Principal leadership and teacher professional learning in Turkish schools: examining the mediating effects of collective teacher efficacy and teacher trust

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To cite this article: Mehmet Fatih Karacabey, Mehmet Şükrü Bellibaş & Donnie Adams (2020): Principal leadership and teacher professional learning in Turkish schools: examining the mediating effects of collective teacher efficacy and teacher trust, Educational Studies, DOI: 10.1080/03055698.2020.1749835

To link to this article: https://doi.org/10.1080/03055698.2020.1749835

Published online: 14 Apr 2020.

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ABSTRACT
The present study sought to contribute to the growing international knowledge base regarding the influence of school leadership on teacher learning by examining the relationship between principals' instructional and transformational leadership types and teachers' professional learning perceptions with the mediating effects of teachers' perceptions of collective efficacy and trust. A cross-sectional survey design of the quantitative research method was employed using the data collected from a total number of 1,200 teachers in Turkey. Mediation analysis in structural equation modelling (SEM) with the bootstrapping method was used to analyse the structural relations among variables. The result showed that both principals' instructional and transformational leadership types were significantly related to teacher professional learning, mediating by teacher trust and collective teacher efficacy. The study reconfirmed the results of the growing body of global literature on the relationship between principal leadership and teacher professional learning and practice.

ARTICLE HISTORY
Received 12 December 2019
Accepted 27 March 2020

KEYWORDS
Instructional leadership; transformational leadership; collective teacher efficacy; teacher trust; teacher professional learning

Introduction
Teacher professional learning has garnered considerable recognition in the school improvement research as high-quality teaching is now regarded as a prerequisite for student learning. School cultures that support the continuous development and learning of teachers have become a global lexicon towards sustainable improvement in the education of students (Thoonen et al. 2012). Without organisational structures, values, and norms that motivate and support teacher learning, schools will struggle to keep pace with an ever-changing ambitious goal for student learning (Harris et al. 2014; Sleegers et al. 2014). A growing piece of literature has given recognition to the critical link between teacher capacity and student learning focusing particularly on the ‘strategic factors’ that impact teacher professional learning (Li, Hallinger, and Walker 2016; Timperley 2011; Vescio, Ross, and Adams 2008).