Investigating the Relationship between Trust in Leader and Workplace Relationship Quality
(An Empirical Study on Mansoura University Employees)

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ABSTRACT

The purpose of this research is to examine the relationship between trust in leader (cognitive-based trust, affective-based trust) and workplace relationships quality (leader-member exchange and coworker relationships). Data collected from 370 employees using a questionnaire at an educational sector in Mansoura University. The study adopts a positivism philosophy, a deductive approach, and a quantitative research method to discuss the research methodology. The study tests the hypotheses with Warp PLS version 6.The research findings show that trust in leader (cognitive-based trust and affective-based trust) has a significant positive impact on workplace relationship quality (leader-member exchange and coworker relationship). Furthermore, the contribution of this study is filling the literature review gap in human resource field.

Keywords: Trust in leader, Workplace Relationships Quality.

ملخص البحث

استهدف هذا البحث التحقق من تأثير الثقة في القائد (الثقة بناء علي المعرفة، الثقة بناء علي العاطفة) علي العلاقات في مكان العمل (علاقة القائد بالمرؤوسين، علاقة الزملاء ببعضهم البعض) بقطاع التعليم بجامعة المنصورة، تم تجميع البيانات من ٣٧٠ من الموظفين العاملين بالقطاع التعليمي بجامعة المنصورة، و أظهرت نتائج البحث إيجاد علاقة إيجابية بين الثقة في القائد (بناء علي المعرفة ،، بناء علي العاطفة) و العلاقات في مكان العمل (علاقة القائد بالمرؤوسين، علاقة الزملاء ببعضهم البعض)، بالإضافة إلي ذلك تمت مناقشة الآثار النظرية و العلمية لنتائج الدراسة.

الكلمات الرئيسية: الثقة في القائد، العلاقات في مكان العمل

1. INTRODUCTION

Mayer et al. (1995); McKnight et al. (1998); Dirks and Ferrin, (2001) explored the significance of trust in organizational context. Trust in leader has important impacts on job performance, organizational commitment, employee's voice, and leader-member exchange (Dirks & Ferrin, 2002; Gao et al., 2011; Gibson & Petrosko, 2014). In addition, mutual trust between leaders and followers has a positive effect on task performance and interpersonal facilitation (Kim et al., 2018). Besides that, building and maintaining trust with followers considers a competitive advantage to leaders. They might use this trust to improve the quality of relationships in organizations and to facilitate personal communication among organizational members.

Workplace relationships quality refers to the degree of mutual trust, respect and information sharing between leader and subordinates and among employees themselves (Sias, 2005). Lack of trust among employees and leaders creates a suspicious environment (Kramer, 1999). Employees believe that their peers will take an advantage from them (Dunbar, 2004; Farely, 2011; Ellwardt et al., 2012). Which affect their workplace relationships quality.

This study contributes to both leadership and human resources field literature by (1) applying leader-member exchange theory and providing a theoretical clarification for why trusted leaders have a high quality relationships with their subordinate; (2) uncovering the effects of trust in leader on workplace relationships quality (leader-member exchange, and coworker relationships); (3) providing new insights that explain how leaders built and maintain trust with their followers.

2. LITERATURE REVIEW

2.1. Trust in leader

Trust has been studied from many different views such as psychological, political, social and organizational contexts (Rousseau et al., 1998). Trust is a mutual faithfulness between two people rather than an individual state (Lewis & Weigert, 1985). Trust is a concept that needs two persons named trustor and trustee. Trustor takes the risk and is vulnerable to trustee's actions. Whereas, trustee has to perform certain actions to achieve trustor's expectations (Brockner et al., 1997). Therefore, the responsibility of the trust depends on the trustee. Frost (1978) characterized trustee with high self-esteem, high influential, low need to control others and open to being influenced by others. Trust is a mutual faithfulness between two people rather than an individual state. In this study, the independent variable is trust in leader. Therefore, the trustee is the leader, and the trustor is the employee who are vulnerable to leader's actions.

Trust is regarded as one of the major causes of organizational effectiveness (Rotter, 1967). Many researchers agreed that trust has many important benefits for organizations (Mayer et al., 1995; Dirks & Ferrin, 2001; Mcllister, 1995). In addition, trust facilitates cooperation between individuals in large organizations which increasing job performance (Porta et al., 1996). Lewicki and Bunker (1996) found that trust smoothies the workflow inside the organizations. It facilitates information exchange without the need to formal procedures, as individuals believe that no one will harm their rights.

Robbins (2002) connected between the degree of people's trust in their leader and the ability of leader to gain access to knowledge and creative thinking to solve problems. Therefore, the more the leader gains trust from his/her employees, the more the leader can do the task effectively. Many

studies agree that trust is an essential component in the leadership literature (Saher et al. 2013; Robbins ,2002; Kasemsap ,2013; Savolainen & López-Fresno, 2012) The effectiveness of leadership is depending on the ability of the leader to gain employees' trust (Robbins, 2002, Dirks & Skarlicki, 2004).

Some leadership theories consider trust as a key component in leadership such as transformational, charismatic and leader-member exchange theory (Dirks & Ferrin, 2001; Ö tken & Cenkci, 2011; Dirks & Skarlicki, 2004; Casimir et al., 2006). According to transformational and servant leadership, leaders should behave in a way that stimulate their followers' trust (Schaubroeck et al., 2011). Transformational leadership theory depended on making followers as partners in the work by enhancing their motivation, moral and job performance through let them know their abilities to achieve organizational goals. Additionally, transformational leaders create trust in their followers and teams by being credible and honest (Banks et al., 2016).

Robbins (2002) defined trust in leader, as "employees are willing to be vulnerable to the leaders action–confident that their rights and interests will not be abused" (P.31). In addition, Dirks and Skarlicki (2004) defined trust as "a psychological state held by the follower involving confident positive expectations about the behavior and intentions of the leader, as they relate to the follower". Moreover, Freire (2010) stated that trust in leader is "the belief or expectation of the team members regarding the actions and words of the leader, and whether he/she has good intentions towards the team".

Many studies investigated the effects of trust in leader in organizations on some important variables such as job satisfaction, organizational commitment, job performance and employee voice (Chen et al., 2011; Gao, 2011; Gibson & Petrosko, 2014). Xiong et al. (2016) found that employees' trust in supervisor predicts the level of affective commitment through authentic leadership. Affective commitment is considered a key component of

organizational commitment and associated with reduced absenteeism and employee, reduced stress, and increased job performance.

Many researchers (e.g McAllister, 1995; Lewis, 1985; Mcknight, 1998; Dirks & Ferrin, 2002; Dirks & Skarlicki, 2004; Skarlicki, 2004; Yang & Mossholder, 2010; Schaubroeck & Lam, 2011; Ng & Chua, 2006) agreed that trust in leader has two main dimensions named cognitive-based trust and affective-based trust. Firstly, cognitive-based trust depends on objective evaluation and often used with strangers. Trust based on a cognitive process or a conclusion reached on the base of evidence or reasoning that differentiate between persons and institutions that are trustworthy or distrusted (Lewis, 1985, Dirks & Skarlicki, 2004). Cognition-based trust reflects some issues such as the reliability, integrity, honesty, and fairness of a trustee (Dirks & Ferrin, 2002). Secondly, affective-based trust refers to emotional content. It used with people who have relationships with each other. This affective component of trust involves an emotional attachment among all those who participate in the relationship (Lewis, 1985; McAllister, 1995). McAllister (1995) defined affective-based trust as the "emotional bonds between individuals" that are grounded upon expressions of care and concern about the wellbeing. Lewis (1985) stated that affective based trust is a social exchange process. This exchange denotes a high-quality relationship, and issues of care and consideration in the relationship are crucial.

2.2. WORKPLACE RELATIONSHIPS QUALITY

Relationships in organizations are developed over the last decade. In the past, human resources scholars and managers have focused on the traditional hierarchical form of relationships. Nowadays, many dramatic changes had occurred in the business context such as intensive competition, globalizations, rapid development of technology, and others. These changes pushed mangers to see the relationships inside organizations as networks. Therefore, all

individuals in organizations work as an alliance (Lewicki & Bunker, 1996). This new concept of workplace relationships enables organizations to be more responsive to new changes, and enhances communication effectiveness. Lewicki and Bunker (1996) found that professional work relationships based on trust.

There are many definitions of workplace relationships. Sias and Perry (2004) refered to workplace relationships as any relationship that employee has with a coworker, such as leader–member relationship, peer relationship, or mentoring relationships. Sias (2005) defined workplace relationships as "unique interpersonal relationships with important implications for the individuals in those relationships and the organizations in which the relationships exist and develop". Workplace relationships are grouped into two primary types: leader–member exchange (LMX) and peer relationships, and these relationships vary with respect to quality. High quality relationship characterized by higher levels of mutual trust, respect self-disclosure, support and obligation among the relationship partners. Similarly, Li and Hung (2009) addressed that relationship quality is the degree to which a relationship is characterized by mutual support, informal influence, trust, and frequent information exchange.

Many researchers (Sias, 2005; Sias & Perry, 2004; Jian, 2012; Li & Hung, 2009) agreed that workplace relationships have two dimensions namely, leader-member exchange, and coworker relationships. Graen and Uhl-Bien, (1995) defined leader-member exchange as dyad relationships between leader and followers. The relationship is evaluated from the employee perspective and leader perspective. In this study, the researchers focus only on employee perspective because all the variables measured from employee perspective such as perceived trust in leader. This relationship includes two people; one of them has formal authority over the other. This relationship involves some

communication challenges and rewards that differentiate it from other workplace relationships (Sias, 2005; Sias & Perry, 2004).

High leader-member relationship is characterized by respect, mutual trust, high negotiation, loyalty, obligation, and extra exchange beyond formal relationship. Moreover, Graen and Uhl-Bien, (1995) stated that employees in high quality leader-member relationship experience high job satisfaction and organizational commitment than employees in low quality leader -member relationship. In addition, in high quality relationship, leader and employees can support and encourage each other.

Graen and Uhl-Birn (1995) stated that leader-member relationship focuses on the process of interaction that occurs between leader and employees. They explained that the leader-member exchange quality constitutes over time through three stages. The first stage is called "stranger", which the relationship between leader and employee depends on organizational rules and it takes a formal shape. The second stage is named "acquaintance", at which the interaction between leader and employees increases and they start to share more information and resources beyond their formal relationship. The final stage is "mature relationship". It stated that the relationship between leader and employee reaches its peak. They are highly interacted with each other. They make an emotional investment that involves allegiance, care, trust, and respect (.Graen & Uhl-Birn, 1995)

Coworker-relationships are known as peer relationships, or "equivalent status" relationships, which refer to a workplace relationship between two co-workers with no formal authority over one another and are interdependent in some way (Kram & Isabella, 1985; Sias, 2005). Coworker relationship has an effect on employee work experience. In addition, it has a significant impact on employee stress and employee burnout (Jian, 2012). Coworker relationship is derived from mutual liking, similarities in attitudes, thoughts and choices.

Coworker relationships represent the most important source of emotional support for employees (Sias, 2005). Similarly, Sias and Cahill (1998) stated that peer friendship in organizations formed over time through three primary transitions. The first transition called "coworker to friend" and caused by their working relationship and organizational socialization process. The second transition named "friend to close friend". This transition characterized by more communication, less cautions and more intimacy. The final transition called "close friend to best friend" and it described by a high level of intimacy, trust, sharing information about personal life and work content.

2.3. TRUST IN LEADER AND WORKPLACE RELATIONSHIPS QUALITY

After presenting the definitions and dimensions of the research variables, the relationship between trust in leader and workplace relationships quality is discussed:

Dirks and Ferrin (2002) concluded that trust has a supportive effect on many favorable workplace attitudes, behaviors and performance. It provides the precondition that lead to cooperation and superior performance (Mayer et al., 1995). In addition, Whitener (1998) addressed that trust improve the quality of communication in organizational context.

Deluga (1994) concluded that supervisor's behaviors are basic elements in building interpersonal trust between leader and subordinates. This trust is a key to leader member exchanges, and determines how employees can invest in these exchanges. High leader member exchange characterized by mutual trust, respect, support, and interpersonal attraction that leads to organizational citizenship behavior. According to, social exchange process subordinates who are treated fairly will exhibit positive acts toward their leaders and organizations.

Moreover, Sherony and Green (2002) addressed that when two employees have a high quality leader-member exchange with their leader, they may have a good coworker exchange relationship with each other. This means that, when a manager works on building interpersonal trust with employees, this might improve the relationship between leader and him/her employees and among employees.

Wang et al. (2005) mentioned that transformational leadership behaviors increase high quality leader-member exchange relationship, creating a social bonding between leader and subordinate and reinforcing employee development, which develops task performance and organizational citizenship behavior. Based on the above, the researchers propose that trust in leader positively related to the workplace relationships quality. Therefore, this study suggests the following hypothesis:

H1: Trust in leader (cognitive and affective-base trust) has a significant positive direct effect on workplace relationships quality (Leader-member exchange and coworker relationship).

H1a: Trust in leader (cognitive and affective-base trust) has a significant positive direct effect on leader-member exchange.

H1b: Trust in leader (cognitive and affective-base trust) has a significant positive direct effect on coworker relationships.
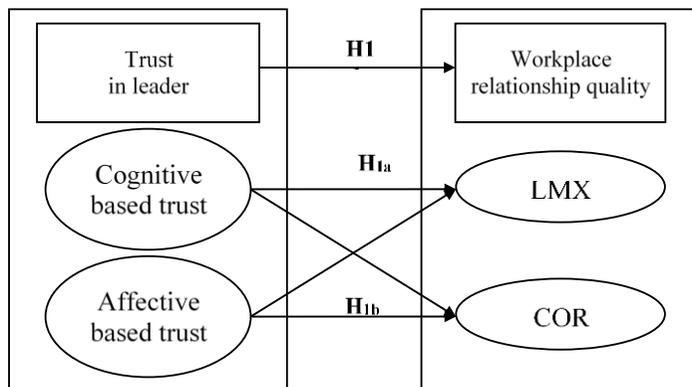
Figure 1. Hypothesized model of the study

3. RESEARCH METHODS

3.1. SAMPLE AND PROCEDURE

The population of the current research is employees of Mansoura University at the educational sector. The questionnaire was employed to collect date. Saunders et al. (2009) stated that the suitable sample size depends on the type of statistical analysis employed in the study, the confidence level, the margin of error, and the population size. The population size is 9710 pf employees at the educational sector according to statistical report (2018) of Mansoura University. Therefore, according to Saunders et al. (2009) the sample size is 370 at a confidence level of 95% and margin error equals 5%. Researchers use a non-probability sampling specifically quota sampling because there is no sample frame. The researchers only got list that encompasses the whole number of administrative employees in each college.

A questionnaire form was employed to collect data. An English version of questionnaire was translated into Arabic version. Additionally it would be suitable for the final translation to be done by an Arabian to provide the actual meaning from each item in the questionnaire. This questionnaire should be piloted before reaching the final version. The purpose of the pilot test is to be sure that respondents understand the questions as planned. The questionnaire was delivered to and collected from 40 employees at Mansoura University to obtain some assessment related to the questionnaire's reliability. 30 usable questionnaires were returned (a response rate of 75 %). The Cronbach's alpha for cognitive based trust and affective-based trust is 0.908 and 0.946 respectively, which represents a high reliability indicator of those constructs. The value of Cronbach's alpha for leader-member relationship and coworker relationships are 0.702 and 0.862 respectively, which indicates a good level of items' reliability.

After conducting the pilot study. The researchers have directed the questionnaire through a face-to-face interview at Mansoura University. According to Burns et al. (2008), normal response rate is between 60% and 70%. Therefore, the researchers directed the questionnaire to 500 employees, only 440 of them accepted. Finally, the researchers collected only 393 questionnaires with a response rate of 74%, only 370 questionnaires were valid. Table 1 show the sample characteristics.

3.2. MEASURES

All constructs were measured with a 5-point Likert type scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree).

3.2.1. TRUST IN LEADER

Trust in leader is measured by eleven items proposed by McAllister, (1995). This study classifies trust in leader into cognitive-based trust and affective-based trust. Cognitive-based trust was measured by six items while the second dimension was measured by 5 items.

Table 1. The sample characteristics

Characteristic	Frequency	Percentage	Cumulative %
Gender			
Male	155	41.9%	41.9%
Female	215	58.1%	100%
Total	370	100%	
Tenure			
Less than 5 years	58	15.7%	15.7%
5-15	178	48.1%	63.8%
More than 15 years	134	36.2%	100%
Total	370	100%	
Age			
Less than 25 years	23	6.2%	6.2%
25-40	212	57.3%	63.5%
40-50	64	17.3%	80.8%
50-60	71	19.2%	100%
Total	**370**	**100%**	

Characteristic	Frequency	Percentage	Cumulative %
Educational level			
Not graduated from university	180	48.6%	48.6%
Bachelor degree	162	43.8%	92.4%
Post graduate	28	7.6%	100%
Total	**370**	**100%**	

3.2.2. WORKPLACE RELATIONSHIPS QUALITY

Workplace relationships quality are measured by 13-item scale adopted from two studies (Graen & Uhl-Bien, 1995 Sherony & Green, 2002). The first seven items related to leader-member relationship. It measures LMX developed by Graen and Uhl-Bien (1995). The second 6 items are adapted to measure the nature of relationships between coworkers and each other.

4. DATA ANALYSIS AND RESULTS

This study employs partial least squares (PLS) analysis, more specifically Warp PLS version 6.0. PLS uses a component-based approach (Zhang et al., 2018) and can handle both reflective and formative constructs (Gefen et al., 2000; Rai et al., 2006). Moreover, PLS analysis divided into two major models: the measurement model and structural model. The measurement model estimates the association between the observed variables and their latent variables, while the structural model examines the relationships between the latent variables (Ullman & Bentler, 2012).

4.1. MEASUREMENT MODEL

Measurement model assessed individual item reliability, construct reliability, convergent and discriminant validity in order to realize the sufficient level of internal consistency of the study's measures. This study depends on a reflective measurement model statistics since it domains in management sciences (Coltman et al., 2007). In Table 2 All items' factor loadings higher than 0.50 (p <0.001). Furthermore, coefficients of Cronbach's

alpha and coefficients of composite reliability were greater than 0.70, which proves the existence of an internal consistency for this measure. The AVE is higher than 0.50 for each latent variable. Thus, according to the convergent validity rule, this measure is consistent.

In support of discriminant validity, Table 3 reveals that the square root of average variance extracted for each of the focal constructs is greater than the variance shared with the remaining constructs (Henseler et al., 2009).

Table 2. Loading, Cronbach's Alpha, Composite reliability and Average Variance Extracted

Constructs dimensions & indicator	Loading	Cronbach's alpha	CR	AVE
Cognitive-based Trust		0.944	0.956	0.784
TLC1	0.918			
TLC2	0.886			
TLC3	0.898			
TLC4	0.897			
TLC5	0.906			
TLC6	0.802			
Affective-based trust		0.940	0.954	0.806
TLE1	0.909			
TLE2	0.918			
TLE3	0.895			
TLE4	0.905			
TLE5	0.862			
Leader-member exchange		0.917	0.935	0.675
LMX1	0.877			
LMX2	0.879			
LMX3	0.786			
LMX4	0.830			
LMX5	0.619			
LMX6	0.847			
LMX7	0.849			
Coworker relationship		0.909	0.930	0.688
COR1	0.837			
COR2	0.811			
COR3	0.802			
COR4	0.784			
COR5	0.871			
COR6	0.869			

Table 3. Correlation and square Root of Average variance Extracted

Measurement Constructs	Cog. Trust	Aff. Trust	LMR	COR
Cog Trust	0.885			
Aff Trust	0.836	0.898		
LMR	0.818	0.846	0.821	
CRQ	0.503	0.504	0.579	0.830

Note: square roots of average variance extracted (AVE's) shown on diagonal P value <0.001

4.2. HYPOTHESIS TESTING

Table 4 presents the findings related to the study's hypotheses. Effect size used to evaluate the extent to which the predictor latent variable affects the dependent variable.

The results showed that trust in leader significantly and positively affects workplace relationships quality (β = 0.801, P <0.001), and its effect size was ($f2$= 0.642) Consequently, H1 was accepted. For more analysis, the results showed that cognitive-based trust significantly and positively affects leader-member exchange (β = 0.380, P <0.001), and its effect size was ($f2$= 0.313). Moreover, affective-based trust has a significant direct positive impact on leader-member exchange (β = 0.529, P <0.001), and its effect size was ($f2$= 449. Consequently, H1a supported.

Similarly, cognitive-based trust also has a significant direct positive effect on coworker relationships (β = 0.275, P <0.001), and its effect size was ($f2$= 0.139). Finally, a significant direct and positive effect of affective-based trust on coworker relationships (β =.279, P < 0.05) also exists and its effect size was ($f2$= 142) Thus, H1b was accepted. H1 was totally accepted.

The R^2 values for the two dependent variables – Leader-member exchange and coworker relationships– are 0.76, and 0.28 respectively. These results reveal that, LMX explains the 76% of the variance in employee trust, hence suggesting that trust in leader (cognitive and affective) could be associated with leader-member relationship. However, the results indicate that

cognitive based trust and affective-based trust together, explain only 28% of variance in coworker relationships in organizations.

Table 4. The results of testing direct relationships

H	Exogenous variable	Endogenous variable	Path coefficients	P-value	Effect size	Result
H1	Trust LR	WRQ	0.801	<0.001	0.642	Accepted
H1a	Cog Trust	LMX	0.380	<0.001	0.313	Accepted
	Aff. Trust	LMX	0.529	<0.001	0.449	Accepted
H1b	Cog Trust	COR	0.275	<0.001	0.139	Accepted
	Aff. Trust	COR	0.279	<0.001	0.142	Accepted

5. DISCUSSION

The research results showed that trust in leader has a significant positive effect on workplace relationships quality. Dirks and Ferrin (2002) concluded that trust has a supportive effect on many favorable workplace attitudes, behaviors and performance. It provides the precondition that lead to cooperation between peers in the workplace (Mayer et al., 1995). In addition, Whitener (1998) addressed that trust improves the quality of communication in organizational context. Also, trust is a key element in leader member exchange and a high quality workplace relationships (Deluga , 1994).

Moreover, Sherony and Green (2002) addressed that when two employees have high quality leader-member exchange with their leader, they may have good coworker exchange relationship with each other. This means that, when manager works on building interpersonal trust with employees, this might lead to improve the relationship between him/her and employees and among employees.

Moreover, Li and Hung (2009) stated that four dimensions of transformational leadership (individualized consideration, inspirational motivation, idealized influence, and intellectual stimulation) has a positive impact on leader-member exchange, while whereas only individualized consideration and inspirational motivation positively affect coworker

relationship. Similarly, the results of this study agreed with Wang et al. (2005) who concluded that transformational leadership behaviors increase high quality leader-member exchange creating social bonding between leader and subordinate and reinforce employee development, which improves task performance and organizational citizenship behavior.

More interestingly, the study suggest that affective-based trust has more impact on leader-member exchange than cognitive based trust. These results agree with McAllister (1995) who concluded that when a baseline level of cognition-based trust is met, people more readily to form an emotional attachments with a coworker. In addition, Graen and Uhl-Birn (1995) stated that leader-member exchange theory focuses on the process of interaction that occurs between leader and employees. They explained that the leader-member exchange quality constitutes over time through three stages (stranger, acquaintance", mature relationship). These stages developed over time. At the first and second stage, manager and employees use cognitive based trust. But in the final stage, they use affective-based trust.

Similarly, the research findings are consistent with of Yang & Mossholder (2010) who highlighted that affective trust in supervisor appeared more important to the accomplishment of behavioral outcomes (i.e., in-role and extra-role behavior) than cognitive-based trust. This finding underscores the importance of interpersonal interactions with the supervisor for motivating and energizing positive work behavior on the part of subordinates. This may provide guidance for organizations to better advantage the effects of trust within the constraints of organizational resources.

More specifically, the study concluded that affective-based trust is also more important to coworker relationship than cognitive-based trust. Schaubroeck et al. (2011) provided similar findings and concluded that

cognition-based trust directly influenced team potency and indirectly (through affect-based trust) influenced team psychological safety.

5.1. THEORETICAL AND PRACTICAL IMPLICATIONS

The study contributes to the body of knowledge of the existing literature of trust in leader, and workplace relationship quality. Firstly, the study contributes to the understanding of trust in leader and its impact on improving workplace relationships quality. The results highlighted that trust in leader positively influence the workplace relationship quality through increasing the two types of trust in leader (cognitive-based trust and affective based trust). Moreover, the study concluded that trust in leader (cognitive or affective) affect the quality of relationship between leader-subordinates or coworker-peers. Additionally, the study is also the first one that examined this type of relationship.

Secondly, the study is also the first one to investigate the impact of trust in leader on workplace relationship quality, it outlined that the level of trust in leader help university to improve the relationship between leader and employees and between employees each other.

This study provides significant practical implications for leaders in Mansoura University. Firstly, the study suggested that leaders of Mansoura University increase the quality of workplace relationship by increasing trust in leader. Leaders can increase their employees' trust by enhancing their reliability, integrity and credibility, and by improving emotional investment with employees. Also increasing perceived trust in leaders will enhance quality of relationships in the workplace. The study also provides important practical implications for leaders in educational organizations concerning how to improve the quality of workplace relationships through increasing trust in leader.

5.2. LIMITATIONS AND FUTURE RESEARCH

This study has major limitations that should be considered. First, due to time and cost constraints, the current study used a sample from only employees in Mansoura University. Therefore, the study suggested that future research could depend on a larger sample size from other universities in Egypt.

Second, the current study tested research hypotheses via questionnaire that provides cross-sectional data. Therefore, the study results do not give any indications about the changes in the research variables over time. Thus, further studies may benefit from longitudinal study to observe the changes in workplace relationship quality because of the changes in the level of trust in leader. Finally, the study uses a sample from a university in Egypt (developing country). Therefore, further research that focus on developed countries and compare the results with the study's results will make great contributions.

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