

Trust Leadership in Schools: Its Role, Challenges, and Impact

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Abstract: In most studies, "trust" has been identified as an essential factor in the success of schools. The trust relationship between individuals and groups is the basis for maintaining the regular social order, while trust is the glue for promoting solidarity and group integration. However, the increasing complexity of interpersonal relationships in the school community means that building trust relationships in schools is not easy. The purpose of this article is to analyze how successful principals build trust between principals, teachers, parents and students, as well as possible challenges and positive effects on academic achievement. It shows that Successful principals create an optimistic learning environment by encouraging and supporting teachers, parents and students to participate actively in school activities. Although there are many challenges in the process of building trust in schools, most studies show that building trust in schools has a positive impact on academic achievement.

Keywords: Trust; School Leadership; Academic Achievement; Challenges; Positive Impact

1. Introduction

In the research on educational leadership and school reform, "trust" is regarded as an essential factor to promote the successful development of schools. Classical sociologist Durkheim (1997) proposed in the nineteenth century that the trust relationship between individuals and groups is the basis for maintaining a standard social order^[14]. That trust was an essential factor for promoting solidarity and group integration. This theory was also applicable to school groups. Experts in the field of education define trust from different perspectives. For example, Goddard et al. (2001) believe that from the perspective of school climate, trust as a central characteristic of the school is an integral part of school culture. Additionally^[21], Bryk and Schneider (2002) believed that school trust is the product of daily interactions between people^[7], which affects the interpersonal relationship with school-related groups. From this perspective, the regular interaction between people in a long-term background forms a trust relationship, which affects not only the structural characteristics of school groups but also an essential part of school culture.

School trust is built on school groups, and its definition tends to be more inter-group relationships. After all, culture is gradually formed in the long-term development process of trust. From this perspective, Van Maele et al. (2014) concluded in the study on school trust that the trust relationship between members of an organization determines whether the organization can effectively achieve the collective goal^[42], which requires the interdependence of members. Trust can strengthen the cooperation among members of an organization and effectively reduce uncertainty because the trust relationship between members is positively correlated with their behaviours, attitudes and performance (ibid). Surprisingly, Christopher Day et al. (2011) concluded in his study on trust leadership that in the 21st century^[12], as the pace of life increases and complexity increases, people's ability to interact face to face decreases, which directly reduces trust between people. For instance, bureaucratic accountability measures have been established in the public service in some countries, leading directly to a "culture of suspicion" (ibid). Besides, in the field of education, the challenges faced by Sweden in financing parents' choice to educate their children in private schools demonstrate the declining public trust in public education^[12]. However, although the definition and importance of trust are evident in many studies, the word trust is still vague, because "trust" is invisible and untouchable, it is a kind of intangible perception. As Cori Brewster and Jennifer Railsback (2003) said, there is no doubt that "trust" plays an important role in schools, but why it is necessary to follow trust and how to build a trust system or even what challenges need to be faced in the process of building trust are not easy to solve.

The purpose of this paper is to explore the leadership of trust in schools by analysing the research on trust by educational experts. It will suggest that school trust is built around the specific roles that people play in school, including principals, teachers, students, and parents. It is particularly important for school leaders to build trust among these roles. However, it will also be argued that the challenges that school leaders may face in building trust systems, and the positive impact of school trust systems on academic achievement. After analysing, how do successful school leaders build trust systems, what challenges do leaders face in building trust will be analysed. Before the conclusion, the article will explain the positive effects of establishing a trust system on academic achievement.

2. Successful school leaders build trust systems through specific strategies

How successful school leaders establish school trust system is an essential topic in the study of trust leadership. In a survey on trust leadership, Christopher Day (2011) pointed out that school is not only an organization with its power but also an important social micro world. In such an environment, the principal can exercise not only great power but also exert significant influence on other roles and the development of the school. Similarly, Seldon (2009) believes that the principal is a model of a school^[37]; their power to build and destroy trust is very significant, they must conform to the moral standards and ability. If they lack competence and ethics, the public's trust in them will diminish.

However, at the beginning of the study, we need to analyse which types of trust relationships we should focus on. Many studies have clearly shown that school trust is built between groups associated with the school. As Bryk and Schneider (2002) pointed out in their research on trust, school trust is formed by the specific roles people play in the school environment. The people involved in the school, such as students, teachers, principals and parents, interact in their own specific capacities, each with a clear understanding of their own obligations and expectations of the role others play in the school, and trust depends on how much people recognize the fulfilment of obligations by other roles^[7]. In a study of "relational trust and improving academic achievement", Bryk and Schneider (2002) argue that they believe that understanding the quality of social relationships in school communities is a key factor in determining whether improving schools is likely to succeed. This led them to identify the trust relationships among three different roles: principals and teachers, teachers and teachers, teachers and parents. Furthermore, students are part of the school, and trust leadership influences students' behaviours and achievements through the medium of teachers. Academic achievements are one of the development goals of the school, which means that the trust relationship between teachers and students cannot be ignored. It is worth mentioning that Harris et al. (2013) showed in the study of the trust relationship that the trust relationship between teachers and students is a crucial factor influencing the trust culture in schools^[22].

This section will analyse how successful school leaders build trust relationships from the four different roles of principal and teacher, teacher and teacher, teacher and parent, and teacher and student.

2.1. Principal and teacher

Successful principals and other successful school leaders play an indispensable role in the development of a culture of trust in schools. Harris et al. (2013) concluded in their research on the enhancement of trust in action that it is difficult to improve an organization with low trust, because when trust between school leaders and employees decreases, school employees will become anxious, which will have a significant negative impact on school-work and achievement. Therefore, school leaders need to continuously pay attention to the quality of the trust relationship between leaders and teachers. In this section, we discuss how successful school leaders build trust between principals and teachers.

The personal ethics and competence of principals and leaders are a vital part of building trust. O'Brien (2011) found in his research on the trustworthiness of principals that teachers can determine whether to trust the leader by observing the character and behaviour of principals or other leaders and that teachers decide whether to follow the leader's management is significantly affected by the leader's character^[33], behaviour and ability in most cases. There are also data showing that leaders who are competent, honest, and committed are more likely to build high-quality and robust trust relationships with teachers and other staff^[6]. While the ethics and competence of the teacher are also crucial in the interaction with the leader, the principal is the leader with more power, and the personal qualities of the principal are more influential in building a healthy relationship of trust.

The principal has enough trust in teachers and encourages teachers to participate in the decision-

making work of the school, which is an important factor to stimulate teachers' ability. O' Brien (2011) says that when principals or leaders have confidence in their employees, provide them with the information they need to make decisions, and encourage them to participate in the decision-making process, they can increase employee satisfaction and motivation. This approach can strengthen the culture of trust in schools and encourage teachers to cooperate in school improvement efforts. More specifically, this culture of trust enables school employees to feel supported and inclusive by the leader for the work of teachers. As Blase and Blase (2001) concluded that support teachers to participate in the decision to work in the space that provides teachers with innovation^[3], it embodies the leaders of most learners and teachers' professional recognition and respect, school leaders through this trust culture can build psychological security environment for the teacher, the teacher in the environment innovation to try new methods and practices, without fear. This conclusion is consistent with Brewster and Railsback's (2003) view that empowering teachers by school leaders brings out the best in teachers.

Effective communication and support between principals and teachers are also an essential part of building school culture. Lien et al. (1997) pointed out as early as the end of the 20th century that the ability of leaders to express their concern for teachers and to accept the opinions of employees is the key factor to establish the trust relationship between principals and teachers^[27]. Differently, Blase and Blase (2001) proposed that ineffective communication, such as not listening to others, not only harms the solution of problems but also amplifies the power of managers and makes teachers and other staff feel isolated, which directly leads to the decrease of trust. They add that principals and school leaders should accept conflicts of opinion with teachers and view them as likely to produce positive results, which can help build a supportive relationship of trust because it allows leaders and teachers to understand their differences and solve problems more effectively^[3]. Closely related to receiving a teacher's advice is the fact that both psychological and material support provided by the principal to the teacher is a critical factor in building a trusting relationship. Principals should provide primary resources for teachers, and Kratzer (1997) believes that when principals can provide teachers with the necessary academic support and workforce on time, principals gain a great deal of trust from teachers^[24]. Finally, Bryk and Schneider (2002) reminded school leaders that when the public does not recognize school staff members, principals should provide psychological support for teachers through effective communication so that teachers can feel that principals value their efforts and contributions to education. If teachers think that their opinions are not accepted, and their work is not trusted and supported, it is difficult to improve the trust relationship between teachers and leaders.

Improving the entry requirements of teachers is an important factor in building trust between principals and teachers. For example, Finnish education gets the world's attention because of its excellent results. Eduardo Andere's (2014) research on education in Finland concludes that a master's degree, a combination of a three-year bachelor's degree and a two-year master's degree^[15], is required to become a primary school teacher in Finland and that only a tenth or less of students are allowed to become teachers. In a self-confident environment, teachers are respected by society for focusing on academics and not being constrained. As a result, not only can the trust relationship between the principal and teachers be effectively established, but also the trust relationship between teachers, students and parents can be better established. In the following analysis, I will still mention that teacher entry requirements help to build trust between teachers and other roles.

To summarise, the principal's ethics and competence are the keys to building a trusting relationship with the teachers, and the principal should trust the teachers and encourage them to participate in the decision-making of the school. The principal should accept conflicts of opinion with the teachers and provide effective communication. Besides, an excellent leader should realize that improving the entry requirements of teachers is also an important factor in building a trusting relationship between principals and teachers.

2.2. Teacher and teacher

The above analysis is mostly about the trust relationship between principals and teachers, and the trust relationship between teachers cannot be ignored. Principals should create favourable conditions for building trust among teachers. According to the research of Tschannen-Moran and Hoy (1998)^[29], the behaviour of teachers is the primary influence on the degree of trust between colleagues. If the relationship between teachers changes negatively, principals and teachers must strive to identify barriers to trust between teachers and to improve and maintain trust among colleagues^[6]. In this part, we will analyse how principals and leaders build the trust relationship between teachers and teachers.

The principal encourages all teaching staff to participate in the decision-making about the

development of the school, which can not only promote the trust relationship between the principal and teachers but also establish and enhance the trust relationship between teachers and teachers. According to the research of Bryk and Schneider (2002), the trust relationship between teachers is based on the common understanding of teaching methods, teaching contents and promoting teacher-student interaction. For teachers to feel mutual trust, teachers not only need to agree with these views but also must understand that the actions of other teachers are consistent with their own^[7]. Consequently, it is crucial to encourage all teachers to participate in activities and meetings related to the development of teaching in schools to build and strengthen trust among teachers.

Principals should create meaningful opportunities for teachers to collaborate, as this provides teachers with more time and space for academic exchange and the sharing of ideas. Brewster and Railsback (2003) argue that the time structure and working arrangements of most schools do not allow teachers to work closely together. Lambert (1998) criticized this as detrimental to the development of trust relationships among teachers, which are fostered through frequent conversations, Shared work and Shared responsibilities. Relevant experts in the field of education put forward different strategies for promoting opportunities for cooperation among teachers. Mackley et al. (2000) believe that principals can arrange teaching cooperation time for teachers in terms of curriculum arrangement; specifically^[40], leaders can provide effective team-building training for teachers, and principals can also provide activities or meetings for all teachers to communicate and work with teachers in other grades and teaching fields. Likewise, establishing the development model of standard professional fields can also effectively promote cooperation among teachers. For example, Beaverton, Oregon's, Southridge High School adopts the model of the expert group, such as professional learning community, team teaching, and network work with professional fields, which has achieved practical results in building trust among teachers^[6]. Accordingly, it is an essential strategy for leaders to establish effective cooperation opportunities for all teachers to develop and enhance trust among teachers.

Leaders should emphasize building a culture of trust while encouraging cooperation and communication among teachers because building a culture of trust is the foundation for the successful promotion of effective collaboration among teachers. This paper proposes the establishment of a professional learning community in the above analysis is an effective method to establish a trust relationship between teachers. Nevertheless, Cranston (2011) summary in the studies of a trust relationship, teacher professional learning community is a lack of trust between the barriers in the development of effective, like trust can promote the development of professional learning community^[10], on the other hand, the lack of trust will increase fear and doubt between teachers. This means that emphasizing the culture of trust is particularly important for promoting cooperation and trust among teachers. Cranston interviewed principals in her study of trust relationships. Principals say building a culture of trust in professional learning and collaboration is the most critical part, because trust makes teachers more comfortable in the process of working together and makes professional learning and collaboration more efficient^[10]. Thus, building a culture of trust is one of the most important elements of the strategies mentioned above to promote teacher-teacher relationships.

In conclusion, as leaders build trust among teachers, principals should encourage all teachers to participate in decision-making about the development of the school and provide teachers with meaningful opportunities for cooperation. An essential factor in ensuring that these efforts are valid is the establishment and emphasis of a culture of trust.

2.3. Teacher and parents

Education experts increasingly recognize that the quality of the relationship between school and family is vital to educational outcomes. In fact, the relationship between parents and schools has attracted much attention in the field of education in many countries. Such as the National Policy Forum for Family, School, and Community Engagement (2010) concludes that the family can be a force to improve the school^[31], and the family's participation in education requires the school to make efforts to develop scientific strategies. Based on the implementation of these strategies, the trust relationship between parents and the school must be established, to make teachers and parents closely linked to helping students improve learning outcomes^[31]. Adams Forsyth (2013) also says building trust between parents and teachers is central to fostering productive relationships at home and school, especially for disadvantaged students. This section will analyse how leaders build trust between teachers and parents^[1].

Increasing the frequency of meetings and communication opportunities between teachers and parents is the key to building trust between teachers and parents. In a study on the trust relationship between teachers and parents, Tschannen-Moran (2013) found that the degree of teachers' trust in parents depends

on the degree of teachers' trust in students^[39]. Parents with higher and more stable students are more likely to establish a high-quality trust relationship with teachers. This means that teachers' trust in parents depends on students' behaviour and grades. In the same way, Mees (2008) believes that only effective communication and efforts between teachers and parents can improve student achievement^[28]. This is because of the close relationship between parents, teachers and the school can enhance students' sense of identity for the school, which subtly improves students' learning efficiency^[30]. In this sense, increasing the frequency of meetings and communication opportunities between teachers and parents can indirectly improve teachers' trust in parents. As well as the meeting and communication between parents and teachers is also a way to build and enhance parents' trust in teachers. During the meeting between teachers and parents, it is more convenient for teachers to show their professional knowledge and commitment to parents, and remind parents to attach more importance to academics, which significantly increases parents' trust in teachers^[2]. For instance, Pennycuff (2009) found in the data analysis of the trust relationship of a primary school that when parents participate more in school activities and meetings^[34], they increasingly feel that school is a safe and meaningful education area for their children, and parents also trust teachers and leaders more. In general, trust is positively correlated with teachers' and parents' contact, teachers' commitment to parents, and the Shared responsibilities of families and schools.

Successful leaders should build and enhance the relationship of trust between teachers and parents by raising the entry requirements of teachers. We mentioned from the relationship between principals and teachers that elementary school teachers in Finland require at least a master's degree and that only one in ten or fewer students are allowed to work as teachers. Tschannen-Moran (2014) argues it is easier to ensure that the best students are accepted as teachers only when a few positions are in demand^[38], and there is a high demand for entry. In such a high-quality education system, the state gives teachers enough teaching autonomy through laws and education policies, which in no small extent demonstrates the trust and respect of the country and society for them^[38]. This approach has undoubtedly directly increased parents' trust in teachers' professionalism.

In summary, increasing the opportunities for parents to participate in school meetings and activities and improving teacher entry requirements are important strategies for principals to build and strengthen the relationship of trust between parents and teachers.

2.4. Teacher and students

More and more researches on school trust in the field of education focus on the relationship between teachers and students. According to Tschannen-Moran (2014), the classroom is a small social environment. In this social environment, most of the factors that motivate children to engage in learning are interpersonal space. Since trust is the core of creating interpersonal space, the trust relationship between teachers and students is significant. In the process of reading the literature of education experts, it is found that whether the trust relationship between teachers and students directly promotes students' academic performance is different, but the results are mostly positive. As Harris et al. (2013) concluded in the study of school trust culture, although it is uncertain whether the trust relationship between teachers and students can directly improve students' academic performance, the trust relationship between teachers and students is positively correlated with students' performance. However, Robinson et al. (2009) believe that although most researches on the trust relationship between teachers and students are positive^[36], how to establish the trust relationship between them is a difficult process, because psychological changes of students at different ages and changes in contact groups will cause obstacles to the establishment of the trust relationship between teachers and students. This section will analyse how principals build trust between teachers and students.

Principals should encourage teachers to increase communication opportunities with students and learn to listen to students and force teachers to do this as necessary. Communication is a conversation between two people, which can be oral or letter. Teachers who are good at establishing a dialogue with students are more likely to develop a strong relationship between teachers and students because effective communication can build a close relationship between two people^[23]. Through continuous communication, students will begin to shape the relationship between themselves and their teachers^[23]. At the same time, to communicate effectively, Paulo Freire (1970) believes that respect must be built between the classroom and students; otherwise^[18], communication cannot be humanized, and the modesty of teachers and students is the key to build respect. This is because humble people communicate with self-reflection and self-awareness^[17]. This means that teachers need to lower their attitude when interacting with students to achieve a balance with students, which is more conducive to the establishment of the trust relationship between teachers and students.

The principal should show proper concern for the students' concepts and methods for the teachers and supervise the teachers to show adequate concern for the students. Bowns (2018) says it's hard to find a teacher who doesn't care about students, but it's easy to find a teacher who doesn't care about students properly^[4]. Many teachers do not correctly distinguish between "caring" and "caring for students". Gay (2010) believes that "care" is to pay attention to the state of existence of others^[19]. Teachers make good friends with students through their care for them, but do not encourage students to set academic expectations, which will do more harm than good. When teachers have a good relationship with students emotionally, and students do not achieve academic achievements, teachers' trust in students will decrease^[4]. On the contrary, teachers who take proper care of their students encourage them to take an active part in meaningful activities such as setting academic plans^[19]. Noddings (2002) explained that the two main concepts of concern for students are engrossment and "motivation displacement"^[32]. Teachers who care about their students correctly will not only help them socially and emotionally but also have a vested interest in them academically, which is the basis of education^[32]. When students relax emotionally and make progress in academic performance, the trust relationship between teachers and students can be successfully established and maintained for a long time.

The promotion of teachers' entry requirements can not only promote the establishment of trust between teachers, parents and leaders but also improve the establishment of trust between teachers and students. When Bryk and Schneider (2002) studied trust relationships in schools, they found four main factors that influence the establishment of trust relationships: listening, respect, ethics, professionalism in core roles. When these four factors are destroyed, the trust relationship cannot be conclusively established^[7]. Both ethics and professionalism of teachers can be tested by raising the standards of teachers' entry. Besides, Tschannen-Moran et al. (2013) found that students' recognition of teachers' academic achievements was positively correlated with students' trust in teachers. In particular, in my postgraduate courses, when students find that their teachers have published many academic articles with high academic reputation, they are more interested in the knowledge taught by teachers and pay more attention to it, due to their trust in teachers. This well explains why the academic ability of teachers attracts the trust of students to a great extent.

In conclusion, establishing opportunities for communication between teachers and students and supervising teachers to listen to students' inner voice and take proper care of students can help to build trust between teachers and students. The promotion of teachers' entry requirements can not only help build the trust relationship between teachers, principals and parents but also help build the trust relationship between teachers and students.

3. Leaders face challenges in building trust

As the school environment becomes more and more complex, the relationships between different roles in the school become more and more complicated, which brings many challenges for leaders to build trust in the school. Brewster and Railsback (2003) in a study of through the establishment of trust relationship in order to enhance the school study, points out that to establish the trust relationship between the different roles in school is a difficult thing, because of complicated relationship trust is easy to appear the obstacles, especially the unequal distribution of teacher resources environment. Through the analysis of other literature, school size and family background are also important factors hindering the establishment of trust relationship in schools. Therefore, this part will discuss the challenges faced by principals in the process of establishing a trust system in schools from the above three aspects.

The establishment of trust relationships in schools is not smooth in schools of all sizes, which is a complicated obstacle for leaders to face. In a survey of schools of different sizes in Chicago, Robinson et al. (2009) identified school size as an environmental factor influencing relationship trust levels. In addition, Van Maele and Van Houtte (2011) argue that large schools, especially those with students of different grades and ages^[41], can harm building trust between teachers and students. Mitchell et al. (2008) explained that students are most likely to establish a trusting relationship with their teachers during the primary school years. Yet, after primary school, students' relationship network becomes more complex, and they are easily influenced by others in society, thus disconnecting from their teachers^[30]. Moreover, Weber (1968) argued in the 1960s that teachers' trust in the other roles of the school was influenced by the structure and size of the school and that as the size of the organization grew^[43], bureaucratic school leaders became more complex and difficult to maintain order in the school and the interplay of interpersonal relationships. This dramatically affects the relationship of trust between teachers and leaders and between teachers and teachers. Interestingly, research conducted by Goddard et al. (2009) has found that the larger the school is, the more enrolment there is, the more complex the level of students

and parents is^[20], and the lower the level of trust teachers have in students and parents. This means that for large schools, building trust across grades and ages can be a complex challenge.

In terms of establishing a trust relationship between schools and parents, the educational level, cultural and economic status of parents is a great challenge to establish a positive school trust system. In a study of the relationship between family culture and school, Lareau and Horvat (1999) found that among families of the same social class in international schools^[25], suspicion and hostility toward school were stronger in black families than in white families. However, even among black families of different social classes, academic support for students and teachers varies greatly, with middle-class black families having more ways to support the needs of students and teachers than low-income black families^[25]. This is consistent with the findings of Van Maele et al. (2014), who found that when family socioeconomic status and ethnic culture were analysed in the uniform statistics, family socioeconomic status had a more significant impact on trust relationships than ethnic culture. Besides, in interviews with Hispanic parents, Finders and Lewis (1994) found that parents' educational level and their own negative school experience led to their negative attitude towards the school^[16], which caused obstacles to the establishment of a trusting relationship between parents and the school. The above analysis shows that parents' education level, economic status and ethnic culture are the main challenges in building a relationship of trust between parents and schools.

In part of the analysis on how successful leaders establish the school trust system, it is found that teachers' higher entry requirements and professional quality have a very positive effect on the establishment of the school trust system. Still, the unbalanced distribution of educational resources leads to the lack of teachers with higher professional quality in many areas, which is an essential challenge in building a positive relationship of trust. Darling-Hammond et al. (2003) concluded in the study of teacher quality and teacher allocation that a growing number of studies have shown that teacher quality is crucial to student achievement^[11]. Parents also believe that high-quality teachers are the most important educational resource. Still, the unbalanced allocation of teacher resources makes it challenging to allocate teachers with strong professional ability to some regions. Boyd et al. (2003) explain that in many cities^[5], most teacher-training students prefer to teach in cities where they receive higher education, which means that some schools struggle to recruit excellent teachers especially in weak areas where higher education is scarce. Consequently, as Van Houtte (2006) concludes in the teachability culture of teachers, the concern of social groups about teacher quality directly leads to the decrease of trust in teachers by principals, students and parents.

To summarise, large-scale schools increase the complexity of establishing trust relationships in schools, and the low educational level and low economic status of parents also pose challenges for building trust relationships between schools and parents, as well as, the lack of quality teachers in poor areas due to the uneven distribution of educational resources is an important challenge in building a positive relationship of trust in schools.

4. Establishing a trust system has positive effects on academic achievement

The ultimate goal of school reform is to improve academic achievements, and the establishment of school trust system is an integral part of school reform^[22]. As many successful leaders improve educational outcomes by building and fostering a network of trust throughout the school community^[9]. For that reason, what the positive impact of the establishment of the school trust system on academic achievements has become an issue worth studying. In this part, we will analyse the positive influence on academic performance from the trust relationship among principal, teacher, parent and student.

Although the trust relationship between the principal and the teacher is the behaviour between two individuals, it affects not only the academic achievements of the teacher but also the academic achievements of the students. Bryk et al. (2010) explained that trust among adults in the school community does not directly affect students' academic achievement but creates a basic social structure through communication and efforts between principals^[8], teachers and parents to build the necessary support for students learning. In terms of the positive impact of school trust relationship on teachers, Bryk and Schneider (2002) believe that principals can improve teachers' teaching practice by establishing a trust relationship with teachers so that teachers feel trusted and supported. Principals' trust in teachers can also support opportunities for collaboration and learning among teachers to achieve innovative practices and accurate self-evaluation^[13]. The positive impact of trust between principals and teachers on students' academic achievement is based on the influence on teachers. As Mees (2008) points out that by establishing a trust relationship with teachers, principals enhance teachers' ability to work for the common interests of students. As a result, it is not surprising that the trust relationship between principals

and teachers is associated with improving students' learning efficiency.

The establishment of trust between teachers not only creates a harmonious and positive atmosphere for teachers' work but also improves students' academic performance. The establishment of the trust relationship between teachers provides the foundation and support for teachers to actively participate in collaborative work, which can create a space for teachers to exchange ideas and cooperative learning, and directly improve teachers' performance [22]. This is because the environment of high trust between teachers is considered as a safe space between teachers, where they can exchange ideas, share knowledge, conduct self-reflection and improve their professional practice level, which can directly improve students' performance [26].

The establishment of the trust relationship between teachers and parents well explains the trust relationship between adults is the foundation for students' academic achievement. Putnam (2000) calls the relationship between teachers and parents "bridging"^[35]. "Bridging" is embodied in the fact that the relationship of trust between parents and school can not only increase students' identification with the school but also train teachers and parents to set expectations for students' performance^[30]. Mess (2008) believes that establishing a high level of trust between parents and teachers is more likely to achieve the goal of improving student achievement.

The trust relationship between teachers and students constitutes the connection between two important groups in the school. It has a direct impact not only on students' academic performance but also on other roles in the school community [22]. Brewster and Railsback (2003) point out that when the level of trust between students and teachers is high, students feel safe in school life and learning process, which provides opportunities for teachers to understand students' attitudes towards life and learning effectively. These relationships also support students' adherence to school rules and pursuit of academic expectations^[41]. Additionally, students are more likely to trust their teachers if they are aware of a high level of trust between their peers and their teachers^[41]. Besides, Robinson et al. (2008) found that the level of trust between students and teachers can motivate students to participate in meaningful activities, and students are more likely to seek help from other adults, such as principals and parents. This encourages students to work for the standard expectations of their principals, teachers and parents, thereby improving academic performance^[29].

As has been noted, the trust relationship between the principal and the teacher inspires support and recognition for the teacher's work and improves teaching practice. Also, the trust relationship between teachers encourages knowledge sharing and collaborative work among teachers. Moreover, the relationship of trust between teachers and parents increases students' sense of identity with the school. Finally, the relationship between teachers and students has a direct positive impact on students' psychological and academic performance.

5. Conclusion

The principal has the most significant power and is a role model for all staff, and he plays a vital role in building a system of trust in the school. The principal's personal, professional competence and moral standards are the foundation of the trust relationship. Principals should encourage teachers to participate in school decision-making and maintain effective communication with teachers, such as accepting teachers' opinions and suggestions and fulfilling their commitments. To some extent, this is conducive to establishing and maintaining the trust relationship between the principal and teachers. In building a relationship of trust between teachers, principals should provide sufficient collaborative Spaces where teachers can learn from each other and engage in productive self-reflection. At the same time, principals should establish and emphasize a culture of trust, which is an essential factor to ensure practical cooperation between teachers. Besides, in the analysis of establishing the trust relationship between parents and teachers, it is found that schools should increase the opportunities for parents to participate in school meetings and activities, without creating opportunities for communication between teachers and parents. In the communication process between teachers and parents, parents can understand teachers' professional competence, which is conducive to the improvement of the trust relationship between teachers and parents. Moreover, teachers and students are the two main groups in the school, and the trust relationship between them is significant to the construction of the trust culture in the school community. The principal should arrange opportunities for communication between teachers and students, and supervise teachers to take proper care of students, not only to care about students' spirit and life but also to help students set clear, academic expectations. Finally, the promotion of teachers' entry standards, such as educational standards and professional competence, is beneficial to the establishment of trust between principals, teachers, parents and students.

However, in the process of building trust relationships in schools, principals or leaders will face some challenges, such as the complex interpersonal relationships in larger schools, which adds complexity to building trust in schools. Also, the low economic status of the family and the limited educational level of the parents pose challenges to building a trusting relationship between parents and the school. Additionally, there is a shortage of high-quality teachers in many areas due to unfair educational resources, which is an essential challenge in building trust in schools. Nevertheless, the positive impact of building a school trust system on academic achievement is evident. Specifically, through the establishment of the school trust system, teachers' enthusiasm for work is stimulated, and teaching practice is promoted, cooperation and sharing between teachers are promoted, and students' sense of identity for the school is increased. These indirectly have a positive impact on students' academic performance. Furthermore, the establishment of a trust relationship between teachers and students has a direct and positive impact on students' mental health and academic achievement.

Although the research in this paper lacks some strong refutations to the establishment of trust relationships in schools, it seems evident that trust relationships can bring about a more positive learning environment for teachers and students, which is undoubtedly beneficial to the improvement of academic performance. In future research, it seems important to analyse how successful principals respond to challenges based on surveys and statistics.

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