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SCHOOL OF EDUCATION
MASTER OF ARTS IN EDUCATION MANAGEMENT**

School Principals' Experiences in Building Trust

Thesis prepared for the degree of Master of Arts

SHAKIR ABDULLAYEV
Contact e-mail: sabdullayev4781@ada.edu.az

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**MASTER OF ARTS THESIS
OF
Shakir Abdullayev**

APPROVED:

Research Supervisor: Dr. Samira Hajiyeva

Committee Member: Dr. Vafa Kazdal

Committee Member: Dr. Vafa Yunusova

Dean of School of Education: Dr. Ulviyya Mikailova

Date: 10.06.2024

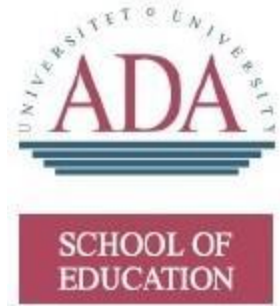


STATEMENT OF AUTHENTICITY

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Abstract

This research aims to study the experiences of school principals in building trust. Particularly, the research has focused on principals and teachers of public and private schools. The research has aimed to find out how principals and the teachers defined the term trust within their educational institutions. Consistent with the theories and the gap in the local literature, a qualitative research approach has been practiced within public and private schools in Baku, Azerbaijan.

The following research questions have guided this research: “*How do the principals and the teachers define the term “trust”?*” and “*What practices do school principals employ to build trust with teachers?*”.

This study subsidized the new information regarding trust which created awareness while learning the experiences of the Azerbaijani school principals and the teachers. While researching the new experiences, this study helped to learn the importance of addressing trust in the principal-teacher dynamic.

The findings showed that principals had three main sub themes in building trust at school: 1) Exercises in Empathy, 2) Relates to Teachers as Persona, 3) Creates Experiences of Voice and Choice.

The study concludes for potential implications of building trust for principals in educational leadership for the further studies.

Keywords: *trust, school principal, educational leadership, school principal-teacher relationship.*

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1.Introduction

1.1 Background

The duties of the principal in a public and private school setting is complicated. (Lazufa et al., 2022). Gerly et al. (2022) states that being a principal demands various competencies that encompass a mixed range of skills and knowledge, cultivated within experience, leadership, organizational and behavioral objectives in the educational management. Based on the study conducted by the Tschannen – Moran and Gareis (2015), principals build trust with their staff when a combination of skills and knowledge such as leadership, control management, organizational and behavioral purposes are collected in an educational leader. The authors described that there are both indirect and direct impacts of trust on students' academic achievements, school culture, and teacher professionalism.

Experience in educational institutions helps individuals to research more about trust. My experience of being involved in leadership positions within the educational setting in Azerbaijan, assisted me to work on trust issues. Holloway (2006) proposed that trust should be defined within observation of leaders' behaviors. Not believing the power of trust beforehand, created some new challenges for me within a school setting and gave me a whole life lesson for the future. From the point of unforgettable experiences, I want to add more about trust to the research and other people who will go through this master thesis, to believe in the importance and power of building trust in an educational setting. The understanding of "trust" in educational settings by leaders is very important for school practice. If in a school culture there exists a problem in building trust, the principals are the leaders who should reflect on this problem within themselves.

Throughout this master thesis, I will focus on how school principals build trust from the perspective of both public and private schools to identify those experiences and practices in Azerbaijani school setting.

1.2 Statement of Problem

The principals, as leaders, are usually seen to solve problems within school, yet there are problems which principals may not pursue on their own. Developing the skills and knowledge of educational leaders and teachers is an essential purpose for most countries (Fullan, 2003). If the issue is well-known in the U.S and European context, there is a possibility that it is not a top topic discussed by Azerbaijani educational settings. In Azerbaijan, “both principals and teachers want to be informed with the latest innovations in the world of education. However, mentioned problems create challenges in professional development” (Rzayeva, 2016). Beyond the knowledge in terms of “trust” from the perspective of the principals and the teacher, Marlowe et al. (1997) believes that “trust is an important value for studying in educational settings.”

Trust is built via communication by “trustor and trustee dually”, by fulfilling the “individual expectations” (Tschannen – Moran, 2014). Conversely, Hoy and Tschannen – Moran (1999) reported that trust turns into “distrust” when those “individual expectations are not fulfilled”. Distrust of a principal negatively affects the educational settings. In Azerbaijan, the highest communication period of the principal and the teacher happens during summer holiday, when the teachers get their teaching hours. There might be the same division of the classes, weekly accepted lessons, however, not all the teachers of the same subject get the same hours or classes. Based on the decree by Cabinet of Ministers, (2010), teaching hours should be calculating as below:

Total number of teaching hours per subject / Qualification score in Diagnostic evaluation test = subject coefficient

*Subject coefficient * Qualification score = teaching hours(load)*

However, based on my personal observations from experience, the formula above is not followed quite well most times by the principals. Teachers are the main people who follow the curriculum standards and goals of the lesson within his/her subject.

Having experienced working in both public and private educational settings, I've gained valuable insights into the crucial role of trust between school principals and teachers. In public schools, this trust was notably lacking, resulting in limited collaboration among teachers. Conversely, my time in a private school highlighted stark differences. Here, principals actively engaged teachers in decision-making processes, fostering a moderate level of trust and facilitating close collaboration among staff. These contrasting scenarios underscore the significance of trust in educational environments and serve as compelling examples of existing trust dynamics.

To demonstrate the problem, the student achievement because of trust between school principals and teachers within the professional development, reconsidering the following case happened in Azerbaijani school context.

1.2.1 Case One

Public school:

- Sara is an experienced school principal. She has ten years of leading experience;
- She is not so visible in her school. Most of the time she is in her office dealing with the documents.
- She often meets with her assistant principals and shares her thoughts with them.

- She can meet once a month with the teachers to share the latest news with them. The teachers just listen to the school principal without sharing their own thoughts.
- Very often she has a problem with some resistant teachers who do not collaborate with others.

1.2.2 Case Two

Private school:

- Elnara is also an experienced school principal. She has been leading her school for 14 years.
- She has been able to establish a positive culture in her school.
- There is a collaboration among the teachers.
- Very often one can see the novice teachers collaborating with more experienced ones.
- Elnara is often visible in her school.
- She often meets with the teachers as well as the students. Those meetings can be both formal and informal.
- Once in a month, she organizes team building activities beyond the school walls.

1.3 Purpose of the Study

Considering the above defined problem, this study aims to explore the definition of trust both in public and private schools. The research is also aimed to find out the practices employed by the school principals to build trust with teachers. That said, the research study is organized around the following research questions.

1.4 Research Questions

There are two main research questions that this study was guided to get better understanding of the experiences of school principals in building trust.

Q1: How do the principals and the teachers define the term “trust”?

Q2: What practices do school principals employ to build trust with teachers?

1.5 Definition of the Key Words

The study employed the following terms that will be used throughout the study. The provided definitions will guide the reader to better grasp the meaning of each word.

Trust – The most popular term of trust is given by Hoy and Tschannen-Moran (1999; 2001) as it is stated “it is a relationship between two parties, that one party is very vulnerable, and the other is open in dealings”. Additionally, “trust is a multifaceted construct and has various sources liable to the context” (Hoy & Tschannen-Moran, 2001). The definitions merge the elements of definitions given by Bryk et al. (2002) and Tschannen-Moran (2014).

School Principal – Nurudeen (2023) states that they are “... the leaders of the school community, responsible for the overall administration and management of the school” (p. 5).

School principal-teacher relationship – Based on the Leadership and Member Exchange theory, (LMX), “school principal-teacher relationship has been classified as a dyadic relationship in education that differs in quality contingent on trade between school principals and teachers” (Dansereu et al., 1975; Graen et al., 1995).

1.6 Significance of the Study

This study is very important to learn the experiences as it will provide new knowledge from the perspective of the school principals. Prior to this research there was little study done in building trust in Azerbaijan. This study subsidizes the new information regarding trust which creates awareness while learning the experiences of the Azerbaijani school principals and the teachers. While researching the new experiences, this study will help to learn the importance of

addressing trust in the principal-teacher dynamic. While analyzing the experiences, this study can also help for potential implications in the educational leadership for further studies.

Finally, the results of the study will be the opening way to new research within the research focus on trust. This study will focus on the experiences of the school principals in building trust both in public and private schools, examining the principal's and teacher's perspectives, opinions, and ideas on trust.

Chapter II. Literature Review

This chapter of the thesis reviews the literature on school principals' experiences influenced by belief of trust. Chapter 2 starts with the definition and theories of trust, trust in educational leadership, and trust-building strategies. Finally, it will show the conceptual framework from the perspective of theoretical and conceptual.

2.1 Definition of Trust

2.1.1 *Exploration of Trust in the Educational Setting*

Based on Hosmer (1995), there is not a globally accepted definition for trust which exists in the literature. This is because of the “hazed” (Hosmer, 1995) description of the term. Trust is related to personal characteristics within the individual's decisions and environment. (Baier, 1986). However, there are also other factors which affect trust. Mishra (1996) believes that culture has a huge influence on trust. It can be different from culture to culture. Based on the complex understanding of the term, there is no general definition for trust. Trust in education has been researched primarily by Tschannen-Moran (2001) and Bryk-Schneider (2002). However, trust is still difficult to describe in comparison to other similar concepts such as collaboration and cooperation (Tschannen-Moran, 2001). Other researchers do refer to those concepts while describing trust. Certainly, there is a difference. Nevertheless, they have similarities from a behavioral view, they are not synonyms. (Schoorman, et al., 1998).

Based on Hosmer (1995), trust is reflected in the perspective of “positive expectation” (p. 400). With the help of trust, a person gets a more beneficial result, and it is voluntary. As Hosmer (1995), Sitkin et al. (1998) also found a general definition of trust. Different from Hosmer (1995), Sitkin et al. (1998) see trust in the perspective of “confident expectation” (p.

250). However, both believe that trust will end within a positive way. After comparing research, trust is not seen as a mechanism of influence, more than a positive expectation.

Mishra (1996) reviews that trust is important in organizational success. The author believes that trust is not the same in different organizations. Bryk et al. (2002), Feltman (2009), Pettit et al. (2017) review that trust is dependent on “social connections” (p. 20, p. 77, p. 240) within an organization. However, this vision opposes the above-mentioned review from the perspective of the individuality which confirms that both parties should participate in building trust. The viewpoint of this paper stands for Azerbaijan. In the educational setting of Azerbaijan, considering public and private educational institutions, the working structure is the same as in the global organizational system (Jafarov, 2017). There are several types of associations between the principal and the teacher, the teacher, and the teacher. Sitkin et al. (1998) believes that this structural relationship is affected by trust. For everyone in the relationship, the understanding of trust will be different. Kramer (1996) states that trust is different between the school leader and staff, and among other members.

Further research should be conducted to know about the exploration of trust in educational settings from the perspective of organization. Sitkin et al. (1998) stated that it is needed to explore more on how trust influences interpersonal relationships of organizational staff.

2.1.2 Relevant theories related to trust in Educational Setting

Different researchers have worked on several elements of trust (Bryk, Schneider, 2002; Sitkin, et al., 1998; Tschannen-Moran, 2001). The authors have selected varied factors that are relevant to the educational setting. However, Sitkin et al. (1998) determines that trust is needed to be understood by the school principals before they go on a change within factors. For this

reason, Bryk et al. (2002) worked on trust from the perspective of “relation.” The author refers to Putnam’s theory that school leaders should be aware of vulnerabilities of teachers, students, and parents. Within the theory the author suggests that being aware of the vulnerabilities, school leaders will be able to have deep bonds among associates.

Based on Tschannen-Moran (2001), building trust is challenging for the school principals where the staff is multicultural. The author claims that it is easier to build trust in the monoethnic society. Following this claim, Ferda et al. (2003) suggest that it is because of the values which makes trust challenging. For this reason, Tschannen-Moran (2001) claims that collaboration is essential in building trust. The author introduced the elements of trust which are “benevolence, honesty, openness, competence, reliability” (Tschannen-Moran, 2001, p. 25). *(These terms will be discussed in the conceptual framework part)*. Considering the theories of Tschannen-Moran (2001), Bryk et al. (2002), and Sitkin et al. (1998), we can come up with the four advantages of trust in the educational setting.

- “Staff effectiveness will develop if there is a prominent level of trust” (p. 25).
- “Citizenship will be affected by developed trust from educational settings” (p. 25).
- “Developed trust helps society to have better interrelated communication” (p. 25).
- “The higher the trust level, the higher the achievements of students” (p. 25).

2.2 Trust in Educational Leadership

2.2.1 Previous studies on trust between principals and teachers

The principal is a manager who is known to all people within the school as a head or a leader. (Tschannen-Moran, 2001). Throughout the history of the schools, the duties of the principals have been changed at various times. (Fullan & Newton, 1988). The authors found that direct communication of the principals with the teachers and other staff helps to build trust which

ends with collegiality among them. It helps principals discuss the teaching and learning process with teachers that promotes the sharing process from the perspective of building trust. Different authors have various findings but the same results for the principals in building trust. (Brewer, 2001; Lumpkin, 2008). While touching upon the principals' duties from the perspective of building trust, principals should be perfect examples of the "... trust" (Angela, 2008; Brewer, 2001; Fullan, 2003; Tschannen-Moran, 2014). Gareis et al. (2015) and Day et al. (2017) also state that the school principals play a vital role in building trust in the educational setting. Based on Day et al. (2017), Tschannen-Moran (2001), and Gareis et al. (2015), there exists a positive correlation between the trust of the principal and the teacher and student success. The authors also have similarities in the wellness of the problem-solving skill between the school principals and the teachers who have prominent levels of trust. Tschannen-Moran and Hoy (1998) examined approximately three thousand participants of the school principals and the teachers at the secondary schools. The results showed that there is direct correlation whereas behavior of the school principal is affected by the trust level of the teachers. On the other hand, we get that there was no influence of the school principal's behavior on the teacher's trust.

2.2.2 Factors influencing trust in educational leadership

This subsection will describe the five elements of trust introduced by the Tschannen-Moran (2001).

Benevolence. This term is the first element the author introduced. It has been defined as the "start point" (Tschannen-Moran, 2001). It is the first point in which trust starts to develop. The author characterizes this element as a requirement for a person who builds a trust will never deceive the trustee. If parties are not accepted benevolent, trustors and trustees will have new plans to betray each other. Based on Gareis (2015), the school principals will have the

benevolence in accepting the needs, interests of the teacher. This element helps the teachers to be more motivated (Tschannen-Moran, 2001).

Honesty. This element has been defined as a “moral principle” of trust by Tschannen-Moran (2001). The authors consider “authenticity” and “integrity” as a sub-element of trust. Honesty should be demonstrated by the behaviors of the school principals and the teachers. Honesty is important for the communication part of trust. Gareis et al. (2015) state that if the school principal will be recognized for dishonest acts, then the teachers will not follow the school principal, which will break the trust. However, to build honesty, the school principals should not open a full border with the teachers (Tschannen-Moran, 2001), or talk to the staff which is not related to the educational setting such as personal lifestyle. Different from Tschannen-Moran (2001), Bryk et al. (2002), used the term “integrity” in terms of honesty. In the original, “integrity” is considered a sub-element of honesty. However, both are the second element of trust.

Openness. It is considered the third element of trust which is defined between the trustor and the trustee to have shared information at any time within the educational process. Graise et al. (2015) suggests that openness also guarantees the information between the parties not to be shared within the third party.

Competence. It is considered the next element of trust. The term has been described as “the skill of performing the assignment or the task as assumed” (Tschannen-Moran, 2001). In the educational setting, both the teacher and the school principal are dependent on each other’s competence level. It helps both parties from the perspective of teaching and learning process.

Reliability. The most used sub-element of trust is reliability. Hoy et al. (1998) state that the term is developed by decisions. It combines the elements of benevolence and competence.

Tschannen-Moran (2001) claims that reliability guesses the actions beforehand. Graise et al. (2015) believes that if reliability is high towards the school principal by the teacher, then the teacher is not questioning the principal's actions.

All sub-elements of trust must be represented in each of the other elements. For this reason, the school principals' actions should be connected to benevolence, honesty, openness, competence, and reliability.

2.3 Factors Influence the Trust Building Process

2.3.1 Review of literature on how trust is built in professional relationships

Trust-building process is a complex process including the maintenance and development of an effective system (Bryk, et al., 2002). The literature review shows that the foundations of trust exist in all kinds of collaboration between the school principals and teachers, however, this system can be developed or be broken (Angela, 2008; Brewer, 2001; Fullan, 2003; Tschannen-Moran, 2014). Sitkin et al. (1998) claims that a safe environment with collaboration will have significant impact in building a prominent level of trust between the school principal and the teacher. This helps to solve problems within the educational setting between the parties. On the other hand, we can come up to the point from the perspective of Sitkin et al. (1998) that low levels of trust will create difficulties when problems occur. This reverse idea has also been claimed by Lewis et al. (1985). There are several factors that influence the actions of the school principals while building trust.

In professional relationships, the level of trust is important. Based on Ferda et al. (2003) and Feltman (2009), low level of trust between the parties will have negative impact and barriers on relationships. The authors mention school culture will have problems below:

- Loss of interest to school

- Lack of Communication
- Lack of Support on School improvement
- Lack of School Funding
- Lack of teacher transfers
- Teacher isolation

Above mentioned problems will create barriers in professional relationships. For that reason, Lewis, et al. (1985) suggests that “the identity” is important to create a sense. From the same perspective, Kramer et al. (1996) claims that professional relationships are built upon an individual's beliefs which shape the viewpoint of the school principals and the teachers. Day et al. (2017) determined that “historical and cultural” impacts also guided the trust-building process. Historical impacts create a perception of new experiences. Based on the author, another factor is the “political” factor which shapes the identity of both parties. Feltman (2009) found that trust-building process is continual and can be reshaped within the identity change in a time. As mentioned by Tschannen-Moran (2001), in a safe environment of transformational leadership, prominent levels of trust will help teachers to be proactive in problem solving processes.

2.3.2 Selection and justification of a conceptual perspective

It is particularly important to know how various researchers defined trust from the perspective of the main sub-elements of trust. The framework will create understanding that help leadership actions of prominent level of trust between the school principal and the teacher in Azerbaijan.

Table 1 details shows summary of the elements of the trust within existing literature review. *Benevolence* has been used by Tschannen-Moran (2001) and Hoy et al. (1998); *Honesty*,

Openness, and *Reliability* has been used by Mishra (1996), Tschannen-Moran (2001), Hoy et al. (1998); *Competence* has been used by Bryk et al. (2002), Mishra (1996), Tschannen-Moran (2001), Hoy et al. (1998).

Table 2 shows the complete research design of the elements of trust in the existing literature review. The authors used different research designs found in the literature review. Mostly, they conducted surveys for their research.

The purpose of the selection of conceptual perspective is to understand the experiences of the school principals in building trust. Unfortunately, not enough research has been done on this topic. For this reason, the elements of my conceptual framework will help my research to work on my future parts.

2.3.3 Development of a visual representation of the definition of trust

Authors	Bryk & Schneider	Mishra	Tschannen-Moran	Hoy
Elements				
Benevolence			yes	yes
Honesty		yes	yes	yes
Openness		yes	yes	yes
Competence	yes	yes	yes	yes
Reliability		yes	yes	yes

Table 1: Summary of the elements of the trust within existing literature review

Author	Research Design	Sample	Instruments
Bryk & Schneider	Quantitative study	Twelve schools	Survey, interview, observation
Mishra	Inductive	190 managers	Survey
Tschannen-Moran	Quantitative	Three hundred schools	Survey
Hoy	Quantitative	Three hundred schools	Survey

Table 2: Design of the elements in the existing literature review

Chapter III. Research Design and Methodology

3.1 Introduction

This chapter discusses the research design and methodology of the study. Firstly, it will state the research design, then it will add the points of the validity issues of researcher's trustworthiness, positionality, reflexivity, and ethical considerations.

3.2 Research Questions

After exploring previous literature reviews, it became clear that there was a need to understand more about the experiences of the school principals in building trust. My first research question is: *How do the principals and the teachers define the term "trust"?* It is a very important question to start learning the process of understanding school principals and teachers, which was not researched before in Azerbaijan. The second question is: *What practices do school principals employ to build trust with teachers?* The literature review allowed me to know the global perspective, however, I learned the local experiences. The second question existed in the literature review, but not in the local context. For this reason, to explore the experiences in the Azerbaijani context, these questions have been selected as the research questions.

3.3 Research Paradigm and Design

There exists research which has been conducted on the general analysis. However, little research exists based on the trust in schools. By nature, using qualitative methods this research considered the experiences of the school principals and the teachers. Based on Creswell (2018), the qualitative approach enables a deeper exploration of participants' ideas. experiences that will align the research objectives.

Based on Creswell (2018), "interpretivism perspective" helped acknowledgement of the research. The school principal's experiences in building trust in Azerbaijani context, conducting

interviews, comparative analysis of the public and private schools, working on the two cases are the main purpose of the study.

The quantitative research design has not been used for this paper, as the numbers or correlations will not be my research interest.

3.4 Role of the Researcher

The importance of trust became clear to me early in my educational career. As a researcher, I recognize the need to maintain objectivity, especially when collecting data from the organization where I work. This requires a deliberate effort to minimize bias and ensure the integrity of the research process. My goal is to provide information that serves as a thinking tool for individuals on similar career paths, promoting a deeper understanding of motivation in educational settings.

3.5 Positionality

As a Board Member of the private educational institution, I have my positionality in the educational setting, and I remained neutral in my master thesis. (Creswell, 2018). For this reason, my supervisor monitored my master thesis as an audit to check my assumptions. (Merriam, Tisdell, 2016).

3.6 Sampling

During this study I used the purposive sampling strategy based on Maxwell (2013). This helped me to get more information from the experienced participants. The study involved both public and private schools of Baku, Azerbaijan. The interview has been conducted in the overall one public and one private schools of Baku. As getting permission for schools in Azerbaijan is a time-taking process and an important part of the study, considering my visits to school and interview time, I selected the schools based on time factor and the schools which are close to my

workplace. Both public and private schools' principals have been sent an email of permission letter beforehand by me. After their first reply to the first email, I sent the consent form adding more details to make sure that the purpose of the study is clear for them. For the teacher's selection, I have sent the consent form to different teachers at the same schools which I took interviews from the principals. Only one from each school agreed for the interview.

3.7 Data Collection

The data has been collected during the month of March. The researcher, me, sent the consent form in Azerbaijani language. All transcripts and recorded materials saved in different drives within the signature of the interviewee.

3.8 Data Sources

The language of the interview was in Azerbaijani. I used the Russian and English translated versions of the questions in case of the possibility of interviewing the teacher or principal. The semi-structured interviews (one-on-one interviews) have been used during the interview. The interview time was approximately 40-45 minutes considering the one free class time. The interview included an open-ended. The study uses Participant 1, Participant 2, Participant 3, Participant 4 for the school principals and the teachers. All four interviews have been transcribed and translated into English.

Participant 1	Teacher 1, public school
Participant 2	Teacher 2, private school
Participant 3	Principal 1, public school
Participant 4	Principal 2, private school

Table 3: Pseudo names for the chosen participants during the interview process

3.9 Instrument Testing

Maxwell (2013) suggests that researchers can participate in the instrument testing process to see the interview process. To check for biases, I did instrument testing of the interview and the survey with my supervisor. The responses did not affect the study.

3.10 Data Analysis

Data analysis started after the data collection part so as not to lose any unforgotten note. Categories coded within interview transcriptions by hand. Descriptive cases analyzed within the data analysis process.

3.11 Trustworthiness

Guba (1980) defined the four strategies of trustworthiness:

3.11.1 Credibility

For the credibility of my study, I checked triangulation and peer review. By using methods of data collection such as conducting interviews, I utilized triangulation to gain comprehensive understanding of a topic. Peer review of my study by committee members will ensure credibility.

I reminded the voluntary nature of the interview to participants which helped them to stop at any time they wanted or refused to answer. Confidentiality is also remembered to feel better while answering the questions. Probing questions helped me to guarantee the accuracy of the replies.

3.11.2 Transferability

This paper is a small sample sized study in a limited timeline. This study should not be transferred to the large population as it is the start of further study. For this reason, I added quotes from interviews in the findings.

3.11.3 Dependability

To prevent dependability, I gave deep descriptions of the steps of my research, adding all needed parts and audit trial. The audit trial illustrated the coding process (Merriam & Tisdell, 2016). For that reason, I used a research journal containing thoughts, questions, and confused ideas.

3.11.4 Confirmability

Based on Creswell (2013), I used the code book with explanations within checking by my supervisor to protect from data interpretation. Additionally, I used the voice recorder which will prevent confirmability within accuracy.

3.12 Ethical Considerations

I used the drive to save the recorded materials to which only the researcher can have access. I used only “Participant 1,2,3,4” to protect the interviewees. The first ethical consideration is the consent form for the participants which consists of all information about the study. Additionally, the participants recalled the withdrawness from the interview at any time. Furthermore, the reason for anonymity of the participants was guaranteed by hiding or deleting any kind of information given by participants which may reveal the identity. The participant was free to request to delete the answers or not to answer the specific questions.

3.13 Study Limitation

The study has some limitations. One of the limitations is the sampling. I did not have a chance to have my access to schools situated in Baku. The other schools that are in the suburbs of Baku and in the regions will not be included in the study. My initial goal was to include other teachers and principals of public and private schools, however, having a time limit could not let

me conduct those interviews. Another limitation has been based on academic knowledge. The other limitation for this study was the literature review about trust in Azerbaijani context.

Chapter IV. Findings

This research aimed to explore the definition of trust both in public and private schools. The research is also aimed to find out the practices employed by the school principals to build trust with teachers. The following questions are the research questions that guided this research:

Q1: How do the principals and the teachers define the term “trust”?

Q2: What practices do school principals employ to build trust with teachers?

This chapter will answer the research questions above within semi-structured interviews which were conducted in two schools (both public and private) in Baku. The data triangulation contributes to the trustworthiness of the qualitative findings of this research. There will be three themes which will be the major of this research found from the data: Exercises in Empathy, Relates to Teachers as Persona, and Creates Experiences of Voice and Choice.

Research Questions	Interview Questions
Q1: How do the principals and the teachers define the term “trust”?	Interview Questions for Teachers Q5, Q6 Interview Questions for Principals Q5, Q6
Q2: What practices do school principals employ to build trust with teachers?	Interview Questions for Teachers Q7, Q8, Q9 Interview Questions for Principals Q7, Q8, Q9

Table 4: Research Questions in Relation to Interview Questions.

Exercises in Empathy	Relates to Teachers as Persona	Creates Experiences of Voice and Choice
<ul style="list-style-type: none"> - Communication - Everyone should be heard - Body language - Empathy - Approachable - Understanding (emotional intelligence) - Teacher involvement - Honesty - Open door for teachers 	<ul style="list-style-type: none"> - Relationship - Confidence - Interest in personal development - Questioning the Family Issues - Student's love - Motivation - Care 	<ul style="list-style-type: none"> - Trust to each other - Feedback - Meetings - Working as a Team - Collaboration
Raw Interview Data		

Table 5: Code Mapping – Process Designed from Bottom to Top

The teachers and principals were Azerbaijani, so they answered in Azerbaijani language. To protect their readability and authenticity, I will add both original answers and translated versions.

4.1 Exercising Empathy

In this part, the answers from interviews of both teachers and principals are collected under the major theme of Exercising Empathy because of mapping. The question which is related to exercising empathy has been found not only among the questions to teachers, but also among the questions to principals such as “*Can you describe what trust means to you in the context of your role as a teacher? / Müəllim kimi rolunuz kontekstində inamın sizin üçün nə demək olduğunu necə təsvir edə bilərsinizmi?*” questioned to Teacher 1 that has been answered below:

“Müəllim peşəsində qarşılıqlı inam olmasa bu peşədə uğur qazanmaq mümkün deyil. Əgər müəllim direktora inanmasa və güvənməsə, onunla öz problemini, çətinliklərini bölüşməyə o zaman həmin fənni tədris edən müəllimə sevgisi də olmayacaq. Deməli şagirdlər fənni də öyrənməyəcək. / It is impossible to succeed in the teaching process without having trust. If the teacher does not believe and trust the principal, if he does not share his problems and difficulties with the principal, then he/she will not have love for the teaching the subject. So, the students will not learn the subject”

Participant 2, (Teacher, Private School) among teachers has seen this question from different points while saying that “*To find a common language with your principal is not an easy thing to do. Collaboration between us and the principal is crucial. It cannot happen if there is not any sort of trust or support. Trust, respect, mutual understanding, and empathy can lead to success and strong bonds between us as educators.* Another interview question that supports exercising empathy subtheme was *Have you encountered any specific instances or examples*

where trust played a significant role in your interactions with other educators? / Digər pedaqoqlarla qarşılıqlı əlaqənidə inamın mühüm rol oynadığı hansı konkret hal və ya nümunələrlə qarşılaşmışınızmi?. Both teacher's replies approved their answers within exercising empathy. Participant 1 (Teacher, public school) added that "Qarşılıqlı fikir mübadiləsi, bir-birimizin fəaliyyətini izləyib, lazımını məsləhətlərin verilməsi çox vacibdir / It is very important to exchange ideas, monitor each other's activities and give necessary advice" and the answer of participant 2 "... have such colleagues who can share their personal experiences is helping me. It really helps to sort out some troubles I might have. It can be related to some behavior issues in classes, teaching methodology I can implement" have the same ideas on exercising empathy within the question from other schools.

On the other hand, the question that forwarded to the principal (private school) which inquired *Təcrübənizdən director və müəllimlər arasında inamı gücləndirmək üçün hansı strategiya və ya yanaşmaları effektiv görürsünüz? Zəhmət olmasa bir neçə konkret nümunə paylaşın / From your experience, what strategies or approaches have you found effective in fostering trust between principals and teachers? Please share some specific examples.* The reply of participant 3 (Principal, public school) that "Direktor hər müəllimə hörmətlə yanaşmalıdır. Əgər o kollektivdə motivasiyalı müəllim varsa, onlara xüsusi yanaşma olmalıdır. Onlara qarşıya çəkmək lazımdır. Onlara dəstək olmalı, kollektivdə uğurlu olması üçün komanda şəklində digər müəllim və direktorla işləməyi bacarmalıdır / The principal must treat each teacher with respect. If there is a motivated teacher among them, they should be treated specially. They need to be promoted. Teacher should be supported and be able to work as a team with other teachers and principals in order to be successful in the team" and the participant 4 saying that "*Əgər direktor müəllimlərə güvəni özünə hörmətə görə yığa bilirsə, işin nəticəsi ilə maraqlana bilirsə, onda hər*

kəsdə ona qarşı empatiya hissi olacaq / If the principal is able to build trust among teachers due to his/her self-respect; have potential to be interested in the results of the work, then everyone will have a sense of empathy towards him/her” have supported value for the major theme chosen for exercising empathy in building trust. Participant 3 (Principal, public school) also mentioned that “... Əgər direktor müəllimi dinlədikdən sonra yenidən öz düşündüyünü edirsə, o doğru seçim edə, müəllimlə empatiya qura, inam yarada bilməyəcək. Əsl direktor digərlərinin də fikrinə hörmətlə yanaşmalıdır. / If the principal accepts his/her own idea after listening to the teacher, he/she will not be able to make the right choice, empathize with the teacher, and build trust. A true principal must respect the opinions of teachers”.

Additionally, the next question that discussed “*Sizin nöqtəyi-nəzərinizcə, şəffaflıq məktəb icması daxilində, xüsusən də idarəçilər və müəllim heyəti arasında etimadın yaradılması və qorunub saxlanması hansı rol oynayır? / From your perspective, what role does transparency play in establishing and maintaining trust within the school community, particularly between administrators and teaching staff?*”, answered by Participant 4 that “*Əgər müəllimlər və direktorlar arasında şəffaflıq olarsa, nəticələr də uğurlu olacaq. / If there is transparency between teachers and principals, the results will be successful*”.

Another question that being asked to principals *Sizin fikrinizcə, direktor və müəllimlər arasında etimadın qurulmasında ünsiyyət nə dərəcədə vacibdir və hansı xüsusi ünsiyyət təcrübələrini ən faydalı hesab edirsiniz? / In your view, how important is communication in building trust between principals and teachers, and what specific communication practices do you find most beneficial?* According to the answer of Participant 3 (Principal, public school) “... *Direktorun hər bir müəllim haqqında məlumatı olmalıdır. Direktor müəllimlərin dərslərində oturaraq, şagirdlərlə müzakirələr apararaq, müəllim haqqında fikirlər formalaşdırma bilər / ...*

The principal must have information about each teacher. The principal can form ideas about the teacher by observing the classes of teachers, having discussions with the students”, and Participant 4 (Principal, private school), “... Direktor və müəllim arasında ünsiyyət asan olmalıdır. Müəllim direktorka müzakirə aparmaq üçün saatlarla gözləməli deyil. Qapı hər zaman açıq olmalıdır. Ünsiyyət zamanı əgər narazılıq olarsa, director bu fikri müəllimə empatiyanı pozmadan müəllimə bu ideyanın düzgün olmadığını bildirməlidir / Communication between principal and teacher should be easy. The teacher does not have to wait for hours to discuss any issue with the principal. The door must always be open. If there is dissatisfaction during the communication, the principal should inform the teacher that this idea is not correct without breaking the empathy of the teacher”.

The Participant 3 has added that “...Mən özüm müəllimlərlə inamın qurulmasını ünsiyyət prosesində istifadə etdiyim empatiya hissinə borcluyam. Müəllimlərlə qrup şəklində, individual olaraq, sənədlərlə bağlı, metodika ilə bağlı görüşlər edərkən burada bizim aramızda empatiya yaranır ki, inamın qurulmasına böyük dəstək verir / I owe, the building of trust with teachers to the sense of empathy which I use in the communication process. When meeting with teachers as a group, individually, regarding documents, methodology, we experience empathy between us, which supports the building of trust”. The answer to this question supported the ideas of exercising the empathy for building trust from the perspective of participant 3 and participant 4.

4.2. Relating to Teacher as Persona

The core of principals' leadership methods lies in their deliberate efforts to foster positive and effective connections with teachers. Teachers in the interview expressed feeling acknowledged and valued as individuals, not merely as employees. According to the interview question, “*In your opinion, what behaviors or actions demonstrate trust between principals and*

teachers? What actions and behaviors do your school principal demonstrate to build trust? Please provide some specific examples. / Sizcə, hansı davranış və ya hərəkətlər direktor və müəllimlər arasında inamı yaradır və nümayiş etdirir? Məktəb direktorunuz inam yaratmaq üçün hansı hərəkətləri və davranışları göstərir? Zəhmət olmasa bir neçə konkret misal göstərin". Qarşılıqlı hörmət, səlahiyyətlərin ötürülməsi, birgə fəaliyyət qarşılıqlı inamı formalaşdırır. Bizim direktor hər zaman müəllimləri dəstəkləyir. Müəllimlərin fəaliyyət sərbəstliyinə mane olmur. Mütəmadi olaraq müəllimlərlə görüşüb, problem və çətinlikləri, uğurları, inkişaf etdirilməli tərəfləri müzakirə edir / Transfer of authority, joint action forms trust. Our principal always trusts the teachers. She does not prevent academic freedom. She meets with teachers, discusses problems and difficulties, successes, and areas for development". Another participant has answered that "... to be valued as an employee is important. I, personally, have been supported not only by my principals, but, also, by the head of our department and some colleagues. I am a new teacher at this school, and I am really impressed by the environment and people I am working with".

The next question has been forwarded to principal that *"Təcrübənizdən direktor və müəllimlər arasında inamı gücləndirmək üçün hansı strategiya və ya yanaşmaları effektiv görürsünüz? Zəhmət olmasa bir neçə konkret nümunə paylaşın / From your experience, what strategies or approaches have you found effective in fostering trust between principals and teachers? Please share some specific examples. "Direktor inam yaratmaq üçün məhz özü də müəllimi anlamalı, və pedaqoji fəaliyyəti olmalıdır. Direktor müəllim olmasa, müəllimin qayğılarını anlamaq, onu bir persona kimi qəbul etməkdə böyük çətinliklərlə üzləşəcək inam yaradarkən / In order to build trust, the principal should understand the teacher and have pedagogical experience. If the principal is not a teacher, he/she will face difficulties in*

understanding the concerns of the teacher, accepting him/her as a persona while building trust”.

Another participant also supported this question while adding that “... hər bir direktor özünü boss kimi aparmamalıdır. Müəllim kollektivindən özünü üstün tutmamalıdır. Anlamalıdır ki, müəllimlər onun kimi bir personadır, sadəcə direktorun fərqli vəzifə öhdəliyi vardır / “... not any of the principals should behave like a boss. He / She should not consider himself/herself superior to his teacher’s team. He / She should understand that teachers are a persona like him / her, only the principal has a different job duty”. Participant 4 (Principal, private school) has added that “... all principals should be respectful towards teachers. Nothing can be achieved by commanding or speaking loudly”.

4.3 Creating Experiences of Choice and Voice

In both schools, the principals exhibit qualities of empathy and openness, allowing teachers to have a say and make choices regarding school matters. In the question, “*How do you believe trust manifests itself in the relationship between principals and teachers?* / *İnam direktorlar və müəllimlər arasındakı münasibətdə özünü necə göstərir?*”, Participant 1 has answered that “Əgər müəllim imtahan verib, yüksək nəticə göstərərək işə qəbul olubsa bu halda direktor o, müəllimə inanmalı, ona seçim və səsinin eşidilməsi üçün azadlıq verməlidir. Məsələn, hər müəllimin özünün tədris metodikası olmalıdır. Direktor bu məsələlərə müdaxilə etməməli, əsas nəticəyə diqqəti yönəltməlidir. Güclə yox, inamla idarəetmə olmalıdır. / If the teacher passed the certification exam and got a job with high results, then the principal should trust the teacher and give him freedom to have both choice and voice. For example, every teacher should have his/her own teaching method. The principal should not interfere in these matters but focus on the main result. There should be governance not by force but by faith”. Participant 2 also had similar opinion which saying that “.. to be supported, given choice and be heard by your

principal are essential elements of a successful environment that leads to the prosperity and growth of any institution which builds trust”.

Another question which being asked Participant 1 and 2 was that *“How would you differentiate between a trusting and a non-trusting relationship between principals and teachers? / Direktorlar və müəllimlər arasında inamlı və inamsız münasibətləri necə fərqləndirərdiniz?”* which was answered like “... Direktor məktəbdə diktator rejimini qurmursa, müəllimin hər addımını izləmirsə, onların fəaliyyətini və gətirdikləri yenilikləri dəstəkləyirsə, komanda ruhunu sözün əsl mənasında inkişaf etdirir və təşviq etdirirsə bu mühitdə artıq inam qurulmuşdur. / If the principal does not establish a dictatorial regime at the school, if he/she does not follow each step of the teacher, if he/she supports their activities and the innovations they bring, if he/she literally develops and encourages team spirit, in this environment, trust has been built”.

The next question has been forwarded to Participant 3 which was about *“Təcrübənizdən direktor və müəllimlər arasında inamı gücləndirmək üçün hansı strategiya və ya yanaşmaları effektiv görürsünüz? Zəhmət olmasa bir neçə konkret nümunə paylaşın / From your experience, what strategies or approaches have you found effective in fostering trust between principals and teachers? Please share some specific examples”*. The Participant said: “... Direktor o zaman uğurlu olur ki, o tək qərar vermir. Müəllimlərin fikirlərini dinləyir. Qrup qərarlarına üstünlük verir və müəllim kollektivinin bütün məktəb üzrə səsi olur / The principal is successful when he/she does not make decisions alone. He / She listens to the opinions of teachers where the group decisions are accepted, and the teachers have a school-wide voice”.

Another question asked to Participant 4 (Principal, private school) which is related to *“Heyyət arasında inamı artırmaq üçün məktəbinizdə həyata keçirilən hər hansı təşəbbüsləri*

bölüşə bilərsinizmi? Zəhmət olmasa bir neçə konkret misal göstərin / Can you share any initiatives implemented in your school to enhance trust among the staff? Please provide some specific examples". The answer is that "... Müəllim əgər direktora hər hansısa bir təkliflə bağlı (təlim və tədrisə xeyiri olacaq) müraciət edərsə, bu müəllimin təşəbbüsü kimi direktor tərəfindən dəstəklənməlidir. Bu onların direktora olan inamlarının, fikirlərinin nəzərə alınması, səslərinin eşidilməsində böyük rol oynayır / If a teacher applies to the principal for any proposal (which will be beneficial for teaching and learning process), it should be supported by the principal as a teacher's initiative. This plays a big role in building trust with director, their opinions are taken into account, and their voices are heard".

The next question is also related to principals which is "*Direktor və müəllimlər arasında inam yaratmağa çalışarkən qarşılaşdığınız hər hansı problem və ya maneələr varmı və onları necə həll edirsiniz? / Are there any challenges or obstacles you have encountered in trying to build trust between principals and teachers, and how have you addressed them?*". Participant 3 has answered that the biggest obstacle is in "miscommunication", which is related to "meeting times from the viewpoint of pedagogy". Participant 4 added that "if all teachers do their job duties correctly, then it is hard to have any obstacles to be observed between principal and a teacher while building trust".

The last question which has another sub-theme in its answer mentioned above, "*Sizin nöqtəyi-nəzərinizcə, şəffaflıq məktəb icması daxilində, xüsusən də idarəçilər və müəllim heyəti arasında etimadın yaradılması və qorunub saxlanmasında hansı rolu oynayır? / From your perspective, what role does transparency play in establishing and maintaining trust within the school community, particularly between administrators and teaching staff?*" shows the Creating Experiences of Choice and Voice. The Participant 3 has answered that "...məktəbin idarəedici

orqanı pedaqoji şuradır. Əgər o şurada, müəllimlər öz problemlərini direktora düzgün ifadə edərsə, meydana gələn problemləri müzakirə edərlərsə və həll yolu şura zamanı qəbul olunarsa, həmin təhsil müəssisəsində həm şəffaflyq olacaq, həm də ki direktora qarşı inam / the governing body of the school is the pedagogical council. If in that council, the teachers correctly express their problems to the principal, discuss the problems that have arisen and the solution is adopted during the council, there will be transparency in that educational institution, as well as trust to principal.

Chapter V. Discussion

This research has aimed to find what are the experiences of the principals in building trust. Particularly, the research has focused on principals and teachers of public and private schools. The research has aimed to find out how principals and the teachers defined the term trust within their educational institutions. Consistent with the theories and the gap in the local literature, a qualitative research approach has been practiced within public and private schools in Baku, Azerbaijan.

This chapter will focus on the major findings of this research that will be studied from the viewpoint of literature which has been reviewed in the previous chapter. To learn school principals' experiences in building trust, the below research questions have been framed to guide this research.

Q1: How do the principals and the teachers define the term “trust”?

Q2: What practices do school principals employ to build trust with teachers?

There will be three themes which will be the major of this research found from the data: Exercises in Empathy, Relates to Teachers as Persona, and Creates Experiences of Voice and Choice.

5.1. Discussions within Literature Review

Different research has highlighted a robust correlation for school principals in building trust (Bryk & Schneider, 2002; Hoy & Tarter, 2004; Marks & Printy 2003; Louis, 2008; Tschannen-Moran & Hoy, 1988). However, this research delved into the trust that is divided into Exercises in Empathy, Relates to Teachers as Persona, and Creates Experiences of Voice and Choice based on data collection.

What are the traits of principals who really care? Principals who are in this authority demonstrate their best experiences for teachers within educational institutions. To describe principal who is flawless in building trust, teachers observed characteristics like below:

- Professional Listening skills
- Empathy
- Support to Teachers
- Sincereness
- Approachable
- Open
- Transparent
- Available

To build trust, it should start with everyone as an individual. The findings recommended that participant 1 and participant 2, who are the teachers, value the listening skill. Teachers answered that skills like being active in the discussions, meetings are the main components of the trust building process. Empathy in this coding is seen as acknowledging the opinions, reactions, experiences of each other.. According to the Tschannen-Moran & Hoy (2000), benevolence, “the sense that one that cares about will be preserved and not get harmed, is the biggest element of trust”. Teachers revealed that it is very important for them to get involved in the discussions and get direct instructions from the principal. In this study, principals revealed how much they care about school, teachers and so on. Schools, where characterized by high levels of trust between the principal and the teacher, the teachers perceive the principal as a supportive figure who upheld the shared values and objectives of the school. The results indicated that teachers experienced emotional security, feeling nurtured and safeguarded, which consequently enabled

them to reciprocate the same level of support for their colleagues. Teachers have a positive attitude towards being heard and understood by principals. Based on Bryk & Schneider (2002), “when trust exists, teachers will have high willingness to be motivated”. The next answer in which principals exposed that they see the term “trust” as mutual sharing of ideas with teachers, which brackets an “efficient internal social networking process” based on Bryk & Schneider (2002).

The next answer in which teachers believed that they got information from principals directly affected the trust building process which applied for open door policy for teacher by principal, having time for teachers. The principal’s response was that she had an opinion that teachers should be “locomotives” to take risks. From the point of Hoy and Tarter (1995), “... to build trust, it is important for teachers to have the principal's commitment to have a risk by teachers and being responsible for them”.

We observed that from interview results, principals should know each teacher individually, to build trust. Responses creating an understanding of strengths, weaknesses, interests of teachers should be revealed by principals for better trust building process. To understand the apparent background of each teacher, including their strengths, interests, values, personal problems, brings up the school environment in which teachers feel motivated, and connected with other teachers. So, this makes teachers get dedicated to principals, their job, which builds trust from the perspective of organizational goals. According to Tarter & Hoy (1989, p. 131), “this forms an inherent foundation for encouraging employees to participate in cognitive processes that demand creative, imaginative, and innovative behaviors”.

In both selected public and private schools, the principals and the teachers faced a sense of trust during the meetings, discussions that considered school practices. The crossing of theory

and experience highlights the supportive request among teachers in public and private schools to wield influence and make significant contributions to the professional environment.

The participants have already underlined the importance of respect, meetings, open-door policy by the principals, listening of voices and choices for making decisions, where all voices and viewpoints will be considered in the group decision-making process.

The magnitude of the voice of teachers induces inquiry into whether it has critical implications for new teachers or not. Based on the teachers that have been interviewed for this study, having a voice in shaping school procedures ranked as a pivotal aspect of their professional satisfaction and efficiency.

In both schools, the principals used communication effectively where dialogical exchanges purposed at motivating the teachers to suspend biasedness and as an alternative, engage in respectful listening to their colleagues' opinions and ideas. Teachers have shown a sense of trust for being granted a platform to express their opinions at the school. They added that communicative interactions with peers yielded a sense of trust.

Principals in both public and private schools have facilitated discussions not uniquely focused on plans and strategic approaches, but rather focused on deeper purposes of building trust. Analyzes of the interview responses have shown that the teachers at public schools have defined the term of trust from the perspective of their principals as persona driven by authenticity. However, the interview responses raised the question that in which way did they built a trust. Interviews with teachers and principals showed that their belief that the principals who publicly express their core convictions, interests, and values create an environment conducive to transcendent discussions in the teacher's collective. These discussions exceed mere

logistical concerns and instead revolve around shared passions, interests, and values, fostering a profound sense of trust and purpose among participants.

Chapter VI. Conclusions

This research has focused on school principals' experiences in building trust which was conducted around two research questions, "How do the principals and the teachers define the term trust?" and "What practices do school principals employ to build trust with teachers?".

The study participants have been selected from both public and private schools of Baku, Azerbaijan. Overall, there were four participants in the interview process. There was one teacher and one principal from one of the public schools, and one teacher and one principal from one of the private schools. The qualitative methodologies for data collection process – semi-structured interviews. To check the accuracy of the data, I have checked the data with all four participants before the coding process.

The principals in this research have shared a common experience of building trust with the teachers. The findings recommended that principals had main three sub themes by the result of coding in building trust: 1) Exercises in Empathy, 2) Relates to Teachers as Persona, 3) Creates Experiences of Voice and Choice.

This chapter has briefed the importance of this research, explained the implications and gave suggestions for conducting the similar research and added recommendations for the future research.

6.1 Significance of This Study

This study is very important to learn the experiences as it will provide new knowledge from the perspective of the school principals. Prior to this research there was little study done in building trust in Azerbaijan. This study subsidized the new information regarding trust which created awareness while learning the experiences of the Azerbaijani school principals and the teachers. While researching the new experiences, this study helped to learn the importance of addressing trust in the principal-teacher dynamic. The findings showed that principals had three

main sub themes in building trust at school: 1) Exercises in Empathy, 2) Relates to Teachers as Persona, 3) Creates Experiences of Voice and Choice. While analyzing the experiences, this study helped for potential implications for building trust in educational leadership for principals for the further studies.

Finally, the results of the study will open the way to new research within the research focus on trust. This study focused on the experiences of the school principals in building trust both in public and private schools, examining the principal's and teacher's perspectives, opinions, and ideas on trust.

Various suggestions from Tschannen & Moran (2014) could be proposed, including

- (a) promoting the principles with proficient social-emotional intelligence,
- (b) implementing strategies to cultivate empathetic environments in schools,
- (c) strategies for translating empathy into actionable insights,
- (d) utilizing the talents, strengths, and interests of stakeholders to design innovative educational initiatives for students.

6.2 Further Research

This study has focused on the K-11 setting in Baku, Azerbaijan. I wanted this study to continue with different schools in Azerbaijan. The comparative analysis can be conducted to learn the trust building experiences of school principals in the regions. There are some areas that are worthy of more research coming from this issue:

- 1) How is trust built with the parents?
- 2) How do students understand the term “trust” from the perspective of teachers?
- 3) How is trust built with students?
- 4) Which factors affect the process of building trust in a multicultural environment?

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APPENDICES

APPENDIX A

Interview Questions

Questions for teachers

Introductory questions:

- 1) Can you tell me a bit about your background and experience in education?
- 2) What inspired you to pursue a career in education and, more specifically, in your current role as a principal/teacher?
- 3) What do you find most rewarding about working in education?
- 4) How do you think the role of a principal/teacher has evolved over the years?

Main questions:

- 5) Can you describe what trust means to you in the context of your role as a **principal/teacher?**
- 6) How do you believe trust manifests itself in the relationship between **principals and teachers?**
- 7) In your opinion, what behaviors or actions demonstrate trust between **principals and teachers?** What actions and behaviors do your school principal demonstrate to build trust? Please provide some specific examples.
- 8) Have you encountered any specific instances or examples where trust played a significant role in your interactions with other educators?
- 9) How would you differentiate between a trusting and a non-trusting relationship between principals and teachers?

Questions for principals

Introductory questions:

1. Can you tell me a bit about your background and experience in education?
2. What inspired you to pursue a career in education and, more specifically, in your current role as a principal/teacher?
3. What do you find most rewarding about working in education?
4. How do you think the role of a principal/teacher has evolved over the years?

Main questions:

5. From your experience, what strategies or approaches have you found effective in fostering trust between principals and teachers? Please share some specific examples.
6. Can you share any initiatives implemented in your school to enhance trust among the staff? Please provide some specific examples.
7. In your view, how important is communication in building trust between principals and teachers, and what specific communication practices do you find most beneficial?
8. Are there any challenges or obstacles you have encountered in trying to build trust between principals and teachers, and how have you addressed them?
9. From your perspective, what role does transparency play in establishing and maintaining trust within the school community, particularly between administrators and teaching staff?

APPENDIX B

Tədqiqat iştirakçısı üçün Məlumat və Razılıq Forması

TƏDQIQATIN İZAHİ:

Sizdən “Direktorların İnam Yaratma Təcrübələri” adlı tədqiqat işində iştirak etməyiniz xahiş olunur. Bu tədqiqatın məqsədi direktor və müəllimlərdən onların . Məlumat müsahibə formasında toplanacaq və hər bir müsahibə 45-60 dəqiqə davam edəcək.

Yuxarıda adı keçən aşdırmada iştirak etməzdən qabaq aşağıda yazılan məlumatları diqqətə oxuyub hər hansı bir sual və ya əlavə informasiyaya ehtiyacınız olduğu təqdirdə bildirməyinizi xahiş edirəm.

SİZİN HÜQUQLARINIZ

Araşdırmada iştirakınız tamamilə könüllü xarakter daşıyır. Özünüzü narahat hiss elədiyiniz və ya xoşlamadığınız suallar olduğu halda müsahibəni dayandıra bilərsiniz. Adı keçən araşdırmada iştirak etmək qərarına gəldiyiniz təqdirdə, bu razılıq formasını imzalamağınız xahiş olunur. Razılıq formasını imzaladıqdan sonra istənilən vaxt heç bir səbəb göstərmədən geri çəkilməkdə sərbəstsizsiniz. Məlumatın toplanılması yekunlaşmadan öncə iştirakdan imtina etsəniz, məlumatlarınız sizə qaytarılacaq və ya silinəcək.

GİZLİLİK

Müsahibə müddətində verdiyiniz bütün cavabların anonimliyi təmin olunur. Bunun təminatı üçün tədqiqat boyunca kod adlardan istifadə olunacaq və sizin adınız və ya səs qeydiniz başqa şəxslərlə paylaşılmayacaq.

FAYDALAR və ya RİSKLƏR

İştirakınızın sizə birbaşa faydası və riski yoxdur. Lakin əldə edilən məlumatlar məktəblərdə oğlan şagirdlərinin məktəbə olan bağlılıq duyğusunun anlaşılmasına və ehtiyac olarsa gücləndirilməsinə müsbət təsirləri ola bilər.

ƏLAQƏ MƏLUMATLARI

Tədqiqat ilə bağlı hər hansı bir sualınız yaranarsa, mənimlə və ya elmi rəhbərimlə əlaqə saxlaya bilərsiniz.

Dr. Samira Hacıyeva – shajiyeva@ada.edu.az

Şakir Abdullayev – sabdullayev4781@ada.edu.az

MƏLUMAT VƏ RAZILIQ FORMASININ SƏNƏDLƏŞDİRİLMƏSİ

Verilmiş məlumatları oxudum və sual vermək imkanım oldu. İştirakımın könüllü olduğunu və istənilən vaxt, heç bir səbəb göstərmədən iştirakdan imtina etməkdə sərbəst olduğumu anlayıram. Bu razılıq formasının bir nüsxəsinin də mənə (iştirakçıya) veriləcəyindən xəbərdaram. Könüllü olaraq bu tədqiqatda iştirak etməyə razıyam.

İştirakçının

imzası: _____ Tarix: _____

Səsyazma üçün

icazə _____

Tədqiqatçının

imzası: _____ Tarix: _____

APPENDIX C
İcazə Məktubu

No _____

“ _____ ” _____ 2024-cü il

Ünvanlanmış yer birbaşa olduğu

üçün anonim saxlanılır.

Hörmətli ... xanım,

Nəzərinizə çatdırmaq istərdik ki, ADA Universitetinin MAEM 2024 “Təhsilin Təşkili və İdarəetməsi” (tədris ingilis dilində) ixtisası üzrə magistr proqramı ikinci kurs tələbəsi Şakir Abdullayevin apardığı yekun tədqiqat işi üçün (“School Principals’ Experiences in Building Trust”, “Direktorların İnam Yaratma Təcrübələri”) sizin məktəbin müəllim heyəti arasında sorğu keçirilməsi tələb olunur.

Bu məqsədlə tədqiqatın aparılması üçün şəraitin yaradılmasını sizdən xahiş edirik. Əməkdaşlığa görə təşəkkürümüzü bildiririk.

Hörmətlə,
Şakir Abdullayev
ADA Universiteti, Tələbə