THE RELATIONSHIP BETWEEN TEACHER EMPOWERMENT AND TRUST IN THEIR PRINCIPAL

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ABSTRACT

The purpose for this study is to identify the relationship of teacher empowerment and trust in their principal. A framework has been developed based on the research questions. First, is there a relationship between teacher empowerment and trust in their principal? Secondly, is there any relationship between the components of teacher empowerment which is meaning, competence, self-determination and impact on trust in the principal? Lastly, can education level and teaching experience influence the relationship between teacher empowerment and the trust in the principal? To answer these research question, three objectives has been carried out. Firstly, is to identify the relationship of teacher empowerment on trust in their principal. Second, to study the relationship among the components of teacher empowerment which is meaning, competence, self-determination and impact on trust in the principal. Lastly, is to test the influence of education and experience the relationship between teacher empowerment and the trust in the principal. This study has been conducted to a total of 130 teachers in Kota Kinabalu, Sabah. There were a total of seven hypotheses that has been tested and results show that all of the hypotheses are accepted. Findings determined that teachers who are empowered at school tend to have higher level of trust in their principal. The components of teacher empowerment which is meaning, competence, self determination and impact are positively related to trust in their principal. Results also indicated that education level and teaching experience has no influence on the relationship between teacher empowerment and trust in their principal. The implications are discussed in terms of enabling empowerment, strengthening the trust and for the school's improvement. A few limitations have been determined and some suggestions for the future research are proposed.