

RELATIONSHIPS AMONG PRINCIPALS' AUTHENTIC LEADERSHIP STYLE AND TEACHERS' TRUST AND ENGAGEMENT

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Abstract

The purpose of this study was to explore the relationships among principals' authentic leadership style and teachers' trust and engagement at selected Basic Education High Schools in Mandalay. Quantitative research method was used in this study. Three hundred and fifteen teachers from six selected high schools participated in this study. "Authentic Leadership Questionnaire (ALQ)" developed by Walumbwa, Avolio, Gardner, Wernsing & Peterson (2008), "Workplace Trust Survey (WTS)" developed by Ferres and Travaglione (2003, as cited in Bird, Wang, Watson & Murray, 2009) and "Gallup Organization's Q12 Survey" developed by Buckingham and Coffman (1999, as cited in Bird *et al.*, 2009) were used to collect quantitative data on principals' authentic leadership style, teachers' trust and teachers' engagement. For data analysis, descriptive statistics such as means and standard deviations, and Pearson-product moment correlation coefficient were calculated by using SPSS version 22. It was found that principals sometimes practiced authentic leadership style, and teachers had high levels of trust and engagement in selected Basic Education High Schools according to teachers' ratings. Moreover, there was a positive and moderate correlation between principals' authentic leadership style and teachers' trust ($r=.589, p<0.01$). Similarly, there was a positive and moderate correlation between principals' authentic leadership style and teachers' engagement ($r=.524, p<0.01$). Besides, there was a positive and high correlation between teachers' trust and engagement ($r=.762, p<0.01$). It can be said that teachers believed in their principals, colleagues, and schools although the principals sometimes practiced authentic leadership style and then they actively engaged in their school activities. It can be concluded that principals who practice the authentic leadership style can earn the trust of their teachers and motivate teachers to engage in school activities.

Keywords: Authentic Leadership, Trust, Engagement

Introduction

The role of the principal is critical in creating an environment where students can succeed (Martin, 2015). School principals are currently facing increasing pressures and challenges in their daily lives. Reasons for this include the increasing diversity of society as well as the uncertainty and tension that permeate school leadership. However, there is considerable cynicism and disregard for organizational leaders, and entrenched public perception regards their rhetoric as misaligned with workplace realities (Bhindi, Smith, Hansen, & Riley, 2008, as cited in Feng-I, 2016). A call for a new type of genuine and values-based leadership, known as authentic leadership, is emerging. Authentic leaders are concerned with ethics and morality, especially as they relate to deciding what is significant, what is right and what is worthwhile (Duignan, 2006, as cited in Feng-I, 2016). Authentic leadership is a metaphor for professionally effective, morally sound, and deliberately reflective practices in educational administration. This leadership implies a sincere type of leadership and a hopeful, open, visionary and creative response to social situations. The prerequisites for such authentic leadership in school principals are self-knowledge, a capacity for moral reasoning, and sensitivity to others' intentions (Begley, 2001, as cited in Feng-I, 2016). Authentic leadership enhances trust, a critical element in fostering organizational success. Trust in supervisors is positively related to worker engagement (Byrne, & Flood, 2014, as cited in Martin, 2015). This study will explore the relationships among principals' authentic leadership style and teachers' trust and engagement at Basic Education High Schools in Mandalay.

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Significance of the Study

The core of authenticity is “to know, accept, and remain true to oneself” (Avolio, Gardner, Walumbwa, Luthans, & May, 2004). Authenticity reflects a leader’s moral capacity to align “responsibilities the self, to the followers, and to the organization in order to maintain cooperative efforts within and outside of the organization (Novicevic, Harvey, Ronald, & Brown-Radford, 2006). Authentic leadership deals with a principal’s desire to understand oneself and others and act in accordance with his/her core values in order to lead the school to success (Avolio & Mhatre, 2011, as cited in Kulophas, Ruengtrakul, & Wongwanich, 2015). The authentic leadership model is distinct from other forms of leadership. This is a model that will enhance trust, hope, and optimism (Avolio, Gardner, Walumbwa, Luthans, & Douglas, 2004). Trust in the principal has been shown to have a positive relationship with teacher work engagement and student achievement (Tschannen-Moran & Hoy, 2000). Trust is a necessary factor to create employee engagement. Trust is “the outcome of interactions among people’s values, attitudes, moods, and emotions” (Vragel, 2013, as cited in Mason, 2019). Authentic leaders also possess positive values that instill qualities of hope, positive emotions, and trust in their followers (Gardner, Avolio, Luthans, May, & Walumbwa, 2005). These qualities have a positive impact on followers’ work attitudes of commitment, job satisfaction, meaningfulness, and engagement (Avolio *et al.*, 2004). Authentic engagement is based on the psychological conditions of being engaged at work (Kahn, 1990).

Purpose of the Study

The main purpose of the study is to explore the relationships among principals’ authentic leadership style and teachers’ trust and engagement at Basic Education High Schools in Mandalay.

The specific purposes of the study are as follows:

- To examine the perceptions of teachers on their principals’ authentic leadership style,
- To examine the level of teachers’ trust perceived by teachers themselves,
- To examine the level of teachers’ engagement perceived by teachers themselves,
- To investigate the relationship between principals’ authentic leadership style and teachers’ trust,
- To examine the relationship between principals’ authentic leadership style and teachers’ engagement, and
- To find out the relationship between teachers’ trust and engagement.

Research Questions

The following research questions guide the study.

1. To what extent do teachers perceive principals’ authentic leadership style?
2. What are the levels of teachers’ trust perceived by teachers themselves?
3. What are the levels of teachers’ engagement perceived by teachers themselves?
4. Is there any relationship between principals’ authentic leadership style and teachers’ trust?
5. Is there any relationship between principals’ authentic leadership style and teachers’ engagement?
6. Is there any relationship between teachers’ trust and their engagement?

Theoretical Framework of the Study

The theoretical framework utilized the components of authentic leadership. Walumbwa *et al.* (2008) explained that authentic leadership is based on strong ethical principles and positive psychological qualities (confidence, hope, optimism, and resistance). According to Walumbwa *et al.* (2008), an authentic leader is defined as one who exhibits four types of behaviors: self-awareness, relational transparency, balanced processing, and internalized moral perspective. In this study, the above components of authentic leadership were used as the theoretical framework for authentic leadership. Authentic leaders instill high levels of trust in their followers which is linked to followers' work attitudes of commitment, job satisfaction, meaningfulness and engagement (Avolio *et al.*, 2004). According to Hoy and Kupersmith (1985), a faculty trust is a collective form of trust in which the faculty has an expectancy that the word, promise, and actions of another group or individual can be relied on and that the trusted party will act in the best interests of the faculty. They summarized the three components of trust including trust in principal, trust in colleagues and trust in the school organization. Therefore, this study used these components of trust defined by Hoy and Kupersmith (1985, as cited in Forsyth *et al.*, 2011) as the theoretical framework for trust. Authentic engagement is based on the psychological conditions of being engaged at work. Engagement was defined in terms of physical behavior, cognitive behavior, and emotion (Kahn, 1990). The perceptions of meaning, safety, and availability drive the levels of engagement as they vary from day to day and minute to minute. And so, this study used the three psychological conditions model of employee engagement by Kahn (1990) as the theoretical framework for engagement. In this study, the independent variable was principals' authentic leadership style and dependent variables were teachers' trust and engagement.

Review of Related Literature

Authentic Leadership Style

An authentic leadership style is usually understood as being true to oneself (Harter, 2002). The kind of leadership that can restore confidence come from individuals who are true to themselves, and whose transparency "positively transforms or develops associates into leaders themselves" (Luthans & Avolio, 2003). Luthans and Avolio (2003) define authentic leadership in organizations as "a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development". Walumbwa *et al.* (2008) defined authentic leadership as "a pattern of leader behaviors that draws upon, and promotes both positive psychological capacities and a positive ethical climate to foster greater self-awareness, an internalized moral perspective, balanced processing of information and relational transparency on the part of leaders working with followers, to foster positive self-development".

Authentic leadership extends beyond the authenticity of the leader as a person to encompass authentic relations with followers and associates. Authentic leaders can develop commitment, satisfaction and follower involvement for continuously improving the work performance outcomes through the two main aspects (a) personal identification with the follower and (b) social identification with the organization (Kark & Shamir, 2002, as cited in Avolio *et al.*, 2004). Authentic leaders based on their passion, purpose, ethical and solid values, heart, relationships, and mind look forward to making differences, serving and empowering others (George, 2003). Moreover, authentic leaders are people "who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character" (Avolio, Luthans, & Walumbwa, 2004, as cited in Avolio & Gardner, 2005).

Authentic Leadership Theory

The ancient Greek philosopher Socrates attributed to the maxim “know you”. Today, more than 2,400 years after Socrates emphasized the importance of self-awareness and authenticity are critical aspects of leadership (Covelli & Mason, 2017). More than 2,400 years later, Chester Barnard made the first reference to authenticity in management and organizational literature (Kliuchnikov, 2011). The authentic capacity of a leader should be used as a measure of executive quality (Barnard, 1983, as cited in Kliuchnikov, 2011).

Authentic leadership is a form of leadership that originated from positive psychology theory (Avolio & Gardner, 2005). Moreover, the authentic leadership model provides a framework for creating a fair and caring climate in the workplace and helping leaders provide a supportive and ethical leadership style with positive results. The leadership traits that create this trusting and caring environment include self-awareness and self-regulation. This authentic leadership framework provides a developmental process for followers within the organization (Gardner *et al.*, 2005), and is a strategy for leaders to assist followers in finding meaning and purpose in their lives and workplace (Avolio & Gardner, 2005).

According to George (2003), the five dimensions of authentic leadership include passion, values, relationships, self-discipline, and heart. Authentic leaders embody the following characteristics: (1) understanding their purpose, (2) practicing solid values, (3) establishing connected relationships, (4) demonstrating self-discipline and (5) leading with the heart. Authentic leaders lead with their hearts and learn from their own and other people's experiences but strive to be authentic with their values and convictions. Therefore, authentic leaders do not have any fixed skills, styles or traits.

Besides, Avolio and Gardner (2005) claimed that authentic leadership is changeable and emerges from a developmental perspective. It can be developed and fostered by learning from a leader. Walumbwa *et al.* (2008) created a model of authentic leadership, which is widely used (Northouse, 2013). It included four different but related components: Self-awareness, Relational Transparency, Balanced Processing, and Internalized Moral Perspective.

- **Self-awareness**

The notion of self-awareness has evolved from the writings of Harter (2002) who started analyzing one's behaviors that can help to determine one's true self. He describes an authentic person as one who knows their core values and beliefs, and whose behaviors are linear with these beliefs

Similarly, self-awareness is the core component of authentic leadership and in modeling authentic behaviors. Self-awareness is developed through the process of introspection and helps an authentic leader to understand and make meaning of the world. Self-awareness includes the degree of knowledge of one's inherent contradictory aspects and the roles, which affect thoughts, feelings, and actions (Gardner *et al.*, 2005).

Besides, Northouse (2013) has described that the self-awareness component of authentic leadership as “a process in which individuals understand themselves, including their strengths and weaknesses, and the impact they have on others”. This description implies that as a process, self-awareness is not an end in itself; it is a lifelong process, especially as it is about an individual leader coming to terms with who he or she really is at that individual's deepest level (Ladkin & Taylor, 2010).

- **Relational Transparency**

Relational transparency refers to presenting one's authentic self (as opposed to a fake or distorted self) to others. Such behaviors promote trust through disclosures that involve openly sharing information and expressions of one's true thoughts and feelings while trying to minimize displays of inappropriate emotions (Kernis, 2003).

Leaders who display relational transparency do so to become relationally intimate with their followers. However, the authentic leader will display appropriate emotions and high levels of trustworthiness, openness, and willingness to share thoughts and feelings. Relational transparency is a crucial component in communicating values, identity, emotions, goals, and motives to followers. It is disclosing one's legitimate self in order to build trust along with closeness, promoting teamwork and co-operation (Gardner *et al.*, 2005).

- **Balanced Processing**

Balanced processing refers to leaders who show that they objectively analyze all relevant data before coming to a decision. Such leaders also solicit views that challenge their deeply held positions. Balanced processing is not only important in making decisions that affect an organization, but also vital in getting a true evaluation of one's strengths and weaknesses. They exert that a leader with a fragile or low self-esteem may not be able to confront their personal shortcomings and may not expose themselves to their authentic self because of motivational bias (Gardner *et al.*, 2005).

The term balanced processing was originally called unbiased processing, but it was changed because it was theorized that people are inherently biased and process information incorrectly (Gardner *et al.*, 2005). This refers to the ability of an individual to analyze information objectively as well as exploring others' opinions before he or she makes decisions. According to Northouse (2013), "Balanced processing includes soliciting viewpoints from those who disagree with you and fully considering their positions before taking your own actions".

- **Internalized Moral Perspective**

An internalized moral perspective was originally called the behavior/action component and was changed to reflect core ethical values. A leader with an internalized moral perspective displays behaviors that are guided by internal moral standards and values rather than by external pressures (Gardner *et al.*, 2005).

Besides, Gardner *et al.* (2005) defined that self-regulation is the exertion of self-control through (a) the setting of internal standards, which can be existing standards or newly formulated ones, (b) the evaluation of discrepancies between these standards and actual or potential outcomes, and (c) the identification of intended actions for resolving the discrepancies. An internalized moral perspective is the process of self-regularity conducted by the person utilize his or her internal moral standards and values to direct their behaviors instead of allowing external pressure to handle or control them (Chan, Hannah & Gardner, 2005).

Trust

Trust is defined as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other party will perform a particular action important to the trustor, irrespective of the ability to monitor or control that party" (Mayer, Davis, & Schoorman, 1995). Hasel and Grover (2017) defined trust as a "willingness to be vulnerable to another party with the understanding that the other party will look out for one's interests". Higher levels of trust are related to leader effectiveness and higher levels of organizational citizenship behavior, morale, and performance. Trust in followers is important for creating a trusting climate and a culture that encourages worker productivity. Trust is a critical construct for leaders who want to create and

maintain a healthy workforce (Chughtai, Byrne & Flood, 2014). Tschannen-Moran and Hoy (2000) defined trust as “one’s party willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open”. Trust is critical for all levels of an organization and trust fosters productivity for everyone in an organization (Tschannen-Moran & Hoy, 2000). Trust can be viewed concerning any number of reference groups such as the principal or the school organization. The faculty can trust a variety of referent groups, including the principal, colleagues, and the school organization itself (Hoy & Kупersmith, 1985).

Components of Trust

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- ***Trust in Principal***

The faculty trust in the principal is defined as the confidence of the faculty members “that the principal will keep his/her word and will act in the best interests of their colleagues”. The degree of trust teachers feel for the principal is influenced by supportive leadership on the part of the principal (Tschannen-Moran & Hoy, 1998).

The principal can promote trust by actively encouraging her or his teachers to voice their frustrations honestly and to criticize the principal’s own decisions (Tschannen-Moran & Hoy, 2000). Trust in the principal is predicted to have direct and indirect benefits for both individual and organizational performance in schools. Teacher effort and performance are maximized through trust in the principal and assists in focusing collective energy on what is important (Forsyth et al., 2011).

- ***Trust in Colleagues***

Faculty trust in colleagues is defined constitutively as “the faculty believes that teachers can depend on one another in difficult situations; teachers can rely on the integrity of their colleagues” (Tschannen-Moran & Hoy, 1998). Teachers who do not possess the necessary skills required for success will not be trusted by their colleagues. Among teachers, a sense of benevolence or caring has been shown to lay a foundation of trust (Tschannen-Moran & Hoy, 2000). The ability to create more genuine forms of collaboration between the principal and teachers, between teacher colleagues, and between parents and the school may be an additional benefit for schools (Tschannen-Moran, 2001). According to Tschannen-Moran (2004), “trust is important because it serves as both a glue and a lubricant in the organizational life: as glue, trust binds organizational participants to one another, and as a lubricant, trust greases the machinery of an organization”.

- ***Trust in School***

In definitions of trust in the school context, trust involves the willingness to be vulnerable and to take risks. Trust emerges as the lubricant for strengthening relationships among teachers, students, administrators, and parents. In schools, there is a high level of interdependence between different parties – teachers, principals, students, parents – who must rely on and cooperate with one another to achieve tasks (Forsyth et al., 2011).

Trust is a central theme in the literature on school improvement and effectiveness. Trust is regarded as a key element for school improvement efforts. In schools with high-trust environments, there was a shared commitment to advance the interests of children, teachers engaged in risk-taking and innovative practices in their classroom, and they demonstrated a willingness and commitment to go beyond their regular role requirements to improve student learning (Bryk & Schneider, 2002). In addition to school improvement efforts, trust is vital for the reforms taking place in schools, such

as changes in instructional practice and school government structures (Tschannen-Moran & Hoy, 2000).

In conclusion, each of these three varieties of trust suggests an expectancy that the trusted party is reliable and can be counted on to act in the best interests of the faculty. Each is also a collective property; the party doing the trusting is the faculty as a whole; hence, trust is a collective variable.

Engagement

Harter, Schmidt and Hayes (2002) defined engagement as “the involvement and satisfaction of the individuals in an organization as well as their enthusiasm for their job”. Engagement is referred to as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption (Maslach, Schaufeli, & Leiter, 2001). Shuck and Wollard (2010) defined as “the process of positively motivating employees cognitively, emotionally, and behaviorally toward fulfilling organizational outcomes”. Lockwood (2007) defines employee engagement as “the extent to which employees commit to something or someone in their organization, how hard they work, and how long they stay as a result of that commitment”.

In an education setting, engaged teachers can be defined as teachers “who feel energetic and dedicated, and who are absorbed by their work” (Bakker, Schaufeli, Leiter, & Taris, 2008). This means that “engaged teachers or engaged employees work hard (vigour), are involved (dedicated), and feel happily engrossed (absorbed) in their work”. They also (1) often experience positive emotions, including happiness, joy, and enthusiasm; (2) experience better psychological and physical health; (3) create their own job and personal resources (e.g., support from others); and (4) transfer their engagement to others” (Bakker *et al.*, 2008).

Teacher engagement is related to job resources in the school, such as supervision, support and social atmosphere. Students’ appreciation of teachers’ efforts is also considered one of the job resources that support teachers’ emotional engagement. Emotionally engaged teachers experience positive emotions, such as arousal, activation, happiness, energy and enthusiasm (Bakker & Bal, 2010). Besides, Klassen, Yerdelen and Durksen (2013) asserted that teachers should be cognitively, emotionally and socially engaged in their work. Social engagement includes having good relationships with colleagues and students. This is very important to motivate students. Teacher engagement influences teacher-student interaction and the relationship between teachers and students may influence teacher engagement too.

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Besides, Klassen *et al.* (2013) assert that teachers should be cognitively, emotionally and socially engaged in their work. Social engagement includes having good relationships with colleagues and students. This is very important to motivate students. Teacher engagement influences teacher-student interaction and the relationship between teachers and students may influence teacher engagement too. These types of engagement may change over time: “a teacher may exhibit high levels of social engagement at the beginning of a career but lower levels of cognitive engagement” (Klassen *et al.*, 2013). Therefore, there should be training workshops to help teachers engage in their work.

Kahn's Model of Employee Engagement

Kahn (1990) defined employee engagement as “the harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances”. Disengagement is defined as “the uncoupling of selves from work roles; in disengagement, people withdraw and defend themselves physically, cognitively, or emotionally during role performances”.

Kahn (1990) defined engagement in terms of physical behavior, cognitive behavior, and emotion. Engagement behavior is formed by perceptions of themselves and their role in the workplace and varies based on these perceptions. The perceptions of meaning, safety, and availability drive the levels of engagement as they vary from day to day and minute to minute.

- **Psychological Meaningfulness**

Psychological meaningfulness refers to the individual’s self-investment in-role performance, which enhances a positive sense of self-return. Psychological meaningfulness can be seen as a feeling that one is receiving a return on investments of one’s self in a currency of physical, cognitive, or emotional energy (Kahn, 1990).

- **Psychological Safety**

Psychological safety refers to the way one can employ oneself without the “fear of negative consequences to self-image, status, or career”. Safety was defined as the ability to show one’s self “without fear or negative consequences to self-image, status, or career”. When conditions were unclear, inconsistent, unpredictable, or threatening, personal engagement was deemed too risky or unsafe (Kahn, 1990).

- **Psychological Availability**

Psychological availability refers to the “sense of having the physical, emotional, or psychological resources to personally engage at a particular moment”. This can refer to physical energy, levels of emotional energy, or being “up for it” (Kahn, 1990).

Methodology

This study focused on the exploration of the relationships among principals’ authentic leadership style and teachers’ trust and engagement at selected Basic Education High Schools in Mandalay. Quantitative research method was used in this study. Data were collected by using questionnaires. The first portion of the survey instrument collected demographic data. The second portion of the survey instrument used the “*Authentic Leadership Questionnaire (ALQ)*” developed by Walumbwa *et al.* (2008) to collect data on principals’ authentic leadership style. The third portion of the survey instrument used “*Workplace Trust Survey (WTS)*” developed by Ferres and Travaglione (2003, as cited in Bird *et al.*, 2009) to collect data on teachers’ trust. The fourth part of the instrument collected data on teachers’ engagement by using the “*Gallup Organization’s Q12 Survey*” developed by Buckingham and Coffman (1999, as cited in Bird *et al.*, 2009). The participants of the quantitative study were 315 teachers at different levels from 6 selected high schools in Mandalay. After collecting data, in order to analyze quantitative data, descriptive statistics such as means and standard deviations, and Pearson-product moment correlation coefficient were computed by using SPSS software.

Research Findings

Quantitative Research Findings

Table 1. Means and Standard Deviations for Dimensions of Principals' Authentic Leadership Style Perceived by Teachers at Selected Basic Education High Schools

Schools		SA	RT	BP	IMP	PALS
All Schools (N=315)	Mean	3.41	3.09	3.26	3.77	3.38
	SD	0.867	0.847	0.939	0.832	0.732

Note: 1.00 – 1.49=Never, 1.50 – 2.49=Rarely, 2.50 – 3.49=Sometimes,
 3.50 – 4.49=Often, 4.50 – 5.00=Almost Always,
 SA=Self-awareness, RT=Relational Transparency,
 BP=Balanced Processing, IMP=Internalized Moral Perspective,
 PALS=Principals' Authentic Leadership Style

Table 1 shows that the dimensions of “Internalized Moral Perspective” had the highest mean value (3.77), followed, in descending order, by “Self-awareness” (3.41), “Balanced Processing” (3.26), and “Relational Transparency” (3.09) according to teachers' ratings. Based on the perceptions of teachers, the dimension of “Internalized Moral Perspective” was the highest and “Relational Transparency” was the lowest among the dimensions of principals' authentic leadership style. In conclusion, principals from selected high schools sometimes practice authentic leadership style based on teachers' perceptions.

Table 2. Means and Standard Deviations for Dimensions of Teachers' Trust Perceived by Teachers themselves at Selected Basic Education High Schools

Schools		Trust in Principal	Trust in Colleagues	Trust in School	Teachers' Trust
All Schools (N = 315)	Mean	3.84	3.89	3.81	3.84
	SD	0.601	0.442	0.488	0.468

Note: 1.00-2.33 = low level, 2.34-3.67 = moderate level, 3.68-5.00 = high level,

Table 2 shows that the dimension of “Trust in Colleagues” (3.89) had the highest mean value, followed, in descending order, by “Trust in Principal” (3.84) and “Trust in School” (3.81) according to teachers' ratings. Based on the perceptions of teachers, the dimension of “Trust in Colleagues” was the highest and “Trust in School” was the lowest among the dimensions of teachers' trust. In conclusion, teachers from selected high schools had high levels of trust based on their perceptions.

Table 3. Means and Standard Deviations for Dimensions of Teachers' Engagement Perceived by Teachers themselves at Selected Basic Education High Schools

Schools		Psychological Meaningfulness	Psychological Safety	Psychological Availability	Teachers' Engagement
All Schools (N = 315)	Mean	3.78	3.82	3.70	3.77
	SD	0.465	0.578	0.527	0.467

Note: 1.00-2.33 = low level, 2.34-3.67 = moderate level, 3.68-5.00 = high level,

Table 3 shows that the dimensions of “Psychological Safety” (3.82) had the highest mean value, followed, in descending order, by “Psychological Meaningfulness” (3.78) and “Psychological Availability” (3.70) according to teachers’ ratings. Based on the perceptions of teachers, the dimension of “Psychological Safety” was the highest and “Psychological Availability” was the lowest among the dimensions of teachers’ engagement. In conclusion, teachers from selected high schools had high levels of engagement based on their perceptions.

Table 4. Relationship between Principals’ Authentic Leadership Style and Teachers’ Trust at Selected Basic Education High Schools

Variables	Principals’ Authentic Leadership Style	Teachers’ Trust
Principals’ Authentic Leadership Style	1	.589**
Teachers’ Trust	.589**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed).

In Table 4, the overall principals’ authentic leadership style and overall teachers’ trust displayed coefficient at $r=.589$, $p<0.01$, that there was a positive and moderate correlation between principals’ authentic leadership style and teachers’ trust at selected Basic Education High Schools.

Table 5. Relationship between Principals’ Authentic Leadership Style and Teachers’ Engagement at Selected Basic Education High Schools

Variables	Principals’ Authentic Leadership Style	Teachers’ Engagement
Principals’ Authentic Leadership Style	1	.524**
Teachers’ Engagement	.524**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed).

According to Table 5, the overall principals’ authentic leadership style and overall teachers’ engagement displayed coefficient at $r=.524$, $p<0.01$, that there was a positive and moderate correlation between principals’ authentic leadership style and teachers’ engagement at selected Basic Education High Schools.

Table 6 Relationship between Teachers’ Trust and Engagement at Selected Basic Education High Schools

Variables	Teachers’ Trust	Teachers’ Engagement
Teachers’ Trust	1	.524**
Teachers’ Engagement	.524**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed).

According to Table 6, the overall teachers’ trust and overall teachers’ engagement displayed coefficient at $r=.762$, $p<0.01$, that there was a positive and high correlation between teachers’ trust and teachers’ engagement at selected Basic Education High Schools.

Open-ended Responses

Teachers from all selected high schools were asked to respond to three open-ended questions at the end of questionnaires for teachers. Firstly, teachers were asked to describe their opinions about “Does your principal give authentic leadership to teachers in performing school activities? If your answer is “yes”, please describe your principal’s behaviors. Among teacher participants, 246 teachers (78.09%) responded to this question and 69 teachers (21.91%) did not respond to this question. Out of 246 teachers,

- 65 (26.42%) teachers responded that the leadership of the principal is authentic. But no more reasons are present.
- 63 (25.61%) teachers expressed that their principals openly share their feelings with the teachers and deal with them in a family-friendly way.
- 55 (22.36%) teachers responded that their principals act as an exemplary role in their school activities and they do as much as they help to solve school problems.
- 39 (15.85%) teachers expressed that their principals do not have a bias to the teachers and treat the teachers fairly and equally in performing the school activities.
- Ten (4.06%) teachers responded that their principals decide upon meeting with the teachers before making any decisions regarding school activities.
- Seven teachers (2.85%) responded that they can’t decide whether their principal’s leadership is authentic or not.
- Seven teachers (2.85%) responded that their principal’s leadership is inauthentic because their principals have bias according to the teachers’ positions.

The second question is to express “Do you believe in your principal and colleagues? Why?” Regarding this question, 68 (21.59%) teachers did not respond to this question and 247 (78.41%) teachers responded to this question. Out of 247 teachers,

- 65 (26.32%) teachers expressed that they believe in their principals and colleagues. But no more reasons are present.
- 62 (25.1%) teachers reported that they believe in their principals and colleagues because they are treated like family members by them and they perform openly and collaboratively with one another to achieve school goals.
- 59 (23.89%) teachers expressed that they believe in their principals and colleagues because they are supported by them if problems arise.
- 27 (10.93%) teachers expressed that they believe in their principals and colleagues because they are appreciated for their good performance by them.
- 16 (6.48%) teachers responded that they believe in their principals and colleagues because they are committed to doing the quality of work.
- Twelve (4.86%) teachers responded that they can’t decide.
- Five (2.02%) teachers responded that they don’t believe their principals and colleagues because they are not supported by them when they have problems and only one (0.4%) teacher responded that I believe in my colleagues and I don’t believe in my principal because my principal does not keep his/her words.

The last question is that “Do you engage in your school activities? Which types of factors enforce you to engage in school activities?” Regarding this question, 61 (19.37%) teachers did not respond to this question and 254 (80.63%) teachers responded to this question. Out of 254 teachers,

- 65 (25.59%) teachers responded that they engage in their school activities as their conscientious mind enforces them to achieve school goals and to improve their pupils.
- 52 (20.47%) teachers answered that they engage in school campus cleaning and agriculture activities as well as other school activities to flourish their schools.
- 51 (20.08%) teachers responded that they engage in their school activities. But no more reasons are present.
- 46 (18.11%) teachers expressed that they engage in their school activities as they want to be a dutiful person in performing school activities.
- 27 (10.63%) teachers reported that they engage in their school activities as they want to perform collaboratively and actively with their colleagues.
- 13 (5.11%) teachers responded that they engage in their school activities as they have materials and equipment which need to do work actually.

Conclusion and Discussion

Research question (1) explored the principals' authentic leadership style perceived by teachers. According to the findings of this study, principals from selected high schools sometimes practiced authentic leadership style according to the ratings of teachers. Research question (2) explored the levels of teachers' trust perceived by teachers themselves at selected Basic Education High Schools in Mandalay. According to the perceptions of teachers, it was found that teachers from selected high schools had a high level of trust. Research question (3) explored the levels of teachers' engagement perceived by teachers themselves at selected Basic Education High Schools in Mandalay. According to the perceptions of teachers, it was found that teachers from selected high schools had a high level of engagement. Research question (4) analyzed the relationship between principals' authentic leadership style and teachers' trust at selected Basic Education High Schools in Mandalay. Based on the research findings, principals' authentic leadership style was positively and moderately correlated with teachers' trust ($r=.589$, $p<0.01$). These findings can be concluded that principals who practice authentic leadership style received the trust of teachers. So, the more the principals practice an authentic leadership style, the more they may receive the trust of the teachers. Research question (5) investigated the relationship between principals' authentic leadership style and teachers' engagement at selected Basic Education High Schools in Mandalay. Based on the research findings, principals' authentic leadership style and teachers' engagement were positively and moderately correlated ($r=.524$, $p<0.01$). These findings can be concluded that principals who practice authentic leadership style motivated teachers to engage in school activities. Therefore, the more the principals practice an authentic leadership style, the more they may motivate teachers to engage in school activities. Research question (6) found out the relationship between teachers' trust and engagement at selected Basic Education High Schools in Mandalay. Based on the research findings, teachers' trust and engagement were positively and highly correlated ($r=.762$, $p<0.01$). These findings can be concluded that the teachers who highly believed in their principals, colleagues, and schools actively involved in school activities. Therefore, the more the teachers believe in their principals, colleagues, and schools, the more they may actively engage in their school activities.

The quantitative findings showed that principals' authentic leadership style was significantly related to teachers' trust and engagement. These findings indicated that an authentic leadership style was an important leadership style to earn the trust of the teachers in performing school activities. Moreover, when the teachers had trust in their school organizations, they strongly involved in their school activities. Therefore, the more the principals exercise authentic leadership,

the more they will gain the trust of teachers. And then, the more the teachers believe in their principals, the more they will actively engage in their school activities.

But the principals could not always review their strengths and weaknesses as they are too busy in performing school activities. When they treat with teachers, they could not always open about their personal feelings as they are leaders. Besides, they could not ask the teachers for advice when they are doing what they are assigned to do by the superintendent and then, although they do what is right, others may disagree with them. So, the principals could not always practice authentic leadership because of these reasons. Although principals sometimes practiced authentic leadership, the teachers had high levels of trust and engagement. This is because the conscientious mind of teachers enforces them to improve their schools and their children and to carry out their duties to be dutiful persons. So, teachers had trust in their schools to improve their students and their schools, and then they actively engaged in school activities.

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