THE IMPACT OF COLLEGIAL LEADERSHIP, TEACHER PROFESSIONALISM AND FACULTY TRUST ON TEACHER ACADEMIC OPTIMISM AT SELECTED BASIC EDUCATION HIGH SCHOOLS IN MANDALAY

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Abstract

The purpose of this study was to explore the impact of collegial leadership, teacher professionalism and faculty trust on teacher academic optimism at selected Basic Education High Schools in Mandalay. Descriptive research method was applied to collect data from six principals and five hundred and three teachers from six selected high schools in Mandalay. In this study, three instruments were mainly used in Questionnaire for Teachers. Collegial leadership and teacher professionalism were identified through the use of *"The Organizational Climate Index (OCI)"* developed by Hoy, Smith, & Sweetland (2002, Dean, 2011). Again, *"The Omnibus Trust Scale (Omnibus-T scale)"* developed by Hoy and Tschannen-Moran (1999, Dean, 2011) was used in order to measure the faculty trust in principals and colleagues in this study. Similarly, *"The School Academic Optimism Scale for Elementary Teachers (SAOS)"* developed by Hoy & Tarter (2006, Dean, 2011) was also used to elicit the perceptions of teachers on their academic optimism. It consisted of three domains of teacher academic optimism: collective efficacy, faculty trust in clients and academic emphasis. Data was analyzed by the use of descriptive statistics, independent sample *t*-test, bivariate correlation and multiple regression analysis through SPSS software. The findings of this study indicated that principal's collegial leadership was significantly related to teacher academic optimism ($r = .61$, $p<.01$) and there was positive correlation between teacher professionalism and academic optimism ($r = .61$, $p<.01$) at selected high schools. Again, positively high correlation was found between the overall faculty trust and teacher academic optimism ($r = .70$, $p<.01$) at selected high schools. Moreover, multiple regression analysis showed that academic optimism can be predicted from the combination of collegial leadership, teacher professionalism and faculty trust. Further studies are needed to be expanded this study to improve the quality of education in all sectors of education by considering other leadership styles.

Keywords: Collegial Leadership, Teacher Professionalism, Faculty Trust, Academic Optimism

Introduction

Effective leadership increases an organization's ability to meet all challenges, including the need to obtain a competitive advantage, the need to foster ethical behaviour and the need to manage a diverse workforce fairly and equitably (Moorhead & Griffin, 2004; cited in Wakanyei, 2013). The principal's leadership approaches and styles influence factors in the school environment such as organizational learning and organizational culture and so on. These factors contribute to the educational accomplishments of students. To be an effective leader, the principal must use the leadership approach and style that is appropriate to the context of the specific school (Bentley, 2011). Therefore, it is imperative that principals develop leadership styles that enhance a school's climate, which in turn, help in meeting the mandates of a nation. Consequently, schools with effective leadership styles set high but achievable school goals and academic standards (Wakanyei, 2013).

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Collegial leadership is where principals are supportive of teachers and concerned about them as people, yet still set high standards for the staff to follow. Collegial leaders find a way to make teachers' jobs easier by enabling instead of hindering (Hoy & Sweetland, 2001; cited in Dean, 2011). Therefore, teachers are more likely to experiment and take risks to improve the quality of instruction when they are supported by their superiors. Leaders who were open with teachers, treating with them as colleagues while setting reasonable standards were not only respected by teachers but were rewarded with their trust (Dean, 2011).

On the part of teachers, teachers are considered the most important in-school impact factor on the quality of student achievement. A teacher needs to devote his/her effort to student learning, maintains warmth and friendliness among teaching colleagues, try to create a strong association to the school, colleagues and students. According to Hoy and Sabo (1998; cited in Dean, 2011), teacher professionalism refers to four distinct characteristics: teacher commitment, teacher collegiality, teacher affiliation, and teacher disengagement. Teacher professionalism is seen as a solution for analyzing student failures, dropouts, violence and the problem of gaining the skills of critical thinking and problem solving (Koşar, 2015).

In addition, trust is fundamental to functioning in a complex and interdependent society (Tschannen-Moran & Hoy, 2000). As a consequence of open and collegial interactions among teachers, mutual trust in each other in the school setting can be reached. When teachers trust their principal and colleagues, they can focus on a high level of academics with a sense that they can get it done collectively (Dean, 2011). Hence, teacher trust in principal and colleagues leads to the development of academic optimism of teachers about their student learning.

On the other hand, academic optimism is a combination and reciprocal relationship of teacher collective efficacy, faculty trust in clients and academic emphasis. School academic optimism has the potential to influence the quality of learning and teaching environment at schools (Hoy et al., 2006; cited in Kılınç, 2013). It reflects teachers' beliefs and efforts on improving student achievement that they can make a difference in the academic performance of students by emphasizing academics and learning, and by trusting parents and students to cooperate in the process.

Therefore, this study explored the improvement of teacher academic optimism through a trusty climate in the organization created by a collegial leader and his /her teachers who have possessed high level of teacher professionalism. Although this study is likely to have shortcomings and weaknesses, the researcher believes that it will be helpful to develop a better understanding of principals' collegial leadership practices, teacher professionalism, faculty trust and teacher academic optimism in high schools.

Purpose of the Study

The general aim of this study is to investigate the impact of collegial leadership, teacher professionalism and faculty trust on teacher academic optimism at selected Basic Education High Schools in Mandalay.

Research Questions

1. What is the relationship between principal's collegial leadership and academic optimism perceived by teachers at selected high schools?

2. What is the relationship between teacher professionalism and academic optimism rated by teachers at selected high schools?

3. What is the relationship between faculty trust and academic optimism measured by teachers at selected high schools?

4. Will collegial leadership, teacher professionalism and faculty trust contribute jointly and individually to academic optimism at selected high schools?

Limitations of the Study

1. The scope of this study is limited to Basic Education High Schools in Mandalay because the study was based on the available time and resources of the researcher.

2. Participating schools are monitored and adjusted using the criterion of three consecutive year performance (from 2013AY to 2015AY) above or below 40% of matriculation pass rate.

3. The sample schools are limited to the schools in which the principals have at least three years of administrative service at the current schools.

4. The findings of the study may not be generalized to any group other than the high schools in Mandalay.

Definitions of Key Terms

This study is guided by the following definitions of key terms.

▪ *Collegial Leadership***:** principal's behavior directed toward meeting both social needs of the faculty and achieving the goals of the school (Hoy, Smith, & Sweetland, 2002; Dean, 2011).

▪ *Teacher Professionalism:* the characteristics of teachers such as respect for colleague competence, commitment to students, autonomous judgment, mutual cooperation, and support for colleagues (Hoy, Smith & Sweetland, 2002; Dean, 2011)

▪ *Faculty Trust***:** an individual's or group's willingness to be vulnerable to another party based on the confidence that party is benevolent, reliable, competent, honest and open (Hoy & Tschannen-Moran, 1999). In this study, faculty trust was examined by using two dimensions; faculty trust in the principal and faculty trust in colleagues.

  (i) *Faculty Trust in the Principal***:** the confidence of teachers "that the principal will keep his/her word and will act in the best interests of their colleagues" (Hoy et al., 1991; Terry, 2015).

  (ii) *Faculty Trust in Colleagues***:** teachers' trust in colleagues that they can depend on each other in difficult situations and rely on the integrity of their colleagues (Forsyth, Adams & Hoy, 2011).

▪ *Academic Optimism***:** teachers' positive beliefs on their ability to contribute well to student learning by effectively collaborating with students and parents and by trusting their own capacity to stand against negative situations (Woolfolk-Hoy, Hoy & Kurz, 2008; Kılınç, 2013). In this study, the construct of academic optimism is based on three dimensions such as collective teacher efficacy, faculty trust in clients and academic emphasis.

    (i) ***Collective Teacher Efficacy*:** the beliefs of teachers that their collective efforts or attempts to create a positive learning environment for students at schools are likely to succeed (Goddard, Hoy, and Woolfolk-Hoy, 2000; McKinnon, 2012).

    (ii) ***Faculty Trust in Clients (Students and Parents*):** teachers' trust in clients (students and parents) that they can cooperate to improve student learning (Forsyth, et., 2011).

    (iii) ***Academic Emphasis*:** the quest for academic excellence by teachers in such ways as setting high goals, creating an orderly achievement environment, motivating students and appreciating for students' achievement (Bevel, 2010: Ekeh & Njoku, 2014).

Theoretical Framework

Collegial Leadership Model of Emancipation

- Collegial leadership was explained based on "Collegial Leadership Model of Emancipation" which was developed from the preliminary study of Manser in 1999.

- The COLME is developed around the conceptualization of four metaphorical pillars: devolution of power, empowerment, shared decision-making and shared leadership.

- The interaction of the four hypothetical pivots: shared values, shared vision, collegiality, and emancipation with the pillars results in the emancipation of employees form TMPs. The nucleus of the COLME comprises the organization's employees and its customers (Singh, 2013).

Theories of Professionalism

- Early sociological approaches to professionalism can be classified broadly as trait approaches and functionalist approaches. The first attempts to define the traits of professionalism while the second places greater emphasis on an examination of the functions and role of professionalism (Harris, 2004).

- Moving on from this definitional analysis such as trait and functionalist approaches, it is also necessary to assess the processual approach which may be divided between the power and action perspectives (Hewitt et al., 2007).

Coleman's Social Capital Theory

- The explanation of trust is based on James Coleman's social capital theory (Coleman 1988, 1990; Schieder, Judy, Ebmeye & Broda, 2014).

- According to Coleman (1988; McKinnon, 2012), "social capital" is defined by its function and comes about through changes in the relations among people that will facilitate certain actions and may constrain others.

- Social capital can take on three forms; firstly obligations and expectations which depend on the trustworthiness of the social environment, secondly the capacity of information to flow through the social structure in order to provide a basis for action and thirdly the presence of norms accompanied by effective sanctions.

Teacher Academic Optimism

- Hoy et al (2006; McKinnon, 2012) reveals that the construct of academic optimism evolved from positive or humanist psychology with theoretical foundations from Albert Bandura's social cognitive and self-efficacy theories, James Coleman's social capital theory, Hoy and his colleagues' work on culture and climate, and Seligman's study of learned optimism.

Bandura's Social Cognitive Theory

- The concept of collective efficacy flows from social cognitive theory and Bandura's work on self-efficacy (Bandura, 1986; Malloy, 2012). Social cognitive theory is a framework for understanding learning and motivation (Hoy et al., 2006; Malloy, 2012). It posits that an individual's behaviour is primarily learned through his or her observation of others as well as through interaction with his or her environment (Dimopoulou, 2012).

- Social cognitive theory claims that behaviour is not influenced by the dualism of internal or external factors; rather, a reciprocal relationship exists between cognition (what someone believes and thinks), behaviour, and other personal factors and environmental conditions, impacting each other bi-directionally (Bandura, 1986; Malloy, 2012).

Academic Emphasis

- The theoretical underpinnings of academic emphasis come from effective schools research and research on school culture (Hoy, Sabo et al., 1998; Hoy, Tarter, & Bliss; 1990; Hoy et al., 1991; Donovan, 2014).

- Edmonds (1982; Donovan, 2014) noted five school characteristics that proved to promote student achievement based on the findings of early effective schools researchers. Three of these five school variables were consistent with academic emphasis.

- The effective schools research influenced the development of the Organizational Health Inventory (OHI), which measures the organizational health of schools.

- Hoy, Hannum et al. (1998; Donovan, 2014) would later combine organizational health with that of organizational openness measured by Organizational Climate Descriptive Questionnaire (OCDQ).

- In addition, Hoy, Smith et al. (2002; Donovan, 2014) would later develop the Organizational Climate Index (OCI).

Review of Related Literature

Collegial Leadership

- Collegial leadership is the process involved in leaders systematically, but informally relating to persons and groups of equivalent authority in a different area for the betterment of an organization to advance a mutual mission (Mooney, Burns, and Chadwick, 2012).

- Collegial leadership not only involves leadership behaviors that build willing followers who commit themselves to the organization's objectives but it also empowers followers to accomplish these objectives by their becoming leaders in their own fields of expertise (Kouzes & Posner, 1997; Yukl, 1998; Goleman, 1996; Singh, 2013).

Teacher Professionalism

- Teacher professionalism has the effect of allowing teachers to come together with respect for one another's professional ability (Brundrett, 1988; Awbery, 2013).

- Depending on the educational context, teacher professionalism focuses on teachers' professional qualifications such as being good at his/her job, fulfilling the highest standards, and achieving excellence (Demirkasımogˇlu, 2010).

Faculty Trust

- Trust is the key stone of successful interpersonal relations, leadership, team-work, and effective organizations. Faculty trust is a compilation of five factors of trust; benevolence, reliability, competence, honesty, and openness (Tschannen-Moran & Hoy, 2000).

  (i) Faculty Trust in the Principal

  - When there is a high level of trust between superiors and subordinates, subordinates express high levels of confidence in the accuracy of information coming from the superior, a desire for interaction with the superior, and satisfaction with communication with the superior (Roberts & O'Reilly 1974; Tschannen-Moran & Hoy, 2000).

  (ii) Faculty Trust in Colleagues

  - Faculty trust in colleagues is a very important factor in the development of effective schools (Dean, 2011). When teachers trust and respect each other, a powerful social source is available for supporting the collaboration, reflective dialogue, and deprivation characteristics of a professional community (Terry, 2015).

Academic Optimism

- Academic optimism means a shared belief among faculty that academic achievement is important, that the faculty has the capacity to help students achieve, and that students and parents can be trusted to cooperate with them in this endeavor—in brief, a school wide confidence that students will succeed academically (McGuigan and Hoy, 2006; MacPherson & Carter, 2009).

  (i) Collective Efficacy

  - When teachers believe that they work alongside faculty members who are competent and capable of overcoming challenges within the school, this belief creates a cultural norm that influences student achievement (Goddard, Hoy, & Woolfolk Hoy, 2000).

  - Bandura (1993; Dimopoulous, 2012) found that schools that had a strong sense of collective efficacy flourished, while those with poor collective efficacy declined in academic performance or showed little academic gain.

  (ii) Faculty Trust in Clients

  - Faculty trust in students and parents reflects the confidence that teachers have in parents and students to respond positively.

- When teachers create a safe and trusting environment, students feel comfortable to take chances and learn from their mistakes, and parents come to believe that teachers are motivated by the best interests of their children (Beard, Hoy & Hoy, 2009).

(iii) Academic Emphasis

- While collective efficacy focuses on beliefs and faculty trust focuses on feelings, academic emphasis focuses on the actions or behaviors of the faculty as a whole or collective body (Dean, 2011).

- In schools with high levels of academic emphasis, the focus in academic is paramount and the overall school climate supports this perspective from administrators and teachers to students (McKinnon, 2012).

Methodology

Research Method

Descriptive research method was used to collect the required data in this study.

Participants

The target population of this study was all principals and all teachers (primary, junior and senior teachers) from Basic Education High Schools in Mandalay. There are 46 Basic Education High Schools (not including the branch and affiliated schools) representing 7 townships in Mandalay. The sample schools were limited to the schools which had above or below 40% of the matriculation examination pass rate during three consecutive academic years from 2012-2013 AY to 2014-2015 AY and in which the principals had at least three years of tenure at the current school.

Among those schools, 6 high schools were randomly selected and were divided into two groups; Group 1 for high achieving schools which had got 40% and above matriculation examination pass rate (HAS) and Group 2 for low achieving schools which had got 40% and below of matriculation examination pass rate (LAS) consecutively. Therefore, 3 high schools were included in Group 1 (HAS) and 3 high schools were consisted of Group 2 (LAS). Therefore, 6 principals and 503 teachers (primary, junior, and senior) from 6 selected Basic Education High Schools in Mandalay participated in this study.

Instrumentation

The needed data were collected form all principals and teachers by using two questionnaires (Questionnaire 1 for Principals and Questionnaire 2 for Teachers). Questionnaire 1 for Principals was used to gather the general information of selected high schools and demographic information of selected high school principals.

Teacher questionnaire was included three instruments; *the Organizational Climate Index (OCI),* developed by Hoy, Smith & Sweetland (2002, Dean, 2011) in order to measure the principal collegial leadership and teacher professionalism, *the Omnibus Trust Scale (Omnibus T-scale)* developed by Hoy and Tschannen-Moran (1999, Dean, 2011) in order to elicit teacher trust in principal and their colleagues and *the School Academic Optimism Scale for Elementary*

Teachers (SAOS) developed by Hoy and Tarter (2006, Dean, 2011) in order to explore the teachers' academic optimism.

Data Collection Procedure

The researcher revised the questionnaires with regard to the collegial leadership, teacher professionalism, faculty trust and teacher academic optimism under the guidance of the supervisor. The experts were requested to evaluate the questionnaires for content validity. After getting the expert validity, pilot study was conducted to test reliability of the questionnaire items.

The pilot study was conducted at 3 Basic Education High Schools in Yesagyo Township, Magwe Division. There are 9 Basic Education High Schools (not including the branch and affiliated schools) in Yesagyo Township. Among these high schools, 3 (33.33%) high schools were randomly selected for the pilot study. The preliminary instruments were field tested by 3 principals (two male principals and one female principal) and 128 teachers (18 male teachers and 120 female teachers) representing 3 high schools. Questionnaires for principals and teachers were distributed to those schools on 12th November, 2015 and collected after lasting 10 days.

In order to ensure the reliability and validity of the items in the questionnaire, the Pearson product-moment correlation method **(Average Item Total Correlation)** was used for internal consistency reliability. Collegial leadership and teacher professionalism were measured by using a subtest of the *OCI* with the high reliability scores of 0.94 and 0.88. Again, "*the Omnibus Trust Scale*" measures three dimensions of trust; trust in principal, trust in colleagues and trust in clients with the reliabilities of those ranging from 0.90 to 0.98. *The SAOS* was used to measure the academic optimism, a collective property made up of teacher trust in students and parents, academic emphasis, and collective efficacy with the Cronbach alpha coefficients 0.94, 0.83 and 0.91 respectively.

After taking the permission from the responsible person, two questionnaires were distributed to 6 selected Basic Education High Schools in Mandalay on 10th December, 2015 to 12th December, 2015 and collected them after lasting 10 days. Then, data collected were listed by each school. Based on the results of responses, this study was conducted in order to explore the impact of collegial leadership, teacher professionalism and faculty trust on teacher academic optimism.

Data Analysis

Descriptive statistics were calculated for the principals' collegial leadership, teacher professionalism, faculty trust and teacher academic optimism by using SPSS in order to investigate the differences among selected schools. The responses to each dimension were calculated using mean and standard deviation scores. Then the cluster mean and standard deviation scores were also calculated. The decision rule for determining the levels of collegial leadership, teacher professionalism, faculty trust and teacher academic optimism was that the mean value from 1.00 to 1.49 was defined as "very low level", the mean value from 1.50 to 2.49 as "low level", the mean value from 2.50 to 3.49 as "moderate level", the mean value from 3.50 to 4.49 as "high level" and the mean value from 4.50 to 5.00 as "very high level".

Moreover, the independent sample *t*-test was used to compare the differences of principals' collegial leadership, teacher professionalism, faculty trust and teacher academic optimism between high achieving schools and low achieving schools. In addition, Pearson-

product moment correlation coefficient was utilized to know the relationship between teachers' perceptions on principals' collegial leadership, teacher professionalism, and faculty trust (independent variables) and their academic optimism (dependent variable) for both groups. Moreover, multiple regression analysis was used in order to determine whether collegial leadership, teacher professionalism and faculty trust contribute jointly and individually to academic optimism.

Research Findings

Table 1 Mean Scores and Standard Deviations for Principals' Collegial Leadership and Teacher Professionalism Perceived by Teachers in High Achieving and Low Achieving Schools

Schools	Collegial Leadership	Teacher Professionalism
High Achieving Schools (n$_1$=280)	4.05 (0.38)	4.13 (0.35)
Low Achieving Schools (n$_2$=223)	3.65 (0.50)	3.73 (0.47)

1 to 1.49 = very low,   1.50 to 2.49 = low,   2.50 to 3.49 = moderate,
3.50 to 4.49 = high   4.5 to 5.00 = very high

According to Table 1, the mean scores for the principals' collegial leadership of high achieving schools were higher than those of low achieving schools. It implied that principals from high achieving schools practiced collegial leadership in their schools more than principals from low achieving schools.

Accordingly, the average mean score for teacher professionalism of high achieving schools (4.13) was higher than the average mean score for teacher professionalism of low achieving schools (3.73). In other words, teachers from high achieving schools possessed greater teacher professionalism than those of teachers from low achieving schools.

Table 2 Independent Samples *t* – Test Results for Principals' Collegial Leadership and Teacher Professionalism Rated by Teachers between High Achieving and Low Achieving Schools

Dimensions	*t*	*df*	*p*	*Mean Difference*
Collegial Leadership	9.82	399.79	.000	0.40
Teacher Professionalism	10.40	396.48	.000	0.39

When analyzing the teachers' ratings of principals' collegial leadership and teacher professionalism between two groups, there were statistically significant differences in collegial leadership (*t*= 9.82, *df*= 399.79, *p*= .000) and teacher professionalism (*t*= 10.40, *df*= 396.48, *p*= .000) at the .001 level between high and low achieving schools.

According to Table 3, the mean scores for both faculty trust in principal and colleague of high achieving schools were higher than those of low achieving schools. This implied that teachers from high achieving schools had high levels of trust in their principals and colleagues than the teachers from low achieving schools.

Table 3 Mean Scores and Standard Deviations for Faculty Trust Perceived by Teachers in High Achieving and Low Achieving Schools

Schools	Faculty Trust in Principal	Faculty Trust in Colleagues	Faculty Trust
High Achieving Schools (n_1=280)	3.97 (0.44)	4.05 (0.35)	4.01 (0.35)
Low Achieving Schools (n_2=223)	3.42 (0.42)	3.77 (0.36)	3.60 (0.32)

1 to 1.49 = very low,   1.50 to 2.49 = low,   2.50 to 3.49 = moderate,
3.50 to 4.49 = high   4.5 to 5.00 = very high

Moreover, when analyzing the faculty trust between high achieving schools and low achieving schools by calculating the independent sample *t*-test, there was a significant difference in faculty trust at the 0.001 level between high and low achieving schools (See: Table 4).

Table 4 Independent Samples *t* – Test Results for Faculty Trust Rated by Teachers between High Achieving and Low Achieving Schools

Dimensions	*t*	*df*	*p*	*Mean Difference*
Faculty Trust in Principal	14.24	501	.000	0.55
Faculty Trust in Colleagues	8.91	470.475	.000	0.29
Faculty Trust	13.72	501	.000	0.42

The findings for "faculty trust" as a whole (t=13.72, df=501, p=0.000) also indicated that there was a significant difference on the perceptions of teachers in faculty trust between high achieving schools and low achieving schools.

Table 5 Mean Scores and Standard Deviations for Teachers Academic Optimism Perceived by Teachers in High Achieving and Low Achieving Schools

Schools	Collective Efficacy	Faculty Trust in Clients	Academic Emphasis	Academic Optimism
High Achieving Schools (n_1=280)	3.90 (0.36)	3.83 (0.41)	4.05 (0.40)	3.93 (0.32)
Low Achieving Schools (n_2=223)	3.71 (0.35)	3.55 (0.39)	3.79 (0.40)	3.68 (0.31)

1 to 1.49 = very low,   1.50 to 2.49 = low,   2.50 to 3.49 = moderate,
3.50 to 4.49 = high   4.5 to 5.00 = very high

According to Table 5, the mean scores for three domains of teacher academic optimism rated by teachers in high achieving schools were higher than those of low achieving schools. Again, it was found that the average mean score for teacher academic optimism as a whole of high achieving schools was higher than the average mean scores of low achieving schools.

Moreover, when analyzing the domains of teacher academic optimism by calculating independent sample *t*-test, there was a significant difference in teacher academic optimism at the 0.001 level between high achieving and low achieving schools. According to Table 6, the findings (*t*= 6.05, *df*= 501, *p*= 0.000) indicated that there was a statistically significant difference in "collective efficacy" between high achieving schools and low achieving schools.

Table 6 Independent Samples *t*-Test Results for Teacher Academic Optimism between High Achieving Schools and Low Achieving Schools

Dimensions	*t*	*df*	*p*	*Mean Difference*
Collective Efficacy	6.05	501	.000	0.19
Faculty Trust in Clients	7.92	501	.000	0.28
Academic Emphasis	7.04	474.710	.000	0.25
Academic Optimism	8.63	501	.000	0.24

As shown in Table 7, it could be found that collegial leadership ($r = 0.61$, $p<0.01$) and teacher professionalism ($r = 0.61$, $p<0.01$) moderately correlated with academic optimism. Similarly, there were positive correlation between faculty trust in principal and academic optimism ($r = .58$, $p<.01$) and positive and high correlation between faculty trust in colleagues and academic optimism ($r = 0.68$, $p<0.01$). However, it was found that there was a statistically high relationship between the overall measures of faculty trust and academic optimism ($r = 0.70$, $p<0.01$) at selected schools.

Table 7 Correlation among Principals' Collegial Leadership, Teacher Professionalism, Faculty Trust and Teacher Academic Optimism for All Selected High Schools

Dimensions	1	2	3	4	5	6
1. Collegial Leadership	1					
2. Teacher Professionalism	.65[**]	1				
3. Faculty Trust in Principal	.71[**]	.54[**]	1			
4. Faculty Trust in Colleagues	.65[**]	.80[**]	.58[**]	1		
5. Faculty Trust	.77[**]	.73[**]	.92[**]	.85[**]	1	
6. Academic Optimism	.61[**]	.61[**]	.58[**]	.68[**]	.70[**]	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8 provides the value of the Adjusted R Square, using all the predictors simultaneously, is .51, meaning that 51% of the variance in academic optimism can be predicted form the combination of the collegial leadership, teacher professionalism and faculty trust. Then the value of *F*-test, *F*=176.66 indicates that the combination of the predictors significantly combine together to predict academic optimism.

Table 8 Multiple Regression Analysis for Teacher Academic Optimism on Collegial Leadership, Teacher Professionalism and Faculty Trust at Selected High Schools

Dependent Variable	Predictors	β	t	F	R^2
Teacher Academic Optimism	Collegial Leadership Teacher Professionalism Faculty Trust	.16 .18 .45	3.13[**] 3.87[***] 8.02[***]	176.66[***]	.51

Note: [***]$p<0.001$, [**]$p<0.01$

Conclusion and Discussion

Principals play an important role in providing the supportive climate for teachers to influence student achievement directly. Supportive or collegial leadership is essential because teachers who feel support by their administrators are more likely to experiment or take risks to improve instruction (Hoffman et al., 1994; cited in Dean, 2011). When teachers have positive and professional interactions with their principal and with each other, they build trusting relationship which may lead to the development of academic optimism of teachers in the school setting.

Analyses of quantitative data collected from the study attempted to answer the four research questions. **Research question one** examined the relationship between the teachers' perceptions of principal's collegial leadership and teacher academic optimism at selected high schools. The study of the relationship between those variables was conducted by dividing two groups; high achieving schools and low achieving schools.

When studying the levels of principal's collegial leadership perceived by teachers in high achieving schools and low achieving schools, it was found that the principals from high achieving schools practiced collegial leadership higher than principals from low achieving schools. Therefore, it can be concluded that principals from high achieving schools were supportive of teachers concerning with their social and instructional problems, let teachers involve in decision-making process of schools and set clear expectations and standards of performance in schools. On the other hand, principals from low achieving schools need to concern about the social welfare of teachers and take the suggestions made by teachers in decision-making. Moreover, when analyzing the principal's collegial leadership of all selected schools, the principals from all selected schools except School 6 highly practiced collegial leadership. But the principal from School 6 moderately practiced this leadership style. This implies that the principal from School 6 could not provide a strong supportive climate for teachers to influence student achievement. This finding can be provided by the study of Firestone and Wilson (1985; Dean, 2011) and Corwin and Borman (1998; Dean, 2011) discovered positive relationships between student learning and principal support or collegial leadership.

It was found that the levels of academic optimism perceived by teachers from high achieving schools were higher than the levels of academic optimism perceived by teachers from low achieving schools. Beside the overall measures of academic optimism, it was also found that the levels of all dimensions of academic optimism; collective efficacy, faculty trust in clients and academic emphasis, perceived by teachers from high achieving schools were higher than those of low achieving schools. This means that teachers from high achieving schools believed their ability to contribute well to student learning by collaborating with students and parents. For low

achieving schools, it can be suggested that the school personnels including principals and teachers need to try out to build a strong trusting climate with the students and the community.

Based on the findings, there was a positively high relationship between academic optimism and collegial leadership ($r = .69$, $p<.010$) in high achieving schools. In other words, as the collegial leadership was stronger, teacher academic optimism became stronger. Similarly, there was statistically significant and moderate relationship between collegial leadership and teacher academic optimism ($r = .42$, $p<.010$) in low achieving schools. Again, the overall teachers' perceptions of collegial leadership were significantly related to teacher academic optimism ($r = .61$, $p<.010$) at selected high schools. This implies that teacher academic optimism can be effectively increased by collegial principals who treat teachers openly and friendly and as professional colleagues. Hazlewood and Bosher (2008; Awbery, 2013) contends that collegiality is a transformational leadership strategy. Therefore, this study is in line with the previous study of Rutledge (2010) who confirms that the more transformational the principal is, the more academic optimism there will be within the school. Moreover, this finding was supported by the claim of Mascall and Leithwood (2008; Malloy 2012) that teacher academic optimism is higher when leadership is distributed in a planfully-aligned pattern where teacher participation in decision-making is welcomed.

Again, **research question two** was to find out the relationship between teacher professionalism and teacher academic optimism at selected high schools. Concerning with the levels of teacher professionalism perceived by teachers, it was found that teachers from high achieving schools possessed higher level of teacher professionalism than teachers from low achieving schools. This means that teachers from high achieving schools were committed to their work, respect their colleagues and view their principal as supportive and enabling with a higher level than teachers from low achieving schools. Then, when analyzing the levels of teacher professionalism of each school, it was also found that teachers from all selected schools except School 6 showed high teacher professionalism. Therefore, it can be said that teachers from School 6 showed moderate level of teacher professionalism. This finding can be supported by the explanation of Singh and Billingsley (1998; Dean, 2011) that "schools with collegial principals are more likely to have committed teachers who trust the principal and act professionally. In the joined-up thinking of the explanation of Singh and Billingsley, it can be concluded that teachers from this school were committed to the teaching profession moderately because the School 6 principal practiced collegial leadership moderately.

The correlation ($r = 0.72$, $p< 0.01$) indicated that there was a high relationship between teacher professionalism and teacher academic optimism in high achieving schools. Similarly, there was a significant but moderate correlation between teacher professionalism and academic optimism ($r= 0.38$, $p<0.01$) in low achieving schools. Again, it was found that teacher professionalism was significantly correlated to academic optimism ($r = 0.61$, $p<0.01$) at selected high schools. Therefore, it can be said that schools with teachers who have shown high professional behaviour such as respect for colleague competence, commitment to students, autonomous judgment, mutual cooperation, and support for colleagues have high level of teacher academic optimism in their schools. This finding solidifies prior research, the effect of collegial leadership, teacher professionalism and community engagement on academic optimism, done by Kirby and DiPaola (2009; Mitchell & Tarter, 2016). These researchers confirm that strong correlations for teacher professionalism and community engagement with academic optimism.

Research question three investigated the relationship between faculty trust and teacher academic optimism perceived by teachers at selected high schools. Similarly, when analyzing the levels of faculty trust, it was also found that teachers from high achieving schools had higher level of trust into their principals and their colleagues than teachers from low achieving schools. This means that teachers from high achieving schools had high confidence about their principals' personality, fairness and their support for them. Moreover, teachers from high achieving schools believed that they could rely on their colleagues' words and promises and depend on each another even in difficult situations. Then, it was found that all selected schools except School 6 had the high levels of trust in both dimensions of faculty trust; faculty trust in principal and faculty trust in colleagues. As explained earlier that schools with collegial principals are more likely to have committed teachers who trust the principal, it had been found that the School 6 principal practiced collegial leadership moderately. Therefore, it was found that teachers from School 6 had the moderate level of trust in their principal. Similarly, higher levels of teacher professional behavior are associated with a faculty that trusts in colleagues (Sweetland & Hoy, 2000; Dean, 2011). Therefore, teachers from School 6 who showed the moderate level of teacher professionalism trusted in their colleagues moderately.

Based on those findings of the faculty trust, the overall teachers' perceptions on faculty trust was significantly related to teacher academic optimism ($r = .71$, $p < .01$) in high achieving schools. In other words, the research findings indicated that there was a strong relationship between these two variables in high achieving schools. Moreover, it was found that there were significantly high correlation between faculty trust in colleagues and teacher academic optimism ($r = .75$, $p < .01$) and moderate correlation between faculty trust in principal and academic optimism ($r = .55$, $p < .01$) in high achieving schools.

On the other hand, there were significantly moderate correlations between teacher academic optimism and the overall measures of faculty trust ($r = 0.53$, $p < .01$) and faculty trust in principal ($r = .40$, $p < .01$) and faculty trust in colleagues ($r = .47$, $p < .01$) in low achieving schools. Accordingly, there was positively high correlation between teacher academic optimism and the overall measures of faculty trust because correlation showed ($r = .70$, $p < .01$) at selected high schools. This finding is in line with the previous study of DiPaola and Hoy (2005; Dean, 2011) who claim that professional relationships in which teachers trust and support each other likely develop academic emphasis and sense of collective efficacy which are two components of academic optimism.

Finally, **research question four** explored whether collegial leadership, teacher professionalism and faculty trust contribute jointly and individually to academic optimism at selected schools. According to the findings of multiple regression analysis, all independent variables (predictors), collegial leadership, teacher professionalism and faculty trust can jointly contribute towards academic optimism. When analyzing the independent contributions of all variables, it was found that faculty trust is the strongest variable to predict teacher academic optimism with the beta value of 0.45. Following the faculty trust, teacher academic optimism was the second strongest predictor to academic optimism with the beta value of 0.18. And finally, collegial leadership made independent contribution to academic optimism with the beta value of 0.16. Therefore, it can be concluded that collegial leadership, teacher professionalism and faculty trust contribute jointly and individually to academic optimism.

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