School principals' collaborative leadership style and relation it to teachers' self-efficacy

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Abstract

The purpose of this study was to determine the relationship between school principals' collaborative leadership style and teachers' self-efficacy. 196 subjects (82 female and 114 male) were selected by using Korjeci and Morgan's (1970) sample size table. Sampling was stratified and simple. Tschannen-Moran and Woolfolk Hoy (2002) in term of self-efficacy questionnaire and Washington University Turning Point Collaborative Leadership Questionnaires (2012) was used to gather data. Frequency, mean, standard deviation, correlation and regression were used to analyze data. The findings showed significant correlation between school principals' collaborative leadership style and teachers' self-efficacy. There was a significant correlation between other dimensions of collaborative leadership including training environment, clarity, reliance, power sharing and teachers' self-efficacy. The results also showed reliance has positive and predictable effect on teachers' self-efficacy, in fact increasing reliance leads to teachers' self-efficacy increment.

Keywords: collaborative leadership; self-efficacy; teachers; school administration; school leadership

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1. Introduction

Collaborative leadership is one of leadership styles which promote and develop organizations. Collaborative leadership is defined as employees interfere in different levels in the organization to identify problems and analyze situation and achieve solutions, so that, employees decide to achieve solutions and assist their managers and headquarters to solve problems. In the recent years, human factor have become central situation in the organizations. In the current world, traditional thought turns to new arenas and human collaboration is focused. The studies about organization's leadership shows, those organizations move toward promoting human forces and human collaboration in the organization's matters have good development rather other organizations. In addition, changes in the new world without regarding their contents are most important issues. In other hand, changing in the society is increasing, so increasing population, invention, exploration, communication ways and individual's knowledge leads to environment evolution. Physical education and exercise cause to knowledge and science development and have created a lot of changes.

Such changes have influenced on organizations procedures about physical education and exercise. Therefore, in this condition, managers try to prepare organizations to deal with environmental reactions. Arranging the goals and improving procedures are needed to survive organizations. Organizations can't survive more without modification, so creativity and innovation is needed to survive. Kurt Lewin was first to apply cooperative system in scientific method in 1947 about individual nutrition in the United States. He encouraged people to have active cooperation together to change the procedure, so their resistance is increased against changes and move toward a consistent way (quoted in Marrow, 1969, p. ix). This study are investigated effective resource on future teachers, most of organizations use cooperative leadership style, employees-oriented method and problem solving to increase productivity against changes. For instance Jackson (1983) conducted a study titled "effect of cooperation on decision-making and decreasing job pressure" and showed cooperation has negative effect on confliction and individual participation in the decision-making is technology and is determinant of job pressure. Results of Fine study (1986) showed employees participation is one of way to deal with changes. Also, Miller and Mange (1986) showed cooperative leadership increase satisfaction, decision-making and performance improvement, but this is not common.

Hoy et al. (2006) showed employees engagement in the cooperative decisions lead to increasing quality of decision acceptance. Rice (1995) showed cooperation has important role to accept changes and technological evolution. Mirkamali (1997) showed teachers' cooperation in the school decrease absence, ignoring work and resist against changes. Also, teachers' cooperation increases their motivation. Clark (1997) showed acceptance capacity and resistance against changing don't reflect each other and there is no correlation between acceptance and resistance against changes and organization efficiency. Taghvaei (1996) showed significant correlation between resistance against changes and organizational culture components like encouragement and rewarding, cooperation, coherence and control. Baker results quoted by SarAbadani (2007) showed employees cooperation is important in organization work quality. In addition, supervision on the programs by employees increase communication and is positive, so their motivation is increased too.

Results of Roshandel (2003) showed employees motivation is increased by increasing cooperative leadership in the organization. Habibi (2004) showed increasing cooperative leadership in the organization lead to increase organizational commitment and decrease resistance against changes. Sheikhlo-Aghdam (2004) showed positive correlation between cooperative culture and strategic planning, so that by increasing employee's participation in the strategic planning, coherent programs would be formed and individual commitment is increased against these programs. Nazari-Komishani (2005) showed by increasing cooperative leadership in the organization, decision-making focus and complexity in the organization are decreased.

Parnet (2006) showed cooperation plays important role in the work environment and is related to consistency and adaptability. O'Brien (2002) showed in a study titled "key cooperation to successful changes" that employee's cooperation and engagement play key role to accept changes. Based on provided articles and results of studies, cooperative leadership is an approach which meets human need regarding respect and equality. Human resource development is caused by cooperation process. By increasing employee's cooperation, changing affair facilitates to environmental changes and decision-making is improved and finally human communication between employees and leaders is improved. Importance of training efficiency should be studied and influence on understanding of teachers about efficiency.

Given the importance of self-efficacy in future teachers, this study are investigated effective resource on future teachers. Given four Bandura resources about affectivity including performance and skill, intentional experience, social and verbal satiation and physiological situation, the author studied other resources which influence on teachers' efficacy. Ghasemi (2009) conducted a study in Meli Bank- Alborz branck to investigate correlation between leadership style and employee's efficiacy. The purpose of this study is to investigate correlation between leadership style and employee's efficacy. Results of the study showed significant correlation between all three leadership styles including evolutional, exchange and cooperative and self-efficacy in level 0.01.

Nazari-Komishani (2005) showed increasing cooperative leadership in the organizationead to decrasing decision-making focus, formality and complexity in the organization. In this regard, Habibi (2004) showed increasing cooperative leadership in the organization increase organizational commitment and decrease resistant against employee's changs. Sheikhlo-Aghdam (2004) showed possitive correlation between cooperative culture and strategic planning, so that increasing employee's cooperation lead to increase strategic planning. Coherent and perform progrrams should be formed and this enables individual to accept these programs better. Mirkamali (1996) showed teachers' cooperation in the school decrease absence, ignoring work and resistance against their changes. Also, teachers' cooperation in the decision-making increase motivation. Fallahi (1995) studied informal and cooperative leadership style and mental healthy in the employees who are working in the industrial institution at Shiraz. He concluded, If employees participate in the related affairs in the job, this leads to incrasing employee's motivation.

Hassani (1994) studied job relation, job satisfaction and organizational commitment and tendency to stay in the job and job perfromance and concluded teachers should be satisfied and increase their commitment to stay in their job. in other hand, job satisfation, organizational commitment and effective return in the job and education should be broadcasted in different decision-making of school and education and financail reward and educational facilites should be provided. Rice (1995) studied role of cooperation in a textile company to accept changing. Clark (1997) showed acceptance and resistance against changing is not reflecting and there is significant correlation between accept and changing against changing and organizational components like rewarding, coherence and cooperation and control (Taghvaei, 1996).

Shin (1991) studied job satisfaction and job commitment of teachers in the United state and concluded job satisfaction and job commitment are different and job satisfaction prefer on job commitment. this study shows that manager have to provide job satisfaction prominence first and then create commiment in the orgaization and employees. The purpose of this study is to determine correlation between cooperative leadership style in the principal and teache efficacy to use instructional strategies, classroom management and students engagementt. in this regard, there are some questions:

➢ Is there any correlation between assessing the environment dimension of principals' collaborative leadership and teachers' self-efficacy (instructional strategies, classroom management, and student engagement)?

➢ Is there any correlation between creating clarity dimension of principals' collaborative leadership and teachers' self-efficacy (instructional strategies, classroom management, and student engagement)?

➢ Is there any correlation between building trust dimension of principals' collaborative leadership and teachers' self-efficacy (instructional strategies, classroom management, and student engagement)?

➢ Is there any correlation between sharing power and Influence dimension of principals' collaborative leadership and teachers' self-efficacy (using instructional strategies, classroom management, and student engagement)?

➢ Is there any correlation between developing people dimension of principals' collaborative leadership and teachers' self-efficacy (instructional strategies, classroom management, and student engagement)?

➢ Is there any correlation between self-reflection dimension of principals' collaborative leadership and teachers' self-efficacy (instructional strategies, classroom management, and student engagement)?

➢ Which one of principals' collaborative leadership styles can predict teachers' self-efficacy?

2. Methods

In this study, descriptive method was used. Statistical society included all teachers in the primary schools in Fenoj, Iran. They were 360 teachers including 151 female and 209 male. Korjeci and Morgan tables (1970) was used to determine sample size, so 196 subjects were selected which were 82 female and 114 male. Simple sampling was used. Table 1 shows the teachers' status according to gender, age, academic degree, and job experiences.

Table 1

The details of sample (N=196)

Variable	Group	N
Sex	Male	114
	Female	82
Age	-35	80
	35 - 45	72
	+45	44
Academic degree	Associate degree	59
	Bachelor's degree	100
	Master's degree	37
Job experience	-10	107
	10-15	56
	+10	33

Tschannen-Moran and Woolfolk Hoy (2002) in term of self-efficacy questionnaire and Washington University Turning Point Collaborative Leadership Questionnaires (2012) was used to gather data. First section of the questionnaire includes general questions like age, gender, and work experience and education level. First questionnaire includes 24 items in three components using instructional strategies, classroom management and students engagement. Second questionnaire includes 64 items in six aspects like assessing the environment, creating clarity, building trust, sharing power and influence, developing people and self-reflection with items 10, 11, 11, 11, 11, and 10. They were arranged in five point likert from very little = 1 to very high = 5. The results of Cronbach's alpha about aspects are presented in table 2.

Table 2

Reliability Coefficient of Research Questionnaires

Questionnaire	Dimension	α
Teacher self-efficacy	Instructional Strategies	0.7I
	Classroom Management	0.71
	Student Engagement	0.80
Total		0.88
Cooperative leadership questionnaire	Assessing the Environment	0.70
	Creating Clarity	0.67
	Building Trust	0.78
	Sharing Power and Influence	0.83
	Developing People	0.79
	Self-Reflection	0.68
Total		0.84

Frequency, mean, standard error, correlation coefficient test and regression were used to analyze data using SPSS software version 20.

3. Findings

Is there any correlation between principals' collaborative leadership and teachers' self-efficacy?

Table 3

Pearson correlative index test between collaborative leadership style and teachers' self-efficacy (N=196)

Variables		Teachers' self-efficacy
Collaborative leadership	r	0.248
	Sig.	.001

Above table shows correlation coefficient test and results shows significant correlation between school principals' collaborative leadership and teachers' self-efficacy. Value r is (r = 0.248) and is significant in alpha level 0.05. Also, direction of the correlation is positive and direct. It means high collaborative style leads to high teachers' self-efficacy.

Is there any correlation between principals' collaborative leadership and teachers' self-efficacy using instructional strategies, classroom management, and student engagement?

Table 4

Pearson correlative index test between collaborative leadership style in the assessing the environment dimension and teachers' self-efficacy (N=196)

Variable		Instructional strategies	Classroom management	Student engagement	Effect on self-efficacy (total)
Assessing the Environment	r	0.113	0.175	0.142	0.194
	Sig.	0.116	0.014	0.047	0.007

Above table shows correlation coefficient test and results shows significant correlation between school principals' collaborative leadership and teachers' self-efficacy in the assessing the environment dimension. Value r is significant in alpha level 0.05. Also, direction of the correlation is positive and direct. It means high collaborative style leads to high teachers' self-efficacy. But, there is not significant correlation between schools principals' collaborative leadership in the assessing the environment dimension and influence of instructional strategies.

Is there any correlation between principals' collaborative leadership and teachers' self-efficacy in creating clarity dimension using instructional strategies, classroom management, and student engagement?

Table 5

Pearson correlative index test between collaborative leadership style in the creating clarity dimension and teachers' self-efficacy (N=196)

Variable		Instructional strategies	Classroom management	Student engagement	Effect on self-efficacy (total)
Creating Clarity	r	0.117	0.117	0.144	0.172
	Sig.	0.102	0.102	0.044	0.016

Above table shows correlation coefficient test and results shows significant correlation between school principals' collaborative leadership and teachers' self-efficacy in the clarity dimension. Value r is 0.144 and is significant in alpha level 0.05. Also, direction of the correlation is positive and direct. It means high collaborative style leads to high teachers' self-efficacy in the clarity dimension.

Is there any correlation between principals' collaborative leadership and teachers' self-efficacy in reliance dimension using instructional strategies, classroom management, and student engagement?

Table 6

Pearson correlative index test between collaborative leadership style in the building trust dimension and teachers' self-efficacy (N=196)

Variable		Instructional strategies	Classroom management	Student engagement	Effect on self-efficacy (total)
Building Trust	r	0.100	0.199	0.205	0.224
	Sig.	0.161	0.005	0.004	0.002

Above table shows correlation coefficient test and results shows significant correlation between school principals' collaborative leadership and teachers' self-efficacy in the building trust dimension. Value r is significant in alpha level 0.05. Also, direction of the correlation is positive and direct. It means high collaborative style leads to high teachers' self-efficacy in the building trust dimension. But, there is no correlation in influence of instructional strategies.

Is there any correlation between principals' collaborative leadership and teachers' self-efficacy in power sharing dimension using instructional strategies, classroom management, and student engagement?

Table 7

Pearson correlative index test between collaborative leadership style in the sharing power and influence dimension and teachers' self-efficacy (N=196)

Variable		Instructional strategies	Classroom management	Student engagement	Effect on self-efficacy (total)
Sharing Power	r	0.148	0.134	0.167	0.198
and Influence	Sig.	0.039	0.060	0.019	0.005

Above table shows correlation coefficient test and results shows significant correlation between school principals' collaborative leadership and teachers' self-efficacy in the sharing power and influence dimension. Value r is significant in alpha level 0.05. Also, direction of the correlation is positive and direct. It means high collaborative style leads to high teachers' self-efficacy in the sharing power and influence dimension. But, there is no correlation in influence of classroom management.

Is there any correlation between principals' collaborative leadership and teachers' self-efficacy in the professional development dimension using instructional strategies, classroom management, and student engagement?

Table 8

Pearson correlative index test between collaborative leadership style in the developing people dimension and teachers' self-efficacy (N=196)

Variable		Instructional strategies	Classroom management	Student engagement	Effect on self-efficacy (total)
Developing People	r	-0.0116	0. 021	-0.033	-0.053
	Sig.	0.011	0.072	0.643	0.462

Above table shows correlation coefficient test and results shows no significant correlation between schools principals' collaborative leadership and teachers' self-efficacy in the developing people dimension. Value r is not significant in alpha level 0.05.

Is there any correlation between principals' collaborative leadership and teachers' self-efficacy in the self-reflection dimension using instructional strategies, classroom management, and student engagement?

Table 9

Pearson correlative index test between collaborative leadership style in the self-reflection dimension and teachers' self-efficacy (N=196)

Variable		Instructional strategies	Classroom management	Student engagement	Effect on self-efficacy (total)
Self- reflection	r	0.0101	0.030	0.095	0.111
	Sig.	0.157	0.677	0.185	0.122

Above table shows correlation coefficient test and results shows no significant correlation between schools principals' collaborative leadership and teachers' self-efficacy in the self- reflection dimension. Value r is not significant in alpha level 0.05. As conclusion, there is no correlation between principals' collaborative leadership and teachers' self-efficacy in the self-reflection dimension using instructional strategies, classroom management, and student engagement.

Which one of principals' collaborative leadership styles can predict teachers' self-efficacy?

Table 10

Multiple correlation coefficient (N=196)

Variable	R	R^2	Adj. R^2	df	F	Sig.
Building Trust	.224	.050	.045	1, 194	10.251	.002

Beta table above shows final results of regression and using the table, regression line equation is drawn: (Building Trust), 85.60 + 0.379 = teachers' self-efficacy. The results of above table show building trust has predictable and significant effect on teachers' self-efficacy. Also, based on Beta value, by increasing one unit of building trust, teachers' self-efficacy is increased 0.224. So, it is concluded effect of teachers' self-efficacy is high and other dimensions have low effect and have been removed in regression model.

Table 11

Standard and non-standard coefficients, Self-efficacy predicted by the predictor variables in a stepwise (N=196)

Regression model	B	Abnormal beta Standard error	Standard beta Beta	t	Sig
Building Trust	85.60	5.41	-	15.81	0.001
	0.379	0.118	0.225	3.20	0.002

Note. Teachers' self-efficacy= 85.60 + 0.379(Building Trust)

The obtained results of the study showed significant and positive correlation between collaborative leadership style of schools principal and teachers' self-efficacy. It means increased collaborative style in the principal leads to increasing teachers' self-efficacy. This study is consistent to Ghasemi (2009), Moran and Hoy (2001), Mirkamali (1996), Hoy et al. (2006) and Fallahi (1995). In fact, self-effective teachers have high power to manage classroom, they have creative to teach and in other word such teachers increase education promotion in the students. Given studies of Poddel and Soodak (1993), Wolters and Daugherty (2007), teacher plays important role in educational and success promotion in the students. Martin and Marsh (2006) believes, motivation increase energy level and activities in the individuals, so they move toward a specific purpose and cause specific activities. In fact, identifying motivation concept and different incentives and their effects on learning process help teachers to apply better strategies and styles in their teaching. Results of Anderson and Betz studies in 2001 showed that confidence and teachers' power influence on teachers' efficacy and increase self-efficacy beliefs. In fact, teachers who have decision-making power to achieve solutions and consults to their managers (quoted by Tovvins, 2007). Based on conducted studies, teachers' self-efficacy is correlated to positive trailing results. Teachers who have high-efficacy provide reactive techniques in their classroom (Smylie, 1989) and achieve new ideas and innovations (Stein & Wang, 1988). Teachers with self-efficacy communicate students using all kind of models (individual, group and team) to respond student's requirement. Increasing self-efficacy improve performance and productivity (Bandura, 1997).

It seems, self-efficacy has direct communication with the image in the individual mind and reinforcing this image increase self-efficacy. Ashton and Webb (1986) stated teachers with high self-efficacy have high skill to organize training, questioning, explanation, appropriate feedback to students and in simple word improve student's education promotion. Self-efficacy theory is useful for work environment. Based on this theory, motivation and performance of individual could be increased by increasing teachers' self-efficacy. Bandura (1994) discussed about self-efficacy and increasing it from simple to hard. Schools could apply this system to increase self-efficacy. Successful experience of teachers increases self-efficacy.

4. Conclusion

Today's, schools need to managers who provide trainings goals to increase motivation. Leadership includes changing and effect and this means how leaders can influence on their followers. Effect is critical component of leadership and schools are responsible to create human. Student's education make society future should be done by schools. Therefore, understanding self-efficacy and leadership and using cooperative leadership style increase self-efficacy in the teachers dramatically and also increase performance. Teachers' cooperation to control and supervise on organizational affairs cause to inform teachers about weakness and try to solve it, if changing is needed. When teachers participate to determine value could refer key and sensitive matters and accept changing.

Team work and cooperative leadership implementation cause to explore talents and decrease autocratic leadership. This leadership system is an effective and desirable system in term of theoretical and practical and at the moment has appropriate situation in the developing countries. Cooperative leadership has positive role, so it is needed to implement it in the organizations in order to solve problems and disorders and improve organizational activities continuously. Since, teachers' self-efficacy plays important role in education, increasing viewpoints, motivation and educational promotion in students, so it is needed to perform self-efficacy assessment during employing teachers. Since, one of teacher art is managing classroom, so it is required to design self-efficacy training courses for teachers. Cooperative leadership style is useful, so it is required to employ manages who have good decision-making power and determine preference. Kind of leadership style is assessed too.

It is recommended to use situations and leadership style preference to increase assessing the environment. It is recommended to broadcast the results to managers, because this is an important step to promote quality of organization and managers motivates toward consulting leadership.

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