

# How do educational leaders build trust in new schools

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**Abstract:** Although we know that the role of trust in an organization is very important, and trust has been paid attention to in various fields. As an important organizational group, schools lack a large number of studies on trust issues, and few studies have focused on the mutual trust between school leaders and teachers, which is related to teacher performance. In my experience as a volunteer teacher after undergraduate, I found that the quantity and quality of teachers are important in building a good new school. And two reasons can reduce the teacher turnover rate, one is the quality of teachers, the other is the school environment. As for the school environment, principals must foster "culture of trust" in schools. Through quantitative research in a large amount of literature, I learned how important "culture of trust" is in a school. Then I used three theoretical frameworks: transformational leadership, distributed leadership and trust leadership, combined with chart data analysis and case study, to analyze how school leaders build "culture of trust" in schools. In addition, the assignment gives the research on the mutual trust between school leaders and teachers, which is related to teacher performance, and gives some specific applications and solutions, as well as some limitations.

**Keyword:** Culture of trust; Educational leadership; Principal-teacher mutual trust; Teacher performance; Transformational leadership

## 1. Introduction

Trust has already attracted the attention of various fields, and a large number of relevant literature can be found in all fields. Through consulting a lot of literature, I found that many scholars after a long period of research believe that trust on the development of various industries cannot be ignored. However, as an important organizational group, schools lack a large number of studies on trust issues, and few studies have focused on the mutual trust between school leaders and teachers, which is related to teacher performance. After graduating from my university, I volunteered to teach in a rural school of remote village in China, which had just been established in the last few years. During the volunteering period, I found that the teacher turnover rate was extremely high, making the children's education inconsistent, which made me feel anxious. Based on my own personal experience, I find two reasons to reduce the teacher turnover rate, one is the quality of teachers, the other is the school environment. Therefore, this assignment starts through these two points to develop concretely. As for the first point, this

assignment proves through literature and chart that developing a good school, the values of teachers: morality, professionalism, identity, motivation, commitment, and resilience are important. As for the second point, this assignment believes that to create a good school environment, "culture of trust" is very important, and the construction of "culture of trust" needs to be analyzed from multiple perspectives, including principal's trust in teachers, teachers' trust in principals, trust in colleagues, trust in students, parents and schools. Based on the quantitative research of a large number of literature, this assignment analyzes the importance and concrete measures of trust in each aspect and angle in detail by combining two real-life cases and graphs, and holds that the principal must take the lead. The principal must take the first step to construct the "culture of trust", and then analyze the principal should apply three theoretical frameworks: transformational leadership, distributed leadership and trust leadership, to build "culture of trust" in schools. This assignment also gives the research on the mutual trust between school leaders and teachers, which is related to teacher performance. Therefore, in order to build a good "culture of trust" in schools, mutual trust

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between leaders and teachers is very important, and the trust of leaders to teachers is a very important step. Only when leaders and teachers deal with the "culture of trust" between them, parents and students will trust the principal, teachers and the whole school, and through mutual trust, the "culture of trust" of the whole school will be constructed. In the second half of this assignment, it gives detailed and specific analysis that how principals can use three theoretical frameworks: transformational leadership, distributed leadership and trust leadership, to build the trust between leaders and teachers, and give some specific applications and solutions. Although trust can solve many problems in education management, there are still many problems, so at the end of this assignment, some limitations are given.

## 2. Literature Review

### 2.1 Background

In recent years, the study of trust has aroused the attention and interest of different disciplines. Numerous related literature can be found in philosophy, psychology, sociology, economics, political science and other fields. The word organizational trust has also gradually attracted attention and been further discussed. As an important organizational group, schools lack a large number of studies on trust issues. With the establishment of new school management systems, new working relationships are often required, and the need for high initial trust is growing. Therefore, many factors affecting trust need to be analyzed. Trust is an important social resource and a very important existence to develop a good school. Studies have shown that teachers trust their schools and colleagues more than their leaders, with two-thirds saying their leaders are not trustworthy (Hollis, 1998). Some leaders pay too much attention to how to improve the performance of the school and ignore the concern for teachers, which inevitably leads to a certain trust problem in the teacher team. In the literature, it is widely believed that trust enables actors to conquer collective action problems and achieve common goals in more effective ways (Ostrom, 1990; Putnam, 1993; Tavits, 2006). Rational actors can develop the insight that a relationship of trust is necessary if they want to realize their goals in society in a partnership with others (Gambetta, 1988). Even though they know that they are occasionally disappointed by the behaviour of some of their compatriots, they are convinced, with rational insight, that trust is the only

possible means of ensuring collective action (Hollis, 1998).

However, few studies have focused on the mutual trust between school leaders and teachers, which is related to teacher performance (Kim et al., 2016). Stable and lasting cooperation between people is mainly based on mutual trust. Perceived mutual trust has a positive effect on task performance and performance, controlling interpersonal promotion after leadership trust and perceived trust. In addition, interpersonal facilitation and task performance increase with trust in leaders (Hooghe et al., 2012). The concept of trust is getting more and more attention in the research of organization (Balliet et al., 2013; Colquitt et al., 2007; Ferrin et al., 2008; Salamon et al., 2008). Trust is an important factor in the relationship between superiors and subordinates (Brower et al., 2009; Dirks & Ferrin, 2002). When subordinates trust them, they are more likely to accept the manager's influence (Dirks & Ferrin, 2002). The development of mutual trust is a stable and lasting collaborative relationship and people's need for more effective cooperation (Brown & Greany, 2017). Trust has become a central concept in organizational research (Campagna et al., 2009). Trust is associated with a number of important outcomes, including leadership effectiveness and teamwork (Colquitt et al., 2007; Dirks & Ferrin, 2002). Many existing studies have shown that trust can motivate members to perform better and better (Baer et al., 2015; Salamon & Robinson, 2008). Baer et al. (2015) believe that teachers' perceived trust develops with leaders' actual trust behaviors. Trust is often related, it is "two sides of the same coin." (Campagna et al., 2009). In return, teachers are more likely to be hard-working to meet the performance standards and expectations demanded by their leaders. In a relationship of mutual trust, both parties are also willing to communicate more openly and effectively, so that teachers can better understand their leaders' expectations of their tasks and get high task performance (Mohr & Nevin, 1990). The relationship of trust between teachers and leaders has a greater impact on schools. Spreitzer et al. (2002) and Colquitt et al. (2007) showed that trust in leaders leads to higher job performance.

### 2.2 Reflection on experiences

I volunteered to teach in a rural school of remote village in China after undergraduate, which had just been established in the last few years. When I worked as a volunteer teacher, I found that there is a particularly high teacher turnover rate in rural areas.

The education for children was discontinuous because teachers left after several months of teaching, which mainly includes two reasons, one is the quality of teachers themselves, the other is the school environment. Essentially, two sources of support are needed if teachers are to continue their effort to provide a differentiated and knowledgeable education for all students. The first source of support is their intrinsic values: ethics, professionalism, identity, motivation, commitment and resilience. The second source of support is the quality of the school environment. For those who strive to remain resilient at all stages of their careers and in various school settings, their school work environment are considered the most important factor (Day & Gu, 2010). The principal is responsible for the school environment (Day, 2017).

On the first source of support, Day et al. (2005) said if you believe a job is worth doing, you are committed. Research from the UK and Australia has shown that the teaching input is not limited to this but deeper. It involves a range of values that are the driving force of commitment throughout the career, regardless of the environment (Day et al., 2005). Such teachers are able to survive and thrive again in the most challenging environments, largely because they hold the strength of the values (Fried, 1995; Hansen, 1995; Helsby et al., 1997; Day, 2004). Schools, especially in remote areas, have more challenging environments. Then teachers need to be recruited with higher values. For example, they are more concerned about how to improve education in rural areas and improve the quality of poor students through their own efforts instead of only concerning their salaries, which is the motivation for teachers to choose to teach in rural areas. The commitment of teaching comes from caring for children and the concept of education - what is the true meaning of education (Day & Kington, 2005).

On the second source of support, principals must foster "culture of trust" in a school. Day (2011) also said it was important to build "culture of trust" in schools. And the construction of "culture of trust" needs to be analyzed from multiple perspectives, including principal's trust in teachers, teachers' trust in principals, trust in colleagues, trust in students, parents and schools. According to the first source of support, to establish and develop a good school, teachers recruited by principals must have high values: ethics, professionalism, identity, motivation, commitment and resilience, so that the principal can fully trust the

teacher recruited. Part of the basis for people to make trust judgments is shared values and attitudes (Tschanne-Moran, 2014). According to the relationship between "mutual trust" and "employee performance" mentioned before, only those teachers who fully feel the trust of the leaders, and they think their leaders are excellent and worthy of following, they will fully trust their leaders. If teachers trust their leaders but don't feel trusted, they may feel that their good intentions are not being properly rewarded, and therefore, on the principle of reciprocity, they will be reluctant to devote a lot of energy and effort (Gouldner, 1960). Fletcher (1998) also said that effective managers need to not only trust their subordinates, but also learn to make them feel trustworthy. Trust in each other creates an upward spiral of reciprocal trust and cooperation. This reciprocity cycle may be due to the continued exchange of positive behaviors that reinforce the existence of trust. Alternatively, reciprocity may be due to the trust response effect, in which people who feel trusted are also more likely to trust the other person (Bacharach et al, 2007). People have to feel that they are valuable, they are trusted, and they are respected. Day (2005) gives two examples: Pat is an early teacher whose professional growth and development benefits from the support of school managers, and the cooperative school culture that excellent leaders build, shape, and transform. It is in this positive school environment that the early teacher feels able to build her effectiveness, commitment and resilience, and go on to enjoy the achievements of her students and the progress of her career. Pat's adaptability has been further established and maintained because of some factors of the school environment. What's more, for teachers to decide whether to go on teaching or not, the school leader's support is the most important factor (Day, 2017). The second example is Catherine, who is in the period of burnout, who feels that the senior leadership and structure of the school have made an important contribution to her success and survival. "The Senior Leadership Team (SLT) is reachable on both personal and school issues," she said. Knowing that they will be 100 percent supportive of their staff helps create "people-centred" school culture that, in her opinion, unites all staff as a team. Catherine is especially appreciative to the headmaster for her personal and professional support. It helped her through the difficulties. Teachers who have first entered rural areas need especially the support of the quality of the principals and the school environment,

because the teaching conditions are more difficult than other schools, so that they could be totally loyal to the schools and reduce the turnover rate of teachers. In addition, trust among colleagues is particularly important. Especially for school teachers working in socially and economically difficult circumstances, co-operation, mutual trust and support among colleagues are crucial to their morale, efficacy, well-being and effectiveness (Day & Leithwood, 2007; Peterson et al., 2008). Goddard et al.(2004) argued that this "strong sense of group competence" established expectations for success, and in turn encouraged "members to work resiliently towards goals". Some 75 per cent or more of resilient teachers believe supportive relationships with colleagues have a critical and positive impact on their ability to sustain their original career or teaching requirements (Day & Gu, 2010). And the principal has a great influence in improving the relationship between teachers and the staff. School leaders can play a basic and continuous role in driving change improvement and change by virtue of their status and power, as well as individual and collective influence (Day, 2017). The study found that the quality of school leaders and their long-term environmental-sensitive strategies are key to build and maintain teachers' commitment, participation and collective loyalty (Day, 2013). School leaders need to have and apply more interpersonal qualities and skills and extensive strategies than ever before (Day, 2014). Bryk & Schneider(2003) conducted a groundbreaking empirical study on the reasons for improving students' performance in primary schools, and found that "relationship trust" among teachers was a central factor. Trust can promote knowledge sharing, promote the teaching development (e.g. through peer coaching, curriculum learning and assessment processes), and is considered a key factor in successful teamwork, competence-building and the development of professional learning communities. The low level of trust among teachers constitutes a major obstacle to the establishment of new norms for these professions and collaboration. when teachers distrust their colleagues, whether due to lack of capacity, reliability, kindness or other factors, they are less likely to put their professional practices at risk by sharing teaching plans, reflective dialogue or peer observation (Tschannen-Moran, 2014). Over time, it is easy to affect the academic atmosphere of the whole school, resulting in the decline of the academic level of the whole school. Finally, a good culture of trust must involve every role, students, parents, teachers and

principals. A school with trust as the implicit culture and orientation of the school will certainly be the mutual trust between teachers and school leaders, the mutual trust between teachers and the school, the mutual trust between teachers and the parents, and the mutual trust between the school and the community and the family. The culture of trust in schools can promote and improve a person's attitude and have a positive impact on the individual. Tschannen-Moran (2004)'s study of the effectiveness of primary school leaders also points out that the trust relationship between parents, teachers and leaders is the key to developing the performance in many areas of the school. Tschannen-Moran's study of primary school principals found trust to be the lubricant of organizational operations; without it, schools could experience conflicting excess friction and lack of progress in achieving their admirable goals. The school leader must take the lead and take the initiative to communicate with others. Sometimes, school leaders may be asked to show trust in colleagues who may not fully rewarded at least initially (Day, 2017). When teachers decompose their trust based on their susceptibility to another role group, they interpret each other's behavior in terms of benevolence, reliability, competence, openness, and honesty (Tschannen-Moran, 2014). Teachers are not passive actors in school, but co-builders of trust. As active professionals, teachers who feel excluded from important decisions react in a way that loses trust and undermines change (Seashore-Louis, 2007). But if teachers feel that they are co-builders of trust, they will greatly motivate themselves to do things and demonstrate their commitment to students, parents, leaders and schools. Teachers and principals pay attention to their students, and parents will trust teachers and schools more. Goddard et al.(2004) points out that trusting parental and teacher-student relationships promote normative and social relationships and help students move towards academic success.

### 3. Theoretical knowledge and methods

From the above analysis, we can see that to build a trust culture in the school, the first step to do is that the principal must first trust the teacher. Excellent principals have these characteristics:" pursuing common goals, empowering people, developing and maintaining a culture of collaboration, and promoting a process of coordinated development among teachers ". (Hargreaves, 1994). Among the four, "developing and maintaining a culture of collaboration" and "promoting

a process of coordinated development among teachers" both belong to the school environment, which requires school leaders to make the best use of transformational leadership to create a culture of trust.

### 3.1 Transformational leadership

Transformational Leadership refers to the leadership through leadership appeal, leadership charm, personalized care and intellectual stimulation to make subordinates realize the importance of the tasks and responsibilities to motivate their higher-level needs, so as to maximize their potential to get the highest level of performance (Bass, 1998). There is a series of positive actions that leaders do to bring about "mutual trust" between leaders and teachers, thus bringing about a positive impact on "employee performance ". Bass further developed the research, defining transformational leadership as motivating subordinates' high-level needs, building an environment of mutual trust, and achieving results that exceed the original expectations by making subordinates realize the importance of the tasks they undertake. A leader with a transformational leadership optimizes member interactions within the organization through his own behavioral example, care for the needs of subordinates. At the same time, through the joint creation and promotion of organizational vision, within the organization to create an atmosphere of change, promote the organization in the process of efficient realization of organizational goals adaptive change (Gao Liping et al., 2011). In the research conducted by Gao Liping et al.(2011) against the team, it is also shown that transformational leadership has a very large impact on team effectiveness. At the same time, Meng Hui et al. (2005) also put forward a good idea of transformational leadership, because of its understanding of the signification of leaders themselves, it emphasizes the exemplary role of the leadership to the subordinates. First of all, the leaders pay attention to their own conduct, the courage to take responsibility and risk, and to give the subordinates a good model leading role, in the uncertain environment to effectively lead the subordinates to work together to overcome the difficulties. Meanwhile, pay attention to the needs of subordinates, provide challenging work and intellectual motivation to subordinates. Through these processes, the needs of superiors and subordinates are unified into the goals of the team, and the goals of superiors and subordinates are merged into one, and the team's superiors and subordinates work together to achieve common goals. That is, transformational leadership behavior can help

subordinates to achieve the maximum level of performance by guiding them beyond their self-interest and instilling common organizational values into their subordinates.

### 3.2 Distributed leadership

The third characteristic of a good principal: "empowering people" requires a leader to use a distributed leadership. An important starting point for understanding distributed leadership is decoupling it from job authority. Harris (2004) states that distributed leadership focuses on hiring expertise anywhere within the organization, rather than simply seeking this through formal positions or roles. Harris refers to the English study of 10 English-language schools facing challenging environments, saying there should be "power redistribution", not just a process of "delegating leadership". Harris (2004) points that successful leadership recognizes the limitations of a single approach to leadership and adopts a form of leadership through cooperation and common work assignments. This is based on the undeniable fact that one "leader" is highly unlikely to improve a school without delegating responsibility for leadership to more than one person (Day, 2017). And school leaders want to develop a culture of trust, must use distributed leadership, because only trust teachers, principals will assign power to teachers, and teachers once involved in the distribution of power, then they will trust leaders more. Step 5 of Cott's "eight-step model" refers to empowering others to act according to their vision, "empowering" is "distribute the power". The aim is to improve the autonomy of teachers in setting development agendas and defining standards of practice and their potential value ( Phil, 2017). The key to the success of distributed leadership is to "improve people's knowledge and skills in the organization, create a common culture of expectation around the use of these knowledge and skills..." and hold individuals accountable for their contribution to collective results (Day, 2017). If these issues are addressed and teachers gain confidence in areas they consider weak, they will gain personal confidence and are more likely to identify with the school's intentions and narratives (Coates, 2017). For schools in the 21st century, moving towards cooperative work is the only important change (Coleman, 2012). Hatcher (2005) found the reason why distributed leadership has become so important that achieving broader employee group participation is more effective in implementation of change . This suggests that distributed leadership is more like a cooperation, while leithwood et al. (2007)

also mention that the core of a cooperative culture is a more equitable distribution of decision-making power among school members.

In addition, in terms of the relationship between student achievement and distributed leadership, many studies have shown that distributed leadership can effectively improve teacher development or student learning. A four-year study (Leithwood et al., 2007) of 195 primary schools in the U.S. found that distributed leadership had a direct positive effect on academic capability and an important but indirect positive effect on students' achievement in math. Therefore, the

proper distribution of leadership can be used as an effective way for schools to improve academic vitality and enhance students' academic performance. The study by Leithwood et al. (2007) found that massing leadership among teachers has a positive effect on teacher effectiveness and student engagement. Silins et al. (2002) Research on more than 500 teachers and school principals also shows that student performance improves when leadership is distributed among school groups and when teachers are empowered in certain areas.

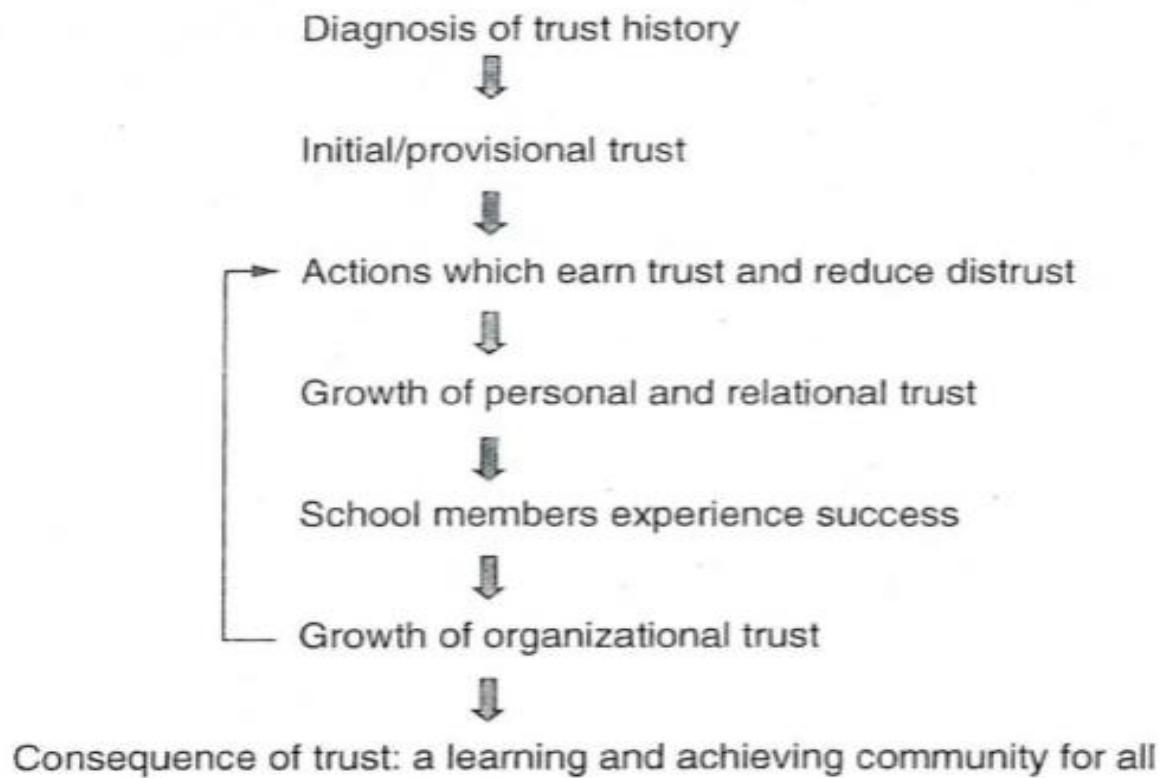


Figure 1 The progressive distribution of trust (Day, 2017)

### 3.3 Trust leadership

The success and extent of leadership and authority allocation depends on the development of trust and credibility (Day, 2011). Moreover, in the IMPACT project (Day et al., 2011), leadership responsibility allocation is related to trust development, which is incremental. This involves trust leadership. Compelling research evidence suggests that trust has a positive effect on employee behavior and attitudes, group function, and organizational performance levels (Day, 2017). Trust can promote knowledge sharing, promote teaching development, and is considered a key factor in successful teamwork, capacity building,

and professional learning community growth. Dirks & Ferrin (2002) proposed three key points based on trust in leadership: first, teachers who trust leaders are more likely to feel committed, satisfied, and more likely to stay. Second, trust in leadership contributes to organizational change as it creates a cooperative environment in which people share knowledge. Third, the client can build trust by making the process fair and transparent, allocating resources and treating people fairly. Dirks & Ferrin (2002) collected a leadership trust study of 27000 people from 106 different research areas. They found that teachers' trust in leadership is based on mutual care and care.

Teachers who trust their leaders more are less likely to quit, more likely to trust their information, and they seem to be more loyal to their school decisions than their principals. Teachers who trust their immediate superiors are more satisfied with their jobs, more loyal to their schools, and believe that they are treated more fairly in their processes and decisions. Teachers are more loyal to the school, more supportive of the organization, and feel that the leadership allocates resources fairly, treats others well and follows procedures transparently. But it should be noted that trust as a practice and value cannot be imposed on subordinates and students. To cultivate, develop and maintain trust in others, leaders must show trust (Day, 2011). There is an obvious interaction between the quality or attribute of the leader and the development of trust (Day, 2011). But the leaders report that they have only allocated leadership to a small minority at the beginning of their term; it is only after years of building trust that they have distributed it more widely. We can identify a clear process based on trust that further develops over time and grows as the leadership allocation increases (Day, 2011). This trust is not "blind"; it is purely "ideological" or "principled"; it is based on close knowledge and long experience of cooperating with and observing others in various environments (Day, 2017). It's normal, but principals must use their initiative to use the trust leadership. Therefore, the gradual allocation of trust is a positive process that must be managed and led (Tschannen-Moran, 2004). **Figure 1** (Day, 2017) illustrates the need for further action after each growth point of trust to win trust and reduce it. It is this kind of trust and trustworthy interaction that creates mutual trust and develops a culture of trust within the school.

Thus, the four characteristics of the excellent principals we have mentioned before: pursuing common goals, empowering people, developing and maintaining a culture of collaboration, and promoting a process of coordinated development among teachers, through the application of theory and method of transformational leadership, distributed leadership and trust leadership, we can make full use of new schools in rural areas to construct a sustainable school trust culture.

#### 4. Application and Solution

As we have said before, leaders want to build "culture of trust" in school, first of all, their own values and abilities can make teachers trust. There is a clear interaction between the quality or attribute of the

leader and the development of trust (Day, 2011). The findings suggest that effective regulators need to not only trust their subordinates, but also learn to make them feel trustworthy (Fletcher, 1998). Secondly, it is necessary to fully trust teachers with high values (ethics, professionalism, identity, motivation, commitment and resilience), and to use the transformational Leadership to make teachers aware of the responsibilities and the importance of the task, and to use the distributed leadership to distribute power to teachers. Even if supervisors have a high level of trust in their subordinates, if they rarely delegate authority to them, they may not actually feel that their superiors trust them, and therefore do not trust any potential benefits of achieving a high level of trust among their subordinates (Fletcher, 1998). Trust leadership can be used to better allocate leadership, so that trust and allocated leadership can interact with each other and supplement each other through time. Only when leaders and teachers deal with the "culture of trust" between them, parents and students will trust the principal, teachers and the whole school, and the "culture of trust" of the whole school will be constructed by mutual trust. So what concrete measures should principals use to build a "culture of trust" between themselves and their teachers?

##### 4.1 Establish a fair and transparent system of evaluation, reward and punishment

Teachers are a knowledge group with a strong sense of equality and independent values. They are more sensitive to organizational fairness than ordinary people. For school teachers, whether the design, implementation and process of school rules and regulations are fair and transparent affects their trust in the school organization, and further affects their enthusiasm and devotion to work. At the heart of the concept of collaborative culture is a more equitable distribution of decision-making power among school members (Day, 2011).

Fair evaluation and reward and punishment system is the premise of competition and cooperation. It enables the school and its members to experience a sense of fairness in the process of judgment and distribution, thereby creating trust in the competition and cooperation carried out under such conditions. Fairness includes procedural fairness and result equity, the two are closely related to trust, the level of procedural fairness directly affects the degree of trust in the cooperative relationship, and affects the judgment of the two sides on the fairness of the result. In the process of evaluation and reward and

punishment, school administrators should pay attention to the fairness of procedure and result, especially the fairness of procedure. In school management, we should reward trust and openness, not conservative, and punish cheating. The leader should do all the evaluation of teachers and rewards and punishments are well-founded, there are rules to follow. Any deviation and negligence in the evaluation process can be observed and supervised by the teacher, especially in terms of promotion of position (title). When the leader's evaluation of the teacher is biased and unfair, and does not accord with the actual situation of the teacher's work, the teacher should be able to question it, and ask the leader to correct or re-evaluate it according to the system and the actual situation of his or her work. In this case, the teacher generates a trust in the rules and then evolves into trust in the leader and the whole school organization. On the contrary, if the evaluation and reward and punishment system is not open and opaque, teachers often doubt the fairness and justice of the leader and associate it with the personal preference of the leader, the trust is difficult to produce, and the enthusiasm of the work will be seriously frustrated.

#### 4.2 Trust-based participation incentives

If the school leaders want to promote the realization of the school's organizational goals through trust, improve the organizational performance, stimulate the cohesion and creativity of the teachers' team and the enthusiasm of the individual, they must be fully empowered and decentralized, and let the teachers actively participate in the management and decision-making of the school affairs. Specific approaches to participation incentives can be divided into three categories: 1. Consultation. That is to mobilize teachers to put forward opinions and suggestions on school work. 2. Participation in management. Teachers can participate in administrative expansion meetings and staff representatives meetings, not only have the right to advise, but also part of the decision-making power. 3. Independent management. Teachers have greater autonomy and decision-making power within the assigned terms of reference. Employees who trust their leaders may feel comfortable and safe with the way the leader responds to their voice, thereby increasing the possibility that they are actually involved in expressing their views and ideas about workplace issues, other people's behavior, or the changes needed. However, if their trust in leaders is low, employees may find it too risky to give advice and worry about key work matters,

which may lead them to choose to remain silent in the workplace (Gao Liping et al., 2011).

The major issues in the development of schools should be encouraged through democratic discussion, brainstorming and formation of systems to enable teachers to fully enjoy their democratic rights, encourage them to take part in the work in teaching, scientific research, industry and service fields as masters, cultivate teachers' sense of ownership, give advice to teachers, fully mobilize teachers' enthusiasm, and "align teachers' personal interests with the interests of school organizations ". Only true participation in decision-making can make the trusted party psychologically implicit about the meaning of trust. When employees become more involved in decision-making and are able to determine the content of their work, their trust increases and their motivation increases. The same is true of teachers. The teacher's labor is a cooperative and independent process. When it comes to cooperation, it is because training a useful talent or managing a class is not a teacher's credit, it requires the cooperation of teachers, the policy guidance and objective management of the leadership, and the coordination and cooperation of various departments. Sharing and collaboration provide opportunities for sharing and collaboration and promote a culture of trust (Day, 2011). But the teachers' teaching is an independent process, they do not want and do not allow to be disturbed by others and blind command. Both cooperation and decentralization cannot be separated from mutual trust between leaders and employees. Only when teachers and leaders fully trust each other, they will actively cooperate with each other, coordinate tacit understanding, become a cohesive group, and work together to achieve organizational goals.

#### 4.3 Emotional stimulation based on trust

In today's "people-oriented management" concept gradually deeply rooted in the people, emotional motivation is an indispensable management method of the school, but also the most economical incentive means, through "strengthen the emotional communication with teachers, respect teachers, care for teachers, establish equal and cordial feelings with teachers, let teachers understand the care of leadership, the warmth of organization, so as to stimulate teachers' sense of identity and belonging to school organizations. Day (2011) also said that communication and understanding are crucial if relationship trust is to be developed. Based on the emotional basis of trust, is based on the mutual emotional pay for communication,

sincere, mutual dedication as the core, which is not mixed with any human obligations of selfless trust. Respecting and valuing employees is considered a necessary condition for building "culture of trust" (Day, 2011). And this trust is the best sublimating agent of emotional motivation, which can burst out the strongest internal motivation.

First, leaders need to consider the diverse needs of teachers. Teachers are special mental workers, who have strong motivation for achievement, they care about reputation, the priority of spiritual needs, require leaders to pay timely attention to their spiritual needs. On the one hand, school administrators should allocate financial expenditure reasonably, provide teachers with the necessary infrastructure, beautiful school appearance, comfortable office space, complete network facilities, and constantly create conditions to optimize and improve the material environment, and enhance teachers' sense of work comfort, pride and belonging. On the other hand, school leaders should strive to create a good teaching and scientific research environment and a harmonious interpersonal environment for teachers to fully meet the needs of teachers' knowledge exchange and social needs. In addition, in the case of soaring prices today, school leaders should also pay due attention to the material needs of teachers, care about the living conditions of teachers and family difficulties.

Secondly, leaders need to affirm the teacher's ability to work and express confidence. Compared with other workers, teachers have a strong desire to show themselves. They care about their own value and the realization of the value of their educational products, and expect to be recognized by the leadership and society. This recognition from others will often give them unparalleled courage and great encouragement, and then will turn this external incentive into a self-motivation from the heart, but also stimulate teachers' sense of belonging to the school and loyalty to the organization. School administrators should be well-versed in the teacher's psychology, show due appreciation and trust in the teacher's ability, and make the best of his ability.

Third, leaders should be in direct contact with your teacher. Emotional intimacy among school members is an important factor in determining the strength of mutual trust. The regular direct contact of superiors and subordinates is conducive to the cultivation of common cognition, the enhancement of mutual familiarity and the establishment of trust relations. School leaders should always pay attention

to teachers' work, life, study, and strive to improve the treatment of teachers; for some reasonable requirements of teachers, school leaders must pay attention to and seriously solve; for teachers to some of the school's practices confused or puzzled, school leaders should be patient to explain in time. Only in this way, teachers will be responsible, enterprising and motivated to get the maximum degree of mobility, they will regard work as a kind of happiness and pleasure. At the same time, teachers should also take the initiative to contact and communicate with the leaders, report the work situation in time, reflect the problems existing in the work, and give the leaders strong support and understanding in the work.

In a word, the establishment of trust is a long-term process of mutual communication and emotional connection. In the actual teaching management activities, it is difficult to form a trust atmosphere and trust relationship from superiors to subordinates, which requires positive, optimistic and cooperative attitude of all people in the school, and more attention from the leaders managers.

## 5. Limitations

Although trust can solve many problems in education management, it still has many limitations. First, mutual trust takes a long time to accumulate. In the IMPACT project (Day et al., 2011), the distribution of leadership responsibilities is related to the growth of trust. It is progressive, starting with the involvement of some trusted senior colleagues, to building informal trust through collaboration, and it becomes more inclusive. Over time, the establishment of trust and the distribution of leadership responsibilities and roles grow and become key to successful leadership in all situations. The establishment of trust is both the "glue" of productivity cooperation growth and the "lubricant" of its process. Trust, the allocation of leadership, and the growth of organizational capacity have all developed through combination and accumulated applications. Mutual trust is not achieved overnight, it needs to be tested through time. Secondly, some teachers may disguise themselves, as we have said before, leaders need to trust teachers with higher values (ethics, professionalism, identity, motivation, commitment and resilience), but often some teachers, in order to show their own trust, will package and disguise themselves in a variety of ways, which requires leaders to have a high ability to identify and distinguish, but also need time to slowly see whether their teachers have high values and abilities. Any new

vision of school activities requires "down-to-earth" advocates, not just action on the surface (Brown & Greany, 2017). Finally, the leader must grasp the degree of giving the teacher trust, the optimal trust is a balanced behavior, because trust too much and too little are dangerous (Tschannen-Moran, 2014). Leaders need to trust their employees but cannot trust their employees too much. Leaders who give too much power and trust to teachers will lead to some teachers' abuse of power. Leaders who do not give power and trust to teachers will lose the trust of the teachers.

## 6. Conclusion

Trust is crucial to building and developing a good school. Among them, the school's "culture of trust" needs to be analyzed from many aspects and angles: the trust of the principal to teachers, the trust of teachers to the principal, the trust between the colleagues, the trust between students, parents and the school. Only if every aspect achieves mutual trust, the whole school's "culture of trust" will flourish and develop healthily, every link is indispensable. In one link, the "mutual trust" between the principal and teachers is crucial, and the mutual trust between superiors and subordinates is related to employee performance, which is the basis of whether the school's "culture of trust" can be built. The school leader needs to take the first step, and the school leader has a long way to go.

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