The role of managers' self-efficacy in professional learning and learning communities of teachers in Chenaran city: the mediating role of educational leadership

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Abstract

The purpose of this research is to investigate the role of managers' self-efficacy in professional learning and learning communities of teachers in Chenaran city: the mediating role of educational leadership. The statistical population of this research was all the teachers of Chenaran city, and 200 people were selected as a sample based on Morgan table and using simple random sampling method. The data collection tool is the standard self-efficacy questionnaire (Sherer & Adamz 1982), the professional learning questionnaire of Qasimzadeh et al. (2017), the social learning questionnaire of Qasimzadeh et al. (2017) and the educational leadership questionnaire. Oliver, Hip & Leak, 2010). The content validity of the questionnaires approved by the experts and the calculation of Cronbach's alpha showed acceptable values. The final results of this research showed that managers' self-efficacy has no relationship with professional learning and professional learning communities; But educational leadership has a positive and meaningful relationship with professional learning and learning communities; Also, the results of this research showed that there is a positive and significant relationship between professional learning and professional learning communities, and educational leadership mediates the relationship between managers' self-efficacy and learning communities, as well as the relationship between self-efficacy and professional learning. He cries.

Keywords: self-efficacy, professional learning, learning communities, educational leadership

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Introduction

Today, organizations consider the development of human resources as one of their most vital tasks and the main way of organizational improvement, and considering the many benefits it brings, they invest a lot in this direction. They act. In this regard, one of the organizations that needs to pay special attention to its human resources is the education organization. (Nelson, 2017). Undoubtedly, human resources, especially teachers, are one of the most important elements of educational environments and the most important factor for creating a favorable situation in the realization of educational goals. (Rifai et al., 2019). Professional learning is defined as the need of professionals to learn more while working and progressing in their profession, and it is a two-way, interactive and collaborative process in which there is no should, and this learning is because of this. It is a profession that is directly related to the classroom and the profession of a teacher, and it originates from it. One of the school leadership models that has a great impact on its effectiveness is the educational leadership model; While educational leadership in its general sense mainly focuses on leadership to achieve educational goals, educational leadership in the sense of a model specifically refers to leadership to improve education and learning at the global level of management and leadership experts. Educationalists believe that educational leadership is a useful tool for creating an effective teaching and learning environment (Sleegers, 2004). Learning is considered as the biggest competitive advantage in new business paradigms, so organizations are more successful that learn earlier, faster and better than competitors. In passing from quantitative issues and universalizing education, educational systems are bound to pay attention to the qualitative issues of educational phenomena and to improve the quality of education while paying attention to resources and equipment through the most important factor in an educational system, i.e. the "teacher". attention and targeting (Sel, 2001); The pathology of the educational system and the effectiveness of training provided to employees is an important and key issue that is affected by various factors. Factors that can be investigated and studied from a scientific point of view and from a planning point of view in the basic parts of needs assessment, selection of goals, content organization, implementation and evaluation. Failure to pay attention to any of the factors can lead to inappropriateness of the training course As a result, reducing its effectiveness has a significant effect. Therefore, in relation to the expansion of inclusive learning, the educational center should reflect the environment in which all teachers and learners are involved in leadership capacity (Sadeghi and Mohtashmi, 2018). Based on this, the question of this research is whether educational leadership mediates the relationship between principals' self-efficacy and teachers' professional learning and learning communities.

Methodology

In terms of method, the current research is descriptive and analytical, and in terms of the method of collecting field and survey data. This research is based on the applied method. In terms of what this research is, it is a quantitative research. The statistical population of this research was 420 teachers of Chenaran city. In order to carry out this research, 200 people will be selected as a sample by simple random sampling method and using Morgan's table. The sampling method in this research is simple random sampling.

Results

Table (1): path coefficients along with t statistic values

hypothesis	Result	The absolute value of the t statistic	standard deviation	Path coefficient Standardized
Teachers' professional learning communities -> Teachers' professional learning	Meaningful	3/49	0/09	0/32
Managers' self-efficacy -> teachers' professional learning communities	Not meaningful	0/79	0/06	0/05
Principals' self-efficacy -> educational leadership	Meaningful	13/47	0/04	0/60
Managers' self-efficacy -> teachers' professional learning	Not meaningful	0/65	0/05	-0/03
Educational leadership -> teachers' professional learning communities	Meaningful	13/77	0/05	0/71
Educational leadership -> professional learning of teachers	Meaningful	6/87	0/08	0/59
Examining the mediating role of educational leadership on the path	**Result**	**The absolute value of the t statistic**	**standard deviation**	**Path coefficient Standardized**
Principals' self-efficacy -> teachers' professional learning communities	Meaningful	9/42	0/04	0/43
Managers' self-efficacy -> teachers' professional learning	Meaningful	6/12	0/05	0/36

According to the findings of table (6) and graphs 1 and 2, the significant results of the coefficients are reported based on the absolute value of the t statistic; So, if the absolute value of the t statistic is greater than 1.96, it can be concluded with 95% confidence that the independent variable has an effect on the dependent variable. Sobel's test was used to investigate the mediating role of educational leadership.

Discussion and conclusion

The current research was conducted with the aim of the role of self-efficacy of managers in professional learning and learning communities of teachers in Chenaran city: the mediating role of educational leadership. The results and findings of the path analysis indicated the significance of most of the hypothetical paths of the research; Also, all the fit indices indicate the proper fit of the causal model of the research. According to the results of the analysis, the direct effect of managers' self-efficacy and educational leadership is positive and significant.

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