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**RELATIONSHIP BETWEEN SOCIAL CAPITAL AND TEACHERS'
TRUST TOWARDS EDUCATIONAL MANAGERS IN SCHOOLS
AT THE DISTRICT OF KUALA LANGAT, SELANGOR**

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ABSTRACT

The study aimed to determine the relationship between social capital and teachers' trust towards educational managers in schools at the district of Kuala Langat, Selangor. Cluster sampling was used to select 255 primary and secondary school teachers. The questionnaire comprised of dimensions of educational managers' social capital such as ability, opportunity and motivation as well as teachers' trust in organization. Data was analyzed using descriptive statistics such as mean, percentage and inferential statistics which included correlation and regression analysis. The findings showed that the level of educational managers' social capital and teachers' trust in school organizations are at a high level. The dimensions of educational managers' social capital are significantly associated with teachers' trust in school organization where the ability dimension has the strongest association. The finding also showed that the dimensions of educational managers' social capital have significant influence towards teachers' trust in school organizations except the opportunity dimension. Implication of the study is the district education officer should establish beneficial resources for professional development, collaboration, commitment and information sharing through relationship network, and development of a trustworthy environment.





HUBUNGAN ANTARA MODAL SOSIAL DAN KEPERCAYAAN GURU TERHADAP PENGURUS PENDIDIK DI SEKOLAH DAERAH KUALA LANGAT, SELANGOR

ABSTRAK

Tujuan kajian adalah untuk menentukan hubungan di antara modal sosial dan kepercayaan guru terhadap pengurus pendidik di sekolah daerah Kuala Langat, Selangor. Persampelan kluster digunakan untuk memilih 255 orang guru sekolah rendah dan menengah. Soal selidik merangkumi dimensi-dimensi modal sosial pengurus pendidik iaitu keupayaan, peluang dan motivasi serta kepercayaan guru terhadap organisasi. Data dianalisis dengan menggunakan statistik deskriptif iaitu min, peratus dan statistik inferensi termasuk analisis korelasi dan regresi. Dapatan kajian menunjukkan bahawa tahap modal sosial pengurus pendidik dan kepercayaan guru terhadap organisasi sekolah adalah pada tahap yang tinggi. Dimensi-dimensi modal sosial pengurus pendidik adalah signifikan berhubungan dengan kepercayaan guru terhadap organisasi sekolah di mana dimensi keupayaan mempunyai hubungan yang terkuat. Dapatan kajian juga menunjukkan bahawa dimensi modal sosial pengurus pendidik mempunyai pengaruh signifikan terhadap kepercayaan guru terhadap organisasi sekolah kecuali dimensi peluang. Implikasi kajian ialah pegawai pendidikan daerah harus mewujudkan sumber bermanfaat untuk pembangunan profesional, kerjasama, komitmen dan perkongsian maklumat melalui rangkaian hubungan, serta pembangunan persekitaran kepercayaan.





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LIST OF ABBREVIATIONS

NKRA	-	National Key Result Areas
MOE	-	Ministry of Education Malaysia
O, M + A	-	Opportunity, Motivation and Ability
EPRD	-	Educational Planning and Research Division
ICT	-	Information and Communication Technology
NPQEL	-	National Professional Qualification for Educational Leaders
IAB	-	Institut Aminuddin Baki





CHAPTER 1

INTRODUCTION



1.1 Introduction



This chapter discuss on important part of the study such as background of study, problem statement, research objective, research question, hypotheses, research and theoretical framework, limitation of the study. In last part of this chapter operational definition are define the whole study. In general, this study views relationship of educational managers' social capital with three dimensions such as opportunity, motivation and ability towards trust in the schools organization among teachers.

Within social ties that owned by educational managers this study is to define association and influence of every dimensions in social capital as independent variable to dependent variable that are trust in schools organization. Where, all



variables have potential to influence the school marketing in order to maintaining the performance and schools' reputation.

1.2 Background of Study

The concept of social capital has been developed along with financial (Burt, 1992; Cheng, 2001), human (Becker, 1962; Coleman, 1998), intellectual (Nahapiet & Ghoshal, 1998; Qureshi & Evans, 2013) and other types of capital in today's worldwide communities as an important capital (Kwon & Adler, 2014). Social capital is social ties that owned by individual or groups with others that bring along financial and human capital for individual or organizations funding and expertise through the active network (Burt, 1992; Cheng, 2001).

The Ministry of Education has organized various courses and activities to develop educational managers leadership skills at school organization. This situation related to National Key Result Areas (NKRA) that launched in 2010 by Ministry of Education (MOE) for improving the quality of the schooling system in Malaysia (Ministry of Education Malaysia, 2013). Since then, the curriculum and expectations are also changing for student learning that requires human and social resources of the schools including communication and professional development for schools leaders and teachers (Lokman, Mohammed Borhandden, Shafeeq Hussain, Sanitah & Mohd Hanafi, 2015).

School organization has become too complex where educational managers need to change the routine, and have knowledge intensity within diverse knowledge and skills to adapt to the changing situations. As school leaders they interface as critical relationships between schools and communities (Riley, 2013). Educational managers has a big role to influence and change the attitudes and behavior of people in schools to implement school programs with a positive attitude and dedication, in order to achieve the vision, goals and aspirations of the school (Fawziah, 2015). Nevertheless, they are also bonded with a school management operation such as work to develop, guide instruction, set up school budget plan, and also lead the charge for student achievement.

The patterns and density of the relationships among the teachers involve existence of power and hierarchy within organizations (Adler & Kwon, 2002). School performance usually associated with educational managers steady leadership style and support with existence of trust in school organization among the teachers as subordinate who will apply the national policy in classroom (Lokman et al., 2015). Thus, teachers have a fair, effective and efficient way in their working environment in school management operation that supports their practice (Bryk & Schneider, 2003).

Effective educational manager need strong social connections in network ties to promote their school as marketing strategies, to collect funding for their school program development and professional development for teachers, moreover to enrichment and remediation programs for students (Taliaferro & Flood, 2014). This explain that social capital of is a about advantage and society as a market where people can exchange all varieties of goods and ideas to meet their interest (Burt,

2001). Together, social capital will provide important income and economic status in the public education system to expose the inequality of resources (Zeisler, 2012). Social capital network that creates trust in organizations assist to establish relationships and attract knowledge and other sources when is needed (Abdollahzadeh & Gilaninia, 2015).

1.3 Problem Statement

In Malaysia today, social capital and trust study is still few on education field towards educational managers' social capital and trust in school organization to be a reference for present and future study. Recent study by Lokman et al. (2015) has investigating educational managers' significant role in trusting relationships among teachers level of trust within collaborative network. This situation are based on "New Deal" Initiatives (*bai'ah*) that introduced by Ministry of Education (MOE) Malaysia for educational managers and teachers as an incentive for maintaining high performing schools to achieve educational goals.

Each person in relationship must achieve agreement in order to understandings that others have personal obligations and expectations of other people for school community to work together. They should functions as a connector that need to leverage their social capital in order to create opportunities and social networks that can close the gap between students and other stakeholders (Taliaferro & Flood, 2014). However, Fawziah (2015) state that some of educational managers still pursuing an

old school leadership, they still practice the old approach and less active, autocratic, ineffective and not in accordance with the change.

Social trust among teachers and school leaders is needed to improve more in routine work of schools and is a key resource for reform (Bryk & Schneider, 2003). Lack of trust in relationships only brings the greatest obstacles to educational managers in schools organization which makes a sincere commitment among teachers almost impossible (Brewster & Railsback, 2003). Individuals and organizational social capital are the sum total of the number and strength of personal network and connections that exist among people (Nemanick, 2007). People only can manage to live in a risky and uncertain situation within trust relationship to support coordination and cooperation between them (Paliszkievicz & Koohang, 2013).

According to Noorasiah and Mohd Nasir (2007) past research is still few to prove how social capital relates to the organization success in term of marketing in Malaysia. Therefore, researches in others country about social capital has focused on improved teacher quality and teacher efficacy (Minckler, 2011). Although, study by Nappi (2014), discusses about teacher leader who collaborate with others by distributed or shared leadership in order to share his or her expertise, thereby utilizing individual capital to develop and strengthen social capital to improving school achievement. Trust function as good straps in relations to reduce a sense of doubt and uncertainty regarding the motives, intentions, and prospective actions of others on whom they depend (Kramer, 1999).

This study is to fill research gap on social capital concept based in education field that can help future research for enhancing understanding in building trust among teachers towards their educational managers in school organization. This research is to identify the relationship of educational managers' social capital with dimension dimensions of opportunity, motivation and ability towards trust in school organization. If social capital among educational managers has the potential to support on improving school through teacher quality and student performance by recognizing that relationships have value that can be thought as a form of capital this study are strongly needed to prove the assumption.

1.4 Research Objectives

Based on the research problem, the objectives of this study are:

- i. determine the level of educational managers' social capital and trust in school organization;
- ii. identify the association between the dimensions (O, M + A) of educational managers' social capital and trust in school organization;
- iii. determine the influence of educational managers' social capital dimensions (O, M + A) on trust in school organization.



1.5 Research Questions

To achieve the objectives of this study, several research questions were developed;

- i. What is the level of educational managers' social capital and trust in school organization?
- ii. What is the association between the dimensions of educational managers' social capital and trust in school organization?
- iii. To what extend dimensions of educational managers' social capital influence trust in school organization?



1.6 Hypotheses

The hypotheses developed are based the on this study to be tested using inferential statistics. The alternative hypotheses are to be tested at the level of significance $\alpha=0.05$.

Ha1: There is significant association between dimensions (O, M + A) of educational managers' social capital and trust in school organization

Ha2: There are significant influence of educational managers' social capital dimensions (O, M + A) on trust in school organization





1.7 Significance of Study

People depend on others in various ways to accomplish their personal and organizational goals, where interdependence is involved when working together (Mayer, Davis & Schoorman, 1995). Educational managers' social capital concept relationship of trust in school organization study is to develop a comfortable workplace where less monitoring and control on educational managers and teachers practice. Based on organization trust contributes voluntarily among employee and employer assuming responsibility for its initiation, development, and maintenance through high levels of affection and respect (Starnes, Truhon, & McCarthy, 2010).



Social capital is needed as a part of good benefits as purposeful long-term social network, brought on by communication and relationships that emerge as a result of and form by group membership based on individual relationships (Bourdieu, 1986). Furthermore, this study is to assist the educational managers in creating a school organization that uses the relationship approach of social capital in the form of trust. The relationship and interaction between individuals and groups function as a potential source in increasing organizational performance of schools can be improved with social capital (Fukuyama, 2001).

This study is expected the influence of the educational managers' social capital of trust is strong in order to be used as a guide by the school administration. Also, in order to determine the level of educational managers' social capital and trust among the teachers for the skill development of educational managers' social capital.

These dimensions such as opportunity and motivation used to develop and maintain



the relationships that serve as conduits to share and access resources; and ability as something of value to contribute to the resource network.

Lastly, the this study also expected to be utilized by the District Education Office in an effort to enhance and improve the quality of educational managers by providing direction through useful feedback. Thus, this useful in planning, designing, implementing and evaluating future change management training programs for educational managers. This will gain a better understanding, preparing for, and enhance educational managers capacity for change to better lead change in schools. Additional this research contributes to education research in the study of social capital and trust in school context which is lacking in the current literature.

1.8 Limitation of Study

This study was conducted in public school that involving school teachers and limited from 30 schools that randomly selected at district of Kuala Langat, Selangor. The respondents do not represent the entire state of Selangor and just focus on the areas involved. That means finding of this study is only valid for the specific area and at a certain time only and focus on the sample.

Furthermore, this study conducted to limited 300 respondents only. The sample is from among schools teachers that can provide accurate information on school management, especially the responsibility of school educational managers.

However, this study not involves support staff and student. The selected instrument

for the study through questionnaires is based on perceptions and observations of the teachers involved only. Studies are dependent on the level of sincerity of the respondents when answering the questionnaire provided.

1.9 Operational Definition

Definition of terms describing the relevant words and certain terms used to refer to previous studies.

1.9.1 Educational Managers

The educational managers is a person responsible for managing the school organization that involving planning and managing educational approach and strategies. They are headteachers for primary school and principles for secondary school that involved in this study.

1.9.2 Social Capital

Social capital is defined as a sum of asset, capital or resources generate from social relationship network that provide strong membership and interactions to support the value (capital) of social interactions and the social norms (Brown, 2005). In this study social capital is refer to resources that own by educational managers to develop strong social relations for school achievement. Social capital has been developed by social



network ties (social relation) involving opportunity, motivation and ability (Adler & Kwon, 2002);

- **Opportunity**

Opportunity relates to the structure of a network that connects its nodes and how in which such connections help the development of synergies, information channels, and support (Connors, 2006), through educational managers' social ties to collaboration in network for school organization beneficial. Social relationships can create opportunities to develop social capital from the interaction within school affair such as meeting for the distribution of work assignments, discussions related to school activities and student achievement.



- **Motivation**

Motivation will motivate subordinate in developing and maintaining relationship with the norm of reciprocity where both sides are motivated to strive for mutual benefit (Minckler, 2011). Motivation on educational managers' social capital will affect follower to collaborate and cooperate based social relation in group or network in school.

- **Ability**

Through a social network, ability provides and manages access from resources such as materials or equipment and skills, knowledge, or information. Ability are competencies and resources residing in the social network that can potentially be mobilized via relationships (Adler and Kwon, 2002), between educational managers and teachers.





1.9.3 Human Capital

Human capital consists of the skills and knowledge that humans have in form of trade skills, education, and technical skills (Brown, 2005); that facilitate productive activity that able people to act toward right direction (Coleman, 1988). In this study human capital refer to educational managers skills and knowledge that provide more productive activity in school organizations through teachers' skills and knowledge for school performance.

1.9.4 Trust



Trust is a willingness to take a risk to others based on the expectation that the others will perform a particular action important to them without irrespective of the ability to monitor or control that person (Mayer et al., 1995). In this study trust in school organizations refer to relationship based trust among teachers and their educational managers to encourage team work for same goals.

1.9.5 School Organizational Trust

One form of trust that focus on the relationship between teacher and their immediate superiors (educational managers) while running the school organization involve interpersonal trust within work groups and work teams (Brewster & Railsback, 2003). School organizational trust for this study refers to trust relationship within school organization that involves educational manager and teachers in accomplish their works task in daily routine.

