Determinants of trust in the relationship between headmaster and teachers

Jonna Poloczek

Jesuit University Ignatianum in Cracow, Poland

Abstract

The article describes the importance of trust in professional relationships between the headmaster and the teachers. The article also presents a group of factors determining trust in this relationship. The author characterizes the attitudes and behaviours of the participants of this relationship with respect to the organization of school work, cooperation, mutual communication and participation of teachers in the activities of the institution. Finally, it presents the results of the studies related to the assessment of the determinants of trust by a group of teachers and activities proposed by them to strengthen trust.

Keywords: trust, organization of work, co-operation, participation, communication

Introduction

It is impossible to imagine proper interpersonal relations without trust between the parties involved in them. Most of interpersonal relations, regardless of the context, duration and parties of the interaction, are based on trust. Trust also appears in the context of professional relations – an employer trusting his/her employees, and vice versa, or co-workers expressing mutual trust. Developing proper relations or aspiring to achieve common objectives would not be possible without trust, hence trust is so important for the maintenance of a harmonious and orderly place of work. It is not easy to maintain trust on a permanent basis, therefore it requires constant attention.

School is also a place of numerous social interactions involving the participation of all subjects of the school community. Every relation between particular subjects or groups is special and depends on many factors, behaviours and attitudes of the participants. The objective of this article is to characterize the determinants of trust in the relationship between the school head teacher and other teach-

ers. Apart from a theoretical part, the article will also present the results of a survey carried out among teachers who have been asked to indicate the important determinants of trust.

Trust - a characteristic of the term

Trust is a term related both to political culture and cultural capital. It is also a significant aspect of a civil society, the basic component of the social capital and civilization competences (Sztompka, 2007). It is described as an element of emotional interpersonal relations (Bugdol, 2010) and it refers exclusively to people and things, objects created by people. Hence, we cannot speak of trust in natural phenomena but we can speak of trust in institutions, schools, a university, as these are human creations (Sztompka, 2007).

Just like other abstract terms, it is difficult to define trust explicitly. In management sciences, trust is defined as an element of the social capital, a foundation of social interactions, an organization's resources, expectations in relation to others, a conviction of a favourable influence of other people's activities on an organization. Trust is also mentioned in the context of integration, uniting social groups in networks, the organization's objectives or the measures applied to achieve goals (Bugdol, 2010). In social sciences, trust is described as a certain manifestation of faith in present and future activities (Bugdol, 2006), or an assumption that people behave in a specific manner (Luhmann, 1979, quoted in: Sztompka 2007).

P. Sztompka (2007) writes extensively on the term in his works. When we compare various definitions of trust, some recurring statements can be noticed, such as conviction, expectation, assumption (bet), belief, anticipation of other people's future activities. There are also statements indicating an individual's attitude, a characteristic of interpersonal relations, an attribute in a social and individual area, or a cultural resource used by people in their activities. P. Sztompka writes that "trust is a bet on the uncertain future activities of other people" (p. 69-70).

Trust is not a one-off act; it is a series, a sequence or a process of subsequent acts of trust based on previous positive experiences. Defining trust, it is worth paying attention to the role it plays in human life:

- it helps to "actively and constructively face the future,"

- it facilitates cooperation in a world full of various roles and social functions (it bolsters the necessity of people's interrelations in the contemporary world),

- it helps us to cope with the world full of threats and risks,

- it makes it possible to choose from the numerous opportunities in each aspect of life,

- it helps us to find our place in a complex and obscure world full of institutional, organizational and technical systems,

- it helps us to deal with the ever-present anonymous "important strangers" who decide about many areas of everyday life,

- it helps us to cope with the presence of various strangers (foreigners, tourists, immigrants, etc.) (p. 45-49).

The determinants of trust in the relationship between the head teacher and other teachers

While characterizing trust, special attention should be paid to the numerous determinants of trust. An analysis of literature concerning educational management allows for the distinction of head teachers' and other teachers' activities, behaviours in mutual relations, and manners of establishing relations, which in order to clearly present the specific character of school reality, different from the corporate forms of organization and functioning, I propose to describe with respect to the following areas:

1. organization of the school's work,
2. communication,
3. participation,
4. cooperation

Organizing, planning, ordering

The way in which a school is organized determines the atmosphere and relations therein.

Sztompka describes the conditions favouring the occurrence and spreading of trust. He mentions macro-social factors (Sztompka, 2005; Sztompka, 2007), which are also reflected in the school structure. They comprise:

1. Normative of coherence and certainty - understood as properly formulated social standards, objectives and operation methods which offer a sense of order, predictability, regularity and security. Chaos and anomia are the opposites to it.

A school also needs clear and coherent principles specifying the rights and obligations of teachers, head teachers and pupils. Generally accepted standards offer a sense of security and are a point of reference in case of any violation of order.

2. Transparency of a social organization – its openness, possibility of inspection, simplicity of comprehension. The opposite is the secrecy of an organization. In school, a transparent structure subject to inspection is also expected.

3. Stability and durability of social order – durability and stability of a social organization, an institution's structure, daily life environment, in which potential changes are gradual, regular and predictable. The opposite is instability, briefness and radical change.

A sense of durability and stability is also necessary in educational institutions. The processes taking place in school refer not only to teachers or head teachers but also to the pupils. There is no space for sudden and ill-considered changes in a well-managed school, and all decisions are made taking into consideration the pupils and the other subjects.

4. The authorities' responsibility – when the authorities take into consideration the interests of the subordinates and morality, when they have clearly defined competencies, and are subject to inspection. The opposite is arbitrariness and lack of responsibility.

In school, the head teachers are the authorities. An ideal situation would be cooperation between the head teachers and other teachers, sharing power and, hence, also responsibility for decisions, or the teachers' participation in the school's activities.

5. Enforcing rights and imposing obligations – a reference to regulations concerning the principles of social interactions. The opposite is helplessness in the face of offences.

6. Imposing obligations and meeting them – as a community's awareness of the penalties for the violation of the effective rules (the opposite is permissiveness).

Authentic cooperation and clearly defined principles of social interactions are desirable in school reality. Both the teachers and the head teachers know their tasks and obligations as well as the consequences of their negligence thereof.

7. Ensuring respect, integrity and autonomy – subjective treatment of community members. The opposite is objectification of people and infringement of dignity.

In school, subjective treatment refers not only to the pupil - teacher relation. Teachers carrying out their tasks cannot be objectified either. Mutual trust and respect have to be an inseparable element of the head teacher - teachers relation.

The following conditions allow for trust enhancement as well:

- a clearly and explicitly defined situation – comprehension of interaction frames,

- transparency and closeness of group/community members – "high density of relations filled with strong emotions, with a high level of long lasting interrelations,"

- "a sanctified nature of the place in which a relation occurs,"

- sanctions for trust abuse – preferably on an automatic basis, without any third parties' participation (this triggers the mechanism of "self-enforcement of credibility"),

- a probability of fulfilling one's own expectations and needs (Sztompka, 2007, p. 210-217).

The remaining factors of trust contributing to efficient organizational management comprise consistency in undertaking activities, care for justice in the work environment, a properly defined organizational structure, direct relations between the superiors and subordinates, clear and known regulations (standards, principles, rules of conduct), kindness and loyalty, compliance with standards (Bugdol,

2006), as well as good atmosphere at work, eliminating the causes of fear (Husein, 2013), a sense of safety, harmony of interests and the competencies of the parties (Jończyk, 2010).

Another trust-enhancing condition is also similarity to others (homophily). Using the same language in a foreign community, sharing similar views (political or religious), supporting the same sports teams or music groups, and manifesting a strong similarity of proclaimed values or evaluation criteria leads to the deepening of our mutual credibility, and thus we start trusting one another (Sztompka, 2007). Homophily in a school community seems to be quite natural. Teachers employed in a school accept its educational mission, principles, standards and values. They are also oriented towards the same objectives, i.e. training and educating, transferring accepted models of behaviour and conduct. In such a group, trust should be something completely natural.

Talking, informing, communicating

In a description of interpersonal relations, communication-related issues cannot be omitted as both of the processes are interpersonal. Interpersonal communication has a relational character, which means reciprocity of giving and openness to the other party's messages. Communication is defined as "a process of mutual influence," as it is our needs, expectations, goals and attitudes as well as the other person's reactions that influence it (Stewart, 2000).

Proper communication is also one of the determinants of trust. An ability to listen, a proper transfer of information, intelligible communication and feedback influence trust (Bugdol, 2006). Communication between the head teacher and other teachers is the basis of daily meetings, and therefore paying attention to its quality is one of the priorities in trust development.

When expecting effective communication, it is worth focusing on the messages – "I-statements" (expressing ourselves) should replace the common "you-statements" (Amodeo, Wentworth, 2000). "You-statements" are blunt, they provoke defensive reactions, and they lead to a

deterioration of the quality of communication and the increase of distrust. "I-statements" are reflective, they reveal us and allow us to avoid interpersonal tension and conflicts. "I-statements" are honest and reveal our feelings, thus, they enhance trust. Trust development with the use of "I-statements" is the most effective when it is mutual. For communication to be most effective, one side of the process should be opened and the other side should be prompted to a similar reaction – the reciprocity of "I-statements" (Amodeo, Wentworth, 2000).

Trust in communication processes is also enhanced by knowledge sharing. Trust emerges during exchange processes – and it does not imply only making gifts to one another, but also sharing knowledge, information, ideas, etc. (Husein, 2013; Bugdol, 2010). The manner of transferring information is also significant – undoubtedly, unclear and obscure messages are frequently perceived as a disrespectful attitude towards the addressee (Czerepaniak-Walczak, 1997). Knowledge sharing in school is important not only because of the quality of the relations between the teachers and the head teacher, but also because of the pupils who are the main subjects of the processes occurring there. A proper transfer of information, clear messages are the basis of an effectively functioning institution which has to take care of its pupils.

Trust development is also possible due to transferring feedback information concerning the teachers' activities or work. A teacher may get feedback information from a pupil, another teacher or the head teacher. Such information allows them not only to get to know themselves and their work better, but also to eliminate certain deficiencies or failures. It fosters the resolution of conflicts and misunderstandings and helps to develop mutual relations (Tołwińska-Królikowska, 2010), and consequently, to develop trust.

Feedback information transferred by a head teacher should be constructive (descriptive, not evaluating), and all comments should refer to these behaviours that can be corrected. The form of an opinion given by the person providing such information (the head teacher) is also

important. Any instructions should be given right after a difficult situation occurs, but never in the presence of other people. It is worth considering whether the information is useful, as only such information is promptly accepted and applied in further activities (Brownell, 2000). A skilful interpretation of messages fostering the development of a positive atmosphere is of some importance as well (Czerepaniak-Walczak, 1997). Discussions of important issues or resolution of problems should take place in a clearly defined time (which allows the teachers to prepare for it). Determining a particular time for contacts not only enhances trust, but also allows for the development of a safe environment, better understanding or certain intimacy (a chance for the other party to open up) (Amodeo, Wentworth, 2000). Therefore, it is important for the head teacher to have some time for his/her co-workers. Determining duty or consultation hours or some time for discussions is a sign of openness and trust, and it gives the teachers a sense of safety. It also enables them to solve problems face to face, without third parties' participation, and it proves the head teacher's respect for the other teachers and helps to develop trust. S. R. Covey pointed out a significant relation between trust, cooperation and communication. When trust is low, communication has a defensive character. People use a formal language and secure a possible retreat. Communication at this level is not effective, and therefore one of the parties or both of them always are on a losing side. Communication at a medium level refers to grown-up people who respect each other. It allows them to understand each other intellectually, it is honest and authentic, yet there is no space for empathy or openness to new possibilities. Communication involving respect implies compromise-based solutions, when each party has to give up a part of their claims, requirements or assumptions (Covey, 2007). According to S. R. Covey, the highest level of communication characterized by the highest level of trust is synergy. Synergy gives the parties of a communication process authentic joy and satisfaction, also because both parties are winners. Moreover, synergy allows both parties to achieve more than they have expected. Synergy is a form of cooperation the result of which is better than the sum of individual activities (Covey, 2007). Many authors stress the importance of reciprocity and cooperation in communication (Stewart, 2000 ; Covey, 2000). Undoubtedly, paying attention to these elements is crucial with respect to trust development in interpersonal relations. It is worth devoting time and efforts in order to develop relations in a group, to establish contacts and to enhance communication. The work of a teachers' team will be more effective, it will allow them to accomplish their objectives and it will certainly facilitate the teaching process.

Co-participation, participation, empowerment

An important element in school management is the teachers' participation, or their involvement in the decision-making process, which allows for a faster information flow or the use of the employees' skills (Madalińska-Michalak, 2013). Participation or empowerment is the method of human resources management which comprises psychological aspects and structural empowerment, autonomy as well as the issues concerning the elimination of fear in decision-making processes. Empowerment is also understood as an ability to work independently, to grant decision-making freedom with respect to organizational matters, and the superiors' attitude aiming at revealing the employees' potential. It involves such activities as delegation of power and the use of the employees' knowledge (Bugdol, 2006). The employees' participation in leadership not only allows them to develop their potential and skills, but also to maintain proper friendly interpersonal relations based on cooperation (Dorczak, 2013). Furthermore, sharing power or empowering other people is a proof of trust in the co-workers.

Empowerment is also an ability to use the knowledge, experience and potential of other co-workers who together with the leader (head teacher) take responsibility for the school. It also involves proper motivating of

employees (teachers) who want to create and develop the institution they are a part of (Mazurkiewicz, 2011). "The level of leadership potential is higher in those organizations in which more employees take responsibility for actions, make decisions, play the roles of leaders supporting other employees, in which there is no fighting for power but efficient participation in exercising power" (Mazurkiewicz, 2012, p. 391). Sharing responsibility with other co-workers is actually empowerment. It allows for the development of trust in employees and the development of a cooperating team in which everyone is responsible for something.

Such community action allows for the development of trust and achievement of common objectives by the means of dialogue. Involving employees in decision-making processes, improving the information flow between the head teacher and the other teachers not only means making use of their potential but it is also a factor increasing satisfaction with work (Tołwińska, 2011; Madalińska-Michalak, 2013). Furthermore, sharing responsibility and empowerment facilitates the resolution of complicated problems – a team is more willing to share experiences and make use of them in their activities. Participation allows employees to actively take part in planning, encourages them to make proposals of changes and resolve problems at grass-root level (Tołwińska, 2011).

In school, empowerment may be connected with the head teacher's delegating certain tasks and decisions to other subjects (teachers). The person who controls and takes responsibility for the delegated tasks is still the head teacher, but sharing some tasks with other teachers he/she allows them to actively participate in the institution's activities and enhances their sense of responsibility for its functioning. Moreover, empowerment does not have to be connected with long-term tasks. Teachers may be asked for assistance in performing particular tasks due to their knowledge and skills (e.g. a teacher with paramedic qualifications may conduct a first aid training course for his/her peers). It is the head teacher's task to make rational use of the employees' potential.

Making use of the teachers' potential is a chance for the development of both these teachers and the school in which they teach. They may become co-authors of the vision of the school and initiators of important changes and decisions. The teachers' participation stimulates their motivation and increases their autonomy, thus enhancing mutual trust and responsibility for the community (Tołwińska, 2011; Mazurkiewicz, 2012).

Cooperation, joint action, team work

The diversity of roles and social functions makes cooperation a necessity but it is also a challenge and uncertainty. The necessity of cooperation requires mutual trust which the participants have to be able to develop and maintain (Sztompka, 2007). A belief in mutual trust has a decisive meaning for the readiness to cooperate. Developing relations based on trust offers a chance to achieve common objectives (Jończyk, 2010). Trust is the starting point of cooperation and the foundation of human society (Precey, 2012).

It influences the team's work and cooperation. It also fosters learning (often reciprocal), enhances creativity of people who work as a team and not as individuals, and fosters information, knowledge and experience sharing, thus, it supports innovations. Trust influences the growth of the social capital which becomes more valuable, is used more effectively and increases the sense of belonging to a group (Bugdol, 2010).

The effectiveness of educational activities depends on the teachers' and head teachers' knowledge and experiences developed through cooperation and joint action. This requires mutual respect and trust (Precey, 2012). The factors enhancing trust and based on cooperation include the following: taking the employees' opinions into account, using and implementing their ideas, replacing mechanisms of control with trust (Husein, 2013) as well as cooperation, involvement, use of integrating activities, strengthening of interpersonal relations (Bugdol, 2006). Sincere and persistent involvement

in an institution's activities triggers creativity and synergy. Members of a team not only cooperate but they also become interdependent, as they make up a team which allows them to develop individually and as a group (Covey, 2000).

Team cooperation and open communication should be the basis for management in education (Mazurkiewicz, 2012). "Effective leadership in the case of diversified intra-school groups requires inter-group trust. It means trust between the head teacher and the other teachers (...). Trust is a condition for cooperation. Breaking this type of bonds in any part of the chain of inter-group relations (in particular, at the junction of the groups) causes the growth of uncertainty and risk. The loss of trust by the majority of members of one of the distinguished intra-school groups changes the perception of the school by outer groups – both those that are close to it and those that are far" (Kwiatkowski, 2010, p. 17). It is authentic cooperation then that influences the institution's success, the atmosphere in it and its perception outside.

The manner of control is another important element of cooperation in school. In a group in which relations are based on trust, control has to be based on trust as well. In school, the head teacher's control of other teachers may have various forms – it may be self-evaluation or mutual colleague evaluation (inspection) (Tołwińska-Królikowska, 2010). Control may have positive consequences and influence the improvement of trust. Mutual control allows both parties to find new solutions, establish standards and rules of conduct, react to inaccuracy, introduce corrective and preventive measures (Bugdol, 2006). Information exchange, improvement of an institution's functioning and proposals of changes are elements of cooperation which should be based on mutual trust.

A proposal of a survey concerning trust determinants

With reference to the above-mentioned trust determinants in the relation between the head teacher and other teachers, a questionnaire survey was carried out in order to specify the trust determinants in this relation.

48 people participated in the survey: 41 women and 7 men. There were 16 trainee teachers, 16 contract teachers, 8 nominated teachers and 8 certified teachers among the respondents.

The survey questionnaire comprised semi-open-ended and open-ended questions referring to the trust determinants. These determinants were selected following an analysis of literature on the subject concerning organizational values and management in education. The respondents' task was to choose the factors that, in their opinion, foster trust development and those that lower the level of trust in the relation between the head teacher and other teachers. They could also indicate other factors and activities which contribute to trust enhancement or help to eliminate the factors lowering the trust level.

Trust determinants according to selected areas

Following an analysis of the literature on the subject certain areas in a school's or educational institution's activity were distinguished and some actions, attitudes or behaviours were assigned to them (Table no. 1). The determinants mentioned in the survey do not exhaust the trust determinants in the relation between the superior and the employees. The selection made here refers to the behaviours and attitudes appearing in the literature on the subject most frequently.

Factors lowering trust

The respondents' task was to choose 5 of the factors lowering trust which, in their opinion, are the greatest obstacles in trust development and assign to them the values from 1 (does not foster trust development) to 5 (definitely does not foster trust development). The respondents' answers helped determine a hierarchy of factors lowering trust as presented in Table no. 2.

The respondents considered developing relations and atmosphere at work based on fear, ridiculing others in public and the head teacher's disrespectful attitude towards other employees as being the most unfavourable factors

Table 1. Selected trust determinants in particular areas of activity

Factors lowering trust	Factors enhancing trust
ORGANIZATION OF THE SCHOOL'S WORK	
- developing relations and atmosphere at work based on fear - no possibility of direct contact/ dialogue with the superior	- possibility of direct contact/ dialogue with the superior - integrating training courses, trips - eliminating the causes of fear and anxiety
COMMUNICATION	
- no culture of knowledge sharing - ridiculing others in public - public reprimands and admonitions - no possibility of discussions or dialogue - no possibility of presenting one's opinion in public	- culture of knowledge sharing - developing internal communication - possibility of presenting one's opinion - individual penalizing, reprimanding (not in public)
PARTICIPATION	
- limiting empowerment, necessity of coordinating all activities - imposing tasks and objectives - imposing readymade solutions - ignoring employees' (teachers') ideas	- negotiating, taking employees' (teachers') ideas into account - joint setting of tasks and objectives - delegating tasks, sharing power, responsibility and tasks - possibility of participating in discussions
COOPERATION	
- the head teacher's disrespectful attitude towards other employees - no cooperation - blocking innovations, no support for new solutions - excessive control	- a partner relation - replacing control with trust - joint problem resolving, negotiating - supporting innovations and new solutions

Source: Own research

for trust development. The factors lowering trust in the area of communication and cooperation were the most frequently selected factors with the largest number of points. It can be concluded that the manner of communication between the subjects and the principles of cooperation have a considerable influence on trust in this relation. Certain divergences can be observed in the evaluation of particular factors with reference to the variables. Women indicated the factors in the area of communication and cooperation, while men those in the area of communication and work organization. Differences can also be observed with regard to the respondents' professional advancement level. Teacher at the beginning of their professional career (trainee teachers and contract teachers) expect other types of behaviour and attitudes

than teachers with considerable experience in didactic work (nominated and certified teachers). Whereas factors in the area of communication and cooperation were unanimously indicated as factors lowering trust, only more experienced teachers noticed some problems in the area of participation and co-participation.

Factors enhancing trust

The respondents' task was also to evaluate the factors fostering trust development. They were to choose 5 determinants and assign to them the values from 1 (fosters trust development) to 5 (definitely fosters trust development). The answers are presented in Table no. 3.

The respondents indicated joint problem-solving, negotiating and replacing control

Table 2. Evaluation of the factors lowering trust

factors lowering trust	total sum of evaluations	number of indications
developing relations and atmosphere at work based on fear	114	30
ridiculing others in public	92	25
the head teacher's disrespectful attitude towards other employees	85	39
no possibility of discussions or dialogue	66	24
excessive control	58	22
public reprimands and admonitions	51	14
ignoring employees' (teachers') ideas	44	15
limiting empowerment, necessity of coordinating all activities	43	12
no cooperation	42	15
no possibility of presenting one's opinion in public	26	9
imposing readymade solutions	26	8
no possibility of direct contact/ dialogue with the superior	19	9
imposing tasks and objectives	14	6
others, which?[4]	14	3
blocking innovations, no support for new solutions	13	5
no culture of knowledge sharing	13	4

Source: Own research

with trust as the factors fostering trust development most of all. Determinants from the area of cooperation and participation scored the largest number of points. For the surveyed group, joint activities and the employees' participation in the institution's life are those factors which allow for the development of trust.

An analysis of the factors enhancing trust shows that women consider cooperation to be more important, while men choose participation-related activities much more frequently. Trainee teachers stress the importance of cooperation, contract teachers – activities in the area of communication, while nominated and certified teachers – the manner of work organization and participation (the employees' participation in the decision-making process, empowerment, their participation in setting tasks and objectives are the main trust determinants in the relation between the head teacher and other teachers).

Elimination of distrust and trust enhancement - the respondents' proposals

Apart from providing an evaluation of the trust determinants presented in literature, the respondents were also asked to present some

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[4]The respondents indicated some other factors lowering trust, such as: "no contacts with the employees", dishonesty ("denying words which were spoken face to face"), "excessive subordination to the pupils' parents", "minimal knowledge of the educational law and wrong interpretation of the legal regulations".

Table 3. Evaluation of the factors enhancing trust

factors lowering trust	total sum of evaluations	number of indications
joint problem resolving, negotiating	86	29
replacing control with trust	71	22
negotiating, taking employees' (teachers') ideas into account	66	19
possibility of presenting one's opinion	64	23
a partner relation	64	23
joint setting of tasks and objectives	63	25
possibility of direct contact/ dialogue with the superior	60	20
eliminating the causes of fear and anxiety	45	16
developing internal communication	40	12
individual penalizing, reprimanding (not in public)	38	13
delegating tasks, sharing power, responsibility and tasks	35	11
supporting innovations and new solutions	31	9
possibility of participating in discussions	23	7
culture of knowledge sharing	19	6
integrating training courses, trips	15	5
others, which?	0	0

Source: Own research

proposals of corrective measures and methods of enhancement of these determinants. Their answers were categorized and divided according to the previously described areas.

The activities enhancing trust and eliminating distrust referred above all to work organization (84), activity in the area of communication (74) and cooperation (61). Only 14 answers referred to participation-related activities of the teachers. It is worth observing that the corrective measures, apart from some temporary solutions, comprised also some radical solutions aiming at the replacement of a head teacher.

It is also very interesting that apart from cooperation (indicated in the direct proposals), which by definition implies the head teacher's and the other teachers' cooperation, the respondents indicated mainly activities which should be undertaken by the head teacher. Only a few proposals referred to activities undertaken by teachers or to reciprocal activities – 12 proposals concerning reciprocity and 18 direct indications of cooperation out of the total of 233 proposals (which is just 13% of the proposed activities fostering trust development in the relation between the head teacher and other teachers!).

Conclusions and recommendations

An analysis of the survey material allows for the following conclusions:
- A variable determining the perception of

trust is the respondents' seniority. Teachers with a higher advancement level (nominated and certified teachers) value the factors in the participation area higher. Trainee teachers and contract teachers value the factors in the area of cooperation and communication most of all. It can be concluded that at the beginning of one's professional career trust development based on cooperation and proper communication is the most desirable. Over the course of time, teachers expect some proof of trust in the form of their participation in decision-making processes, an increase of their scope of responsibility or participation in the organization of the institution's work.

- The respondents observe and stress the importance of activities in all the above mentioned areas (work organization, cooperation, communication and participation) to various degrees.

- The surveyed group of teachers willingly indicated activities eliminating distrust and those enhancing trust. Their proposals refer to the areas of activity in educational institutions. The indication of activities to be undertaken by the head teachers is alarming, though – activities to be undertaken by teachers or joint activities were indicated only sporadically. It is astonishing because the respondents expect cooperation and participation in the institution's life, and yet they are conservative in their proposals of relevant activities.

The following activities can be proposed in order to develop and enhance trust in the relation between the head teacher and other teachers:

- The head teacher should provide teachers with evident proofs of trust. The head teacher should find some time for his/her co-workers on a daily basis. An individual approach, a possibility to talk face to face, and support are desirable behaviours with respect to trust development.

- In school, more attention should be paid to the manner of communication and information exchange. Contacts between the head teacher and the other teachers should most frequently have a direct form. Having a discussion concerning problems, changes or current affairs is

definitely more effective than providing information in the form of oral or written messages eliminating any possibility of interaction.

- The employees' activities should be based on authentic cooperation. Effective and efficient methods of team work should be developed.

- Teachers should participate in the school's activities. Empowerment or assigning tasks in process or group management not only enhances trust but also is a source of satisfaction and responsibility.

- The problem of trust in the relation between the head teacher and other teachers should be further explored, and the results should be verified in a larger group of respondents. Furthermore, the problem of trust in schools should not only be analysed with regard to the subjects organizing and implementing the teaching process. The factors enhancing and lowering trust should also be diagnosed with regard to the relations between the remaining subjects constituting the institution.

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