

Modeling the relationship between teachers' perception of synergistic leadership style and innovative performance: the mediating role of job self-efficacy and job independence

Mahdieh Shahiri¹, Hamid Rahimi

Abstract

The aim of the research is to investigate the relationship between teachers' perception of synergistic leadership style and innovative performance with the mediating role of job self-efficacy and job independence. The type of research was descriptive-correlational, and the statistical population consisted of 3327 teachers in Kashan city in academic year of 2023-2024 that by using Morgan's table and stratified random sampling method 337 people were selected as a sample. The research tool included four questionnaires of synergistic leadership (Yousof Boroujerdi et al, 2021), innovative performance (Scott & Bruce, 1994), job independence (Zare Ahmadabadi et al, 2018) and job self-efficacy (Wilk & Moynihan, 2005) in terms of Likert 5 point scale. The questionnaires validity were confirmed as face, construct, convergent & divergent. The reliability of the questionnaires was estimated through Cronbach's alpha coefficient of 0.99 for synergistic leadership, 0.89 for innovative performance, 0.96 for job independence, and 0.88 for job self-efficacy. In order to analyze the data, statistical software such as SPSS and Smart Pls were used at the descriptive & inferential levels. The results showed that the mean of all four variables of synergistic leadership, innovative performance, job independence and job self-efficacy was above average. Path coefficients showed synergistic leadership with (Beta=0.14, P=0.003), job independence with (Beta=0.575, P=0.001) and job self-efficacy with (Beta= 0.28, P= 0.001) has a positive and significant effect on teachers' innovative performance.

Keywords: Teachers' Perception, Synergistic Leadership, Innovative Performance, Job Self-Efficacy, Job Independence

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Introduction

Understanding the importance of teachers' innovative behavior and performance in school is a vital and challenging issue for education officials and researchers, because schools, as professional learning communities, have the duty to support innovation and innovative behaviors (Fidan & Ozturk, 2015). In fact, since schools and teachers are expected to train students who will be a creative and innovative workforce in the future (Carvalho & Goodyear, 2018), the importance of the innovative behavior and performance of teachers as agents of change and the model of students in this direction is evident (Puncreobutr, 2016). The new curricula also emphasize the use of teachers' innovation in the production and presentation of content, which directly affects the quality of teaching and learning (Enzai et al., 2021) and all this while the educational systems have not moved in the direction of innovation; As a result, in recent years, researchers have aimed to promote innovation between schools and teachers by conducting various researches in this field (Xafakos et al, 2020). Based on this, the aim of the research is to investigate the relationship between teachers' perception of synergistic leadership style and innovative performance with the mediating role of job self-efficacy and job independence.

Methodology

The type of research was descriptive-correlational, and the statistical population consisted of 3327 teachers in Kashan city in academic year of 2023-2024 that by using Morgan's table and stratified random sampling method 337 people were selected as a sample. The research tool included four questionnaires of synergistic leadership (Yusof Boroujerdi et al, 2021), innovative performance (Scott & Bruce, 1994), job independence (Zare Ahmadabadi et al, 2018) and job self-efficacy (Wilk & Moynihan, 2005) in terms of Likert 5 point scale. The questionnaires validity was confirmed as face, construct, convergent & divergent. The reliability of the questionnaires was estimated through Cronbach's alpha coefficient of 0.99 for synergistic leadership, 0.89 for innovative performance, 0.96 for job independence, and 0.88 for job self-efficacy. In order to analyze the data, statistical software such as SPSS and Smart Pls were used at the descriptive & inferential levels.

Results

The results showed that the mean of all four variables of synergistic leadership, innovative performance, job independence and job self-efficacy was above average. Also, since the value of skewness and kurtosis of all four variables is in the range of +2 and -2, therefore, the data distribution of all four variables is normal, and parametric tests can be used to check questions and hypotheses.

Table 1: Path coefficients

Variable	Beta	SE	t	P
Synergistic leadership and innovative performance	.14	.11	3.24	.003
Job independence and innovative performance	.575	.04	10.6	.001
Job self-efficacy and innovative performance	.28	.12	7.98	.001
Synergistic leadership and Job independence	.88	.07	66.5	.001
Synergistic leadership and Job self-efficacy	.66	.04	25.12	.001

Path coefficients showed synergistic leadership with (Beta=0.14, P=0.003), job independence with (Beta=0.575, P=0.001) and job self-efficacy with (Beta= 0.28, P= 0.001) has a positive and significant effect on teachers' innovative performance.

Discussion and conclusion

On base finding, it can be concluded that if teachers have a positive perception of synergistic leadership, they will have more job independence and self-efficacy. The synergistic leadership by increasing job independence and self-efficacy can help to increase and improve the innovative behavior of teachers. The development of a culture of trust, cooperation and interaction, along with paying more attention to the informal side of the organization, provides the context for the emergence of innovative behaviors and performance. It is also suggested that planners and policymakers consider teachers' professional independence in setting guidelines and regulations. Managers by delegating basic authority to teachers, create job satisfaction, job self-efficacy, increase self-confidence, improve professional competences and subsequently create enthusiasm in them, which is the basis for the emergence of innovative and creative behaviors.

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