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TÍTULO: Liderazgo participativo, y Efectividad y Eficiencia Organizacional: opiniones de los maestros.

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RESUMEN: El propósito del presente estudio fue investigar la relación entre el liderazgo participativo y la efectividad y eficiencia de los maestros en la ciudad de Zahedan. El método de investigación fue descriptivo y correlacional. La población estadística de este estudio son todos los maestros de la escuela primaria de Zahedan (570 personas) que todos participaron en la investigación. Las herramientas de medición consistieron en los cuestionarios de Castelli (2012) y Castelli et al. (2017), Zaki et al. (2006) y Bani Hashemian (2009). Los resultados de la prueba de correlación mostraron que había una relación significativa entre el liderazgo participativo y la efectividad y eficiencia de los docentes. Además, los maestros creían que con el aumento del uso del estilo de liderazgo participativo en las escuelas, la efectividad organizacional de los maestros también aumenta. Por lo tanto, los gerentes escolares deben aprender habilidades de trabajo en equipo en la escuela y cambiar su actitud hacia la organización del trabajo para crear un ambiente participativo.

PALABRAS CLAVES: educación, efectividad, eficiencia, liderazgo participativo, docente.

TITLE: Participative leadership and organizational effectiveness and efficiency: teachers' opinions.

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ABSTRACT: The purpose of the study was to investigate the relationship between Participative leadership and Effectiveness and efficiency of Teachers in Zahedan City. The research method was descriptive and correlational. The statistical population was all teachers of Zahedan city elementary school (570 people). All participated in the research. The measurement tools were the questionnaires of Castelli (2012) and Castelli et al. (2017), Zaki et al. (2006) and Bani Hashemian (2009). The results of the correlation test showed that there was a significant relationship between participative leadership and the effectiveness and efficiency of teachers. Teachers believed that with the increase of using participative leadership style in schools, the organizational effectiveness of teachers also increases. Hence, school managers need to learn teamwork skills at school and change their attitude toward organizing work to create a participative environment.

KEY WORDS: education, effectiveness, efficiency, participative leadership, teacher.

INTRODUCTION.

Organizations are exposed as a whole range of individuals and human groups to a vast and flourishing environment.

Today, education organization is an important social institution that has a huge responsibility for the education of children and young people. Attention to the factors of the progress and advancement of societies shows that these countries have enjoyed effective and efficient education. Hence, different

researches in this field can identify existing shortcomings and pave the way for their elimination (Aghnia and Mahdavi, 2016).

Education is the main and key factor in the social, economic, cultural and political development of any society. Analysis of effective factors in the development of advanced societies indicates that all of these countries have enjoyed effective education. Educational systems without effective management and leadership will not be able to meet their growing responsibilities (Tofighi, 2011). The role of the school in educating a believer's generation, in line with Islamic ethics, inquiring, thinking, dynamic, creative, entrepreneurial, healthy and talented, and ... will play a fundamental and transformative role. Achieving these goals means the effectiveness and efficiency of schools. It can be said that organizational effectiveness and efficiency can be defined as the extent to which an organization fulfills its long-term and short-term goals, as well as the extent to which its effective strategic factors are recognized and fulfilled (Parizadeh, 2017).

Effective and efficient schools are still a global dream for all educational systems. Although useful studies have been done on the features of these schools so far, they still require more research efforts on how these schools work and analyze their access to them (Zaki et al., 2006). Several factors affect the effectiveness and efficiency of schools and facilitate its process. One of these influential factors, and perhaps most important, is school management.

Leadership is the ability to influence, motivate individuals, and contribute to the success and effectiveness of the organization. Leadership is science and art, and art of leadership is about the ability to understand the situations and leadership positions and influence others to achieve group goals.

The need for management is undeniable in managing the organization and the importance of good and proper leadership to achieve the goals. On the other hand, today's executives work in an ambiguous, dynamic, and highly variable environment. In such circumstances, today's very difficult

issues cannot be solved with past knowledge and technology and solutions (Jamalabadi and Jahani, 2016).

Today, the management of the complex organizations requires the update knowledge and knowledge have become very important and valuable, as the current era has been called "Knowledge age", "Information age" and "the era of data". In such an era, the management of Educational Institutions needs managers who will lead their thinking with a more thoughtful and participative mind in pursuit of the organization's goals. Goals must be started in order to create effective school management. Understanding the goals, believing them, commitment to their acquisition, alignment and similarity with them, and motivation are the first step towards the effectiveness of managers (Alaghehband, 2006).

Leadership is a very important subject in organizational behavior due to its role in individual and organizational effectiveness. Leadership is the process of influence in others so that they will strive to achieve the goals of the organization with their own desire. The leadership style determines the atmosphere governing the organization, as well as how the leaders interact with the subordinates. There has been a lot of research about leadership theories, the results of which represent different leadership styles .A particular leadership style is not suitable for all situations, and each person has a way of guiding others; leaders can use different leadership styles in different situations. In the Participative Leadership style or democratic leadership, team members are involved in the decision-making process and are allowed to comment, but the final decision is made by the team leader, as a result of which the employees have a high degree of job satisfaction and productivity.

Participative leadership style is usually the most effective leadership style. In this type of communication there is a two-way communication that is suitable for organizations that need innovation and creativity .One of the most important issues in this leadership style is to build trust to increase the motivation of the organization's human resources. Smith's research (2012) showed that

Participative action was taken to improve school management and as an effective factor to make changes in teachers' activities. One of the newest theories that have come to fruition in the pursuit of thoughtful action and reflective learning in recent years in the leadership of managers, and especially in learning organizations, is the participative leadership theory in organizations (Imamjuma et al., 2016).

Effectiveness and efficiency of the school are one of the basic concepts discussed by the planners in the field of education. Past studies have shown that in the effectiveness and efficiency of schools, certain factors such as the school climate, the efficiency of management processes and leadership in solving educational problems, the quality of students' learning and their academic achievement, the provision and proper use of resources, Educational facilities, curriculum, employee satisfaction, desirable human relationships, morale and job motivations have a great importance (Nickpour et al., 2012).

Managers, who are able to find ways and create some incentives to focus all teachers' efforts on school goals, they create a huge source of productivity for the school and have an effective management (Soleimani and Motahari, 2009). In the model of effective schools, as suggested by Mirkamali (2007) and Zaki et al. (2006), leadership of the school is recognized as the main element of the effective school. In addition, many research results show that leadership is an effective factor in the effectiveness and efficiency of schools.

Although the results of the researches confirm the relationship between leadership and effectiveness and consider participative action as an effective factor in improving the state of the school, but few empirical studies have reviewed directly correlate the relationships between leadership and the effectiveness of schools. Therefore, given the above points, and also in our country has not carried out any research in this field, therefore, the aim of this study is to investigate the relationship between Participative leadership and the effectiveness of primary schools in Zahedan.

DEVELOPMENT.

Methodology.

This research was a descriptive-correlational research and conducted in the second half of 2018. Research variables include Participative leadership as an independent variable, and the Effectiveness and Efficiency of teachers as dependent variables.

The statistical population of this study included all teachers of elementary schools in Zahedan city in the academic year of 2018 (570 people). All of teachers participated in study. The data gathering method was fieldwork and research tools were three questionnaires. To measure Participative leadership used the questionnaire of Castelli (2012) and Castelli et al. (2017) research that included 42 items with Likert 5 options and its' dimensions were openness of experience, goal, meaning, challenge, and feedback. The reliability of this questionnaire was 0/82 based on Cronbach's alpha coefficient (Table 1).

To measure the teacher's organizational effectiveness used the Parsons' Effectiveness Questionnaire (Zaki et al., 2006) including 28 items and its' dimensions were innovation, organizational commitment, job satisfaction and organizational health. The reliability of this questionnaire was 0/88 based on the Cronbach's alpha coefficient (Table 1), and to measure the teacher's efficiency used the Bani Hashemian (2009) questionnaire that includes 14 items and its dimensions were talent, characteristics of work tools and work environment, having the experience, skills and information about work, motivation and organizational climate. The reliability of this questionnaire was 0/79 based on Cronbach's alpha coefficient. Validity of the questionnaires were assessed and confirmed by content validity method and the opinion of ten teacher and principals (Table 1).

Table 1: Validity and reliability of research questionnaires.

Questionnaire	Reliability (Cronbach's alpha)	Validity	Likert Scale	Questions
Participative Leadership Questionnaire (Castelli, 2012 and 2017)	0/82	The opinion of the teachers and principals	5	42
Parsons' Effectiveness Questionnaire (Zaki et al., 2006)	0/88	The opinion of the teachers and principals	5	28
Teachers Efficiency Questionnaire (Bani Hashemian, 2009)	0/79	The opinion of the teachers and principals	5	14

After data collection, descriptive and inferential statistical techniques were used to analyze the data.

In order to describe the data and observations, statistical descriptive methods such as frequency distribution tables, descriptive charts and central and dispersion indicators were used.

After data collecting, reviewing, and encoding, researchers create a database and entry data in SPSS ver.16 software. Also, Pearson correlation coefficient, Cronbach's alpha coefficient were used to analyze the data.

Findings.

In order to improve the efficiency activity of teachers in Zahedan elementary schools, this study examined the relationship between participative leadership and the Effectiveness and Efficiency of Teachers in Zahedan City.

- ✓ In the present study, 30/6% of teachers were male and 69/4% female, in term of age 41/2% of participants were less than 30 years old and 58/8% were more than 31 years old, more than of half of the participants had a bachelor's degree (58.6%) and 41/4% were Master degree, most of the participants were formal employee (92.3%), the majority of participants had their working experience between 6 to 10 years old (49/6%).
- ✓ **Hypothesis 1:** There is a significant relationship between participative leadership and the organizational effectiveness of teachers in Zahedan elementary schools.

The Pearson's Correlation Coefficient was used to investigate the relationship between Participative Leadership and Organizational Effectiveness and Efficiency (Table 2).

Table 2: The Matrix of Correlation between Participative Leadership and Organizational Effectiveness and Efficiency of Teachers.

Variable	Correlation	Effectiveness	Efficiency
Participative Leadership	Pearson's	0/713	0/380
	P-Value	0/001	0/001
	Kendal's	0/630	0/441
	Relationship	Exist	Exist
	Direction	Straight	Straight
	No	570	570
At a significant level of 0/01			

Regarding the results of Table 2, the correlation between Participative Leadership and Organizational Effectiveness is 0/713. Considering that the level of significance of the tests is less than 0/05, it can be said that the relationship between Participative Leadership and Organizational Effectiveness of teachers is significant and the hypothesis one of the research is accepted.

It should be noted that due to the positive correlation coefficient, the relationship between Participative Leadership and Organizational Effectiveness is directly (Table 2). So, teachers believed that with the increase of using participative leadership style in schools, the organizational effectiveness of teachers also increases.

✓ **Hypothesis 2:** There is a meaningful relationship between the participative leadership and the Efficiency of teachers in Zahedan elementary schools.

Regarding the results of Table 2, the correlation between Participative Leadership and Teachers' Efficiency is 0/380. Considering that the level of significance of the tests is less than 0/05, it can be said that the relationship between Participative Leadership and Efficiency of teachers is significant and the second hypothesis of the research is accepted.

It should be noted that due to the positive correlation coefficient, the relationship between Participative Leadership and Teachers' Efficiency is directly (Table 2). Hence, teachers believed that with the increase of using participative leadership style in schools, the organizational efficiency of teachers also increases.

- ✓ Also, 75/4% of teachers said that implementing a participative leadership style in schools would increase the job satisfaction of teachers.
- ✓ And 77% of teachers said that implementing a participative leadership style in schools would create creativity and innovation for teachers.
- ✓ And 81/8% of teachers said that implementing a participative leadership style in schools would increase organizational commitment for teachers.
- ✓ Finally, 80% of teachers said that implementing a participative leadership style in schools would cause and increase organizational health for teachers.

CONCLUSIONS:

The results showed that there was a significant correlation between participative leadership and organizational effectiveness of teachers. The findings of this research is in line with the research carried out by Imamjuma et al. (2016) on the relationship between leadership and the effectiveness of primary schools in Qods city based on the Parsons model, and it was concluded that the results of the correlation coefficient and regression simultaneously showed that leadership and its components have a significant relationship with the effectiveness of primary schools in Qods city.

Study results showed that there was a significant correlation between participative leadership and efficiency of teachers. The findings of this research were in line with the research carried out by Moradi and Ghanbari (2018). The results of this study emphasize the importance of paying attention to the indirect effect of leadership/management with respect to the mediating variables on the effectiveness of schools.

Based on the results obtained from the research hypotheses, it is suggested:

1. Reflect these results to all elementary schools in order to further enhance the effectiveness of the school leadership.
2. It is necessary to create a more secure environment in schools and to diversify the way employees participate in school decision-making. Managers provide the conditions for employees to share their experiences and ideas with ease.
3. Among the components of leadership, providing feedback from managers is most important factor in order to maximize the effectiveness of schools, therefore, constructive feedback should always be presented as a key strategy from the director to the teachers.
4. Managers should avoid making prejudices about teachers, employees and students, and they must behave in such a way that everyone can help each other in solving problems.
5. School Managers / Administrators need to learn teamwork skills at school and change their attitude toward organizing work to create a participative environment.
6. Also, teachers should be trained in teamwork skills and rewarded with group actions instead of rewarding individual functions.
7. Finally, School Administrators should try to motivate and increase the efficiency of teachers by paying more attention to their mental status in order to better perform their duties and make them more effective.

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