

CHAPTER TWO

CONCEPTUAL FRAMEWORK

2.1. Introduction

The drive of this part is to elaborate the basic understanding and frameworks of school climate and trust. Thus, the section has addressed basic contents like conceptual understandings of the terms; illustrations on the association between school climate, trust and academic achievement and their importance as research areas; dimensions of school climate and trust; barriers that affect healthy school climate and trust and strategies for improving unhealthy climate and restoring broken trust. Besides to these, it has sketched conceptual frameworks for school climate, trust, academic achievement and their indicators. These frameworks are the backbones of the paper in guiding how to frame or structure the findings.

2.2. Conceptual Understanding

The practices of leadership in schools are not totally unique from leadership of other institutions. It has both common and distinctive features that need the roles of the principals to practice democratic process. Especially in schools, the potential for the principal to exercise significant personal power are considerable. Thus, by virtue of her/his office, the principal has to be a nodal agent connecting the school community, government offices and the local community in a democratic way being the most important individual in developing an atmosphere of positive and trustworthy school climate (Joshi, 1979 cited in Ramani, 2013; Hallam et al., 2009; West-Burnham, n. d.; Sidhu, 2015).

The atmosphere of positive school climate and trust influences the social interactions between the school community in various ways since “trust is the chicken soup of social life” (Uslaner, 2012, p.1). Thus, it is important to have positive climate and optimal trust among partners. Optimal Trust (Luthans, 2011) occurs when principals and teachers reach a consensus where trust is counterbalanced with mistrust as there is always at least few degrees of suspicion in leadership affairs.

2.2.1. School Climate

2.2.1.1. School Climate as a Research Area

The concerns, interests to study and worries about school climate emanated from the main questions of how does it affect the school leadership, why is school climate important, and how does it influence students' achievement? Kuperminc et al. (1997) cited in Marshall (2004) reported that “a positive school climate has been associated with fewer behavioural and emotional problems for students” (para.6) and can also predetermine the level of students' academic success and enrichment of school environment.

Based on the multiple advantages of this complex concept on the school community, researchers are exhaustively investing their expertise, time, energy and money on carrying out researches on school climate. The issue of “school climate has been around for more than a hundred years to explore the idea of school environmental or contextual factors that might have an impact on student learning and academic success” (Smith et al., 2014, p.1). According to their reports, more than 30 years have been spent in carrying out researches to validate the prominence of a healthy school climate in enhancing students' achievement, promoting safety in school, reducing dropout, avoiding teacher turnover, installing positive social interactions and keeping the well-being of school community. Likewise, Marshall (2004) reported, “school climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes” (p.1).

Many researchers have approached the climate of the school or “personality of school” (Rapti, 2012, p.113), in different ways and looked it in a variety of methods because the climate of the school is a temperament that expresses the temperaments of the school. It was around 108 years back that the area got attention and researchers overtly wrote nearly on it shakes the school system (Cohen et al., 2009). Dewey (1927) (cited in Cohen et al., 2009) had discussed school climate indirectly as his focus was on the social dimensions of school life and enhancing the skills and knowledge that implicitly touched on what kind of environment or climate the school reflects. Though Dewey (1927) (cited in Cohen et al., 2009) had not overtly written about school climate, he focused on “the social dimension of school life and the notion that schools should focus on enhancing the skills, knowledge, and dispositions that support engaged democratic citizens implicitly touched on what kind of environment or climate the school reflects” (p.183).

According to Rapti (2012), the studies of school climate have their foundation in the late 1950s and “Andrew Halpin and Don Croft published in 1963 the results of their research on school climate” (p.112). This was the time where the concept of school climate was formulated, and the research findings became the basis of research for others in the area and era. Thus, for Rapti (2012), school climate started to be perceived as the “sum of the values, cultures and safety practices” (p.112).

Researchers are coming to common understandings on the basic features of school climate and “claim that the climate of the school is the ‘heart and soul’ of a school, the factor that motivates students, teachers and makes them to want it and willing to be there every day” (Freiberg and Stan, 1999, cited in Rapti, 2012, p. 112). Similarly, for Marshall (2004), it is “organizational structure within a school, teaching practices, diversity, leader-teacher relationships, teacher-teacher relationships, parent-teacher relationships, and student-teacher relationships, is the concept of school climate” (p.1).

Marshall (2004) emphasized the need for including numerous measures of school climate as their examination results and attributes for further understanding about the context of school climate. According to Haynes et al. (1993), school climate survey shall address measures on students’ perceptions on areas of “achievement motivation, fairness, order and discipline, parent involvement, sharing of resources, student interpersonal relationships and students-teacher relationships” (para.3).

Tschannen-Moran (2006), on the other hand, has grouped the school climate indicators (consisting of 28 items) that researchers need to focus on as community engagement, academic press, collegial leadership and teachers’ professionalism. This categorization of measures or indicators of school climate has been the base for this research as well.

2.2.1.2.Features of School Climate

The words school climate and school culture seem synonyms and are recurrently used interchangeably, and their differences are still blurred to some researchers (Rapti, 2012). However, the two terms are basically different though both imply specific concepts in an organization. Commonly, culture bases itself on assumptions and ideology and the climate targets perceptions of behaviours. These differences have been summarized in Table 2.1 (Rapti, 2012; Tableman, 2004).

Table 2.1. School Climate and Culture

Parameters	Climate	Culture
Conceptual	This includes the physical and psychological aspects of the school that are <ul style="list-style-type: none"> • Susceptible to change • Preconditions necessary for teaching and learning to take place 	<ul style="list-style-type: none"> • Shared ideas, • Assumptions, • Values, and beliefs of an organization • Identity and standard for expected behaviours of an organization
Discipline	It belongs to <ul style="list-style-type: none"> • Psychology • Social Psychology 	It belongs to <ul style="list-style-type: none"> • Anthropology • Sociology
Method	Research method, Multi-variety statistics	Ethnographic techniques, Language analysis
Content	Perception of behaviour, Multi-variety statistics	Assumptions and ideologies, Language analysis
Level of Abstraction	Concrete	Abstract

Researches are still going on to explore, ‘what actually determines the healthiness of the school climate?’. This is because of the multifaceted nature of the concept, its significance and influence on educational outcomes (Marshall, 2004; Loukas, 2007). Some of the potential elements that have significant influence on the healthiness of the school may include the way of interaction, level of trust, school environment, infrastructure, school performance, etc. These kinds of feelings affect every member of the school community who are associated with it like: students, teachers, principals, parents, and the community at large. However, it is generally agreed that the leadership can make the climate of the school either fabulous or contaminated (Smith et al., 2014) and their strategy depends on the existing characteristic of the school that can be manifested by principals, teachers and history of the school.

The main query of why a healthy school climate matter has got an answer with clear direction. Doctor (1997), has also summarized these benefits of healthy school climate and

linked them with high academic achievement, efficiency and effectiveness of the management, and moral values.

Garduno et al. (2009) affirmed that increment in school performance is affected by negative school climate, authoritarian principalship, and low interest and participation of principals and teachers in student learning. Moriba and Edwards (2009) expressed that school climate is a key-determining factor for the successful teaching-learning environment. Thus, it is not an easy task of the principals in securing healthy school environment, which demands commitment, competency and sense of responsibility among the school community. That is why employers are always hunting experienced and highly qualified principals having demonstrated conceptual, human and ethical skills in school management (Garduno et al, 2009). According to Tschannen-Moran (2014), the health of a school community depends on the principal.

Doctor (1997) and Marshall (2004) have come with strategies that can help in developing healthy school environment which includes, community participation, promotion of moral values, introduction of anti-bullying acts, securing safe, conflict and violence free school environment, use of peer education, fair, equal and respectful treatment of students and staff, trust and cohesiveness.

Overall, the researcher has tried to capture the views of different researchers in defining the climate of a school. The researcher viewed school climate as shared feelings and perceptions which can gear the interaction of students, colleagues, principals, parents and vice versa about their school environment being healthy, good, positive, secured; otherwise being unhealthy, bad, negative or unsecured which can be used interchangeably in this report based on the context of the presentation and interpretation.

2.2.1.3. Dimensions of School Climate

School climate has different dimensions, as it is a multi-dimensional concept. Thus, its quality depends on the interface of these dimensions which include, “quality of interaction, personality of school, environmental factors, academic performance, safety and school size, trust and respect” (Rapti, 2012, p.113).

According to Rapti (2012) and Doctor (1997), school climate has multi constructs of physical, social and academic dimensions that are:

- a. **Physical Dimension / Physical Environment:** these are physical factors related to the infrastructure, classrooms and school size, teacher-students' ratio, the arrangements in the school, safety/security, usefulness of the facilities and resources.
- b. **Social Dimension / Emotional Environment:** includes the eminence of interactive relationships of school community, management of students by school community, level of competition and comparison among students themselves, vulnerability and involvement of students, parents, teachers and staff in decision making process. Doctor (1997) put remarks on the social and emotional dimensions of schools as students are accepted and welcomed, positive behaviour is modelled by staff, students and staff are treated with respect and dignity, individual differences in students and staff are respected, parents and community members are welcomed in the school, students are actively involved in school activities, and the school has a vision and mission statement.
- c. **Academic Dimension / Teaching-Learning Environment:** this dimension of the school climate accommodates elements on the quality of teaching –learning interactions, expectations from the teachers' side on students, and follow up mechanism to gear students' progress and immediate reporting of results to students and parents.

The healthiness of the academic or learning environment can be checked using the following annotations as Doctor (1997) has enumerated in terms of academic dimension as “high and appropriate expectations are in place for all students, learning is perceived as interesting, relevant, and important, students are expected to learn and grow based on their individual abilities and skill” (p.3.4).

A healthy school climate is the resultant of the interplay between its dimensions. These broad dimensions with their specific indicators make a flow where one gives emergence and strength to the other thereby leading to the goal of academic and social growth.

Thapa et al. (2013) have come with their own dimensions of school climate consisting of 12 measures. This has been demonstrated in Table 2.2.

Table 2.2. Dimensions of School Climate Measure

Dimensions	Subgroups	Indicators /Actions needed
Safety	A. Rules and Norms	Communicating rules about violence; abuse, consistent enforcement and norms for intervention.
	B. Physical Security	Developing feelings of safeness from physical harm in the school for students and adults.
	C. Social-Emotional Security	Feeling and being safe from violence and abuse.
Teaching and Learning	D. Support for Learning	Applying supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialogue and questioning; academic challenge; and individual attention.
	E. Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision-making.
Interpersonal Relationships	F. Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school to all school community.
	G. Social Support-Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.

Dimensions	Subgroups	Indicators /Actions needed
	H. Social Support-Students	Supportive peer relationships and friendships for socializing, for problems, for academic help.
Institutional Environment	I. Connectedness (Engagement)	Constructive identification and active participation in school life.
	J. Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Staff	K. Leadership	Having clear vision, communicating and making it accessible and supportive of staff.
	L. Professional Relationships	Positive attitudes and relationships among faculty and staff to have collaboration and learning together.

2.2.1.4. Conceptual Framework of the Study: School Climate

In this paper, the dimensions of school climate are viewed based on the review of Hoy et al. (2003) and Tschannen-Moran et al. (2006) as:

1. **Collegial Leadership:** is the leadership practiced in schools which targets meeting the social needs of the school community and realising the goals of the school. Here, how the principal treats the school community members is very important where she/he is expected to address them as professional colleagues being open, democratic, and friendly, but at the same time sets clear standards of performance.
2. **Professionalism/Professional Teacher Behaviour:** is concerned more on the teacher's professional integrity reflected in respect for competence, commitment to students, autonomous judgment, and cooperation and support.
3. **Academic Press/Achievement/:** is entertained under academic freedom which describes a school that sets high but achievable academic standards and goals. Students persist, strive to achieve, and are respected by each other and teachers for their academic success. Parents, teachers, and the principal exert pressure for high standards and school improvement.
4. **Community Engagement /Institutional Vulnerability/:** is the extent to which there is high community participation or involvement.

Hence, the researcher is more concerned about social and academic environment of the schools where he conceptualized the roadmap of this study based on the concepts of Hoy et al. (2003) and Tschannen-Moran et al. (2006) as indicated in Table 2.3.

Table 2.3. Conceptual Framework of School Climate

Dimensions	Indicators /Actions needed
Collegial Leadership	<ul style="list-style-type: none"> • Being friendly and approachable, • Readiness to accept suggestions and putting to operation, • Explores all sides of topics and admits that other opinions exist, • Treats all members as his or her equal, • Willingness to make changes, • Let others to know what is expected of them, • Maintains definite standards of performance.
Teachers Professionalism	<ul style="list-style-type: none"> • Commitment to help to others and have cooperative interaction, • Respect for professional competence of colleagues, • Exercise professional judgment, • Helping and supporting each other, • Accomplish jobs with enthusiasm, • Going the extra mile when needed.
Academic Press	<ul style="list-style-type: none"> • Sets high standards for performance, • Respect others who do well, • Recognized and acknowledged the works of others, • Try hard to improve on previous works, • Making the environment orderly and serious, • Seek openly the extra work or support needed.
Community Engagement	<ul style="list-style-type: none"> • Efforts to inform the community about goals and achievement, • Marshal community support when needed, • Inclusion on works like planning committees, • Responsiveness to requests for participation, • Attending meetings to be informed about, • Meeting regularly to discuss school issues.

These dimensions have been sketched for this study as indicated in Figure 2.2 in a diagrammatical way.



Figure 2.1. Dimensions of School Climate

2.2.2. School Community Trust

2.2.2.1. Trust as a Research Area

Trust is as old as human beings since our daily existence requires us to trust those around us. Organizations don't exist unless members trust each other to function and cooperate in expected or required ways (Fairholm, 2001). Trust is a type of relationship and social construct that exists and establishes between at least two people (Hoy and Tschannen-Moran, 2003). In this relationship, the 'truster' is ready in taking risks which is the nucleus of trust and the 'trustee' is expected to be trustworthy so that they will have a long-lasting relationship otherwise trust then evaporates (Zaleznik, 2008) and the result is widening the sphere of difference. It is also a predetermining factor for socialization and social life having a nature of dyadic relationships. Baier (1986) affirmed that trust is vital for human survival, learning and functioning in a complex society.

The processes of trust are not exhaustively examined so far in terms of how it is formed, developed and re-built (Savolainen, 2008). It has been left for the philosophers and

political arena as their subject of interest and its systematic study is a recent phenomenon (Tschannen-Moran & Hoy, 1997) which is a more serious gap in the Ethiopian context. According to them, the scientific study of trust by social scientists started in the late 1950s that started due to the rising suspicion on the Cold War. They explained its development as in the 1960s, it shifted to individuals due to the disillusionment that occurred in the young generation and again in the 1980s due to radical changes in the American Family, the focus of attention on the study of trust shifted to interpersonal relationships (Tschannen-Moran & Hoy, 1997). The next paradigm shift on the focus of trust came in 1990 due to change in technology which forced social scientists to focus on sociology, economics and organizational science which led trust to be considered in educational setups as well.

The importance of trust, its development and role in school performance has been built primarily on educational research in the United States (Hallam et al., 2009). It is a very recent phenomenon to have research works on trust at school levels (Houtte, 2006), though it has a long history in relation to organizational research (Lawler & Porter, 1967), only recently the concept has come to the educational research.

2.2.2.2. Features of Trust

Throughout its history, there are strong debates on the sources of trust. A question is raised on where does trust come from? According to Starness et al. (2001), some believe that:

Human trust is instinctual and evolved from the willingness to share food in hunter-gatherer societies, ---people trust out of fear of punishment for not doing what is expected of them; to achieve self-interests; to demonstrate empathy, identification and friendship; or simply because they genuinely want to trust (p.5).

Wherever the source may be, it has been acknowledged that characteristics of the trustor, trustee, and the perceived risk are the major factors to determine it (Starness et al., 2001).

In the development of trust versus mistrust, children develop the virtue of hope, the belief that they can fulfil their needs and obtain their desires if trust is dominating the interplay. According to Erikson in Larsen and Buss (2005) and Baron (2001), this sense of trust forms the basis of the child's future relationships while growing up believing that other people are approachable, trustable, good and loving, if not the child develops mistrust which can be manifested in being suspicious, isolation, feeling of estrangement and social discomfort in being with others.

Raynor (2004) explained that trusting oneself means feeling secure in her/his identity, mix of purpose, beliefs, values and responsibilities. The child is confident in her/his self and in trustworthiness. On the contrary, children will view the world as unfriendly and unpredictable and will have trouble in forming relationships if mistrust is dominating the interplay. In this time, the child must not only learn to trust in mother and caregivers but also the environment (Papalia et al., 2004).

Trust is perception or cognitive act but not emotion (Berezin, 2005); however, emotion may have negative effect on its formation and consequences. Uslaner (2002) reported that trust is a bet on the future that we place in line with the knowledge and experience we had about the previous events. According to the report, past events being inner psyches or others determine on our appraisal of trust and risks in various situations. Thus, trust is decision that we make about events and cultural influences on how we make these decisions (Berezin, 2005) and improper trust is an error that results from the failure to take time to decision-making.

Trust is amorphous and abstract which makes its measurement problematic (Bauer, 2017, & Todd, 2007) because of its fuzziness. This nature of being a person's willingness to accept, nebulous and psychological condition made it difficult to manage and measure it. The measurement becomes more complex when it is viewed in line with gender, location and experience of trustor-trustee partnership.

Trust has the nature of diamond that appears to have assorted colours, tastes and appearances based on the direction of perception and condition of the perceiver that again result in divergent outlooks. Thus, self-reports are indirect measures in that we do not observe trustworthy and untrustworthy behaviour directly but rely on respondents' indications. However, there are proxy indicators from which to infer the state of trust (Todd, 2007).

Kouzes and Posner (1993) cited in Starnes et al. (2001) identified four questions to measure one's trustworthiness as a leader a "Is my behaviour predictable or erratic? Do I communicate clearly or carelessly? Do I treat promises seriously or lightly? and am I forthright or dishonest? (p.10). On the other hand, Gabarro and Athos (1976) cited in Starnes et al. (2001) have proposed points on how the staff can measure trust in the organization using the five statements addressing employer's integrity, treatment to employees, motives and intentions, and open and upfront management practices.

All the measurements of trust are done to know the level of trust and risks that we need to consider especially in schools. As a school leader, trusting teachers inevitably holds some degree of risk and courage and it must be looked at as a two-way process based upon mutual trusting and trustworthiness (Raynor, 2004). It has been also indicated in other areas on the importance of trust beyond leadership as: trust in physician for patients to adhere to treatments (Gordon et al., 2013) and trust as a factor contributing to students' achievement, few discipline issues and high attendance rate (Makiewicz & Mitchell, 2015). The most common way a leader can expand a subordinate's horizon of indifference is to build trust in process.

Raynor (2004) stated that trust is the process of building effective relationships and practice in the school. Nevertheless, developing a simple blind 'trust' could be a great mistake: without knowing who to trust and when to trust them through experience. It is obvious that trusting and never trusting are both unskilled choices of leaders and followers. But it needs to be based on some measurement.

The researcher believes that trust is a process of disposing oneself to the trustee that it will not take advantage putting the trustor at risk. In this case, this specific research is dealing about the trust of school community which is highly aligned with the **attachment theory** of trust. It is a kind of contact with a warm and responsive condition with in the school community. In this approach of relationship, building collaborative, trusting and supportive relationships between students, teachers, parents and principals is the crucial point of socialization in the teaching learning. The attachment theory stands with a strong belief that students are eager to have attachment with their teachers and teachers are enthusiastic to have good relationship with their principals that again heavily rely on their trust. These are key factors to make use of all the available learning opportunities.

2.2.2.3. Theories of Trust

A theory being a rational thought built by scientists to explain human behaviour (Walliman, 2006), it provides justification on how nature or the system works. It can be a framework for some observations and assumptions that can be tested to provide support or disprove of the theory. In line with this, the basic theoretical assumptions or explanations about trust have been reviewed as follows.

a. Psychosexual Theory

The psychosexual view of trust highly bases on the personality development theory of S. Freud. According to him cited in Dandapani (2010), the core aspects of personality are established at an early stage; remain stable throughout life and are changed only with great efforts. In this theory of personality development, the transition from one stage of development to the other is basically based on need gratification, specific crises or conflicts between competing tendencies and if not, fixation will occur (Dandapani, 2010; Larsen & Buss, 2005; Baron, 2001). In the developmental stage of this theory, there are five stages. In each stage, there are different people who have more attachment to the child and the trust of the child depends on the treatment it gets at each stage with these people.

At the oral stage, the child gets more pleasure around his mouth/oral and eating, kissing, chewing, sucking, etc. as means for need gratification. In this stage, if children are over fed, they may have a tendency of being overly dependent and let others to decide for them and if they are under fed, they will have a personality of being hostile, quarrelsome and mocking (Larsen & Buss, 2005). The source of pleasure changes to the anal starting from year two. Here, the very important developmental task is toilet training. At this stage, the child develops a behaviour of being orderliness and neatness or being disorganized based on the toilet training. These have lasting effects on the personality of the child (Larsen & Buss, 2005; Dandapani, 2010; Papalia et al., 2004; Baron, 2001).

The third stage is the phallic stage where the child really becomes conscious of sexual differences of a boy and a girl (Dandapani, 2010,) and establishes more attachment to the opposite sex, a girl with her father and a boy with his mother. Children will be jealous of their similar sex parents and establish attachment to the opposite sex and avoiding similar sex. If it is not well management, it leads to fixation called Oedipus Complex and Electra Complex (Dandapani, 2010; Papalia et al., 2004; Baron, 2001). In Oedipus Complex, according to them, the boy child increases his attachment to the mother and considers his father as rival where hostility increases and in the case of Electra Complex, the girl attaches herself to the father and considers her mother as if she has done penis envy.

The fourth stage of Freud's development is the period of latency, the attachment shifts from the family to the peer group and schoolmates. At this stage, the child focuses on socialization where the child starts to group herself / himself to those whom attachment, relationship and trust are high.

The last stage, the genital stage is the revival of the pseudo-sexual (phallic stage) to the biological or actual sex needs to the opposite sex (Dandapani, 2010). The way mother and father manage the complexes at the phallic stage has reflection in the genital stage either to trust or not to trust the opposite sexes.

This happens as psychologists conceive of trust as a feeling deeply rooted in an individual's personality and shaped by early life experiences (Diamond Management Consulting, n. d.). The goal of Psychosexual/Freud's Theory is to develop a sense of balance between all the areas of life; especially the age of genital stage, children began to explore romantic relationships. These relationships will lead either to pleasure or frustration which are crucial to the formation of adult personality.

Based on the view of psychosexual, our trust is built at each stage and it depends on how adults treat and manage the behaviour of the child in each developmental stage. Even at the oral stage of the child, based on the treatment of the family the child develops optimism, trust, dependency vs. trust issues, lack of connection to others. The healthier the treatment, the child develops trust and if not mistrust breeds to the social communications, socializations and other environmental interactions. Thus, "for most of us trust is a quality we develop over time" (Osula & Ideboen, 2010.p.115).

b. Psychosocial Theory

Every living thing must pass through several developmental stages to reach to the climax of maturity and then come back to demise, that is from infancy through old age. Unlike other animals that they develop and mature fast to be independent, human being takes several years of dependency on others. This is a long lingering time compared to other organisms. According to Erikson cited in Dandapani (2010), there are eight landmarks that determine the next developmental stage of human being and even the whole life of the individual. These include, "trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, ego identity versus role confusion, intimacy versus isolation, generativity versus stagnation and integrity versus despair (Seifert, 2009, p.51). The approach of this division is made based on dominant characteristics, desirability and how crises are managed which are relevant for the training and teaching of the child.

Among the developmental stages of psychosocial, the first stage is called the Trust / Mistrust stage. At the trust / mistrust stage with in the period of infancy, the mother plays the supreme role because of her strong attachment with the infant and next to her are the

remaining family members. At this stage, a child develops trust in this world if the parents are consistent and continually satisfies the needs of the child. If they communicate with genuine affection, children will think of their world as safe, dependable, caring, honest & predictable which helps for the growth of trust in the child. This again helps for the development of hope. If the child is missing affection, satisfaction and adequacy in treatment, lack of caring, observing inconsistency, or negative behaviours, it will approach this world in fear and suspicion which opens the door for the development of mistrust and finally despair. These phenomena of hope and despair hamper the communication and life hood of the child in adulthood as well. Thus, infancy is the foundation for our trustworthy personality in this perspective. Overall, this theory goes with the idea of Uslaner (2002) “we learn about trust from our parents, early in life” (p.5).

c. Behaviourist Theory

This is a theory of personality development that gives more emphasis to learning of behaviour from environment with the basic principal of, ‘behaviour is leaned’. This is an approach that relies on nurturing. In line with this, Uslaner (2012) stressed that trust is not earned genetically rather learned from environment which highly depends on parents and other family members. Besides to these, a child learns from its day to day life experiences outside of the family.

Overall, trust is a learned behaviour that develops through life, particularly via socialization and communications in our cultural settings (Murphy-Graham and Lample, 2014). For Fairholm (2001), “trust is a learned capacity and the best teacher is example. ---if leaders want followers to trust them, they must tell the truth, act on that truth consistently and then patiently wait for the relationship to be solidified” (p.115). Cognizant to these analyses on the learned nature of trust, efforts should be made on humanising trust among students and have optimistic view to their future in general.

d. Attachment Theory

Attachment is a kind of contact with a warm and responsive condition indispensably imperative to the development of students (Larsen and Buss, 2005). In this approach of relationship, building collaborative, trusting and supportive relationships with children and adolescents is at the heart of the work of teaching learning and socialization of students (Tschannen-Moran, 2014). According to her, poor track record of children is not with the children but with inadequacy of the theory we are using to understand their behaviour and

motives. If students understand that, “adults in the school care about them, have high expectation for their education and will provide the support essential to their success, they thrive” (Blum, 2007, p.2).

Students are also intrinsically motivated to learn about the physical and social nature of this world (Watson, 2003 cited in Tschannen-Moran, 2014) from constructing of meaning and from their teachers as they have great need of the confidence on the assistance of their teacher. This helps to establish a positive and trustworthy relationship between teacher and students to make use of all the available learning opportunities.

2.2.2.4. Dimensions of Trust

Tschannen-Moran and Hoy (1997) defined five elements or facets of trust on which people base their judgments about trust and used as indicators of trust for its measurement. When these indicators are combined, they gave a connotation of trust as willingness to be vulnerable. These basic components are called facets (Tschannen-Moran & Hoy, 1997) or dimensions (Robbins et al., 2009) of trust which include:

a. Benevolence

This is an act of fairness and equity, goodwill towards the other person, use of discretion, getting to know people on a personal level, being human, acting with empathy, caring and reducing vulnerabilities (Hallam et al.,2009; Hoy & Tschannen-Moran, 2003). For Hoy and Tschannen-Moran (2003), benevolence is “the confidence that one’s wellbeing will be protected by the trusted party” (p.186). It is the declaration that others will not take advantage even when the opportunity is accessible (Cummings and Bromily, 1996). Employees’ moral and trust will only exist (Lamberton & Minor-Evans, 2002) if there is a sense of benevolence that employers will not exploit them, and fairness is shared in the organization. Likes wise (Zaleznik, 2008), performances that repeatedly demonstrate the fairness of decision-making and the result of rational choices will enhance trust and narrows the gaps in the zone of difference.

Benevolence is also a belief in the rights of others (Lamberton & Minor-Evans, 2002) and never violates those rights; treat all human beings as equal and everyone should be treated with dignity and fairness within the organization. According to Confucius proverbs cited in Agrawal (2013), benevolence is filial piety, diligence, unselfishness, cordiality, kindness, parsimony, tolerance, indulgence, and wisdom, and courage, power of distinguishing what is to be cultivated and righteous conduct.

b. Reliability

Reliability (in some researches called consistency) is expressed in terms of walking of talks, reducing anxiety in the face of change, being loyal and sharing accountability for trust (Hallam et al., 2009). According to Robbins et al. (2009), it is related to the person's expectedness and respectable judgment in handling situations. If there are inconsistencies between words and actions, trust will be in danger and create automatically a room for mistrust. This is again a sense of confidence that one's needs will be met in positive ways (Hoy & Tschannen-Moran, 2003). Without this feeling of reliability, people spend their energy worrying about whether they will be supported or not.

According to Bennis (1989) in Sergiovanni (2001), trust is consistency which is meant to communicate that whether parents, teachers, or students like what a principal does or not, they are eager to know where that principal is coming from, what the principal stands for, and why she/he is doing things, explaining decisions and show how they are linked to the heart and soul of the school. Osborne (2008) reminded leaders to be such reliable in their daily interactions and freeing subordinates to focus on their key tasks than worrying about their leader.

c. Competence

Authors and researchers viewed competence as capacity to do as expected and in line with standards set. More specifically, competence is "the extent to which the trusted party has knowledge and skills" (Hoy & Tschannen-Moran, 2003, p.186). As per Robbins et al. (2009), competence needs knowledge and skills. It is a way of establishing a shared vision, acknowledging personal strengths and weaknesses, understanding and defining the context, use of symbols, stories, and common language, being positive, optimistic and inspiring others to be better, have fun together and trust in yourself (Hallam et al., 2009). It involves the domains of knowledge, skill and attitudes under which performance can be assessed (Jangaiah & Sabu, 2011). Competency is thus, the extent of transacting knowledge appropriately, proper use of skills and way of imparting attitudes.

Principals as leaders, they are expected to have the basic competencies in the managerial skills that involve technical, interpersonal and conceptual skills. Likewise, principals and teachers are competent (Jangaiah & Sabu, 2011), if they have a concern for school community, knowledge of the subject matter, encouragement of discussion, ability to explain clearly, enthusiasm, preparation and commitment to the profession, and the management in general.

d. Honesty

Hallam et al. (2009) has explained honesty which includes the person's deeds with acceptance, responsibility, authenticity, and integrity. It reflects the person's intention and expertise being a good example. It is a way of accepting the truth in order not to shift blame,

Honesty was defined by Hoy and Tschannen-Moran (2003) as the "character, integrity, and authenticity of the trusted party" (p.186). Robbins et al. (2009) used the term loyalty which is keenness to defend and save face for another person. This clearly addresses the key bondage that someone is not acting opportunistically. When you communicate honestly, it is a symptom to say what you feel, good sign for beginning trust and podium for appropriate self-discourse and thereby influence your listeners to esteem and trust you more (Lamberton & Minor-Evans, 2002).

e. Openness

Openness is a way of signalling reciprocal trust. It is the extent to which relevant information is shared, assessed through communicating freely and regularly, make close personal connections, be approachable and accessible and set up formal structures for collaboration and share leadership responsibilities (Hallam et al., 2009). If principals are not open, teachers will start to be mistrustful and wonder what is being hidden and leads again to chit-chats, gossip and initiate people to think in a negative way (Hoy & Tschannen-Moran, 2003). According to them, openness is "the extent to which there is no withholding of information from others" (p.186).

These dimensions of trust are interconnected where one effects the other positively or negatively in forming trust among the two parties. Trust is thus, the snowballing effect of the stated dimensions as shown in Figure 2.2.

In our real-life situation and working environment, these domains of trust are important and relatively constant. However, the need of honesty is more than the remaining others and competency being the second important, then benevolence, reliability and finally openness (Goddard et al., 2001; Robbins, 1998).

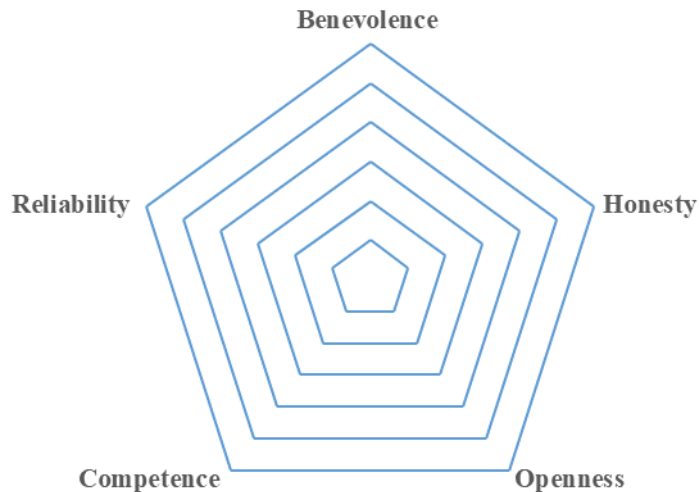


Figure 2.2. Dimensions of Trust as a Web

Based on this analysis, honesty and competency have been found the most critical characteristics that an individual looks for in determining another’s trustworthiness. On the other hand, Scholtes (1988) cited in Starnes et al. (2001) took benevolence and competency as the two most priority dimensions of trust. But in a normal situation where the role of each dimension is almost same in determining the level of trust that we have for our partners, the illustration may be conceived as pentagon.

2.2.2.5. Building and Restoring Trust

Teams with high performance are usually characterized by high mutual trust among members, which is meant members believe in the legitimacy, character and ability of each other (Robbins, 1998). Thus, trust is flimsy which needs curious attention by the leadership and takes long time to build but can be destroyed easily and hard to regain it. Contradicting to this (Uslaner, 2002), “trust is an enduring value that does not change much over time” (p.4). Both trust and mistrust have effects as trust begets trust and distrust begets distrust or distrust tends to breed distrust (Hoy & Tschannen-Moran, 2003).

Developing trust is taking risk and being loaded with risk (Berezin, 2005); however, trust building is a key step for creating team (Lamberton & Minor-Evans, 2002) that is expected from leaders or managers. According to them, when two members of a team have a trust problem that involves only each other, they need to work on the problem outside the group. Without trust, there can be no team. Trust evolves over time and it moves from

deterrence-based trust to knowledge-based trust and finally to identification-based trust (Robbins et al., 2009). The expected high trust is not a one time and immediate but gradual process and confidentiality is needed to be kept in developing trust. If parties are successful at deterrence trust where partner is consistent and doesn't impulse penalty for others, then trust is validated and proceeded to knowledge-based trust and finally to identification-based trust (Robbins et al., 2009).

A leader should never let his followers down when they trust her/him and must trust them by building a two-way trust relationship and stand up for the belief she/he considers important and don't act in any way that contradicts them (Lamberton & Minor-Evans, 2002). Similarly, Tschannen-Moran (2014) has amplified the need for building trust among school community for school improvement. Trust will grow if each member of the organization commits her/ himself to actions at team meetings and carries them out as promised (Osborne, 2008).

Trust may be broken due to several personal, social or environmental reasons. Though it is hard to gain the first trust, a broken trust can be rebuilt. The term trust rebuilding, involves creating a climate in which the leader and the follower, the employee and employer, teacher and principal, etc., perceive the process as 'win- win' (Marzano et al., 2005) but not "for win-lose situations and high- lights individual instead of group action" (Fairholm, 2001, p.129). It should be a process of breaking the cycle of revenge, feuding and finally reversing the vicious cycle of retaliation. In this regard, Anderton (2012) reminded the principals to praise and encourage teachers, address queries of teachers and set goals with active participation of teachers, students, and parents.

Dahlke (2007) and Alebachew and Sharma (2017) have come with list of trust eroding factors and mitigating strategies for building broken trust. This has been summarized in Table 2.4.

Table 2. 4. Trust Eroding Factors and Rebuilding

SN	Trust Eroding Factor	Applicability	
		For everyone	For supervisors and managers
1	Trust is eroded: when people don't feel a sense of belonging.	<ul style="list-style-type: none"> • Help people feel they belong; • Develop a family climate; • Recognise the key events of others; • Share their work when they are overwhelmed. 	
2	Trust is eroded: when people don't respect each other.	<ul style="list-style-type: none"> • Promote mutual respect; • Communicate with others from a "win/win" position; • Actively listen to others when they express themselves; • Acknowledge the contributions of others without discounting them. 	
3	Trust is eroded: when people are not feeling safety	<ul style="list-style-type: none"> • Support people to feel safe; • Leave your problems at home; • Critique behaviours, not people; • Listen with empathy. 	<ul style="list-style-type: none"> • View disciplining as a constructive process, not as a punishment.
4	Trust is eroded: when people are not recognized for doing a good job.	<ul style="list-style-type: none"> • Recognize a job well done; • Make a habit of praising others for work well done 	<ul style="list-style-type: none"> • Praise employees for a job well done; • Coach your supervisors to praise their employees.
5	Trust is eroded: when people are inconsistent in honouring their commitments.	<ul style="list-style-type: none"> • Consistently honour commitments. 	<ul style="list-style-type: none"> • Reliably respond to suggestions, • Don't make promises you can't keep.
6	Trust is eroded: when people are not fully informed.	<ul style="list-style-type: none"> • Counter rumours before they spread. 	<ul style="list-style-type: none"> • Keep employees informed.
7	Trust is eroded: when people promote turf protection.	<ul style="list-style-type: none"> • Discourage turf protection; • Actively discourage finger pointing and buck-passing; • Model interdependence. 	<ul style="list-style-type: none"> • Cultivate a team climate; • Bring people together from different departments or sections.

8	Trust is eroded: when employees see managers and supervisor are not competent		<ul style="list-style-type: none"> • Develop competence; • Learn what your employees do if you don't already know; • Don't fake it.
9	Trust is eroded: when employees are micromanaged.		<ul style="list-style-type: none"> • Stop micromanaging employees; • Focus on job outcomes; • Empower your employees.
10	Trust is eroded: when employees think they are being treated unfairly.		<ul style="list-style-type: none"> • Treat employees fairly; • Discipline everyone by the same standards, • Don't use a policy as a battering ram.

2.2.2.6. Conceptual Framework of the Study: Trust

In order to develop each dimension of trust with school community members, Hallam et al. (2009) has proposed actions that need to be taken by school leaders to underpin and enhance trust among teachers. This has been presented in Table 2.5. This is also the conceptual framework as a roadmap for this research regarding trust, which included the key leading questions for the research tool as well.

Table 2. 5. Conceptual Framework of Trust

Trust Dimensions	Indicators /Actions needed
<p>i. Benevolence How principals can develop benevolence with teachers?</p>	<ul style="list-style-type: none"> • Act with fairness and equity; • Use discretion; • Get to know people on a personal level; • Be human; • Act with empathy and Be caring; • Reduce vulnerabilities.
<p>ii. Reliability How principals can develop reliability with teachers?</p>	<ul style="list-style-type: none"> • Walking her/hid talks; • Lessen anxiety in the face of change; • Be loyal; • Share responsibility for trust.
<p>iii. Competence How principals can develop competence with teachers?</p>	<ul style="list-style-type: none"> • Establish a shared vision; • Acknowledge personal strengths and weaknesses; • Understand and define the context; • Use symbols, stories and common language; • Be positive, optimistic and inspire others to be better; • Have fun together; • Trust in yourself.
<p>iv. Honesty How principals can develop honesty with teachers?</p>	<ul style="list-style-type: none"> • Keep integrity; • Forward honest intents; • Value professional judgment and expertise; • Be a good example.
<p>v. Openness How principals can develop openness- with teachers?</p>	<ul style="list-style-type: none"> • Communicate freely and regularly; • Have close own connections; • Be sociable and accessible; • Set up formal structures for collaboration; • Share leadership responsibilities.

These dimensions of trust and their indicators can be sketched as indicated in Figure 2.3.

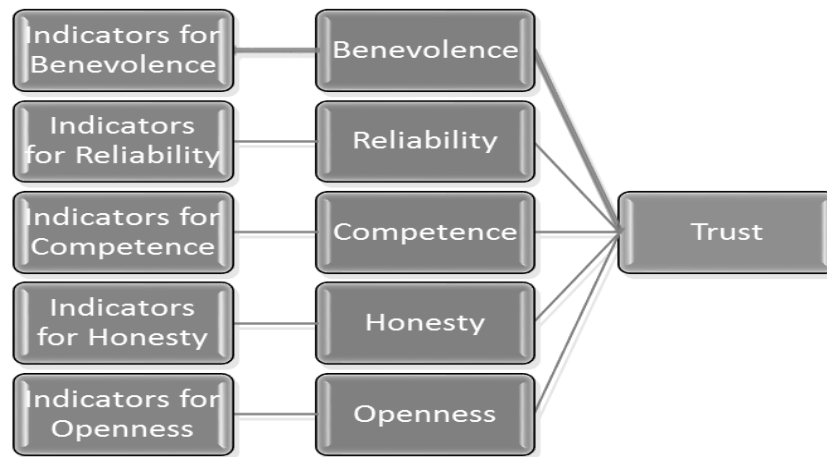


Figure 2.3. Conceptual Framework: Integrating Climate and Trust

2.2.3. Academic Achievement

Students’ achievement is the topmost priority in education. Academic achievement is a tailored assessment done for each student’s learning level to measure her/his progress and growth. It gives also a feedback about what a student knows about and what is missed for further actions. Academic achievement is the most frequently used indicator about the effectiveness and quality of both the teachers and the school. Thus, understanding the multifaceted influence of such factors as gender, race, ethnicity, ability, sexual orientation, and social class, education and schooling still remain the major influences on student achievement (Kutsyuruba, 2015). According to them, attendance, testing and any other assessment and evaluation processes are important aspects in the overall students’ academic achievement.

It has been contended that “academic achievement should be a direct result of attaining learning objectives and acquiring desired skills and competencies” (York et al. 2015, p. 6). Thus, they found an intellectual reason to separate academic achievement as it captures only a students’ performance ability but may not necessarily their learning. On the other hand, “academic achievement is a threshold assessment—it captures a student’s ability to meet performance criteria” (p. 6). Hence, marks and grades are proxy measurements envisioned to measure learning or knowledge to capture attainment of learning objectives and acquisition of skills and competencies.

There are many indicators for academic success. However, academic achievement is taken as one of the proxy indicators. Accordingly, academic success is an inclusive of academic achievement besides to other proxy indicators like fulfilment of learning objectives, gaining of desired skills and competencies, satisfaction and persistence (York et

al. 2015). Thus, academic achievement helps for the depiction of students' academic performance and for its intended representation of academic ability.

The academic achievements of students are communicated to parents through report cards. The report cards give highlight about mastery of grade –level contents, effort done, progress made, and participation in class. Thus, having a look at the grade reports, the parents believe that their child is achieving at or above mean mark, and develop confidence that their children are meeting grade-level standards. This happens as grade report card are the primary source of information about their children. Even teachers believe that grade report cards and test scores together are the best way for a parent to understand how their child is doing academically.

There are still people who comments on the narrative evaluation of students which can create more frank confrontation of a student's academic performance, where much of what defines a good student is lost when individuals are made to obsess over grades and this grades frequently leads to cheating.

Several studies have been conducted on the Gender Differences in School Achievement. Among these, the work of Meisenberg (2016) done in 75 countries depicted that higher reading combined with lower math scores for females and females achieved higher reading scores than males in all countries; males achieved higher mathematics scores in 61 countries, and gender differences in science were negligible. Overall achievement was higher for males than females in only 6 countries. The works of Linver et al. (2002), “Young men’s math interest was consistently higher than young women’s; this difference, however, was not statistically significant at any grade level” (p.7). Likewise, a study done in Ethiopia on large-scale national data on students’ academic achievement showed gender differences in the academic achievement across regions (Tessema & Braeken, 2017).

2.2.4. The Interplay of the Variables

School climate and trust support each other, one gives synergy to the other and again one may be the cause for the other and so do their dimensions as well. One buttresses the other. According to Tschannen-Moran (2014), high colleagues trust has been perceived as a key element for healthy climate. There is an interwoven functioning among them. Both influence the academic success or achievement of students; motivation and job satisfaction of teachers; leadership of the principals and participation of the community as well. A school climate that is not welcoming to the teaching learning process is distressing to

students' achievement. Thus healthy and trustworthy school environment is important to avoid stunting of teaching-learning process. Therefore, a serious follow up on the interplay of school climate, trust and academic achievement is compulsory. This happens as unhealthy school climate and mistrusting school community are mainly characterized by low academic achievement and high antisocial behaviors (Kutsyuruba, 2015). Likewise,

Without a harmonious, safe, and well-functioning school climate, a high degree of academic achievement is difficult, if not downright impossible, to obtain. However, designing a positive, successful climate within a school, much less an entire district, is no easy task. School leaders cannot do it alone (Hoyle et al., 1985, p. 6).

Thus, this interplay has been structured in Figure 2.4 and 2.5 as the conceptual layout of this paper.



Figure 2.4 . Academic Achievement, Climate and Trust

The dimensions of school climate, trust and primary actors of the school can be again conceptualized as illustrated in Figure 2.5.

The model assumes that the students at the centre of the web are influenced by the interplay of the students themselves, principals, teachers and parents in their school. The interchange between each key stakeholder depends on the leadership of the principal (being collegial with academic press), which influence teachers (obeying professional integrity

and giving academic press for their students). Professional teachers are more committed to the values of the school, they ready to adopt instructional practices recommended by the school and work harder to achieve the goal of the school. Students should also have academic press for their peers where they respect others who got good results.