THE LEADERSHIP STYLES OF PRINCIPALS AND THEIR EFFECTS ON TEACHERS' ORGANIZATIONAL TRUST AT SECONDARY SCHOOL

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ABSTRACT

The current study aimed at knowing the leadership styles of principals and their effects on the organizational trust of teachers at the secondary school level. Moreover, it was also assessed the organizational trust level of teachers at the Secondary school level. The population of this study consisted of all principals and teachers of public and private secondary schools of Skardu city. However, forty-eight (48) principals and 466 teachers were taken as samples of the study. A stratified random sampling technique was used for sampling. Mean and Regression were used to analyze data. The study found the interdependent leadership of principals at a moderate level. It was not probed out any effect of interdependent leadership of principals on the organizational trust of teachers. On the basis of the findings of the current study, it is recommended that secondary school administration and stakeholders may reconsider the ongoing training programs of teachers and make them effective in order to enhance the interdependent level of teachers at the secondary level. It is also suggested that further researches may be conducted to verify the findings of the current study.

Keywords:

 Commitment, Effects, Leadership, Organization, Principals, Styles.

Background of the study

   The success or failure of any organization depends on the leadership style of its leader. Leadership is a key element of any organization. A person who motivates and influences other people to complete a task and motivates dependents for well-

organized performance towards the achievement of objective is called a leader. Leadership style refers to the motivation of people, doing implementation plans, and making directions (Ojokuku, 2012). Interdependent leadership has numerous special effects on rewards, flexibility, ethics, clearness commitment, and also on the organizational environment because motivation mechanisms are produced by the behavior of the interdependent leader which has effects on individual's performance in the organization (Stephen, 2013). An effective leadership is an extent to which a leader continuously and increasingly leads and guides his or her supporters and group members towards the goals of the organization (Palus, 2009). Researches that concerning interdependent leadership, offers that this variable is one of the most important variables for leaders to conduct good research on leadership (Kroll, 2016). Interdependent leadership is a very important leadership style generally and particularly in educational organizations, but very few researches have been conducted on this leadership style.

The role of interdependent leadership in collaborative and team working in educational organizations can also be a new developing leadership style. Interdependent leadership consists of cooperative, collaborative, interpersonal, and interactive leadership. It is an important leadership trend of the twenty-first century.

Organizational trust is the perception of persons about the organization that how the leaders of the organization provide support to the employees, particularly for teachers (Erdena, 2009). Organizational trust is an individual's constructive beliefs and perceptions about the abilities, integrity, and benevolence of leaders (Alkahtani, 2016).

The term organizational trust is that the employees' expectations and beliefs on their organizations that their jobs would be satisfactory and they will be benefited from their organization so that their ability, benevolence, and integrity with the organization will be developed. The belief of employees in their

organizations will be developed by fulfilling their requirements and needs. For example, teachers trust in the organization that the organization will give them facilities according to teachers' level. In this research, the researcher explores the levels of organizational trust of teachers, what extent they want to do the work with their heartiest efforts, how much they are believing in their organizations, their bosses or managers, and leaders. Checking the trust level of teachers in the educational organizations this research may be fruitful for the educational leaders particularly principals and teachers of secondary schools. This particular research study is focusing on study about the interdependent leadership of principals and the effects of interdependent leadership of principals on the organizational trust of teachers at the Secondary School level.

Objectives of The Study

The main objectives of research study are:

a. To explore the interdependent leadership of principals at Secondary School level.
b. To assess the organizational trust of teachers at Secondary School level.
c. To find out the effects of the interdependent leadership of Principals on organizational trust of teachers at Secondary School level.

Null Hypothesis

Ho$_1$: There, is no significant effect of interdependent leadership of principals on organizational trust of teachers at Secondary School level.

Significance of The Study

This study may help in sensitizing the people about the importance of interdependent leadership in the school setup. This study may help principals to improve their interdependent leadership skills. The study may help Secondary School principals to contribute positively in developing or improving the organizational trust of teachers. The study may help teachers to sensitize the role of interdependent leadership of principals in developing the organizational trust of teachers at the Secondary School level. Principals of Secondary School may get

the benefit of this research by applying this research in their institutions. Policymakers also may get benefit from this research by making policies according to the requirements of interdependent leadership. This research may play a vital role in teachers' performance and trust in their organizations. Through this research, teachers can resolve their problems easily by sharing the problems with interdependent leaders. Through this research study organizations particularly educational institutions may increase the trust level of their teachers to get more quality work and performance. So, the benefits of this research will be for students also because the main central part of an educational institution is students and their education. If we apply this research in our educational institutions, then the system of leadership and quality of education will be improved because interdependent leadership is a new contribution for leadership and with quality leadership, the quality of education also improves. Teachers may be beneficiaries of this research because they are part of the educational institution. It may be the way for further researches on interdependent leadership and organizational trust. Interdependent leadership is a new leadership concept that is given by Kegan (1994). He had described three interrelated frames of interdependent leadership as inter systemic framing, dialectical framing, and transformational framing. Beck & Cowan, (1996), Wilbur, (2000), Torbert and Associates, (2004), Van Velsor & McCauley, 2004, McCauley, C.D., Palus, C.J., Drath W., Hughes, R.L., McGuire, J.B, O'Connor, P.M.G., & Van Velsor, E. (2008) and Palus, (2009), were found some researches and articles on interdependent leadership. There is a research gap from 2009 to now . On the other hand organizational trust of teachers will there are many types of research as compare interdependent leadership. To find out the effects of leadership on the organizational trust of teachers there were also some researches like Erden and Erden (2009). This study may help in sensitizing the people about the importance of interdependent leadership in the school setup. This study may help principals to improve their interdependent leadership skills.

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The study may help Secondary School principals to contribute positively in developing or improving the organizational trust of teachers. The study may help teachers to sensitize the role of interdependent leadership of principals in developing the organizational trust of teachers at the Secondary School level. Principals of Secondary School may get the benefit of this research by applying this research in their institutions. Policymakers also may get benefit from this research by making policies according to the requirements of interdependent leadership. This research may play a vital role in teachers' performance and trust in their organizations. Through this research, teachers can resolve their problems easily by sharing the problems with interdependent leaders. Through this research study organizations particularly educational institutions may increase the trust level of their teachers to get more quality work and performance. So, the benefits of this research will be for students also because the main central part of an educational institution is students and their education. If we apply this research in our educational institutions, then the system of leadership and quality of education will be improved because interdependent leadership is a new contribution for leadership and with quality leadership, the quality of education also improves. Teachers may be beneficiaries of this research because they are part of the educational institution. It may be the way for further researches on interdependent leadership and organizational trust. Interdependent leadership is a new leadership concept that is given by Kegan (1994). He had described three interrelated frames of interdependent leadership as inter systemic framing, dialectical framing, and transformational framing. Beck & Cowan, (1996), Wilbur, (2000), Torbert and Associates, (2004), Van Velsor & McCauley, 2004, McCauley, C.D., Palus, C.J., Drath W., Hughes, R.L., McGuire, J.B, O'Connor, P.M.G., & Van Velsor, E. (2008) and Palus, (2009), were found some researches and articles on interdependent leadership.

On the other hand organizational trust of teachers will there are many types of research as compare interdependent leadership. To find out the effects of leadership on the organizational trust of teachers there were also some researchers like Erden and Erden (2009) who studied teachers and managers' demographic variables of Ankara schools. Lokman Mohd Tahir's study (2015) was about the effects of principals on teachers' trust in high-performing schools on teachers' demographic profiles. Similarly the effects of elementary school teachers' trust on their managers of Ali Erdena (2009). But this research studied the effects of interdependent leadership of principals on the organizational trust of teachers. This research will be a gateway for more researches on interdependent leadership in educational organizations as to find out the Relationship finding/ effects on teachers' trust /performance, student performance at Elementary/ secondary / college/ university level etc.

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students also because the main central part of educational institution are students and their education. If we apply this research in our educational institutions, then the system of leadership and quality of education will be improved because interdependent leadership is a new contribution for leadership and with the quality leadership the quality of education improve. Teachers may be beneficiaries of this research because they are the part of the educational institution. It may be the way for further researches on interdependent leadership and organizational trust. Interdependent leadership is a new leadership concept which is given by Kegan (1994). He had described three interrelated frames of interdependent leadership as intersystemic framing, dialectical framing and transformational framing. Beck & Cowan, (1996), Wilbur, (2000), Torbert and Associates, (2004), Van Velsor & McCauley, 2004, McCauley, C.D., Palus, C.J., Drath W., Hughes, R.L., McGuire, J.B, O'Connor, P.M.G., & Van Velsor, E. (2008) and Palus, (2009), were found some researches and articles on interdependent leadership.

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Research Methodology of the Study

The population of the study consists of two strata. Population A is 518 teachers of secondary schools of Skardu city and Population B is 53 Secondary School principals of Skardu city as well. So, the total population was 571 collectively all Principals and teachers of all Secondary Schools of Skardu city. 48 Principals and 466 teachers were taken as samples of this research study. The total number of samples was 514 collectively all teachers and principals. For the selection of samples, a stratified sampling technique was used. The descriptive research design and quantitative research approach was used in this research study. Two types of questionnaires were used in this research study for the purpose of data collection. The first questionnaire was adopted by the researcher for Principals of secondary schools to find out their interdependent leadership developed by Cynthia D. McCauley, et al, (2008). The researcher adopted the second questionnaire for teachers of the secondary schools to find out their organizational trust developed by Paliszkiewicz, (2010). Data was analyzed statistically by applying mean and Regression test.

Who is a Leader?

Swamy defined a leader is as a person who will influence others in gaining organizational goals and objectives. In the modern day's quality and effective leaders are very important needs of organizations particularly in educational institutions. It is the leader who can understand the global problems and difficulties of organizations. For example, the rapidly changing environment, conflicts between the employees. A good leader develops a better relationship between employees which increases the effectiveness of employees (Swamy, 2014).

Leadership Styles

Leadership is a key element of any organization. A person who motivates and influences other people to complete a specific work motivates the dependents for a well-organized presentation of the work towards the achievement of a specific objective is a leader. Leadership style is the way and method to provide the

direction, implement plans, and motivate people (Ojokuku, 2012). The critical management skill is a leadership, which contains the ability through which a person can encourage the followers in a particular team of people working for the achievement of their combined goals. The focus of leadership is the development of followers and their requirements (Ismail, 2009).

Michael (2011) said that there is cause and effect relationship between leadership and the success or failure of an organization. If the leadership is good, then the organization must be successful. On the other hand, if the leadership is failing then the organizational performance must fail. Leaders control values, change patience, culture, and teacher trusts in the organization. They can shape institutional strategies as well as their efficiency and performance. Leaders look at any stage of their organizations. We can see that successful leaders have generally one quality that they put their effects or influence on people around them for the gain of determining assistance from the resources of the institution (Alam, 2011). The behavior of the leaders is considered equivalent to the leadership style. The definition of leadership style is how the leader acts, and behaves with his subordinates, how does he motivate others, how does he guide others, how does he/she give directions to others, how does he manage them, and how he does interactions with them. In short, the leadership style is the way the leader does lead his subordinates. There are some famous leadership styles.

Democratic leadership style

Decisions are made by all subordinates and the leaders. Followers can also make their contributions. This style of leadership can be given permission for the subordinates to share their point of view in decisions. In this leadership style, there will not be any person who will be hundred percent responsible for the decision so the projects and works will not be done clearly (Nader, 2000).

Autocratic leadership style

Orders of the leader are everything in this leadership. Leaders are too similar to rulers in this leadership theory. The leaders solve the problems and decisions are made by the leaders as well. The role is all about the leaders whatever he/she has the knowledge and information he/she makes the decisions. In some cases, the leader consults with subordinates to obtain information, but subordinates are not involved in decisions. The leader implement decisions are to subordinates (Nader, 2000).

Laissez-faire leadership style

In this theory subordinates of the leader will make the decisions. The leader plays a very passive role in it. In this leadership Style, there is no particular person who must take the responsibility of leadership (Ghzawi, 2016). This leadership style allows subordinates to do work according to their willingness and there will not be any kind of interference. This leadership style is the worse and poorest leadership style. This will destroy the management system of the organization.

Interdependent Leadership

Interdependent leadership is broadly considered that this leadership style is a cooperative and cooperative action that needs joint analysis and collaborative learning. This leadership style is used as the general use of discussion, partnership, parallel linkages, evaluating dissimilarities, and an effort for knowledge and learning. Generally, interdependent leadership is considered collaborative leadership. Extra appearances related to this leadership contain the capability to do effort successfully through managerial borders, sincerity and ingenuousness, complex principles of achievement, and collaborations being required across the whole initiative. dependent, independent, and interdependent is generally characterized as a leadership culture (Palus, 2009).

Dependent Leadership culture is considered that the supposition that only people in places of power are accountable for this leadership. This supposition leads to societies that give emphasis to up to down regulators and deference to

power. Usually, dependent cultures are assumed of as conformer cultures. Additional uniqueness of dependent culture is as:

In a few senior position's attentiveness of decision-making authority, an important source of status is seniority and position levels, for changing a conventional approach, giving stress on the continuity of the things efficiently, and learning has occurred through removing obstacles and mistakes. The Independent leadership is considered the supposition that on the basis of knowledge and expertise leadership appears as needed from a variety of persons. This supposition leads to distributed decision-making, strong confidence in professionals and knowledge, high demand for individual responsibilities, and competition amongst experts. Usually, it is said that independent leadership is like achiever leadership. Some extra uniqueness is related to independence. Leadership comprises are: specific work is an essential foundation of achievement and position, importance on captivating intended dangers, openly disagreement, and independent action in purposes or work members (Wilfred, 2010).

Dimensions of interdependent leadership

The dimensions of interdependent leadership are discussed below.

Intersystemic framing

The definition of and inter systemic framing is to see the whole organizational outcomes are considered as the products of the interacting and interpersonal efforts of the system (McCauley, 2008). This framing refers to the interaction and gets better values, knowledge, training, and skills with the interaction of each other. Leaders have collaborative and interactive qualities in inter systemic framing.

Dialectical framing

The definition of dialectical framing is to see the beliefs and values of subordinates while doing decisions and resolve conflicts or problems through

dialogue. (McCauley, 2008). Listening to others and respecting other opinions are the main necessary parts of an interdependent leader.

Transformational framing

The definition of transformational framing is to do the works according to the visions of the organization, see the identity of the organization, make strategies to bring complete quality changes in the organization according to organizational aims and goals or objectives. Those organizations which use this framing want to do inquiry within their organization for better change. (McCauley, 2008).

Organizational Trust

Before discussing organizational trust first, we discuss organization, trust, and some types of trust then we will discuss the organizational trust.

Organization

There are many definitions for the organization. Two definitions are given here: Organization is the controlled performance of social arrangement for a collaborative and common goal (Buchanan & Huczynski, 2013). A group of people working together for the same cause or goal is called an organization.

The organization has its history as long as the history of mankind. Initial organizations like families or hunters' groups progressed into communities, territories, and nations. Some reasons have been found for the creation of early organizations for example for the basic needs like the need to stay alive in a hostile world, to carry out works also to share unusual means. The developed and modern society has developed in technologies, researches, experts in every field of life so the philosophy of the organization has completely changed. The products of today's world are mostly based on software, hardware, and human expertise. The competition between the organizations would be the result of the quality production of the things. So, the quality of any organization is based on the quality of the workers in the organization that how many experts and professionals are there in the organization.

Trust

Trust has many definitions in organizational behavior, but we will take three definitions from them as below:

The confidence in the truthfulness, personality the ability of the person who leads (Coulter, 2006). Mutual reliance on one's intents and performances is called trust (Kinicki, 2008). Strong confidence in the honesty, goodness, or fairness of another (Wagnalls, 2005). Character, Honesty, faith, ability, consistency, morality, and fairness, etc. are solid different opinions to high up in the current workstation. A high standard of trust may create a work level high in the organization.

Organizational trust

Organizational trust is the perception of persons about the organization that how the leaders of the organization provide relief and support to the employees particularly for teachers. According to Costigan. et, al (2010) the organizational trust is an individual's constructive beliefs and the perceptions about the abilities, integrity, and benevolence of leaders. An individual's beliefs and understanding about the supports from their leaders and organization. The term organizational trust is that the employees' expectations and beliefs on their organizations that their jobs would be satisfactory and they will be good benefited from their organization so that their ability, benevolence, and integrity with the organization will be progress. The belief of employees in their organizations that organizations will fulfill their requirements and needs. For example, teachers trust in the organization that the organization will give them facilities according to teachers' level. So, we study in the organizational trust that how much the teachers have got satisfaction on their organizations, what extent they want to do work by heart, how much they believe in their organizations, on their bosses or managers and leaders.

Descriptive Statistics Section

Table 1:

Principals of secondary schools according to their qualification level distribution.

Qualification	Frequency	Percentage
FA	0	0
BA	5	10.4
MA	42	87.5
MPhil/PhD	1	2.1
Total	48	100.0

Table no 1 indicates that the qualification of most secondary school principals was master. The percentage is 87.5 percent. Principals of BA are 10.4 percent and having MPhil degree principals are 2.1 percent. There were no F.A and Ph.D. degree holders.

Table 2:

Principals of secondary schools according their experience level distribution

Experience of principals	Frequency	Percentage
1-5 years	10	20.8
6-10 years	16	33.3
11-15 years	5	10.4
16 or above years	17	35.4
Total	48	100.0

Table 2 shows that most experienced principals are 35.4 percent, Principals having experience of 1 to 5 years are 10 percent, Principals having experience between 6 to 10 years are 33.3 percent, Principals having experience between 11 to 15 years are 10.4 percent in secondary schools of Skardu city.

Table 3:

Teachers of secondary schools according their qualification level distribution

Qualification	Frequency	Percentage
a. FA	16	3.4
b. BA	149	32.0
c. MA	281	60.3
d. MPhil	20	4.3
Total	466	100.0

Table 3 indicated that teachers from the secondary schools of Skardu city were mostly having master's degrees with the 60.3%. And 4.3% of teachers were M.Phil. The percentage of FA teachers was 3.4 percent, BA Degree holders were 32 percent. So, most teachers were Masters's degree holders.

Table 4:

Different experience levels of secondary school teachers

Teaching Experiences	Frequency	Percentage
1-5 years	288	61.8
6-10 years	100	21.5
11-15 years	38	8.2
16 or above years	40	8.6
Total	466	100.0

Table 4 indicated that Secondary School teachers were mostly having experiences of 1 to 5 years, with the percentage of 61.8% and the percentage of teachers having experiences from 6 to 10 years was 21.5 percent. While teachers having 11 to 15 years' experience were 8.2 and the teachers having above 16 years' experience were 8.6. So, most teachers were having experience of 1 to 5 years.

Data Analysis and Result Interpretation

Objective No 1: To explore the interdependent leadership of principals at Secondary School level.

Table 5:

Interdependent leadership mean of principals

Interdependent Leadership	N	Mean
Interdependent Leadership	48	4.09

Table 5 explained that the Principals' Interdependent leadership mean is 4.09. It is high level. It is the findings of objective number one as well as the answer to research question number one.

Objective 2 "To assess the organizational trust level of teachers at Secondary School level." as well as research question number two.

Table 6:

Organizational trust mean of teachers

	N	Mean
Organizational Trust	48	3.9

Table 6 showed the results of teachers' organizational trust mean is 3.9. it more than a moderate level. The organizational trust of teachers is moderate level. it is the result of

Linear Regression Section

Objective No 3: To probe out the effects of the Interdependent leadership of Principals on organizational trust of teachers at Secondary School level.

Table 7:

Result interpretation of linear regression results for effects of interdependent leadership of principals on the organizational trust of teachers

Predictor	B	T value	R square	Sig
Interdependent Leadership	-102	-587	.007	0.560

   Predictors: Interdependent leadership of Principals

Dependent variable: organizational trust of teachers

In table 7 the results of linear regression explained that no significant effect was found. The significant value was 0.56, while was while R^2 value is .007. It is showing that 0.7 % variation was found in Organizational trust of teachers, by the Interdependent leadership of principals.

Thus, the hypothesis no Ho_1 has accepted, which was to find out the significant effects of interdependent leadership of principals on organizational trust of teachers at Secondary School level.

Findings of the Research

   Two different questionnaires were adopted and used for both variables of this research study, one questionnaire was for the Interdependent leadership scale and another questionnaire was used for the organizational trust scale. Interdependent leadership has consisted of 12 items and organizational trust has 15 items.

1. The results explained that the interdependent leadership mean of principals was 4.09, the Intersystemic framing mean of Interdependent leadership was 4.04, Dialectical framing of interdependent leadership mean was 4.2 and the transformational framing mean of interdependent leadership was found 4.04. (Table: 5)

2. Organizational trust mean of teachers was 3.9, Ability mean was 3.91, Benevolence mean was 3.38 and integrity mean was 3.39. (Table:6)

3. The results of linear regression explained that no significant effect was found. .56 was the significant value while R2 value is .007. It is showing that 0.7 % variation was found in the Organizational trust of teachers, by the Interdependent leadership of principals. (Table:7)

Conclusions

1. Interdependent Leadership of Principals was found at a moderate level. The organizational trust of teachers was also found at a moderate level.

2. No effect was found of interdependent leadership of Principals on the organizational trust of teachers at Secondary School level. However, Principals using dialectical framing of interdependent leadership had an effect on the ability of teachers' organizational trust at the secondary school level.

3. Similarly, Principals using dialectical framing of interdependent leadership had an effect on the integrity of teachers' organizational trust at the secondary school level.

Recommendations

Following recommendations were developed according to the findings of this research study.

In order to enhance the interdependent leadership of principals at the secondary school level, it is recommended that secondary school management and stakeholders may take steps by arranging long term or short term trainings and workshops with the help of experts on collaborative work, teamwork, and involvement of colleagues in decision making, etc.

In order to enhance the organizational trust of teachers at the secondary school level, it is recommended that school management and stakeholders may take steps for the improvements of teachers' organizational trust by creating interactions between teachers and organizations, teachers need to shape a supportive work environment, providing a variety of encouragements that can

construct sustainability and enhance the teachers' trust in the organization. In turn, they are more willing to remain in the firm and exhibit excellent performance.

Findings of this research study have shown that no effect of principals' interdependent leadership was found on the organizational trust of teachers at the Secondary School level therefore, it is recommended that further researches may be conducted to find out the effects of other leadership styles on the organizational trust of teachers at secondary school level.

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