

The Impact of Leadership Distributed on Teacher's Job Satisfaction with Teacher's Self-Effective Mediator in the girls' schools in Islamshahr city

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Abstract

Considering the importance of job satisfaction in the education system, especially teachers in educating the next generation of society, this study was conducted to determine the impact of distributed leadership on teachers' job satisfaction with the mediating role of teachers' self-efficacy in Islamshahr girls' schools. The research is applied in terms of purpose and in terms of descriptive-analytical nature and finally in terms of data collection is part of survey research. The statistical population of the study was 870 teachers and principals of girls' schools in Islamshahr, which using the Cochran's formula, 266 people were selected as a sample, which increased to 270 people. The data collection tool was a questionnaire and its validity was obtained based on content validity and its reliability with Cronbach's alpha, distributed leadership (0.825), job satisfaction (0.889) and self-efficacy (0.837), respectively. In order to analyze the collected data, descriptive statistics indicators and in the inferential section, the method of structural equations and two-level analysis with PLS and HLM software were used. Findings showed that distributed leadership with a path t-statistic equal to 3.929 has an effect on teachers' job satisfaction. It has variables. However, the relationship between teachers' self-efficacy and job satisfaction with the path t-test of 1.279 was not confirmed. Based on the research findings, it can be concluded that using distributed leadership style can improve job satisfaction at the teacher and school level

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Introduction

The organization of education, which is the basis for the growth and development of students and ultimately the excellence of the society, plays a significant role in the development of countries, and the officials and authorities who are involved in this serious matter need to have high commitment and accountability, job satisfaction, and learning and teaching, motivation and interest, etc. Those managers who are in accordance with the conditions and requirements of the education level of employees, i.e., organizational culture, organizational structure; and use different leadership styles and have employees and teachers who due to their appreciation, dedicate themselves to the educational system of the talents of the society. Nowadays, it is necessary to apply skills in both aspects of management and leadership in order to make students succeed as much as possible in educational environments. Related research about leadership and management styles, shows that these styles are regarded as a strong and important variable for thinking about managerial behavior and its effect on the performance of subordinates (Mehram and Dashti Rahmatabadi, 2008, p. 9). According to researchers, leadership style has a direct relationship with performance (Benett et al., 1996, 2003), level of motivation (Huang et al., 2008), social intelligence (Camburn et al., 2003), sense of equality (Ross., 1998) and ethics of employees (Storey., 2004). Despite the numerous researches about distributed leadership, the relationship between distributed leadership and job satisfaction has not yet been investigated through the mediating role of teachers' sense of efficacy. The education system of the Iran and accordingly the education of the city of Islamshahr is structurally focused and formal. This means that the orders are communicated from top to bottom and school administrators and teachers are required to implement them. For effective teaching and learning, schools and teachers need creativity, freedom of action and independence, participation in decision-making, etc., which is not possible with hierarchical and classical management styles. Based on this, the researcher is trying to answer the question of what is the effect of distributed leadership on job satisfaction by considering the mediating variable of teachers' self-efficacy?

Methodology

The research is applied in terms of purpose and in terms of descriptive-analytical nature and finally in terms of data collection is part of survey research. The statistical population of the study was 870 teachers and principals of girls' schools in Islamshahr, which using the Cochran's formula, 266 people were selected as a sample, which increased to 270 people. The data collection tool was a questionnaire and its validity was obtained based on content validity and its reliability with Cronbach's alpha, distributed leadership (0.825), job satisfaction (0.889) and self-efficacy (0.837), respectively. In order to analyze the collected data, descriptive statistics indicators and in the inferential section, the method of structural equations and two-level analysis with PLS and HLM software were used.

Results

Findings of the research which have been analyzed in the descriptive and inferential section, described below. The data obtained from 270 completed questionnaires showed that the highest frequency is related to work experience with more than 20 years and 6 to 10 years, and the lowest value is related to the group with work experience of less than 5 years respectively. The data show that 191 people, i.e., 70.7% of the respondents, had master degree, 77 people, i.e., 28.5%, had bachelor degree, and 2 people who did not answer this question.

Results of structural equation modeling are as follows: first the GOF index was calculated. Wetzles et al. (2009) introduced three values of 0.01, 0.25 and 0.36 as weak, medium and strong for GOF respectively (Davari and Rezazadeh, 2012: 98). The calculated GOF value for the current research model is equal to 0.25, which indicates the average fit of the model.

Therefore, the test of research hypotheses showed that:

1) **Distributed leadership influences on teachers' job satisfaction.**

The t-statistic of the distributed leadership variable path to teachers' job satisfaction was equal to 3.929 and greater than the absolute value of 1.96. Also, the factor load of this path (0.411) shows the strength of the influence between the two variables, so we can accept the effect of distributed leadership on teachers' job satisfaction at the micro level (teacher) at the confidence level of 95%. The coefficient of determination also shows that distributed leadership at the teacher level has only been able to explain 24% of the changes in the job satisfaction variable of teachers.

2- **Distributed leadership influences on teachers' self-efficacy.**

The t-statistic of the distributed leadership variable path to self-efficacy was equal to 5.182 and greater than the absolute value of 1.96. Also, the factor load of this path (0.417) shows the strength of the influence between the two variables, so we can accept the effect of distributed leadership on teachers' self-efficacy at the 95% confidence level. Also, based on the obtained coefficient of determination, it can be concluded that distributed leadership at the teacher level can only explain 17% of the changes in the self-efficacy variable.

3- **Teachers' self-efficacy affects their job satisfaction.**

The t-statistic of the variable path of teachers' self-efficacy to teachers' job satisfaction is equal to 1.279 and smaller than the absolute value of 1.96, so this hypothesis is not acceptable at the teacher level with 95% confidence. Also, according to the multi-level analysis, and the value of the significance level is 0.140, this hypothesis is not significant either at the teacher level or at the school level.

Discussion and conclusion

Findings showed that distributed leadership with a path t-statistic equal to 3.929 has an effect on teachers' job satisfaction. It has variables. However, the relationship between teachers' self-efficacy and job satisfaction with the path t-test of 1.279 was not confirmed

Based on the research findings, it can be concluded that using distributed leadership style can improve job satisfaction at the teacher and school level

In explaining the influence of distributed leadership on teachers' job satisfaction by taking into account the mediating role of teachers' self-efficacy, it can be said that if managers and decision-makers of education use distributed leadership style in the management and administration of schools and the educational system, in such a way that In spite of all the differences of opinion in the organization (schools), the manager and all the employees pay attention to the progress and development of the organization, the managers ask the employees to help them in management matters for the improvement of the organization, the managers in the meetings emphasize more on the exchange of employee`s information

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