

عنوان مقاله:

Evaluating the Relationship between Educational Leadership and Teacher Self-Efficacy with Professional Development of Shandong Primary School Teacher

محل انتشار:

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خلاصه مقاله:

The topic of employee professional development was first addressed by Gardiner et al., ۲۰۰۰ in charge of professional development at York University. This research study aims to investigate the relationship between educational leadership and teacher self-efficacy in the professional development of Shandong elementary school teachers. The research method is descriptive-correlational. The statistical population consists of ۱۲۶۰ Shandong elementary school teachers. To determine the sample size based on Morgan table, a sample of ۳۷۴ (۱۰۴ male and ۲۷۰ female) was selected using a cluster sampling method. Descriptive statistics (mean and standard deviation) and inferential statistics (one-sample t-test, Pearson correlation, and multivariate regression) were used to analyze the data. The educational Leadership Questionnaire from Standard, the self-efficacy questionnaire, and the teachers' professional development questionnaire was used for data collection. Professors and experts confirmed the validity of the questionnaires. The reliability of the questionnaires was obtained using Cronbach's alpha coefficient for educational leadership (۰.۹۲) and the self-efficacy questionnaire (۰.۷۸) as well as for professional development (۰.۹۷). The results revealed that the educational leadership variable with the highest impact with beta (BETA = ۰.۴۹) and self-efficacy with the negligible impact (BETA = ۰.۱۴) predict the professional development variable. The mean scores of educational leadership, self-efficacy, and professional development are above average. There is a significant relationship between educational leadership and self-efficacy in professional development.

کلمات کلیدی:

educational leadership, Teacher self-efficacy, Professional Development

