How Strong is the Relationship between Transformational Leadership and Interpersonal Trust? A Teacher's Perspective

by Tellma Monna Tiwa

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ABSTRACT

Interpersonal trust formed in schools is also determined by the quality of principal's transformational leadership. This study aimed to explain the relationship between the principal's transformational leadership and interpersonal trust of teachers at Vocational High School in Manado City. This study uses a survey method with a correlational research design. The sample in this study amounted to 89 teachers spread over 39 schools. Research data were collected using a questionnaire technique and processed by descriptive and inferential statistical analysis techniques. The results showed the principal's transformational leadership positively correlated with teachers' interpersonal trust. Therefore, it is suggested that the formation of teacher interpersonal trust in schools requires the role of the principal as an effective transformational leader and the expansion of this research by integrative analysis of the determinants, the nature of mediating and intermediary relationships and the consequences of interpersonal trust.

Keywords: Transformational leadership, interpersonal trust, A Teacher's Perspective

INTRODUCTION

Improving the quality of vocational education is one of critical issues in developing the quality of human resources (HR). Vocational education held in schools at the secondary education level, among others, is in the form of Vocational High Schools (SMK). School management in an effort to improve the quality of graduates who are directly absorbed in the labour market is very strategic. The high and low achievement of improving the quality of school graduates does not just appear, but appears as a result of the interaction of its influence with a number of determining factors.

One of the identified determinants related to the quality of school graduates in terms of student learning outcomes is teacher trust in schools (Bas, 2012). This is seen as rational because trust is considered as one of the important elements in schools (Van Maele & Van Houtte, 2015; Balyer, 2017) and the widespread recognition of the importance of trust in schools has attracted the attention of experts who produce scientific studies by providing broad insight into the nature of education. , determinants, and consequences of trust (Lyu & Ferrin, 2018). Some of the studies conducted by these experts used a psychological approach that gave birth to the theory of interpersonal and sociological trust which gave birth to the theory of collective trust (Lengkong & Rotty, 2019).

The phenomenon of the interpersonal trust of SMK teachers as individuals is interesting to study through research. This can be observed from the tendency of teachers to feel able to trust others and teachers to feel that others are trusted (Zhang, 2021) in schools. The teacher's trust in others is reflected in the teacher's trust in the principal, the teacher's trust in colleagues, the teacher's trust in the students as students, and the teacher's trust in the students' parents. The types of teacher interpersonal trust that have developed in the school do not just happen, but are formed as a result of their interaction with a number of positively and significantly correlated determinants.

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The principal who acts as a leader cannot provide effective leadership without gaining the trust of the teachers as his subordinates (Li et al., 2016). Fairman & Mackenzie (2015) explain that teachers' trust in principals can encourage open interactions between teachers and principals. In this regard, most experts focus on trust in the relationship of subordinates with leaders (Mangundjaya & Adiansyah, 2018). Even previous research has shown that a principal's leadership is one of the determinants of interpersonal trust (Balyer & Ozcan, 2012; Mineo, 2014; Tschannen-Moran, 2014; Tschannen-Moran & Gareis, 2015; Lyu & Ferrin, 2018; Strukan, Terek & Nicolic, 2019; Budiyanto et al., 2022).

A type of leadership studied in the educational environment since the late 1980s, and early 1990s is transformational leadership (Balyer & Ozcan, 2012). Experts have shown that principals' transformational leadership is related to teachers' interpersonal trust (e.g., Eliophotou-Menon & Ioannouz, 2016); Mansor, Abdullah & Jamaluddin, 2021). However, research on the relationship between principals' transformational leadership and interpersonal trust based on the perspective of SMK teachers in the background of Manado City in the context of North Sulawesi Province in Indonesia is still rare. Based on this situation, it is imperative to research it to obtain a new knowledge map that policymakers and school principals can utilize as transformational leaders to develop teacher interpersonal trust in schools. Therefore, this study aims to explain the relationship between the principal's transformational leadership and the teacher's interpersonal trust.

THEORETICAL REVIEW

Interpersonal Trust

The study of organizational trust and especially trust in schools has grown rapidly. One of the aspects referred to is interpersonal trust, both from the personal side of the manager/organizational leader and the individual workers in the organization. The study of trust in schools can be conceptualized as multi-level (individual teachers, teacher teaching teams or teacher working groups, and teacher organizations such as the Indonesian Teachers Association or school organizations) and multi-dimensional (teacher dyadic trust, relationships, teacher interpersonal, and collective teachers as teaching staff).

Based on the view of Zhang (2021), the tendency of teachers to trust others and teachers to feel that others are trusted are two important aspects of teacher interpersonal trust. According to Ma, Schaubroeck & LeBlanc (2019:1) that "interpersonal trust refers to trust in another person (or between two people) and willingness to be vulnerable to him (or to each other)". Associated with this research, teacher interpersonal trust is the teacher's trust in other people in the school, namely the teacher's trust in the principal, teacher colleagues, and students and parents who are actively involved in school administration.

Study on teacher interpersonal trust in schools can be analyzed based on one-way teacher interpersonal trust and two-way teacher interpersonal trust (Ma, Schaubroeck & LeBlanc (2019). One-way teacher interpersonal trust focuses on the teacher's trust in the principal, teacher colleagues, and students and parents without paying attention to the interchange of trust. Meanwhile, two-way teacher interpersonal trust focuses on dyadic mutual trust, namely, a group of teachers consisting of two people. However, this study uses one-way interpersonal trust, which includes: (1) teacher trust in principal (teacher-principal trust), (2) teacher trust in peers (teacher-teacher trust), (3) teacher trust in students (teacher-student trust), and (4) teacher trust in students' parents (trust teacher-parents) (Basch, 2012; Lerkkanen, et al., 2013; Arslan & Polat, 2016; Balyer, 2017; Monika, 2021).

Previous research on interpersonal trust in organizations and specifically in schools departed from a view that was emphasized a single dimension or dimension to a multi-dimensional one. This study emphasizes teacher interpersonal trust as a multi-dimensional concept, namely teacher interpersonal trust, which is not viewed from only one aspect but is

viewed from several aspects used as the basis for measurement. For example, based on a study by Robbins & Coulter (2012), five dimensions of trust in organizations were identified. First is integrity which refers to moral, honest nature. The second is competence which refers to technical and interpersonal knowledge and skills. Third, consistency refers to the reliability, predictability, and good judgment in handling situations. Fourth, loyalty refers to the will always to protect, save, obey/obey those who are instructed and be full of devotion.

In addition, the interpersonal trust of teachers in schools can be studied from the three dimensions proposed by Hoy and Tschannen-Moran in 2003 (Arslan & Polat, 2016; Balyer, 2017; Lengkong & Rotty), namely: trust in the principal, trust in colleagues. Moreover, trust in clients (students and parents). Adapted from the dimensions of interpersonal trust in the school, the research on the interpersonal trust of SMK teachers in Manado City includes: (1) teacher's interpersonal trust in the principal, (2) teacher's interpersonal trust in teacher colleagues, and (3) interpersonal trust the teacher to the client, namely the teacher's interpersonal trust in students and the teacher's interpersonal trust in the students' parents.

Transformational leadership

In essence, the interpersonal trust of teachers formed in schools is more or less determined by the principal's leadership. One type of principal's leadership that contributes effectively to the interpersonal trust of teachers in schools is transformational leadership. Experts have defined the concept of transformational leadership from the point of view. For example, Raman (2015:222) argues that "transformational leadership refers to how leaders influence their subordinates to increase subordinates' motivation and loyalty to the organization". On the other hand, Ogolla & Senaji (2018) view the principal's transformational leadership as can be explained by his behaviour that tries to change values, needs, choices, aspirations and motivates employees to carry out the work entrusted to them above or beyond the call of duty as servants of the state and servants of the community.

Referring to De Oliveira Rodriguez & Ferreira's (2015) views, the principal's transformational leadership can be seen as a process created by the principle that involves the ability to motivate and influence teachers in the workplace. Then, when referring to the views of Kim & Yoon (2015), the principal's transformational leadership is based on teacher motivation which is maintained through inspiration or transformation to achieve predetermined school goals. On the other hand, the principal's transformational leadership can be referred to in the view of Kouzes & Posner (2017) as the cause of the teacher feeling trust, respect, and liking that motivates him to do more than is asked or appreciated in the organization rather than being emphasized as influencing teachers through giving rewards and punishment.

Based on Jyoti & Bhau's (2016) explanation, transformational leadership theory, which has become the main paradigm in current leadership studies, originated from the conceptualization of an expert named Burns, who published it in 1978 and was further developed by Bass which was published in 1985. Sudiarta (2018) explained that Bass's original formulation of transformational leadership in 1985 was a factor structure that included four transformational forms: leadership, charisma, inspirational motivation, intellectual stimulation, and individual judgment. Then the original formula was developed by Bass and Avolio, which was published in 2000 and is known as the 'four I', namely: Idealized influence (ideal influence), Inspirational motivation (inspirational motivation), Intellectual stimulation (intellectual stimulation), and Individualized consideration (individual consideration). (Ekaningsih, 2014; Jyoti & Bhau, 2016; Sudiarta, 2018; Ogolla & Senaji, 2018; Khan, et al., 2020; Robbins & Davidhizar, 2020; Antonopoulou, et al., 2021).

However, research that focuses on the transformational leadership of school principals has also been carried out by experts by proposing four dimensions, namely vision development, individual consideration, intellectual stimulation, and an innovative climate (Balyar & Ozcan,

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2012). Therefore, the four dimensions of transformational leadership were adapted as a reference for researching the transformational leadership of SMK principals in Manado City.

Transformational Leadership and Interpersonal Trust

Researchers on leadership have recognized the important role of trust in transformational leadership (Dierendonck et al., 2014; Nübold et al., 2015; Yang et al., 2016; Bligh, 2017; Afsar & Masood, 2018). Previous research has shown that transformational leadership is one of the determinants that are positively and significantly related to interpersonal trust (Tschannen-Moran, 2014; Tschannen-Moran & Gareis, 2015; Illes & Mathews, 2015; Palupi, Cahjono & Satyawati, 2017; Lee et al., 2018; Lyu & Ferrin, 2018; Strukan, Terek & Nicolic, 2019; Khan et al., 2020; Budiyanto et al., 2022). In particular, the research results obtained by Eliophotou-Menon & Ioannouz (2016) and Mansor, Abdullah & Jamaludin (2021) show that the principal's transformational leadership is related to the teacher's interpersonal trust. Thus, the research hypothesis can be developed, namely, "transformational leadership of school principals has a positive and significant relationship with the interpersonal trust of SMK teachers in Manado City".

RESEARCH METHODS

This research was conducted using a survey method (Gay, Mills & Airasian, 2012; Creswell, 2014) with a research design that is a correlation. This study involves two variables, namely the principal's transformational leadership as an independent variable with the symbol X, which is broken down into four independent sub-variables with their respective symbols, namely vision development (X1), individual considerations (X2), intellectual stimulation (X3), and climate innovative (X4). The dependent variable is the interpersonal trust of teachers with the symbol Y. The sample in this study amounted to 89 teachers spread over 39 SMKs in Manado City. The data collection technique used is a questionnaire compiled based on a Likert scale and is positive, ranging from strongly agree = 5; agree = 4; sometimes agree = 3; disagree = 2; and strongly disagree = 1. Two questionnaire forms were developed from the two research variables: (1) the principal transformational leadership variable questionnaire and (2) the teacher interpersonal trust variable questionnaire. The principal's transformational leadership variable was measured by adapting the Headmaster's Transformational Leadership Behaviors scale from Balyar & Ozcan (2012), including 24 statements. The variable of teacher interpersonal trust is measured by adapting the Omnibus T-Scale from Hoy & Tschannen-Moran (2003), which includes 26 statements. The data in this study were processed using descriptive and inferential statistical analysis techniques (Riduwan & Sunarto, 2010). Processing research data using SPSS.

RESULTS AND DISCUSSION

Research result

It has been stated previously that the data obtained in this study were processed using descriptive and inferential statistical analysis techniques. Descriptive research data processing is only intended to explain the average value of the variables in this study. Inferential research data processing explains the relationship between the principal's transformational leadership and the teacher's interpersonal trust. The results of processing the research data are presented in Table 1.

Table 1. Results of Research Data Processing

No.	Variable	Average value	r	r^2	Sig. Value	α
1	X	103.22				

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| 2 | Y | 106.25 | | | | |
| 3 | X with Y | | 0.859 | 0,738 | 0,000 | 0,5 |

Referring to Table 1, the average value for the principal's transformational leadership variable (X) is 103.22, and the teacher's interpersonal trust variable (Y) is 106.25. The research data indicate that the level of development of the variables of transformational leadership and teacher interpersonal trust tends to be relatively good.

Based on table 1, the correlation coefficient obtained is 0.859. The data of this study can be interpreted that the relationship between principals' transformational leadership and teacher interpersonal trust is very strong (Riduwan & Sunarto, 2010). The value of the coefficient of determination is 0.738. This means that the principal's transformational leadership contributes to the teacher's interpersonal trust by 73.78%, and other variables determine the remaining 26.21%.

Then, when compared with a significance value of 0.000 with a probability value of 0.05, which turns out to be 0.05 0.000, then based on the decision rule (Riduwan & Sunarto, 2010), the null hypothesis (H0) is rejected. The alternative hypothesis (Ha) is accepted, which is significant. Thus, it can be stated that the principal's transformational leadership has a positive and significant relationship with the interpersonal trust of SMK teachers in Manado City.

Discussion

The study results showed that there was a relationship between the principal's transformational leadership and the teacher's interpersonal trust. The nature of the relationship formed is very strong, positive, and significant based on the teacher's perspective. The nature of the relationship formed is in line with previous research, such as the research results by Eliophotou-Menon & Ioannouz (2016) and Mansor, Abdullah & Jamaludin (2021). Thus, it can be explained that the higher the degree of transformational leadership of the principal, the stronger the relationship with the teacher's interpersonal trust. Therefore, teachers who feel able to trust others and teachers who feel that others are trusted (Zhang, 2021) need to be internalized within. On the other hand, for school principals, students or parents who feel trust in the teacher and feel trusted by the teacher, it is also necessary to maintain it so that it continues to be nurtured within the individual.

Theoretically, Lewicki, Tomlinson & Gillespie (Lengkong & Rotty, 2019) two different traditions have emerged in interpersonal trust research, namely: the behavioural tradition of trust, which views trust as rational choice behaviour, such as the choice of cooperation in games and the psychological tradition of interpersonal trust that seeks to understand the complex intrapersonal circumstances associated with trust, including expectations, intentions, influences, and dispositions. Still, based on Lewicki, Tomlinson, and Gillespie's study, three approaches can be adapted to research on teacher interpersonal trust. First, a one-dimensional approach treats teacher interpersonal trust and interpersonal distrust as bipolar opposites (two poles). Second, a two-dimensional approach that emphasizes interpersonal trust and teacher interpersonal distrust are two dimensions that can be distinguished. Third, a transformational approach that emphasizes teacher interpersonal trust can develop in various forms and emerge from time to time.

Furthermore, the interpersonal trust of teachers formed through the principal's role as an effective transformational leader can be analyzed based on the dimensions studied by Lengkong & Rotty (2019), namely the dimensions of virtue/kindness, honesty, and openness, reliability, and competence. In other words, to explain the interpersonal trust of teachers in schools, it is not enough just to be based on the form of teacher's interpersonal trust in the principal, teacher colleagues, students, and parents of students. But it needs to be synergized by

measuring based on the dimensions of virtue/kindness, honesty, openness, reliability and competence.

Although the research on the relationship between transformational leadership and interpersonal trust is based on the teacher's perspective, one thing that is considered rationale is that this new knowledge is useful in enriching the body of knowledge that previous researchers have found. The new knowledge from this research can also be considered in carrying out the interpersonal trust of teachers who are supported by principals who carry out the role of transformational leaders.

The results of this study also show that the principal's transformational leadership contributed to teacher interpersonal trust. The acquisition of new knowledge from this study is supported by previous research that transformational leadership is one of the determinants of interpersonal trust (Tschannen-Moran, 2014; Tschannen-Moran & Gareis, 2015; Illes & Mathews, 2015; Palupi, Cahjono & Satyawati, 2017; Lee et al., 2018; Lyu & Ferrin, 2018; Strukan, Terek & Nicolic, 2019; Khan et al., 2020; Budiyanto et al., 2022).

The existence of research data showing that other factors determine teacher interpersonal trust indicates the need to build an interaction perspective. Interaction means that the interpersonal trust of teachers formed in schools results from their interactions with other factors. This thinking is supported by the results of research on interpersonal trust. For example, from the research results by Lyu & Ferrin (2018), it was identified that previous research was limited to the determinants and nature of interpersonal trust and extended to its consequences.

Lyu and Ferrin's research results can be used as a framework for examining teacher interpersonal trust. First, the determinants of teacher interpersonal trust can be analyzed from the trustor, trustee, relationship, and context factors. The trustor factor is related to the trustor's tendency to trust, or general trust facilitates interpersonal trust. Trustee factors in terms of perceived ability, virtue, integrity, work behaviour, leadership behaviour, leader decision-making behaviour, organizational justice, and cultural adaptation behaviour determine interpersonal trust. Relationship factors are categorized into the relationship itself, mutual similarity, interdependence relationship, exchange process, and communication process between trustor and trustee. Contextual factors embedded in the larger context include other relationships around the focal relationship (network), the organizational context, and the environment outside the organization.

Second, the teacher's interpersonal trust can be analyzed from the mediating role and the intermediary role of the causal relationship between the independent and dependent variables. For example, leadership behaviour affects work-related outcome variables through subordinate interpersonal trust as a mediating variable. Interpersonal trust moderated the relationship of various predictors, particularly trustors' attitudes (self-efficacy), group factors (conflict among coworkers) and trustee behaviour (empowering leadership and supervisor support).

Third, the consequences of interpersonal trust. For example, teachers' trust in principals as leaders or managers is correlated with behavioural outcomes such as job satisfaction and job engagement, satisfaction with leaders, and leader fairness assessments, conflict resolution in the workplace, promoting knowledge exchange and knowledge creation, work commitment, performance, behaviour, proactive and creative.

CONCLUSIONS AND SUGGESTIONS

Referring to the results of the research and discussion, it can be concluded that the interpersonal trust of the principal has a positive and significant relationship with the teacher's interpersonal trust. The correlational nature that is formed is very strong, and the interpersonal trust of the principal has a high determination of the teacher's interpersonal trust.

Based on the conclusion, it is suggested that the formation of teacher interpersonal trust in schools requires the role of the principal as an effective transformational leader and the expansion of this research by integrative analysis of the determinants, the role of mediation and intermediary, and the consequences of teacher interpersonal trust.

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