachers and most of the teacher's asked regarding the extent of supplying the intellectual stimulation/motivation/ were dissatisfied and the practices is less effective in many of the schools.

Based on the demonstrating high performance and expectation school leaders has a vital role for the improvement of school and student achievement depends on conceptualized and shared body of knowledge together with an asset of educational values guides and informs professional practice.

Principals were lack of possessing knowledge of professional practice that balanced and comprehensive towards different domains, so that the data gathered, Indicated low level of principals professional knowledge and practice as well as, less performance in promoting teachers, professional development, quality of education, external communication with society and creating conducive climate in their schools.

Teachers 'perception of evaluation system were based on the principals implementation and such implementation can both positive and negative impact on the teacher's perception building trust, communicating high expectations focusing the evaluation on development rather than dismissal, and integrating the evaluation system in the school to support teaching and learning were all identified as apposite practice of principals in reference to implementing new evaluation system according to the practices of trust building ,quality communication ,focusing on teacher development and supporting teaching and learning through the evaluation process.

Lastly, Teachers' trust in their principals was positively relationship with leadership practices and the benevolence, fairness, honesty, openness, and competence were predictors of leadership practices. Whereas benevolence is the most significant predictor for teacher trust among sampled trust variables

5.3. Recommendations

Based on the findings of this study, the following recommendations were made believing that they would be helpful for realizing and putting in effect in schools where one has to be effective in building and maintaining trust teachers and principals.

- In order to improve the level of trust that exists between teachers and principals, school principals with collaborations of teachers need to spend time listening to their teachers and encouraging them to give them feedback on a wide varieties of items; such as, allowing teachers to evaluate the principals, having group meetings with faculty where teachers
- The school principals on the base of their leaders should appreciate teachers in their teaching activates , responding timely feedback for strength and weakness ,extending good will among them, positive intention for them and supporting for teacher to ensure the teaching learning processes.
- The school principals should have to open to provide, relevant and timely information, sharing information for teachers and students, delegating power and participating on decision making among departments and teachers and imitate to change plan goals and to allocated resources of the schools and data gathered shows that most of the principals in the schools under the study were lack openings in their day –today activities that assure by many of the respondents.
- The school leaders should setting clear goals and vision with participating of teachers and school communities by giving sufficient information to discharge their role towards the desired goals and school vision.
- The school principal’s should give attention on professional support and encouraging individual difference to enhance teacher on their activities.
- The secondary school principals discuss how things are going up around them, and suggest ways how they could be improved and having group discussion with teachers on the vision, mission and objectives of the schools.

- Principals, particularly those who are appointed with a mandate to lead the whole schools systems, must pay particular attentions to embed cultures of trust among the staff. This is because if teachers cannot trust each other, they cannot work together effectively. If staffs are not working together, in turn, they would not be effectively leaded by the principal.
- Woreda Education Office experts and supervisors should work in order to improve the gap shown in level of trust difference between principals and teachers.
- Woreda educational office and zonal educational office should work in facilitating on job and out of job training to capacitate the technical skills principal.
- Lastly, further research on this topic can also be conducted using other methods of qualitative research. The observation, for example, can be done in depth in order to understand and advance findings on this topic. Further information on this research topic against more complex matters may not be rooted out through quantitative methods peruse, but also through the use of qualitative methods. Findings would further increase the knowledge of trust especially on schools leadership through a variety of research methods.

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APPENDIX

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

As part of the requirements for the award of the degree of Masters of educational leadership of Jimma University, the Researcher is administering this questionnaire to collect data on “*Relationship between teachers trust in principals and leadership practices in government secondary schools of Jimma zone*”. You have selected by the researcher to participate in this study because you perform the role of a teacher. The Results of this study will be treated confidentially and only used for research purposes.

Your participation is voluntary, and indeed your name may not be required. Please tick the appropriate box or space that best represent your feelings.

There is no wrong or correct answer but try to be very truthful and honest in all your responses that you will give and your cooperation is highly appreciated!

Section A: Background Information

1. Name of the school _____

2. Sex: Male Female

3. Age: < 20 21-30 31-40 41-50 > 50

4. Education back ground

Certificate Diploma Bachelors’ degree Master’s degree

5. Work experience

1 - 5year 6-10 years 11-15 years 16-20 years above 20 years

Section B: “*Relationship between teachers trust in principals and leadership practices in government secondary schools of Jimma zone*”.

Please use the following response scale to fill the table below by circling the number which represents the most appropriate answer as illustrated below. Kindly be as objective as possible. Hint: 5=strongly agreed; 4=agree 3=undecided; 2=disagree; 1=strongly disagreed.

	Items	Strongly Agreed	Agree	Undecided	Disagree	Strongly Disagreed
I.	Dimension of Trusts (The level of trust teachers on their principals)					
A.	Benevolence	5	4	3	2	1
1.	My principal expressing appreciation for me	5	4	3	2	1

2.	My principal gives me feedback, that I am doing a great job.	5	4	3	2	1
3.	My principal extending good will among teachers	5	4	3	2	1
4.	My principal has positive intention for teachers	5	4	3	2	1
5.	My principal supporting teachers to ensure teaching learning process	5	4	3	2	1
B.	Fairness					
1)	I think the school principal follows fair procedures thus help protect and strengthen individuals identification with the group	5	4	3	2	1
2)	I think the school principal intending to enact decisions properly	5	4	3	2	1
3)	I think the school principal very related to accepting an unfavorable outcome; connected to integrity.	5	4	3	2	1
4)	I think my school is very good at just taking care and loving the teachers and students	5	4	3	2	1
5)	A principal in this school is open with each other.	5	4	3	2	1
C.	Honesty					
1)	The principal is telling the truth frequently	5	4	3	2	1
2)	Teachers in this school have high trust the principal.	5	4	3	2	1
3)	My principal keeping promises, honoring agreements	5	4	3	2	1
4)	My principal having authenticity, being real, being true to oneself, having integrity	5	4	3	2	1
5)	My principal accepting his responsibility in advance	5	4	3	2	1
D.	Openness					
1.	My principal gives and get rapid and direct disclosure of relevant information	5	4	3	2	1
2.	My principal is sharing an important information for teachers and students	5	4	3	2	1
3.	My principal is sharing decision making& power	5	4	3	2	1
4.	My school allows others to initiate change to plans, goals,	5	4	3	2	1

	concepts, criteria and resource.					
E.	Competence					
1)	My principal always seems to know what I am doing	5	4	3	2	1
2)	The principal of this school is competent in doing his or her job	5	4	3	2	1
3)	The principal respect the professional competence of their teachers	5	4	3	2	1
4)	Teachers accomplish their jobs with enthusiasm	5	4	3	2	1
II.	Leadership practices					
A.	Professional Practices and Values					
1)	School principal uses coaching and mentoring to improve teachers' quality.	5	4	3	2	1
2)	School leaders take an active role in facilitating teacher's engagement in continues professional development(CPD)	5	4	3	2	1
3)	School principal encourages internal supervision to enhance teachers' professional skill	5	4	3	2	1
4)	School principal encourages teachers to participate in experience sharing.	5	4	3	2	1
5)	School principal is directly involved in helping teachers to	5	4	3	2	1
B.	The school principals fostering participation in school decisions					
1)	Principal facilitate work cooperatively with staff for solving problems and making participatory decisions	5	4	3	2	1
2)	Principal delegate and share responsibility to others to work hard towards highest achievement of students	5	4	3	2	1
3)	Principal evaluates activities of the teachers' and making fair judgments	5	4	3	2	1
4)	School principal organizing and supporting an effective committee structure for decision making	5	4	3	2	1
5)	School principal facilitating good communication among staff	5	4	3	2	1

	to form clarity in decision making.					
6)	School principal providing an appropriate level of autonomy for us in our own decision making independently with professional skill.	5	4	3	2	1
C.	School principal Building School Vision and Goals					
1)	School principal develops the school mission, goals and objectives for the improvement of students' academic achievement	5	4	3	2	1
2)	School principal involves teachers and concerned stakeholders in setting the school mission and objectives	5	4	3	2	1
3)	School principal communicates the mission with stakeholders in order to have common understanding and shared value	5	4	3	2	1
4)	School principal capable in setting directions and encouraging the staff towards achieving the expected goals	5	4	3	2	1
5)	School principal allocates resources properly for the proper implementation and achievement of school vision and goals	5	4	3	2	1
D.	School principal Offering Individualized Support for					
1)	School principal provides adequate school facilities that enable to facilitate the teaching learning process	5	4	3	2	1
2)	School principal continuously assist and give constructive feedbacks that improves teachers performance in teaching	5	4	3	2	1
3)	School principal is encouraging staff to involve at workshop, seminar and conference to update them on current issues	5	4	3	2	1
4)	School principal actively work to ensure highest academic achievement of students	5	4	3	2	1
E.	Providing Intellectual Stimulation (Motivation of Teachers)					
1)	Principal promotes an atmosphere of caring and trusting among staff	5	4	3	2	1
2)	Principal motivate the staff members to participate in school instructional issues	5	4	3	2	1

3)	Principal ensuring reward system thorough fair/open and who work hard in schools	5	4	3	2	1
4)	Principal motivate all the staff members to participate in school instructional issues	5	4	3	2	1
5)	Principal encourages staff to try new practices consistent with their own interests	5	4	3	2	1
6)	Principal facilitates opportunities for staff to learn from each other	5	4	3	2	1
F.	Practices of School leaders on evaluation of Performance					
1)	School leaders have the capacity to appraise teachers	5	4	3	2	1
2)	School leaders provide an ongoing assessment of progress	5	4	3	2	1
3)	School leaders monitor the effectiveness of teaching learning process regularly	5	4	3	2	1

Thank for your cooperation!!!

Descriptive Statistics					
item	N	Minimum	Maximum	Mean	Std. Deviation
B1	258	1	5	2.610	1.072
B2	258	1	5	2.410	1.015
B3	258	1	5	2.560	1.108
B4	258	1	5	2.490	1.063
B5	258	1	5	2.220	1.258

F1	258	1	5	2.470	1.014
F2	258	1	5	2.610	1.116
F3	258	1	5	2.590	1.126
F4	258	1	5	2.620	1.254
F5	258	1	5	2.530	1.091
H1	258	1	5	2.620	1.255
H2	258	1	5	2.350	1.155
H3	258	1	5	2.380	1.027
H4	258	1	5	2.580	1.025
H5	258	1	5	2.560	1.108
O1	258	1	5	2.530	1.091
O2	258	1	5	2.220	1.21
O3	258	1	5	2.590	1.126
O4	258	1	5	2.290	0.977
C1	258	1	5	2.630	1.108
C2	258	1	5	2.590	0.99
C3	258	1	5	2.670	1.174
C4	258	1	5	2.670	1.174
PV1	258	1	5	2.500	1.063
PV2	258	1	5	2.710	1.093
PV3	258	1	5	2.680	1.222
PV4	258	1	5	2.490	1.037
item	N	Minimum	Maximum	Mean	Std. Deviation
PV5	258	1	5	2.060	1.123
P1	258	1	5	2.680	1.222
P2	258	1	5	2.490	1.037
P3	258	1	5	2.540	0.962
P4	258	1	5	2.580	1.075
P5	258	1	5	2.540	0.962

P6	258	1	5	2.490	1.063
BV1	258	1	5	2.590	1.126
BV2	258	1	5	2.670	1.174
BV3	258	1	5	2.630	1.108
BV4	258	1	5	2.590	1.126
BV5	258	1	5	2.220	1.258
OP1	258	1	5	2.490	1.037
OP2	258	1	5	2.520	0.939
OP3	258	1	5	2.610	1.072
OP4	258	1	5	2.410	1.015
PI1	258	1	5	2.330	0.911
PI2	258	1	5	2.590	0.905
PI3	258	1	5	2.480	1.022
PI4	258	1	5	2.360	1.146
PI5	258	1	5	2.310	1.162
PI6	258	1	5	2.200	1.053
DE1	258	1	5	2.310	1.027
DE2	257	1	5	2.370	1.11
DE3	258	1	5	2.380	1.148
Valid N (listwise)	257			2.493	1.09106