

The prediction of the professionalization of teachers based on the role of professional leadership of managers by mediating trust and cooperation among teachers

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Abstract

Objectives: The current research aims to predict the professionalization of teachers based on the role of professional leadership of managers by mediating trust and cooperation among teachers in the city of Babol, Mazandaran, Iran.

Methods: The purpose of the current study is applicable, and according to its data collection method it has a descriptive-correlational research design. The statistical population of the study includes all teachers of the first and second grade in both the primary and high schools (N=3100) in the city of Babol in the school year of 2018-19 that a sample of 200 teachers (Female=115 and Male=85) were chosen using stratified random sampling method. All of the participants completed the surveys: professional leadership of managers, professionalization of teachers, trust and cooperation among teachers. To test the reliability of these tools, Cronbach's alpha was applied. Then, data were analyzed through correlation and path analysis using SPSS and LISREL software.

Results: The findings indicated that there is a positive significant relationship between the professionalization of teachers and the professional leadership of managers. Professional leadership of managers has a direct and significant effect on the professionalization of teachers. In addition, professional leadership of managers by mediating trust and cooperation among teachers has an indirect and significant effect on the professionalization of teachers.

Conclusions: The results of this research indicate the importance of the professional leadership role of managers in the professional development of teachers.

Key words: Professionalization, Professional Leadership, Trust, Cooperation

Introduction

Education with the meaning of growing all the abilities and talents is the most complicated, difficult, and effective social process. Serious attention to the education is a key objective of the government. An effective and efficient educational system is a system that fits the objectives and the main needs of a society and has the ability to prepare the younger generation and develop their competencies to achieve the desired goals. These competencies are one of the essential requirements in today's sophisticated society. A law-abiding citizen in a developing society is a citizen that has knowledge, attitude, skills, thinking, and desirable citizenship qualities (Razaghi, Motahari Nejad, & Lisani, 2018). Similarly, Hallinger and Heck (2010) emphasize that one of the success factors in the field of academic and the academic achievement of schools, as well as the most important factor at school is the leader who directs the organization towards the set goals and organizes the teachers to achieve those goals in a specific period. We assume that strong school leadership also helps setting goals in the social aspect, and directs them to organize schools. As a result, schools provide the community with a strong leadership in educating students with more competency and success (Dijkstra, Geijsel, Ledoux, Van der Veen & ten Dam, 2015).

Among the various pillars of educational institutions, teachers, as the main pillar of education, play a decisive role in the effectiveness of school and development of students' competencies (Ston, Bruce, & Hursh, 2007), because teachers can, despite the lack of facilities and learning environment, facilitate and provide the necessary platform for learners to learn and grow. In addition, teachers can develop learners' thinking, social, emotional, moral, and creativity using appropriate teaching methods and patterns as well as having human relationships with learners. Moreover, teachers can prepare learners to play roles and accept responsibility in their society (Naghie, 2010).

The success of any educational system depends, first and foremost, on the success of the teachers of that system. The success of teachers also depends on the degree of professional qualifications. Therefore, the professionalization of teachers globally is vital and of importance for two reasons. First, there is abundant evidence that professional teachers can effectively improve teaching and learning in the classroom so that they can increase students' progress. Professional teachers at schools are potential drivers for improving school education and strengthening the ability of schools for organizational learning (Yin, & Zheng, 2018).

On the other hand, in the past two decades, the professionalization of teachers is realized through various methods such as employee development, co-worker coaching, and professional learning communities. Li et. al. (2009) observed that the professionalization of teachers was a product of both internal and external activities that encourage students and educational practices that support student learning. Li, Hallinger & Walker (2016) claim that teachers' professional learning should focus on deepening subject knowledge as well as teaching methods. In fact, the professionalization of teachers is considered as one of the means for facilitating continuous learning among teachers. In addition, the professionalization of teachers not only helps improve the school but its important consequences are related to the development of students' competencies.

The professionalization of teachers is an important factor. Louis, Leithwood, and Wahlstrom's (2010) claim that effective leadership is one of the main requirements in creating the school environment that results in the professionalization of teachers. Alagheband (2004) defined leadership's role in management as the effective process and influencing the behavior of the organization's members to help them do the

management of organizational tasks. In the first decade of the third millennium, deep attention has been paid to the educational leadership phenomenon. The reason for this increasing attention is the importance and the role that the quality of educational leadership can play in making a significant difference towards the achievements of schools. Nicknami, Taghipour, Delavar and Ghafary (2009) state that school management is the main driver of change and innovation in education. Given that research by Hairon and Dimmock (2012), the professional leadership of managers at schools and the professionalization of teachers are closely related such that effective and professional leadership at school leads to professional development of teachers. The concept of professionalization has increased over the last decade and more attention is paid to increasing the number of schools and improving educational systems and governments that is known as a stimulus to ensure improved training quality, and as a result, enhance student learning which leads to the development of their competencies.

Hairon emphasizes that the professionalization of teachers can lead to teacher's professional learning, which in turn can improve the learning practices and students' learning outcomes. In addition, teachers' professionalization is accompanied by wider benefits, including positive teacher performance, healthy school culture, and school improvement. This popularity has also been incorporated into wider developments in the professional development of teachers, including the importance of lifelong and continuous learning, society learning, and job learning, and ultimately, it results in increasing students' competencies (Hairon & Dimmock, 2012).

Good leaders motivate employees with a variety of methods, and by paying attention to the needs of individuals, stimulate the feeling of ability to adapt to new situations (Hosseini, Amirtash, & Mozafari, 2005). Undoubtedly, the leadership style of managers is effective in directing the staff towards the goals of the school. Using the best leadership style or management based on personality traits leads to increasing the effectiveness and efficiency of the school and ultimately education organization. To fulfill the goals of the organization, managers apply style or method regarding spatial and temporal conditions as well as their ethical characteristics (Mosadegh Rad, 2005).

In addition to the leadership style of managers, another effective and efficient factor that can affect the performance of teachers and their professionalization is trust and cooperation existing among teachers. The most important needs of employees in the organization are trust among them, the manager and co-workers. Existence of high levels of trust in the organization will result in establishing the low evaluation costs and other control mechanisms, and employees will control themselves and have internal motivations (Yilmaz, 2008). Trust is the key to developing interpersonal relationships (Mukherjee & Bhattacharya, 2013). A low level of trust leads employees to divert data flow in the organization, suspicion and mistrust spread among employees, open and honest communication disappear within the organization, and the organization's decisions are not optimal (Tlaiss & Elamin, 2015).

The concept of trust and its issues have increasingly been studied in organizations over the past few years. Nowadays, the importance of trust in organizations is clearly evident because communication and the realization of cooperation among people require the existence of trust. In an era, in which relations between individuals and groups are looser and rapidly changing, trust, which is predominantly based on inferences and interpretations of the motives, personality, and conscience of others, is the central issue of organizations that ensure their growth and existence. The importance of trust is because managers seek to understand how to create effective collaboration in organizations. Trust is a key factor, because it creates

cooperation (Tyler, 2003). The key to maintaining an internal organizational relationship or avoiding its failure is that individuals have trust and confidence in working together. Relationships based on mutual trust are widely recognized as one of the most important success factors in successful organizations and companies (Vélez, Sánchez, & Álvarez-Dardet, 2008). Some experts believe that trust has a significant role in enhancing cooperation in the organization, and its existence among individuals and organizations leads to regular and logical interactions and relationships (Mukherjee & Bhattacharya, 2013). Trust creates an opportunity to establish collaboration among organizations to increase their investment (Jafari, Mohammadian & Pour, 2012).

Since lack of trust creates a gap between teachers and factors affecting the education organization, and as a result of this gap, decisions are faced with executive problems and the effectiveness of the training program will face serious problems, because the realization of educational goals requires the cooperation of the members with each other and the most important way to facilitate cooperation is to establish mutual trust among all the organizational factors (Puusa & Tolvanen, 2006). In the field of communication leadership practices, scientists are increasingly focusing on trust as a mediator or capable status from which leadership affects education and learning (Louis, Leithwood, Wahlstrom, et al., 2010). They also emphasized the need for leaders to adapt teachers' emotions as a means of building trust and commitment to school change (Li, Hallinger & Walker, 2016). Everyone has a special understanding of cooperation, is often confused with collaboration. This ambiguity will be greater when words such as networking, communication and coordination are raised. Although each of these concepts is an essential component of cooperation, they do not have the same value (Camarinha & Afsarmanesh, 2006). Cooperation is a concept that has been discussed in various disciplines, including organizational behavior, management, environmental science, communication, education, sociology, anthropology, history and medicine. Each discipline interacts with its own perspective on cooperation as a form of interaction (Bedwell, Wildman, Diazgranados, Salaza, Kramer, & Salas, 2012). Cooperation as a mechanism for leveraging competencies, it thus increases survival in turbulent market conditions (Romero, Galeano & Molina, 2008).

Research Background

The findings of Yin and Zheng (2018) in the field of facilitating professional learning society in China indicated that leadership behaviors had a positive effect on the trust of teachers and professional educational societies. They further proved that trust in colleagues is positive, while trust in the negative principle affects the relationships between leadership practices and the four components of professional education societies (Li, Hallinger & Walker, 2016). The trust of teachers plays a role as the mediator between the main leadership and teacher education in schools. The results of Zheng, Yin, Liu, and Ke (2016) demonstrate that teachers' professionalization is widely acknowledged as an effective strategy for schools that seeks to improve student performance and increase teachers' professionalization competencies. Wang (2015) found these results in his research that teachers' professionalization brings cooperation partnerships together, and only if the trust, respect, and understanding of the culture are established school, teachers' professionalization is realized.

Top, Akdere, and Tarcan (2015) achieved the results that despite significant differences in the transformational leadership style, organizational trust has a significant effect on organizational commitment and its components among public and private sector employees. Buczynski and Hansen (2010) investi-

gated the outcomes of professional development in a qualitative case study. The results of their research indicated that professional development increases the content of teachers' knowledge, the use of research based teaching method in the classroom, and the improvement of the students' scores in standard tests. The results of Rastegar and Hashemi (2015) indicate that servant leadership had a positive effect on organizational trust, and organization can provide a platform for teacher creativity development through selecting servant leadership and fostering organizational trust. Increasing organizational trust, in turn, can be a source of positive development in various organizational dimensions, and has a direct impact on the professionalization of teachers as well. Wagon Harris, Hejazi and Time (2016) in their research found that the optimism of teacher's education and the empowering structure of school had a positive and significant relationship with students' academic achievement. Among the three dimensions of academic optimism (Efficiency, academic emphasis, trust) teacher's efficiency was most related to student's academic achievement.

Accordingly, the mission of education is the training of human resources. In this regard, if education is recognized to provide the fields of prosperity, human development, and transcendence, and if its goal is considered as stimulating potential talents of humans towards perfection, teachers have a major role in the realization of this issue. Given the mentioned characteristics and reviewing the research background, the importance of managers' professional leadership in the success of educational organizations to strengthen and develop the basic utility of education (perspectives, values, mission, goals ...) and also to create favorable conditions for the development of the organizational effectiveness of education, in this research, the following hypothesized model was considered as structural relationships between the professional leadership of the managers and the professionalization of the teachers.

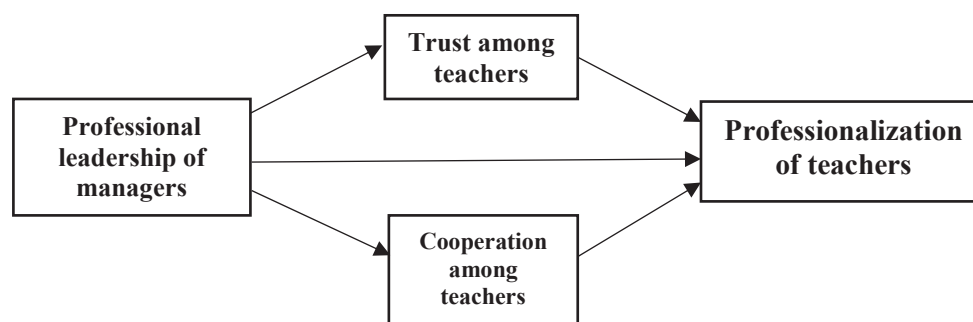


Figure 1) the model of conceptual effect of Professional Leadership on the Professionalization of Teachers with the Mediating Role of Trust and Cooperation of Teachers

Source: Yin & Zheng, 2018

In the conceptual model presented, the professional leadership of managers as an extraneous variable has a direct impact on the professionalism of teachers. It is also assumed that the trust and cooperation between teachers in the structural relationship among the professional leadership of school principals play a mediator role on the professionalization of teachers (Figure 1).

In line with the objective and conceptual model of research, the following hypotheses were considered and tested:

1. The direct leadership of directors has a direct and significant effect on the professionalization of teachers.

2. Professional leadership by mediating trust among teachers has an indirect and significant impact on the professionalization of teachers.
3. Professional leadership by mediating cooperation among teachers has an indirect and significant impact on the professionalization of teachers.
4. Professional leadership by mediating trust and cooperation among teachers has an indirect and significant impact on the professionalization of teachers.

Methodology

The present study examines the prediction of the professionalization of teachers based on the professional leadership of managers through the mediation of trust and cooperation among teachers and in the schools of Babol in the academic year of 2018-2019. Accordingly, the purpose of the current study is applicable, and according to its data collection method it has a descriptive-correlational research design. The statistical population of the study includes 3100 teachers (N=3100; Female=1674, Male=1426). Given the assumed paths, there are 12 parameters must be estimated, including 3 parameters in the Gamma matrix, 4 parameters in the Beta matrix, 4 parameters in the Phi matrix and 1 parameter in the Psi matrix. In this way, the sample size should be at least 5 to 50 times the desired parameters (Muller, 1996). Given the number of parameters in the model, a sample size of 200 people was considered. The participants were two hundred teachers (Female=115, %57.5; Male=85, %42.5) of the first and second grade in both the primary and high schools in the city of Babol in the school year of 2018-19. Four instruments were used in this research:

A) Professional leadership of managers: Day, Sammons, Leithwood, Hopkins, Gu & Brown (2010) professional leadership questionnaire, which consists of 11 items, was used to assess the professional leadership style of managers. The reliability of this questionnaire has been reported by Din et al. (2011) with Cronbach's alpha (0.72). The reliability of this questionnaire was calculated by the researcher with Cronbach's alpha (0.79). The correlation range of the items with a total score of 0.53 - 0.74 was at a significant level of 0.001.

B) Trust among teachers questionnaire: In order to measure internal trust among teachers participating in educational programs, the Mayer, Davis and Schoorman (1995) and Jarvenpaa and Leidner (1999) internal trust questionnaires were used. This questionnaire contains 3 items. The reliability of this questionnaire was calculated by the researcher with Cronbach's alpha (0.847). The correlation amplitude of the items with a total score of 0.71- 0.84 was at a significant level of 0.001.

C) Cooperation among teachers questionnaire: The Aram and Morgan (1976) in-group Co-operation Inventory has been used to measure the level of cooperation within the group in the groups' programs. This questionnaire contains 10 items. The reliability of this questionnaire was reported by Aram and Morgan (1976) with Cronbach's alpha (0.82). The Cronbach's alpha coefficient of the intra-group cooperation questionnaire was calculated by the researcher (0.758). The correlation range of the items with a total score of 0.43-0.67 was at the significant level of 0.001.

D) Professionalization of teacher's questionnaire: In order to measure the professional development of teachers, Leithwood, Aitken and Jantzi (2006) has been used. This questionnaire contains 11 items. The reliability of this questionnaire was reported by Leontwood et al (2018) with Cronbach's alpha (0.884). Cronbach's alpha coefficient of this questionnaire is calculated by the researcher (0.857). The correlation

range of the items with a total score of 0.81-0.50 was significant at the level of 0.001.

Data analysis

The total questionnaire distributed in this study was 315 cases. After collecting and reviewing the questionnaires by the researchers, 200 cases could be used. To analyze the data, SPSS version 19 and LISREL (linear structural relations) version 8.5 Descriptive statistics such as mean, standard deviation were tallied. Also, Pearson correlation coefficient was used to study the relationship between research variables. Finally, the research hypotheses were tested with the path analysis model and the final model of fit was reported.

Findings

To determine the mean variables of professional leadership of managers, trust and cooperation among teachers, and professionalization of teachers, descriptive statistics including mean, standard deviation and correlation matrix were used (Table 1).

Table 1. Mean, standard deviation and correlation coefficients between research variables

Variables	Mean	Std	(1)	(2)	(3)	(4)
Professional leadership of managers	4.177	0.657	-			
Trust among teachers	4.130	0.622	0.336**	-		
Cooperation among teachers	4.055	0.558	0.336**	0.517**	-	
Professionalization of teachers	4.007	0.496	0.413**	0.655**	0.523**	-

The mean of professionalization of teachers, professional leadership of managers, trust and cooperation among teachers are higher than the average level. The professionalization of teachers with the professional leadership of managers, the trust of teachers to each other, the cooperation among teachers has a meaningful relationship. The intensity of the relationship between the professionalization of teachers and the trust of teachers is more than other variables ($r = 0.655, p \leq .05$). The professionalization of teachers and the professional leadership of managers have a significant relationship ($r = 0.413, p \leq .05$). Teachers' professionalization has a meaningful relationship with the cooperation among teachers ($r = .523 p \leq .05$).

Fit data-model's accuracy was investigated and the final model was reported in Figure 2. In the final model, professional leadership of managers has a significant effect on the professionalization of teachers ($\gamma_{11} = .17, t = 3.15, p < .05$). Professional leadership of managers has a significant effect on the trust of teachers in each other ($\gamma_{12} = .34 t = 5.02 p \leq .05$). Teachers' trust in each other has a significant effect on the professionalization of teachers ($\beta_{12} = 0.49, t = 8.21, p < .05$). Based on these results, the professional leadership of managers by mediating the trust of teachers has an indirect, positive and significant effect equal with 0.176, and with a significant coefficient (5.17) on the professional development of teachers ($\gamma_{13} = .22 t = 3.45 p \leq .05$). Professional leadership of managers has a significant effect on the cooperation among teachers. Cooperation among teachers has a significant effect on the professionalization of teachers ($\beta_{22} = 0.44, t = 7.09, p < .05$).

According to these results, the professional leadership of managers by mediating the cooperation among teachers has an indirect, positive and significant effect equal with 0.10, and with a significant coefficient (4.12) on the professional development of teachers. Teachers' trust in each other has a significant

effect on the cooperation among teachers ($\beta_{11} = 0.44, t = 7.09, p < .05$).

Given the results, the professional leadership of managers by mediating trust and cooperation among teachers has an indirect, positive and significant effect equal with 0.07, and with a significant coefficient (3.07) on the professional development of teachers.

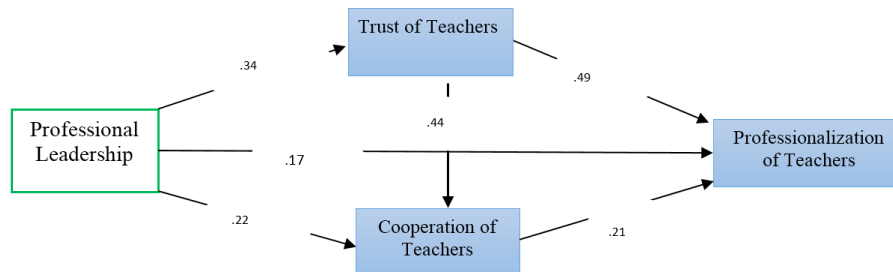


Figure 2. Final Model of the Effect of Professional Leadership on the Professionalization of Teachers with the Mediating Role of Trust and Cooperation of Teachers

* The standard coefficients have been reported.

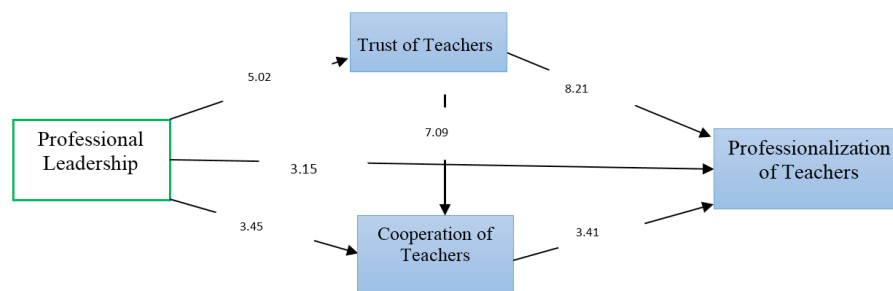


Figure 3. Final Model of the Effect of Professional Leadership on the Professionalization of Teachers with the Mediating Role of Trust and Cooperation among Teachers

* Significant coefficients have been reported.

Table 2. Model Fitness Indicators

Indices	Source	Expensive Domain	Amount	Result
X^2	-	$P 0.05 \geq$	3.51	OK
Df	-	-	3	-
X^2/df	-	3-5	1.17	OK
RMSEA	MacCallum (1996)	$RMSEA 0.08 \leq$	0.029	OK
GFI	Bagozzi & Yi (1988)	$GFI 0.90 \geq$	0.99	OK
AGFI	Bagozzi & Yi (1988)	$AGFI 0.90 \geq$	0.96	OK
NFI	Fornell & Larcker (1981)	$NFI 0.90 \geq$	0.99	OK
CFI	Hu & Bentler (1999)	$IFI 0.90 \geq$	1	OK
IFI	Shah & Ward (2007)	$IFI 0.90 \geq$	1	OK

Shows the fitting indices of the model indicate that the final model has a relatively good fit with the data.

Table 3. Direct, indirect, and total effect of the leadership of professional managers, trust, and cooperation on the professionalization of teachers

Effect	Path	Direct effect	Indirect effect	Total effect
Extraneous on Internal	leadership of professional managers on the professionalization of teachers	*0.17	*0.24	**0.41
	leadership of professional managers on the Trust of Teachers	**0.34	-	**0.34
	Cooperation of leadership of professional managers on the Teachers	**0.22	-	**0.22
Internal on Extraneous	the Trust of Teachers on the professionalization of teachers	**0.49	*0.10	*0.59
	the Cooperation of Teachers on the professionalization of teachers	**0.21	-	**0.21
	the Trust of Teachers on the Cooperation of Teachers	**0.17	-	**0.17

The coefficients have been reported metrically.* P<0.05 ** P<0.001

The direct, indirect and total effects are reported in Table 3.

Discussion and Conclusion

The findings of the first question indicate that the professional leadership of school principals has a direct and significant effect on the professionalization of teachers that is consistent with the findings of Yin and Zheng (2018) and Hairon and Dimmock (2012). This finding means that the professionalism of the leadership of the school principals leads to the professionalization of the teachers that this finding the experimental research of Hallinger, Lee & Ko (2014) has provided extensive information on the effects of leadership on the development of teachers. The results indicate that the essential and positive supervision of the school principal as a leader is affecting the professionalization of teachers in schools and increases the capacity of teachers to learn the organization. Louis, Leithwood and Wahlstrom (2010) demonstrated that both the educational leadership (e.g., the importance of managers to monitor school curricula and education issues) and shared leadership (which highlights a community leadership among school teachers and principals) encourages the professionalization of teachers in schools. Transformational leadership styles (e.g., school principals are able to create shared views and create a school culture that makes employees' personalized growth) reinforces teachers' training and motivation for professionalization. Findings of other research indicate that direct leadership of directors has a direct and significant effect on the cooperation and trust among teachers that is consistent with the findings of Top Akdere & Tarcan (2015). Schools today are more and more in need of a vibrant and committed human force, and the realization of educational goals is dependent on the efforts and endeavor of teachers. Interpersonal trust and between the leader-staff is essential for the efficient functioning of the staffs because without interpersonal trust, the achievement of organizational goals is delayed. Each organization, based on its goals, seeks to meet the needs of people and serve them. Therefore, paying attention to schools and increasing their quality in providing optimal services to communities, first of all, it requires that they look at the management of organizations, test their leadership style, and identify and select appropriate management practices in the organization that are consistent with the level of culture and maturity and staffs' talent after recognizing its strengths and weaknesses. The need for leadership and management in all fields of social activity is tangible and vital. Managers are the rarest and also the most valuable assets of the organizations and the main determinants of societies, who play a fundamental and vital role in its growth and prosperity. The competent and knowledgeable managers have the ability to exploit their internal abilities, expertise, and

career experiences materialize the goals of the organization by employing the lowest resources in the best way and enhance organization's effectiveness and efficiency. School principal as a professional leader is a very important factor in building trust among teachers and encourages more cooperation among teachers. Trusted teachers find a greater willingness to participate in job and group work.

Another finding of research indicated that the trust among teachers has a direct and significant effect on the cooperation among teachers that is consistent with the finding of Alsharo et al. (2017). Trust among colleagues is important because they form an informal network at the school that through it they provide the stream of horizontal information to the network. Teachers can trust each other and cooperate to grow and survive and step toward improving the effectiveness of the organization. Trust is the key to developing interpersonal relationships. A low level of trust will contribute to the deviation of the flow of data at school by the staffs, the spread of mistrust and suspicion among them; also will cause open and honest communication in school fade away and will lead to lack of optimum decisions at school. Trust creates an opportunity for cooperation among teachers to increase their investment accordingly.

Another finding of research suggests that trust and cooperation among teachers have a direct and significant effect on the professionalization of teachers and is consistent with the findings in Yin and Zheng (2018) and Rastegar and Hashemi (2105). High level of trust among teachers compensates for some of the weaknesses in other resources to improve performance. Hence, it is said that high level of trust contributes to increase in cooperation and consultation, improving job satisfaction, organizational commitment, trust atmosphere among staffs, information sharing, problem solving, facility empowerment, ability to change, learning and innovation, reduce mental and psychological pressure, reduce uncertainty about the future, solving conflicts and, finally, create a framework for improving school performance. Low trust among teachers will typically result in increased conflict, instability, desertion, loss of motivation, rumors and unresolved strikes, obstacle to the realization of goals. Teachers participate in the design and implementation of educational projects with their colleagues and while benefiting from each other's expertise provide opportunities for cooperation with others to improve student learning. Effective teachers are well-informed about current developments in education and are looking for new educational strategies. In order to update their knowledge, they participate in scientific activities and training courses and use professional organizations and publications as sources of professional development. They evaluate their successes and mistakes through thinking about teaching, and while evaluating their work, they take steps to improve it. Since there are many factors involved in the professionalization of teachers, in order to increase the professionalism of teachers, it is necessary to enhance the professional leadership of managers as an effective factor in this improvement and factors affecting it also be promoted.

The present study has some limitations like any other research. One of the limitations of this research is its measurement tools. The present study used a questionnaire for evaluation and the questionnaires have inherent limitations, including measurement errors, non-self-esteem, social acceptability responses, etc. Furthermore, according to the results of the research and taking into account the existing observations and evidence in order to promote the professionalization of the teachers and improve their performance, the following suggestions are made:

It is suggested to education officials using brochures, booklets and posters to inform teachers of their professional impact on improving school performance and through holding meetings and in-service

courses for the purpose of teachers' professionalization, and using audiovisual equipment, educational supplementary, new techniques and teaching methods, has a significant impact on the development of student competence. It is also suggested to establish meetings and in-service training courses for managers to help them become professional in school leadership. In addition, educational officials are required to employ and appoint managers with managerial degrees, experienced and skillful, familiar with new and up-to-date management and school leadership practices so that they can serve as a professional leader in schools. The officials are also wanted to create an atmosphere of friendly and informal education so that there will be more communication among teachers which leads to strengthening their trust and cooperation. On the other hand, it is necessary for everyone to create a culture of trust, partnership and cooperation, and their goals in improving and optimizing educational centers and schools in the country. Finally, teachers are required to be focused on teaching methods and introduce new methods of teaching in order to create initiative and creativity in students and through motivating students, teachers create lifelong learning along with ethical commitment.

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