ORGANIZATIONAL TRUST: ITS RELATIONSHIP TO TRUST IN LEADERSHIP AS PERCEIVED BY TEACHERS IN THE CITY SCHOOLS DIVISION OF MEYCAUAYAN

An Action Research
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by

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Introduction

Trusting is a key component of human life. It emerges in response to consistent action and behavior demonstrating good intent. We need and use trust in different forms in all areas of life. We need to trust ourselves and others to make choices that will have an impact on our lives and on the lives of others today and in the future. There are ample examples of trust as a scarce resource and it is often noticed and defined by its absence. We easily pick up signals of suspicion and are acutely aware of the contractual limitations of trust in organizations. Without trust the workplace is a group of individuals who focus on personal survival rather than creation and contribution. Researches in the fields of knowledge management and knowledge creation conclude that trust is a prerequisite to creativity in an organizational context. If we are to make the fullest use of the knowledge locked in our minds we need to trust and be trusted. We need to feel protected and cared for so that we can focus our energies on creation rather than survival (Illes, 2015). She added that continuously declining levels of trust in society indicate that we are not relating to each other in the right way. Humans are social creatures and both historic and current findings confirm that strong, supportive communities have higher survival rates, they prosper better and enjoy a more content and fulfilled human life. This is also true of business communities. There are attempts to address some of the socio-economic, geopolitical and cultural-spiritual challenges of our time.

The education system in the Philippines is not an exception to this. It may also suffer from a declining level of trust in society and among its personnel. The researcher believes in and agrees with Doswell (2015) that trust is essential in order for social institutions such as schools to function properly. This relies on the trust of personnel to their leaders – school presidents and school administrators. The researcher further believes that leadership behaviors,

actions, and characteristics that deepen trust also drive profit growth, foster greater employee engagement, and grow employee involvement. Moreover, trust helps to reduce unwanted employee turnover and strengthens organizations' ability to retain key employees in order to attain the institutions' objectives and realize their mission and vision. Educational institutions that wish to retain key employees and get better employee performance should look to trust as a likely driver for these outcomes.

And only by being open to, and constantly on the lookout for, innovative possibilities, which actually exist in often unrecognized places can the trust in leadership move into the reforms in schools management that truly meets the fast changing needs of the learning community that the institution must address. Hence, the researcher identifies the major factors that determine organizational trust such as the different characteristics of an effective leader - ability, benevolence, and integrity, and the predisposition of the personnel - propensity to trust, attribution style, perceived risk, and leadership prototype and relates them to the level of trust in leadership as perceived by teachers in the City Schools Division of Meycauayan in terms of communication, learning, performance, turnover, and willingness to follow. And finally, the researcher proposes management interventions based on the results of the study.

Method

This chapter presents the method of research used in order to achieve the general and specific objectives of the study. This part likewise presents sources of data, population and sample size, sampling technique, instrumentation, data gathering procedure, and statistical treatment of the data gathered.

Type of Research

This study used the descriptive method of research. It determined the relationship of the school heads' characteristics namely: ability, benevolence, and integrity and predispositions of the trustor or teachers namely: propensity to trust, attribution style, perceived risk, and leadership prototype on the trust in leadership as perceived by the teachers in the City Schools Division of Meycauayan in terms of communication, learning, performance, turnover, and willingness to follow.

Primarily, a standardized survey questionnaire from the manual of Burke, Sims, Lazzara, and Salas' Trust in Leadership Multi-level Review and Integration (2007) will be utilized to gather the pertinent data to describe school heads' characteristics in terms of ability, benevolence, and integrity as well as predispositions of the trustor or teachers which include propensity to trust, attribution style, perceived risk, and leadership prototype. The study also described the level of trust in leadership as perceived by teachers in terms of communication, learning, performance, turnover, and willingness to follow.

The emphasis of descriptive method of research is on describing rather than on judging or interpreting. Its aim is to verify formulated hypotheses that refer to the present situation in order

to elucidate it. Moreover, this method allows a flexible approach, thus, when important new issues and questions arise during the conduct of the study, further investigation may be pursued.

Respondents / Sampling Method / Sources of Data

Table 1 shows the distribution of respondents in this study. As reflected in the table, they consist of teachers with permanent status in the City Schools Division of Meycauayan. Each of the teachers-respondents will be given a chance to participate in this study to assess their propensity to trust, attribution style, perceived risk, and leadership prototype. They will also assess their school head's characteristics and their level of trust in leadership. The results of the evaluation will be used to determine the relationship of organizational trust - school head's characteristics and predispositions of teachers to trust in leadership as perceived by the respondents.

Instrument

For this study, the researcher used a standardized survey questionnaire as the main tool of the research answered by the teachers in the City Schools Division of Meycauayan. The questionnaire was from the manual of the proponents of Trust in Leadership, Burke, Sims, Lazzara, and Salas' Trust in Leadership Multi-level Review and Integration (2007).

Part I pertains to trustee/school head's characteristics namely: ability, with 14 items; benevolence, with 19 items; and, integrity, with 9 items. This part of the questionnaire measures the degrees of agreement of the respondents about their school head's characteristics from strongly agree to strongly disagree.

Part II contains the predisposition of teachers with regards to propensity to trust, attribution style, perceived risk, and leadership prototype. This part contains 20 items.

Part III of the instrument consists of trust in leadership in terms of five categories: communication, learning, performance, turnover, and willingness to follow. This part of the questionnaire consists of 16 items.

Data Gathering Procedure

The standardized survey questionnaires based on the manual of Burke, Sims, Lazzara and Salas' Trust in Leadership Multi-level Review and Integration (2007) will be used in data gathering. The researcher will request the permission from the Schools Division Office to conduct the research and distribute questionnaires to the teachers of the different public elementary schools. After having the approval, the researcher will ask permission from the public elementary school heads in the pretesting and the actual distributing and administering the survey questionnaires. The said questionnaires will be administered personally by the researcher to inform the teacher-respondents about the main purpose of the study and how they could respond accurately.

The researcher will give ample time for the respondents to answer the questionnaires and assure them that the data will be treated with utmost confidentiality. Close supervision will be extended by the researcher in the retrieval of the instruments to obtain hundred percent of the questionnaires.

Results and Discussion

This part of the study presents the findings of the research. The interpretation and analysis of the results of this undertaking were also discussed in this chapter.

1. Description of Organizational Trust's School Head Characteristics in Terms of Ability, Benevolence, and Integrity; and Predisposition of Teachers in Terms of Propensity to Trust, Attribution Style, Perceived Risk, and Leadership Prototype

Table 2. Weighted Mean and Verbal Interpretation of Organizational Trust's School Head Characteristics in Terms of **Ability**

School Head Characteristics: Ability	Weighted Mean	V.I.
The school head has much knowledge about the work that he/she needs to do.	6.60	SA
The school head is very capable of performing his/her job.	6.42	A
The school head feels very confident about his/her skills.	6.26	A
The school head is known to be successful at the things he/she tries to do.	6.22	A
The school head provides compelling direction to ensure that faculty perceives their tasks and goals as challenging, clear, and consequential.	6.14	A
The school head focuses on the employees' correct tasks and goals.	6.20	A
The school head energizes and motivates followers because the outcomes are perceived as valued and consequential.	6.16	A
The school head develops a level of situation awareness and clear understanding of the team task, team capabilities, and the environment in which they are performing.	6.17	A
The school head designs the work and resource allocation.	6.06	A
The school head provides core norms of conduct within the team.	6.18	A
The school head creates team composition.	6.16	A
The school head provides adequate structure on how work is performed.	6.14	A
The school head allocates resources	6.48	A
The school head encourages team adaptability, self-correction and learning, and open communication.	6.44	A
Overall	6.26	A

It can be gleaned from the table that, “The school head has much knowledge about the work that he/she needs to do.” obtained the highest weighted mean of 6.60 with verbal interpretation of SA or strongly agree. It is followed by, “The school head allocates resources.”, “The school head encourages team adaptability, self-correction and learning, and open communication.”, and “The school head is very capable of performing his/her job.” with weighted mean of 6.48, 6.44, and 6.42 respectively. The three items mentioned all obtained a verbal interpretation of A or agree. This means that the respondents strongly agree that their leaders have a mastery of his/her duties and responsibilities and that the respondents agree that their leaders justly allocate the resources among the teachers, encourage team adaptability, correction, learning, and open communication. The teachers also agree that their heads are capable doing their job. Furthermore, these items were followed by, “The school head feels very confident about his/her skills.” with a weighted mean of 6.26; “The school head is known to be successful at the things he/she tries to do.” with a weighted mean of 6.22; “The school head focuses on the employees' correct tasks and goals.”; with a weighted mean of 6.20; “The school head provides core norms of conduct within the team.” with a weighted mean of 6.18; and “The school head develops a level of situation awareness and clear understanding of the team task, team capabilities, and the environment in which they are performing.” with a weighted mean of 6.17. All these indicators obtained a verbal interpretation of A or agree. It means that the respondents agree that their school head are confident, successful; focus on employees’ tasks and goals; provide norms of conduct; and develop awareness of team tasks, capabilities, and environment. Moreover, the items were then followed by, “The school head energizes and motivates followers because the outcomes are perceived as valued and consequential.” and “The school head creates team composition.” Both with weighted mean of 6.16 and obtaining a verbal

interpretation of A or agree. These were followed by, "The school head provides compelling direction to ensure that faculty perceives their tasks and goals as challenging, clear, and consequential." and "The school head provides adequate structure on how work is performed." Both having a weighted mean of 6.14 and obtaining a verbal interpretation of A or agree. On the other hand, "The school head designs the work and resource allocation." obtained the lowest weighted mean of 6.06 but with the same verbal interpretation of A or agree. The overall weighted mean is 6.26 with a verbal interpretation of A or agree.

Table 3 presents the weighted mean and verbal interpretation of organizational trust's school head characteristics in terms of benevolence.

Table 3 shows that, "The school head genuinely cares about his/her subordinates and conveys authentic concern in relationships." Obtained the highest

Table 3. Weighted Mean and Verbal Interpretation of Organizational Trust's School Head Characteristics in Terms of **Benevolence**

School Head Characteristics: Benevolence	**Weighted Mean**	**V.I.**
The school head genuinely cares about his/her subordinates and conveys authentic concern in relationships.	6.45	A
The school head really looks out for what is important for me.	6.23	A
The school head is very concerned with my welfare.	6.14	A
The school head will go out of the way to help me.	6.13	A
The school head reciprocates this care and concern by being motivated to work hard.	6.25	A
The school head persists longer, and engages in extra-role behaviors even when there is no extrinsic reward.	6.12	A
The school head provides expert coaching and creation of a supportive context.	6.22	A
The school head nurtures and leverages the talent within organizational members.	6.19	A
The school head direct interaction with a team intended to help members make coordinated and task appropriate use of their collective resources and accomplishing the team's work	6.20	A
The school head adopts an approach, whereby leaders facilitate	6.20	A

School Head Characteristics: Benevolence	Weighted Mean	V.I.
follower's efforts to solve complex problems while concurrently developing subordinates so they are more prepared to address future problems.		
The school head shows respect and concern for his/her followers.	6.21	A
The school head understands individual strengths and weaknesses.	6.13	A
The school head is capable of developing his/her followers by providing them new prospective and creative solutions to novel problems.	6.16	A
The school head demonstrates commitment and development.	6.21	A
The school head motivates the followers to a high level of commitment and loyalty to the visions of the leader.	6.17	A
The school head provides consulting team members to the faculty.	6.19	A
The school head shares common values.	6.19	A
The school head cultivates trust because it allows followers to have autonomy and provides opportunities to voice opinions and concerns.	6.26	A
The school head looks to the followers for input. They feel valued and appreciated.	6.17	A
Overall	6.20	A

weighted mean of 6.45 followed by, "The school head cultivates trust because it allows followers to have autonomy and provides opportunities to voice opinions and concerns."; "The school head reciprocates this care and concern by being motivated to work hard."; "The school head really looks out for what is important for me."; .and "The school head provides expert coaching and creation of a supportive context." with weighted mean of 6.26, 6.25, 6.23, and 6.22 respectively. They were followed by, "The school head shows respect and concern for his/her followers." and "The school head demonstrates commitment and development." Both having weighted means of 6.21 and obtaining a verbal interpretation of A or agree. They were then followed by, "The school head direct interaction with a team intended to help members make coordinated and task appropriate use of their collective resources and accomplishing the team's work." and "The

school head adopts an approach, whereby leaders facilitate follower's efforts to solve complex problems while concurrently developing subordinates so they are more prepared to address future problems." Both having a weighted mean of 6.20 and obtaining a verbal interpretation of A or agree. "The school head nurtures and leverages the talent within organizational members.", "The school head provides consulting team members to the faculty." and "The school head shares common values." all obtained a weighted mean of 6.19 with a verbal interpretation of A or agree. They were followed by, "The school head motivates the followers to a high level of commitment and loyalty to the visions of the leader." and "The school head looks to the followers for input. They feel valued and appreciated." Both having a weighted mean of 6.17 and obtaining a verbal interpretation of A or agree. They were followed by, "The school head is capable of developing his/her followers by providing them new prospective and creative solutions to novel problems."; "The school head is very concerned with my welfare.", "The school head understands individual strengths and weaknesses.", and "The school head will go out of the way to help me." They have a weighted mean of 6.16, 6.14, 6.13, and 6.13 respectively and all obtained a verbal interpretation of A or agree. However, the lowest weighted mean is 6.12 which is "The school head persists longer, and engages in extra-role behaviors even when there is no extrinsic reward." All the items obtained a verbal interpretation of A or agree. The overall weighted mean is 6.20 with a verbal interpretation of A or agree. This means that the public elementary school teachers in Meycauayan City agree that their leaders are benevolent.

Table 4 shows that "The school head is a leader who considers others' viewpoints, restrain personal biases, and explain the decision making process including providing adequate feedback." obtained the highest weighted mean of 6.46, followed by "The school head demonstrates sound principles to guide his/her behavior." and "The school head is a leader that holds

personally accountable for his/her actions.". Both items obtained a weighted mean of 6.26 followed by "The school head formally held accountable for his/her decision making process including providing adequate

Table 4. Weighted Mean and Verbal Interpretation of Organizational Trust's School Head Characteristics in Terms of **Integrity**

School Head Characteristics: Integrity	**Weighted Mean**	**V.I.**
The school head tries hard to be fair in dealing with others.	6.24	A
The school head has a strong sense of justice.	6.23	A
The school head sticks to his/her word.	6.11	A
The school head demonstrates sound principles to guide his/her behavior.	6.26	A
The school head is a leader that holds personally accountable for his/her actions.	6.26	A
The school head formally held accountable for his/her decision making process including providing adequate feedback.	6.25	A
The school head is a leader who considers others' viewpoints, restrain personal biases, and explain the decision making process including providing adequate feedback.	6.46	A
The school head distributes outcomes fairly.	6.22	A
The school head communicates with faculty in a manner that provides respect and dignity.	6.23	A
Overall	6.25	A

feedback." with a weighted mean of 6.25. They were followed by, "The school head tries hard to be fair in dealing with others." with a weighted mean of 6.24; "The school head has a strong sense of justice." and "The school head communicates with faculty in a manner that provides respect and dignity." both having a weighted mean of 6.23; and, "The school head distributes outcomes fairly." with a weighted mean of 6.22. On the other hand, "The school head sticks to his/her word." obtained the lowest weighted mean of 6.11. All the items under the school head char-

acteristics: integrity obtained a verbal interpretation of A or agree. The overall weighted mean is 6.25 which has a verbal interpretation of A or agree.

Table 5. Weighted Mean and Verbal Interpretation of **Organizational Trust's Predisposition of Teachers**

Predisposition of Teachers	**Weighted Mean**	**V.I.**
Show willingness to place faith in others' reciprocity and good intentions?	6.55	SA
Influence decisions propensity to trust?	6.31	A
Seek to explain or examine the reasons why the event occurred?	6.22	A
Support the attribution, attend, and serve to carry out expectations?	6.19	A
Consider together the perceived risk that you experience on a day-to-day basis?	6.09	A
Believe that team members have shared priorities for task completion?	6.11	A
Feel that team members begin to interact and share their views of task and responsibility?	6.16	A
Think that teams are often reliant on the leader for resources, information, and support in order to complete their tasks?	6.19	A
Believe that team members are vulnerable to their leaders?	6.13	A
Agree that self-protective and autonomous styles are culturally contingent?	6.16	A
Feel that charismatic/value based and team-oriented leadership styles are universally endorsed?	6.16	A
Agree that humane and participative styles are nearly universally endorsed?	6.07	A
Provide adequate resources for you to achieve your goals?	6.18	A
Feel free to ask question and act on your own?	6.22	A
Provide support and feel free to come up with suggestions that encourage you to take risks?	6.24	A
Feel free to make decision and take over a task when things go wrong?	6.18	A
Delegate task to accomplish your goals?	6.18	A
Tell co-worker/staff how to do his/her job?	6.13	A
Enable and hold fully accountable for your achievement of expected output?	6.29	A
Stand up for your rights?	6.20	A
Overall	6.20	A

Table 5 shows that “Show willingness to place faith in others' reciprocity and good intentions?” obtained the highest weighted mean of 6.55 with a verbal interpretation of SA or strongly agree. It means that the personnel of technical schools in Bulacan strongly agree that their administrators have good intentions and are willing to place faith and trust to others’ reciprocity. It is followed by “Influence decisions propensity to trust?” with a weighted mean of 6.31 and “Enable and hold fully accountable for your achievement of expected output?” with a weighted mean of 6.29. Both items have a verbal interpretation of A or agree. The rest of the items also obtained a verbal interpretation of A or agree with the following ranking: “Provide support and feel free to come up with suggestions that encourage you to take risks?” with a weighted mean of 6.27; “Feel free to ask question and act on your own?” with a weighted mean of 6.22; “Feel free to ask question and act on your own?” and “Stand up for your rights?” both having a weighted mean of 6.20; “Think that teams are often reliant on the leader for resources, information, and support in order to complete their tasks?” and “Support the attribution, attend, and serve to carry out expectations?” both having a weighted mean of 6.19; “Provide adequate resources for you to achieve your goals?”, “Feel free to make decision and take over a task when things go wrong?”, and “Delegate task to accomplish your goals?” all having a weighted mean of 6.18; followed by, “Feel that team members begin to interact and share their views of task and responsibility?”; “Agree that self-protective and autonomous styles are culturally contingent?”; and “Feel that charismatic/value based and team-oriented leadership styles are universally endorsed?” all with a weighted mean of 6.16. Moreover, these were followed by, “Believe that team members are vulnerable to their leaders?” and “Tell co-worker/staff how to do his/her job?” both having a weighted mean of 6.13. These items were followed by, “Believe that team members have shared priorities for task completion?” and “Consider together the perceived risk

that you experience on a day-to-day basis?" with a weighted mean of 6.11 and 6.09 respectively. On the other hand, the lowest weighted mean is 6.07 which is "Consider together the perceived risk that you experience on a day-to-day basis?" with a verbal interpretation of A or agree, together with the rest of the items under predisposition of trustor/staff excluding the first item. The overall weighted mean is 6.20 with a verbal interpretation of A or agree.