

**THE RELATIONSHIP BETWEEN TEACHER
EMPOWERMENT AND TRUST
IN THEIR PRINCIPAL**

FAZLIN NATASYA ABDUL HALIM



UMS
UNIVERSITI MALAYSIA SABAH

**A DISSERTATION SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTER OF BUSINESS
ADMINISTRATION**

**SCHOOL OF BUSINESS AND ECONOMICS
UNIVERSITI MALAYSIA SABAH
2007**

UNIVERSITI MALAYSIA SABAH

BORANG PENGESAHAN STATUS TESIS

JUDUL: THE RELATIONSHIP BETWEEN TEACHER EMPOWERMENT AND TRUST IN THEIR PRINCIPAL


IJAZAH: SARJANA PENTADBIRAN PERNIAGAAN

SESI PENGAJIAN: 2006-2007

Saya, FAZLIN NATASYA ABDUL HALIM mengaku membenarkan tesis Sarjana ini disimpan di Perpustakaan Universiti Malaysia Sabah dengan syarat-syarat kegunaan seperti berikut:

1. Tesis adalah hakmilik Universiti Malaysia Sabah.
2. Perpustakaan Universiti Malaysia Sabah dibenarkan membuat salinan untuk tujuan pengajian saya.
3. Perpustakaan dibenarkan membuat salinan tesis ini sebagai bahan pertukaran antara institusi pengajian tinggi.
4. TIDAK TERHAD

Disahkan oleh

 ANITA BINTI ARSAD
PUSTAKAWAN KANAN
UNIVERSITI MALAYSIA SABAH


(Penulis: Fazlin Natasya Abdul Halim)

(Tandatangan Pustakawan)

Alamat:


(Penyelia: Dr. Hjh Arsiah Hj. Bahron)

Tarikh: 27/11/2007.

Tarikh: 2007

CATATAN: Tesis dimaksudkan sebagai tesis Ijazah Doktor Falsafah dan Sarjana secara penyelidikan atau disertasi bagi pengajian secara kerja kursus dan penyelidikan, atau laporan Projek Sarjana Muda (LPSM)

DECLARATION

The materials in this thesis are original except for quotations, excerpts, summaries, and references, which have been duly acknowledged.

FAZLIN NATASYA ABDUL HALIM
PE2006-8303
23rd JULY, 2007



UMS
UNIVERSITI MALAYSIA SABAH

ACKNOWLEDGMENTS

Bismillahir Rahmaanir Rahiim. In the name of Allah, the most merciful and the most beneficent.

Alhamdulillah all praise to Allah, the almighty. Salawat and Salam for the prophet of Muhammad (SAW), his family and his companions (RAH).

I would like to thank those individuals who have supported me and helped me throughout the entire process. This would not have been possible without the love and understanding of my parents, lecturers and classmates.

Dr. Hj. Arsiah Hj. Bahron, my advisor, who has shared her knowledge and experience with me. You have been a true inspiration to me to keep going and stop at nothing less than the best. Thank you for your constant encouragement and support, without it I probably would not be where I am. Thank you for all your help and advice throughout the writing of my research paper.

To my parents, Mr. Abdul Halim Abdul Wahab and Mrs. Norisah Kaji and my siblings Fazlin Naim Abdul Halim and Fazrin Narsyeila Abdul Halim; thank you for the never ending love and support that keeps my life filled with your love.

Last but not least, to my friends and classmates for your support, help and fun times we had.

Thank you.



UMS
UNIVERSITI MALAYSIA SABAH

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.



UMS
UNIVERSITI MALAYSIA SABAH

ABSTRAK

HUBUNGAN DI ANTARA PEMBERIAN KUASA TERHADAP GURU DAN KEPERCAYAAN GURU TERHADAP PENGETUA

Tujuan kajian ini dijalankan adalah untuk mengenal pasti hubungan di antara pemberian kuasa terhadap guru dan kepercayaan guru terhadap pengetua. Satu rangka kerja telah dihasilkan berdasarkan persoalan kajian. Pertama, adakah terdapat hubungan di antara pemberian kuasa terhadap guru dan kepercayaan guru terhadap pengetua? Kedua, adakah terdapat hubungan di antara komponen-komponen pemberian kuasa terhadap guru iaitu makna, kecekapan, penetapan sendiri dan kesan dengan kepercayaan guru terhadap pengetua? Akhir sekali, bolehkah tahap pendidikan dan pengalaman mengajar mempengaruhi pemberian kuasa terhadap guru dan kepercayaan guru terhadap pengetua? Bagi menjawab persoalan kajian tersebut, tiga objektif di ketengahkan. Pertama, untuk mengenal pasti hubungan di antara pemberian kuasa terhadap guru dan kepercayaan guru terhadap pengetua. Kedua, untuk mengkaji hubungan di antara komponen-komponen pemberian kuasa terhadap guru iaitu makna, kecekapan, penetapan sendiri dan kesan dengan kepercayaan guru terhadap pengetua. Objektif yang terakhir adalah untuk menguji sama ada bolehkah tahap pendidikan dan pengalaman mengajar mempengaruhi pemberian kuasa terhadap guru dan kepercayaan guru terhadap pengetua. Kajian telah dijalankan ke atas 130 orang guru di Kota Kinabalu, Sabah. Terdapat tujuh hipotesis yang telah diuji dan kesemua hipotesis itu adalah boleh diterima. Penemuan mendapati guru yang mempunyai tahap pemberian kuasa yang tinggi, mempunyai kepercayaan yang tinggi terhadap pengetua. Komponen-komponen pemberian kuasa terhadap guru iaitu makna, kecekapan, penetapan sendiri dan kesan adalah berhubungan positif dengan tahap kepercayaan terhadap pengetua. Keputusan juga menyatakan bahawa, tahap pendidikan dan pengalaman mengajar seorang guru tidak dapat mempengaruhi hubungan antara pemberian kuasa terhadap guru dan kepercayaan guru terhadap pengetua. Kesan-kesan penyelidikan ini telah dibincangkan dalam konteks membolehkan pemberian kuasa, pengukuhan kepercayaan dan untuk peningkatan sekolah. Beberapa kekangan telah dikenal pasti dan beberapa cadangan untuk kajian masa hadapan juga telah diutarakan.

KEYWORDS

Empowerment

Competence

Impact

Meaning

Self Determination

Teacher Empowerment

Trust



UMS
UNIVERSITI MALAYSIA SABAH

CONTENTS

	Page
TITLE	i
DECLARATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
<i>ABSTRAK</i>	vi
KEYWORDS	vii
CONTENTS	viii
LIST OF FIGURE	xii
LIST OF TABLE	xiii
CHAPTER 1: INTRODUCTION	
1.1. Introduction	1
1.2. Problem Statement	2
1.3. Research Objective	4
1.4. Scope of Study	4
1.5. Significance of Study	4
1.6. Definitions of Key Variables	5
1.6.1. Teacher empowerment (Meaning)	5
1.6.2. Teacher empowerment (Competence)	6
1.6.3. Teacher empowerment (Self Determination)	6

1.6.4	Teacher empowerment (Impact)	6
1.6.5	Trust	6
1.7.	Organization of Study	6

CHAPTER 2: LITERATURE REVIEW

2.1	Introduction	8
2.2.	Definitions of Key Concept	8
2.2.1	Empowerment	8
2.2.2	Four Cognition of Empowerment	9
2.2.3	Trust	10
2.3	Previous Study on Empowerment/ Teacher Empowerment	11
2.4	Previous Study on Trust	16
2.5	Previous Study on Empowerment and Trust	18
2.6	Education Level and Teaching Experience As Moderator	21
2.7	Summary	23

CHAPTER 3: RESEARCH METHODOLOGY

3.1.	Introduction	24
3.2.	Theoretical Framework	24
3.2.1.	Independent Variables	25
3.2.2.	Dependent Variables	25
3.2.3.	Moderator	25

3.3.	Research Hypotheses	26
3.4	Nature of Study	27
3.5.	Research Design	27
3.6.	Unit of Analysis	28
3.7.	Sampling Design	28
3.8.	Instrument Design	28
3.9.	Data Gathering	29
3.10	Data Processing and Analysis	29
3.11	Summary	30

CHAPTER 4: ANALYSIS OF RESULTS

4.1	Introduction	31
4.2	Respondent's Profile	31
4.3	Reliability of Measures	33
4.4	Statistics of Variables Overview	34
4.5	Hypothesis Testing and Evaluation of Findings	35
4.5.1	Simple Linear Regression	36
4.5.2	Multiple Linear Regression	37
4.5.2	Hierarchical Regression Analysis	40
4.6	Summary for Findings	43

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1	Introduction	46
5.2	Recapitulation of Study	46

5.3	Discussion and Implications of the Study	47
5.3.1	Discussion of the Study	48
5.3.2	The Impact to Teacher Empowerment	52
5.3.3	Impact on Teacher Empowerment (Meaning)	54
5.3.4	Impact on Teacher Empowerment (Competence)	55
5.3.5	Impact on Teacher Empowerment (Self Determination)	56
5.3.6	Impact on Teacher Empowerment (Impact)	56
5.3.7	Impact of the Moderator (Education Level and Teaching Experience)	57
5.3.8	Implications of the Study	57
5.4	Limitation of the Study	58
5.5	Suggestion for Future Research	59
5.6	Conclusion	59
REFERENCE		61
APPENDIX A		66
APPENDIX B		75
APPENDIX C		81
APPENDIX D		83

LIST OF FIGURE

Title	Page
Figure 3.1: Theoretical Framework	24



LIST OF TABLE

Title	Page
Table 4.1: Respondent’s Profile	32
Table 4.2: Reliability Test Result	33
Table 4.3: Descriptive Statistic of Variables	34
Table 4.4: Simple Linear Regression Analysis	37
Table 4.5: Model Summary Multiple Linear Regression Analysis	38
Table 4.6: Multiple Linear Regression Analysis	39
Table 4.7: Hierarchical Regression Analysis (Education Level)	40
Table 4.8: Hierarchical Regression Analysis (Teaching Experience)	42
Table 4.9: Summary of Findings of Hypotheses	44



CHAPTER 1

INTRODUCTION

1.1 Overview

Nowadays there are so many things that can be related to the relationship of teachers and principals from many different perspectives. This kind of relationship determines the productivity and the effectiveness of the organization where the employees work.

Employee empowerment for instance, is one of the factors that might contribute to the success of its implementation in the public sector (Shelton, 2002). Spreitzer (1995) and Conger and Kanungo, (1988) stated that as a theoretical concept, empowerment has a strong influence on managerial effectiveness, organizational effectiveness and organizational innovation. Empowerment is the sense that the employees have a power on thinking, behave, taking action, and controlling the work and decision making in independent ways. It is the state of feeling self-empowered to take control on their own self.

Empowerment is one of the most studied areas of the management technique that allows employees to do their task independently and stand by their own decisions (Olley, 2006). Olley (2006) also stated that researchers found that empowerment can lead to a truly nurturing environment where the employees can learn, grow and enhance their functioning or performance ability. When the employees are trusted by the employers to do some tasks, simultaneously the employees will learn and develop their own knowledge on how to make their tasks better and more perfect for the next time.

Employee empowerment can create the environment of trust where the employees and employers trust each other on doing the work given. This situation can enhance the capability of the employees and leads to the creation of a positive work environment within the organization set up. According to Rotter (1967), trust is an important element in human learning because much of what is learned is based on the verbal and written statements of others that the learner is asked to believe without independent evidence.

This study is basically focused on the effect of employee empowerment on interpersonal trust in their leaders emphasized specifically to the teacher and principal relationship. This study meant to show the association between teacher empowerment and their trust on their leaders which is the principle.

1.2 Problem Statement

Employee empowerment has emerged as a construct deemed critical to organizational innovativeness (Spreitzer, 1995a) and effectiveness (Conger & Kanungo, 1988; Kanter, 1989). Some empowerment initiatives are geared specifically toward changing the role of middle managers (Spreitzer & Quinn, 1997). The intention is to make empowerment move down to each employee in the organization. It is not easy to determine the factors that contribute to employee empowerment.

Interpersonal trust is at the heart of organizational coordination and control (McAllister, 1995). In order to develop a well-coordinated and well-controlled organization, both employees and the employers or leaders must have the sense to trust on each other.

Kale and McIntyres' (1991) description of low power distance cultures, where people are more willing to confer with others and to temper the use of power. Malaysia has been identified as a high power distance country where there is a gap

between the higher level management and the lower subordinates. In the school situation for instance, there are a difference in terms of power distance between principal and their teachers. Principal are the highest position level in the school hierarchy while the teachers works under the principal management. Thus, the teachers must receive the power from the principal before they intend to trust the principal because trust is something that is earned.

Due to this situation, some problems might occur where there were difference thought existed between the principals and the teachers. For example, the teachers have to implement their teaching technique mostly based on the guidelines that has been provided by the Ministry of Education and the principal was supposed to supervise the teachers in order to make them work according to the guideline given. However, since the teachers have their own preferences on doing their work, they have to choose their own way on implementing the job they have responsible with. With that, conflicts occur where either the teachers get to do their work their own way or based on the guideline they have which is mean, whether they can be empowered or not. Hence, the issue of trust will exist between the relationship of the teachers and their principal.

Therefore, the research question for this study is:

1. Is there a relationship between teacher empowerment and trust in their principal?
2. Is there any relationship between the components of teacher empowerment which is meaning, competence, self-determination and impact on trust in the principal?
3. Can education level and teaching experience influence the relationship between teacher empowerment and the trust in the principal?

1.3 Research Objective

The objectives of this study are:

1. To identify the relationship of teacher empowerment on trust in their principal.
2. To study the relationship among the components of teacher empowerment which is meaning, competence, self-determination and impact on trust in the principal.
3. To test the influence of education and experience the relationship between teacher empowerment and the trust in the principal.

1.4 Scope of Study

The scope of the study is to investigate the relation and the effect of teacher empowerment on interpersonal trust in their leaders and emphasized specifically to the teachers and principle relationship at school. This study will revealed on how the teacher will be self-empowered on doing their job at school and how does that sense of feeling can develop the teachers trust on their principle. This study was organized specifically at Kota Kinabalu area.

1.5 Significance of Study

Based on the reading that has been done, there are many study and researches about employee empowerment and interpersonal trust that have been done by most of the researchers from many different part of the world. Shelton (2000), researched on the employee empowerment and trust in the public sector. Moye, Henkin and Egley (2005), developed a research on the teacher and principle relationship while Moye and Henkin (2006), completed the research on teacher empowerment and trust in the principal.

However, there are not many study and research regarding to the teacher empowerment and trust in the principal that has been done in the local environment and situation. Therefore, this study can be use to evaluate and investigate the association between teacher empowerment and trust in the principal in their leaders from the local context which is specifically held in Kota Kinabalu, Sabah.

This study can help to determine the level of trust in their principal on which the teachers are able to reach according to how much self-empowered they felt existed in their self and at the same time it could be use to find the weaknesses, strengths, opportunity and threats that existed among the school environment.

Moreover, this study can also contribute some idea for the ministry of education on how to enhance the relationship between the teachers and their principal. Therefore, the teacher and principle will be able to evaluate each other's relationship and try to improve and make the relationship better for their school's achievement in the future.

1.6 Key Variables

In conjunction on completing this study, these following terms needed to be clarified to avoid confusions.

1.6.1 Teacher Empowerment (Meaning)

Meaning is the degree to which an individual believes in and cares about work goals or purpose judge in relation to individual own ideal and standard (Thomas & Velthouse, 1990). It is a where an individual feels that they appreciated the job given and it is the value of the work given to them (Gomez & Rosen, 2001).

1.6.2 Teacher Empowerment (Competence)

Competence meant to study an individual's belief in his or her capacity to perform activities with skill (Spreitzer, 1995b). It is an individual's capability on doing the work given (Gomez & Rosen, 2001).

1.6.3 Teacher Empowerment (Self-determination)

Self-determination meant to study an individual's sense of having a choice in initiating and regulating actions (Deci, 1989). It is a choice in initiating and regulating actions (Gomez & Rosen, 2001).

1.6.4 Teacher Empowerment (Impact)

Impact is the study of the degree to which an individual can influence outcomes at work (Ashforth, 1989). It is the ability to effect or influence organizational outcomes (Gomez & Rosen, 2001).

1.6.5 Trust

Trust is the study on the expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group could be relied upon (Rotter, 1967).

1.7 Organization of Study

In conjunctions on completing this research, this thesis is consisting of five chapters.

Chapter 1 Introduction on the research topic will be elaborate by the researcher where some overview will be explained. Problem statement, research objective, scope of study and the significance of the study will be added as an addition.

Chapter 2 Literature Review will provide the empirical evidence on which will explain and support the researcher study on this topic. Moreover, this chapter will give the definition of the term empowerment, trust and will review the past research that has been done by the other researchers before.

Chapter 3 Methodology of the study will be explained by the researcher in details. Techniques and methodology that will be use to organize the study will be explain in depth where the outlines on the survey methodology, sample population, survey instrument, data collection and data analysis method will be provided. The hypothesis will be presented.

Chapter 4 Key Findings and Interpretation will explain the findings of this research and the result of the hypothesis testing will be presented in this chapter.

Chapter 5 Discussion and Conclusion will discuss implication of the results with some recommendation for the future.



UMS
UNIVERSITI MALAYSIA SABAH

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter elaborates the idea and definition of empowerment and trust in the principal. Empirical evidence from the past research of the study will be identified and explained. The core components of empowerment: competence, impact, meaning and self-determination (Thomas & Velthouse, 1990) will be clarified. Basically, this chapter explains and elaborates three different perspectives of this study which are first, the definitions; secondly, the argument of the variables from the previous research and lastly, the previous study of both dependent and independent variables.

2.2 Definition of Key Concept

Further elaboration of the key variables such as empowerment, four cognitions of teacher empowerment and trust will be explained as follows.

2.2.1 Empowerment

There are many definitions and explanations that can be listed out to define what empowerment really are. Some definitions might be the best that can explain the word empowerment and some definitions are just a rough idea on explaining what the meaning of empowerment is.

Some researchers view empowerment as the process of increasing individual perceptions of control (Greenberger & Strasser, 1991; Keller & Dansereau, 1995) as well as a process of strengthening an individual's self-efficacy belief (Conger &

Kanungo, 1988). It is a motivational construct that gives motivation to the individual (Bahron, 2006).

While according to Spreitzer (1995a), some view empowerment as individual factors, such as an individual's self-esteem, whereas others are external to the individual, such as access to information about the organization's mission. Kanter (1977) view empowerment as a giving power to people who are at the disadvantage spot in the organization to extract the capability of the person from powerlessness to be empowered.

Blanchard, carlos and Randolph (1996) defines empowerment as having the freedom to act and responsibility for results where they believe that freedom can be achieved by leadership sharing information with everyone, creating autonomy through delineating boundaries and replacing hierarchies with self-managed team.

2.2.2 The Four Cognitions of Empowerment

Participation alone is an not enough attempt at empowerment and that the success of the organization's efforts are also affected by whether the task is meaningful, the employee feels competent to perform the task, and the organization acts upon employee suggestions or decisions (Thomas and Velthouse, 1990). Conger and Kanungo (1988) viewed empowerment in an organizational context as a set of conditions necessary for intrinsic task motivation. Thomas and Velthouse (1990) defined empowerment as an increase task motivation manifested in four cognitions which is meaning (a matching of the individual's personal ideals to the goals of the tasks), competence (the level of skills the employees applied to do the task), self-determination (choice) and impact on the work outcomes.

Spreitzer (1995a, 1995b, 1996) explained further about the meaning of the four cognitions in the psychological construct definition of empowerment that could

lead to the intrinsic task motivation. Thomas and Velthouse (1990) defined meaning reflects the degree to which an individual believes in and cares about work goals or purpose. Competence has been defined in several different perspectives (Hoffman, 1999). Spreitzer (1995) defined competence as an individual's belief in his or her capacity to perform activities with skill. It is the self efficacy which specifically to the work and it is related to their believes in their knowledge and capability. Competency can be defined in three ways which are observable performance (Bowden & Masters, 1993; Hoffman, 1999), the standard or quality of the outcome of the person's performance (Hoffman, 1999) and the underlying attributes of a person (Hoffman, 1999). Self determination was defined focuses on an individual's sense of having a choice in initiating and regulating actions (Deci, 1989) and self determination will be providing employees with genuine job enrichment and opportunities to have not only their voice heard, but giving them real power for control and influence over work processes (Baruch, 1998). Impact refers to the degree to which an individual can influence outcomes at work (Ashforth, 1989). Baruch (1998) has also defined the impact as letting the people have actual influence over what is going on in the organization, ensuring their decisions make a difference.

2.2.3 Trust

There are many definition of trust. According to Ocasio and Knight (2003), trust is the same way as hope; it represents one of the essential components of a healthy upbringing. According to Webster Dictionary, trust can be defined as assured reliance on character, ability, strength or truth of something or someone.

Trust is basically can best be viewed as expectation. Rotter (1967) who done a study about trust defines trust as an expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group

could be relied upon. Interpersonal trust is at the heart of organizational coordination and control (McAllister, 1995). Cook and Wall (1980) stated that trust is the extent to which one is willing to ascribe good intentions to and have confidence in the word and action of other people. The willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party (Mayer, 1995).

Trust, appears to be an essential intangible resource in organizations, which bonds managers and their subordinates (Tzafrir & Dolan, 2004). Another definition of trust is by Rousseau (1998) which is a psychological state comprising the intention to accept vulnerability (to another) based upon positive expectations of the intention or behavior of another. Whitener (1998) defined trust to reflect an expectation or belief that the other party will act benevolently. Creed and Miles (1996) defined trust as the specific expectation that an other's actions will be beneficial rather than detrimental and generalized ability to take for granted and it is a vast array of features of the social order. Lewicki (1998) defined trust as a confident positive expectation regarding another's conduct in a context of risk.

Hoy and Tschannen-Moran (1998, 1999 and 2000) defined trust as party's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest and open. They compiled the definition to a group of facet of trust.

2.3 Previous Study on Empowerment/Teacher Empowerment

Education in Malaysia may be obtained from government-sponsored schools, private schools, or through home schooling. The education system is highly centralized, particularly for primary and secondary schools, with state and local governments