Investigating The Effect of Principals' Good Character on Secondary Schools Teachers' Self-Efficacy with Mediating Role of Coaching Leadership Style

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Abstract

The present study was conducted with the aim of investigating the effect of the good character of principals on the self-efficacy of teachers with the role of coaching leadership as a mediator. This study is applied in terms of purpose and descriptive-correlational in terms of data collection method of structural equations. The statistical population of the research consisted of 234 teachers of the first secondary schools of Durood city, and the sample size was 145 by referring to the Karjeci and Morgan (1970) table and was selected by the stratified relative sampling method. Data collection tools include teachers' self-efficacy questionnaire by Moran and Hoy (2001), good character of principals by Barker and Koi (2003) and leadership style by Bekan and Spear (2003). Convergent validity indices, Cronbach's alpha coefficient and composite reliability were used to measure the validity and reliability of the instruments. The results of all the indices confirmed that the questionnaires have a favorable condition. The data were processed using SPSS26 and Smart PLS3 software. showed that the effect of good character on teachers' self-efficacy is significant, according to the standard coefficients of the path, the direct effect of good character on teachers' self-efficacy is 0.335, and its overall effect is equal to is 0.681. Coaching leadership directly explains teachers' self-efficacy to the extent of 0.378 (37.8%). The good character of principals today as a strategy can strengthen the sense of self-efficacy and improve teachers' performance through coaching leadership, which ultimately improves the academic and moral level of students.

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Introduction

Today, the educational system and its sub-systems, such as education, play a key role in the social, economic, cultural and political development of societies. Among the various pillars of the education system, the role of teachers as the main agents, in realizing educational goals and implementing curricula, is undeniable (Glumbek & Johnson, 2021).

based on some experts point of view As it has been proven today, the success and desired performance of students, and then the realization of educational goals, also depends to a large extent on the efficiency and performance of teachers (Sarbaze Vatan et al, 2022). However, the effectiveness and performance of teachers is also influenced by several factors, one of what is self-efficacy, which plays a vital role in teachers' achievement of the set goals and the way they deal with challenges in the teaching and learning process (Hossein, Kahn, Baydar, 2022).

Self-efficacy is one of the most widely used propositions in humanities research, which is adapted from the social cognition theory of the famous psychologist Albert Bandura (1998) and refers to a person's beliefs and judgments regarding his abilities to perform tasks and duties (Abdi & Rostami, 2021).

According to Jessica et al. (2021), teacher's self-efficacy is his judgment about his ability to achieve desired results while teaching students and involving them in academic matters. Self-efficacy has an effect on teachers' performance in the classroom and can protect teachers in dealing with the challenges of the work and teaching environment (Mulad & Crane, 2021).

Moran and Hoy (2001) define teacher self-efficacy as his/her judgment about his/her abilities to create positive outcomes for students' learning and to engage them all in education, even with challenging or unmotivated students. They also define teacher's self-efficacy in They have divided the three components of "engaging students with course materials", "teaching methods" and "classroom management" based on these components, teachers with high self-efficacy set their educational goals and try to find new ways to overcome their challenges. use and reach their goals (Azerboyeh, Nasti Zaei, 2023). From this, it can be inferred that teachers' beliefs about their ability and professional knowledge can have a significant positive effect on the realization of the goals of the education system and the process of teaching and learning of learners (Chen, et al., 2020). Teachers who have a real sense of self-efficacy believe that they can successfully overcome students' problems inside and outside the classroom (Zainal & Mohd Matore,2021, Sánchez-Rosas et al 2022).

Research results indicate that teachers with high self-efficacy feel more confident and calmer when faced with a difficult task and activity or decision compared to others, and as a result, show better performance (Arora et al, 2021). also Teachers' belief and confidence in self-efficacy removes many barriers to innovation in schools and helps them to believe that they will be able to improve their current level and face new challenges (Cui& Yu ,2021). Now according to the above content It can be concluded that the variable of self-efficacy is aimed at the teacher and he has an active and decisive role in the realization of this variable, but nevertheless, the factors that facilitate and accelerate this should not be neglected.

as according to Bagai and Pakdost (2023) and Heydari (2022) to have self-efficacious, motivated and hard-working teachers who can, by improving their knowledge and skills, commit all their abilities and talents towards the realization to apply the goals of education and training, it is necessary for principals as educational leaders in schools to have leadership styles and desirable moral characteristics. However, one of these behaviors that can be effective in this direction is the "good character of principals" because according to Zahidbablan (2022), nowadays in the light of social transformations and the emergence of new theories of management and leadership, ethics and human values have received a lot of attention.

In this regard, the view point of principals towards the world and human has changed and the position of man has grown and elevated compared to the past. Dinai (2022) believes that sociologists and psychologists have recently become very interested in issues related to moral virtues and good character.

Chen and Schmidt (2019) define personality as unique personal characteristics, such as behavioral patterns, emotions, and visible and hidden aspects of people's personality in certain areas.

Spring (2018) believes that if a person is honest, servile, fair and regular in doing things and adheres to his promises, he has qualities such as humanity, generosity and decency, not only those around him, but the universe will recognize him as a person with a good character. In the field of organization management, how leaders and principals deal with events and challenges is a clear proof of their character and moral value, it should also be noted that the character of leaders cannot be separated from their behavior and performance (Mohammadi Gheshlagh and kalantari, 2018).

Barker and Coy (2003) identified seven ethical virtues for principals, which are:

1. Honesty: A principal with honesty always chooses the correct option when faced with various choices.

2. Enthusiasm: Having a source of energy and internal motivation of the principal for activity and effort, which this feature leads to admirable and wonderful results.

3. Courage: determining the goal and vision for the future and organizing employees to achieve it without fear, doubt and hesitation creating an obstacle to carry out activities.

4. Sadness: Expressing a sense of altruism and a sense of duty towards the sadness of others and helping people who need help.

5. Humor: always asking for cheerfulness and cheerfulness for others and as much as possible paying attention to the positive aspects of events that appear negative.

6. Modesty and humility: a characteristic according to which the principal avoids pride and self-righteousness in dealing with others.

7. Wisdom: the principal's ability to use his knowledge, skills and experiences with tact in different situations according to the appropriate conditions (Nasr Esfahani, 2009).

Now according to the above content It can be concluded that in order for schools as a dynamic and effective organization to be able to deal with and influence today's challenging and changing environment, it is necessary to use the knowledge, attitude and experience of teachers as the most basic assets in the best possible way and increase self-efficacy and provide personal growth and development of teachers. It seems that one of the solutions of school administrators to realize this is their use of the coaching leadership approach (Naderi Bani et al., 2019).

In general, in the coaching leadership style, the coach improves the follower's attitude and facilitates him/ her thinking and creates a space for discussion about existing issues and problems with an emphasis on explaining the desired goals, posing strong questions, active listening and providing constructive solutions (Callaghan, 2022).

Cross (2020) believes that coaching is a method for the professional development of school principals by considering personal needs, academic needs and leadership effectiveness.

Wu (2017) believes that the ultimate goal of coach-oriented leadership is to induce a sense of self-efficacy while performing activities, followed by performance improvement and employee development.

Bacon and Spear (2003) define coaching leadership style as a general conscious dialogue to

promote individual learning and organizational development in all dimensions, which is implemented with the aim of facilitating skills training, creating new learning opportunities and the emergence of new attitudes. They believe that according to the intellectual, moral and personality system of the principal, the coaching leadership style can include the following:

1- Instructor: These types of instructors are often bold and serious, treat employees decisively and are less emotional. They usually talk about duties and facts, and employees should perform their duties and activities according to their opinion.

2- Persuasive: Such coaches are bold and serious, like guiding coaches, and they constantly try to explain to employees why. Dealing with clients properly is beneficial for the employee and for the organization. They tend to talk more about the employees and their relationships and express a lot of personal feelings for the employees.

3- Friendly and good-mannered: these types of trainers are looking for the cheerfulness and good mood of all the employees. Most likely, such trainers emphasize subjectivity rather than objectivity. They guide the employees in doing things and they don't want to be too serious and bold; they speak in the right place and at the right time; They often pause and disturb others less.

4- Analyst: Analytical trainers analyze the performance of employees in a completely logical and systematic way and follow the rules and regulations. Like guiding coaches, instead of talking about personal feelings, they probably talk more about facts and duties, but such coaches are less serious and bold (Seydnaqvi, Hasanpour, Hosami, 2013).

By reflecting on what has been said and examining the results of the research conducted in this field, one of the basic challenges of the country's education system is the lack of attention to the self-efficacy of teachers as the most important elements of educational environments, as Barzegar (2014) and Kayhan (2017) also pointed out in their research that self-efficacy among teachers of different educational levels is at a relatively low level, The investigator during 23 years of teaching at the first secondary schools of Durud city observes that whenever the sense of self-efficacy among teachers has decreased, the quality of work life and sufficient motivation to work among teachers has decreased, which results in a decrease. The quality of teaching is the drop in academic performance and the negative attitude of students towards the learning process. Examining the results of the exams and the passing statistics of the first secondary students in different periods of time in some classes also confirms this fact. Therefore, according to the evidence obtained, despite all the efforts that teachers have to bear in the education and training of students, the problem we are facing is the lack of an acceptable level of self-efficacy of teachers is what we intend to do in this research, the effect of good character of principals to examine the self-efficacy of the teachers of the first secondary level of Durood city through coaching leadership.

Literature Review

In the review of domestic and foreign researches, no research was found that examines the variables of this research at the same time, so in this section we will examine the researches that have focused on the variables of this research separately or two by two. Baghai and Pakdoost (2023), in a study, investigated the relationship between good character of principals, professional ethics and organizational commitment among primary school principals. The descriptive research method was correlational and applied in terms of purpose. Also, the statistical population of this research is all principals of elementary schools in Urmia city, including 180 people, and the statistical sample of the research was also selected based on the Morgan table and by simple random sampling, the number of 120 people. The data were collected through Qasimzadeh's professional ethics questionnaire (2013), organizational

commitment of Allen and Meier (1991) and the good character of Nasrasafhani principals (2013). The results of the research indicate that the direct effect of good character of principals on professional ethics and also on organizational commitment was known to be positive and significant. Based on this, the researchers suggested that by using in-service training, improving the level of occupational and psychological security of school principals, paying attention to their needs, fair payment of salaries and benefits, the virtuous character of principals can be enhanced, and further, the organizational commitment and professional ethics of teachers in schools. promoted

Khaliq Khah, et al. (2022) in a study investigated the role of good character of principals and time work on the organizational voice of Staff of Mohaghegh Ardabili University. The descriptive research method was correlation based on structural equation modeling. The statistical population of the study was all staff of the University, which included 140 people, and the sample size was 103 people selected according to Krejci & Morgan's (1970) table and through stratified random sampling. In order to collect data, questionnaires on good character of principals, Lunchoni (2003), Organizational voice of Hams (2012), and time work Lunchoni (2000) were used. The results of the research showed that Niko's personality has a direct and significant effect on the organizational voice of the employees, and time work has a direct and significant effect on the organizational voice of the employees, and finally Niko's personality and time work succeeded in predicting the organizational voice. Based on this, it can be concluded that the good character of principals and teamwork in an organization can led to collective solidarity, creating mutual relationships and collective learning and sharing knowledge and developing a culture of leadership and coaching.

Rafa'i, Hosni, Mohammadi (2021), conducted a study aimed at the relationship between professional learning community and teachers' self-efficacy with the mediator role of professional development. This research was applied in terms of purpose and descriptive of correlation type in terms of method. The statistical

population included all the teachers of Sanandaj city (5040 people), and the sample size of the study was based on the sampling table of Karjeci & Morgan (1970), 337 people were selected by stratified random sampling. The research data collection tools included the Professional Learning Community Questionnaire, the Chamberlain Professional Development Questionnaire (2008) and the Self-Efficacy Questionnaire of Schanen-Moran and Hoy (2001). The results of this research showed that there is a positive and significant relationship between professional learning community and professional development and self-efficacy of teachers. These researchers stated that in the relationship between the professional learning community and teachers' self-efficacy, professional development can play a mediating role, based on which, it can be stated that the creation and promotion of learning communities and the transfer of experiences between teachers and administrators and in a way creating a leadership culture of coaching in schools It can be effective in improving the quality of teachers' work and their self-efficacy and the quality and teaching process.

Esmaili, Samri & Hosni (2019), in a study analyzed the role of organizational trust, teachers' cooperation and collaborative decision-making on teaching activity with the mediation of self-efficacy (structural equation modeling). The research was applied in terms of purpose and structural equations in terms of descriptive-correlation method. The statistical population of this research included all the primary teachers of West Azarbaijan province in the number of 11522 people, using Cochran's formula and multi-stage cluster sampling method, 376 people were selected as a sample. In order to collect data, researcher-made organizational trust questionnaire, cooperation and collaborative decision-making questionnaire by Jangmes (2005), teaching questionnaire by Gijsel et al. The findings of the research show that one of the essential prerequisites that principals can pay attention to in order to strengthen self-efficacy and then improve teachers' teaching is creating an ethical environment with mutual trust, granting freedom of action for teachers' participation in decision-making and He mentioned the school's activities, through which the teachers feel a sense of self-

efficacy in teaching and managing the class and engaging the students with the course material.

Dastani et al. (2019) conducted a study with the aim of providing strategies and consequences of applying coaching culture in science and technology parks of the country. This research is of a qualitative type, which was carried out by using the foundational data theory and the systematic paradigm model of Strauss and Corbin. Research data were conducted through in-depth interviews (23 interviews) with principals of some science and technology parks, experts and experts in the field of coaching with snowball technique. Data analysis was done with open coding and axial coding. The findings of the research show that the strategies of applying the coaching culture in seven dimensions include "organizational development, recruitment and recruitment based on competence, coaching and performance management, learning-oriented training, retention based on coaching, leadership and development of organizational communication" and the resulting consequences, including The three axes are "organizational, individual and extra-organizational". Based on the results of this research, the institutionalization of coaching culture in organizations will bring about positive and positive internal changes in employees, followed by an increase in self-efficacy, efficiency and effectiveness in all organizational hierarchies.

In a recent study, Zahid Bablan et al. (2019), analyzed the role of good character of principals on the silence of employees by mediating teamwork among the employees of a public University. The descriptive-correlational research method was based on structural equation modeling. The sample size was selected using the Karjeci and Morgan (1970) table and the proportional stratified random sampling method to the number of 175 people. In order to collect data, the standardized questionnaires of good character of principals Barker and Coy (2003), Kartimi Lencioni (2000) and organizational silence Vakola and Borados (2005) were used. The findings of the research showed that the good nature of the principals, through the mediation of teamwork, reduces silence in the

employees of the University. Therefore, it is recommended that principals, by respecting the human dignity of employees and promoting their good character and professional ethics, in interaction with employees, provide a suitable platform for participation, teamwork and sharing of knowledge and experiences by employees and create a coaching culture in organizations.

Obeid (2023), In a meta-analysis research with the aim of investigating the teacher's understanding of the effect of management on the school atmosphere and overall teacher self-efficacy by a meta-analysis of the literature, explored how the behavior of high school principals affects the performance of teachers. In this research, after reviewing the related texts from 2017 to 2023, various leadership competencies and behaviors were identified as influencing factors on school atmosphere and teacher self-efficacy, and finally seven articles were carefully selected and analyzed. The common themes identified throughout the collection of articles reviewed in this research include the following: the good nature of the principal and the creation of constructive relationships with school teachers have positive effects on their performance and self-efficacy, and the principal's encouragement improves the teacher's organizational behavior. The leader's desire for personal growth and development and adapting himself to the conditions was very much noticed by the teachers.

A study conducted by Cogaltai and Bose (2023),with the aim of investigating the effect of school leadership on the collective effectiveness of teachers: a cross-cultural meta-analysis. The main purpose of this research was to determine the extent of the impact of school leadership on the collective efficacy of teachers through meta-analysis. This study examined 47 research papers with 25,645 participants. The results of this study indicated the significant effect of school leadership on the collective efficiency of teachers. The effect of educational and pedagogical leadership is stronger than the effect of transformational leadership and other types of leadership. In addition, the findings of this study showed that the effect of school leadership on the collective efficacy of teachers and their self-efficacy at the secondary level.

A study conducted by Rachmed et al (2023), with the aim of investigating the effect of transformational leadership and motivation on teacher performance in elementary schools. This research was of a quantitative and the descriptive -correlation method. The participants were 45 teachers working in elementary school, which is located in West Java. Data collection was done using a questionnaire, interview, observation and documentation. The findings of this research showed that the school principal can create favorable changes and use good behavior and character on one hand to create the spirit of empathy, cheerfulness, togetherness and on the other hand discipline and discipline in the school and teachers and staff for optimal work. and promote the feeling of self-efficacy in teaching and classroom management, which will ultimately lead to the achievement of the expected goals of education by creating organizational awareness and a sense of belonging and responsibility towards organizational duties among teachers.

In a recent study Romao et al (2022), investigated the effect of leaders' coaching skills on employees' happiness and turnover intention. The sample size of the research included 271 people from different organizations. Based on an online survey, employees rated their leaders' coaching skills and reported their happiness and turnover intentions. To collect data, McLean et al.'s (2005) leadership coaching skills questionnaire and Daniels' (2000) employee sentiment measurement questionnaire were used. Based on the findings of this research, leaders' coaching skills have a negative effect on employee turnover intentions and a positive effect on their happiness. According to them, principals should note that leader coaching skills are not only useful for employee happiness, but also to prevent turnover intentions. Therefore, leaders should encourage to integrate more coaching skills into their leadership styles, so that employees with a sense of happiness and self-efficacy in the workplace can perform their duties well and try to engage in self-development process activities.

Liu and Neumsilp (2021), conducted a case study in Henan Province, China. This research is quantitative and three established and valid questionnaires were used to collect data. The sample size of the study consisted of 400 employees of high-tech companies in Henan Province, China. Findings This research showed that coaching leadership and psychological capital have a positive and significant effect on the innovative performance of employees. Based on these findings, it can be concluded that coaching leadership as a leadership style plays an important role in improving employees' attitudes, individual behaviors and feelings of self-efficacy and stimulating innovative behaviors. It has employees.

Mayer, Richter and Hartung-Beck (2022) conducted a study with the aim of investigating the relationship between principal leadership and teachers' cooperation: examining the mediating effect of teachers' collective effectiveness. These researchers collected data from 630 teachers in 29 elementary and secondary schools in Germany, and they hypothesized that the collective effectiveness of teachers has a mediating effect on the relationship between principal leadership and teacher cooperation The research based on structural equation modeling indicates that the type of principal's leadership has a special indirect effect on teachers' cooperation, which is realized through the mediation of teachers' collective efficiency. Also, these researchers believed that principals with the ideal type of ethics, character and influence can He have the responsibility of shaping the working environments of teachers and guiding their activities as a coach in a good way and in this way, they can promote and support the cooperation of teachers.

Valchopoulos (2021) conducted a study entitled "Organizational change management in higher education from the point of view of executive coaches". This research is of a qualitative type and an interview tool (with 8 trainers) was used to collect data. The participants in this research stated the lack of strategic planning of leaders, the lack of development plans for

future leaders, and the lack of necessary transparency in decision-making as the main obstacles to effective change management. Also, the findings of this research indicate that principals and leaders, by using coaching skills and strategic planning, can create positive and inspiring changes in the university community, in this regard, the role of coaching skills of leaders in the development and deepening of basic skills such as: Responsibility, effectiveness, self-efficacy, adaptability, innovation and empathy among employees seem very important and vital.

Plaz Zuberbahler, Salanova and Martinez (2020), conducted research titled "Coaching-based Leadership Intervention Program A Pilot Study". In this controlled trial study, 41 executives and 25 middle principals in the experimental group and 16 in the waitlist control group) from an automotive company in Spain received pre-assessment feedback, a coaching-based leadership group workshop. Coaching sessions were held in a period of 3 months. The results showed that the intervention program was successful in increasing the coaching leadership skills, work participation and internal and external performance of the participants. The findings of the research indicate that the leadership intervention program based on coaching can be valuable as a practical positive intervention to help leaders develop coaching skills and increase well-being and optimal performance and self-efficacy and progress of employees in organizations.

RESEARCH HYPOTHESIS

1. The good character of the principals has an effect on the self-efficacy of the teachers of the first secondary schools of Durood city.

2. The good character of the principals has an effect on the coaching leadership style of the first secondary schools of Durood city.

3. Coaching leadership style has an effect on the self-efficacy of the teachers of the first secondary schools of Durood city.

4. The good character of principals has an effect on the self-efficacy and self-development of teachers of first secondary schools in Durood city with the mediating role of coaching leadership style .

RESEARCH METHOD

A. This research is practical in terms of its purpose because it seeks to investigate the effect of the good character of principals on the self-efficacy of teachers with the mediating role of coaching and leadership, and in this way, the quality of education and to continue to achieve the goals of education and training more and better to do. Also, in terms of data collection, the research is descriptive-correlation and structural equations type.

B. The statistical population of the research includes 234 teachers of the first secondary schools of Durood city, and the sample size was 145 by referring to the Karjeci and Morgan (1970) table and was selected by the stratified relative sampling method. In the stratified random sampling method, the researched population units are grouped into classes that are homogeneous in terms of variable attributes, thus the changes within the groups are minimized (Sarmed, Bazargan, Hijazi, 2013).

C. The data collection tool in this research is a questionnaire. In order to survey the opinion of the participants in the research, about the self-efficacy of teachers, the questionnaire of Schanen, Moran and Wolfolk (2001), the questionnaire of the good character of principals Barker and Coy (2003) and the questionnaire of the leadership style of Bekan and Spear (2003) were used. In order to ensure content and form validity, the aforementioned questionnaires were provided to experts and their desired modifications were made. All the items of the aforementioned questionnaires were compiled based on a five-point Likert scale (very low = 1; low = 2; moderate = 3; high = 4; very high = 5). In order to measure the reliability of research variables, Cronbach's alpha and composite reliability indices were used. The word reliability, which

is synonymous with the words reliability, stability, similarity, predictability, precision or accuracy, and validity, means the stability of measurements in the measurement frequency, and the concept of reliability in research shows that a measurement tool in the same conditions, to what extent the results provide the same If Cronbach's alpha coefficient is more than 0.7, the reliability of the tool is acceptable (Ezkia & Darban Astana, 2013). Three is more superior with Cronbach's alpha; Because Cronbach's alpha index is based on the premise that the variables in the measurement model have the same weights and relative importance; However, this default is not present in the composite reliability index, and the factor loadings of the items are used to calculate the composite reliability. For this reason, composite reliability has more and better values than Cronbach's alpha. The acceptable value of this index is also 0.7 for checking the internal consistency of the measurement model (Esfidani and Mohsenin, 2013). The validity index also indicates that the item or question used in the questionnaire has exactly the same concept that the researcher intended. Is it measured or not? Generally, the types of validity are: content validity, form validity, criterion validity, predictive validity, concurrent validity and construct validity (Sarmad, Bazargan & Hijazi, 2018). Convergent validity has been used in this research. Convergent validity is defined as the measurement of the amount of explanation of the hidden variable by the observable variables, which is measured by the average variance extracted (AVE), the minimum value of this index is considered to be 0.5, and this value shows that the hidden variable is opinion explains at least 50% of the variance of its observables (Mohsenin and Esfidani, 2016).

D. Data analysis: In this research, the data obtained from the questionnaire were analyzed through the statistical software SPSS 26 and SmartPLS 3 in two sections of descriptive statistics and inferential statistics, in which structural equation method was used in the inferential statistics section. The analysis results indicate the appropriate and desirable reliability and validity of the research tool (Table 1).

Table 1 - Cronbach's Alpha Values, Composite Reliability and Average Variance Extracted

variable/component	Cronbach's alpha coefficient	Moderate composite reliability	extracted (AVE)
Teachers' self-efficacy	0.954	0.959	0.594
Principals' good character	0.980	0.978	0.730
Coaching leadership	0.976	0.978	0.722

RESEARCH FINDINGS:

The analysis of the demographic data of the research participants shows that 76 (52.4) are male participants and 69 (47.6) are female respondents. In terms of educational qualifications, 6 people (4.1%) had an associate degree, 59 people (40.7%) had a bachelor's degree, 71 people (49%) had a master's degree, and 9 people (6.2%) had a doctorate. Also, the participants of the research in terms of their field of study, 75 people (51.7 %) studied humanities, 17 people (11.7 %) studied basic sciences, 15 people (10.3 %) studied engineering, 14 people (9.7 %) studied science. Experimentally, 9 people (6.2 %) were from art and 15 people (10.3 %) were from other fields. In terms of service experience, 31 people (21.4 %) were less than 5 years, 25 people (2.2 %) 17 %) between 6 and 10 years, 12 people (8.3 %) between 11 and 15 years, 24 people (16.6 %) between 16 and 20 years, 20 people (13.8 %) between 21 and 25 years and 33 people (22.7%) is more than 25 years old.

The analysis of the descriptive indices of the research variables shows that the average of the variables of teachers' self-efficacy is 4.03, good character of principals is 3.95, and coaching leadership is 3.86 (Table 2).

Table 2. Descriptive Statistics Of Research Variables

Variable	M	SD	Lowest score	Highest score
Self-efficacy of teachers	4.03	0.61	2	5
The Good Character Of Principals	3.95	0.81	2	5
Coaching Leadership	3.86	0.80	2.12	5

TESTING HYPOTHESES:

According to table (3), the effect of good character of principals on teachers' self-efficacy is 0.346. The value of t statistic is 2.42 Therefore, it can be stated with 95% certainty that the good character of principals has a positive and significant effect on teachers' self-efficacy. Also, the effect of good character of principals on coaching leadership has been obtained as 0.887. The value of t statistic is also 41.54. Therefore, with 95% confidence, it can be said that the good character of principals has a positive and significant effect on coaching leadership, and the effectiveness of coaching leadership on teachers' effectiveness is 0.378. The value of t statistic is also 2.73 Therefore, it can be said with 95% certainty that coaching leadership has a positive and significant effect on teachers' self-efficacy.

Table 3. Test of Research Hypotheses (Direct Relationships)

Hypotheses	Path coefficient (β)	t statistic	P value	The result of the test
The good character of principals → teachers' self-efficacy	0.346	2.42	.016	Confirmed
The good character of principals → coaching leadership	0.887	41.54	00.00	Confirmed
Coaching leadership → teachers' self-efficacy	0.378	2.73	.007	Confirmed

Sobel test is used to test the fourth hypothesis of the research and to determine the significance of the mediating role of coaching leadership in the relationship between the variables of principals' good character and teachers' self-efficacy. In this test, the value of Z-value is obtained through the following relationship. If the absolute value of Z-value is greater than 1.96, it can be said that the mediating effect of a variable is significant at the 95% confidence level (Meyers, Gamset & Guarino, 2013).

$$Z - value = \frac{a * b}{\sqrt{(b^2 * s_a^2) + (a^2 * s_b^2) + (s_a^2 * s_b^2)}}$$

a: path coefficient between independent variable and mediator, b, path coefficient between mediator and dependent variable

Sa: standard error of independent and mediating variable path, Sb: standard error of mediating

Table 4 - Test Of Research Hypotheses (Mediating Relationship)

The hypothesis	Influence of the independent variable on the dependent variable			Coefficient between the independent variable and the mediator		Coefficient The mediating and dependent variable		The Sobel	Test Result
Principals' good character → coaching leadership → teachers' self-efficacy	Indirect	Direct	Total	β	T	β	T	2.733	Confirmed
	0.335	0.346	0.681	0.887	41.54	0.378	2.739		

According to Table (4), the value of the Sobel statistic calculated for the mediating variable of the research is equal to 2.733 and indicates the significance of the mediating variable effect in the relationship between independent and dependent variables. Based on this, at the 95% confidence level, the mediating role of coaching leadership in the relationship between the good character of principals and teachers' self-efficacy can be confirmed.

The indirect effect of good character of principals on teachers' self-efficacy is equal to 0.335 and this shows that with an increase of one standard deviation in the good character of principals, teachers' self-efficacy increases by 0.335 (33.5 %) standard deviation. We will coach indirectly and through leadership mediation. Also,

the effect of the total good character of principals on the self-efficacy of teachers is equal to 0.681 and this indicates that with an increase of one standard deviation in the good character of principals, the self-efficacy of teachers increases by 0.681 (68.1 %) standard deviation. Also, as mentioned in the current research, 3SmartPLS software was used for model testing. However, according to graph (1), the factor loadings of all items are higher than 0.4 and the path coefficients all show a positive and significant influence between the main paths. It is the final research model, so it can be said that the research model has acceptable validity in terms of path analysis. Also, according to graph (2), the value of t statistic for all routes is higher than 1.96, and as a result, they are significant at the 95% confidence level.
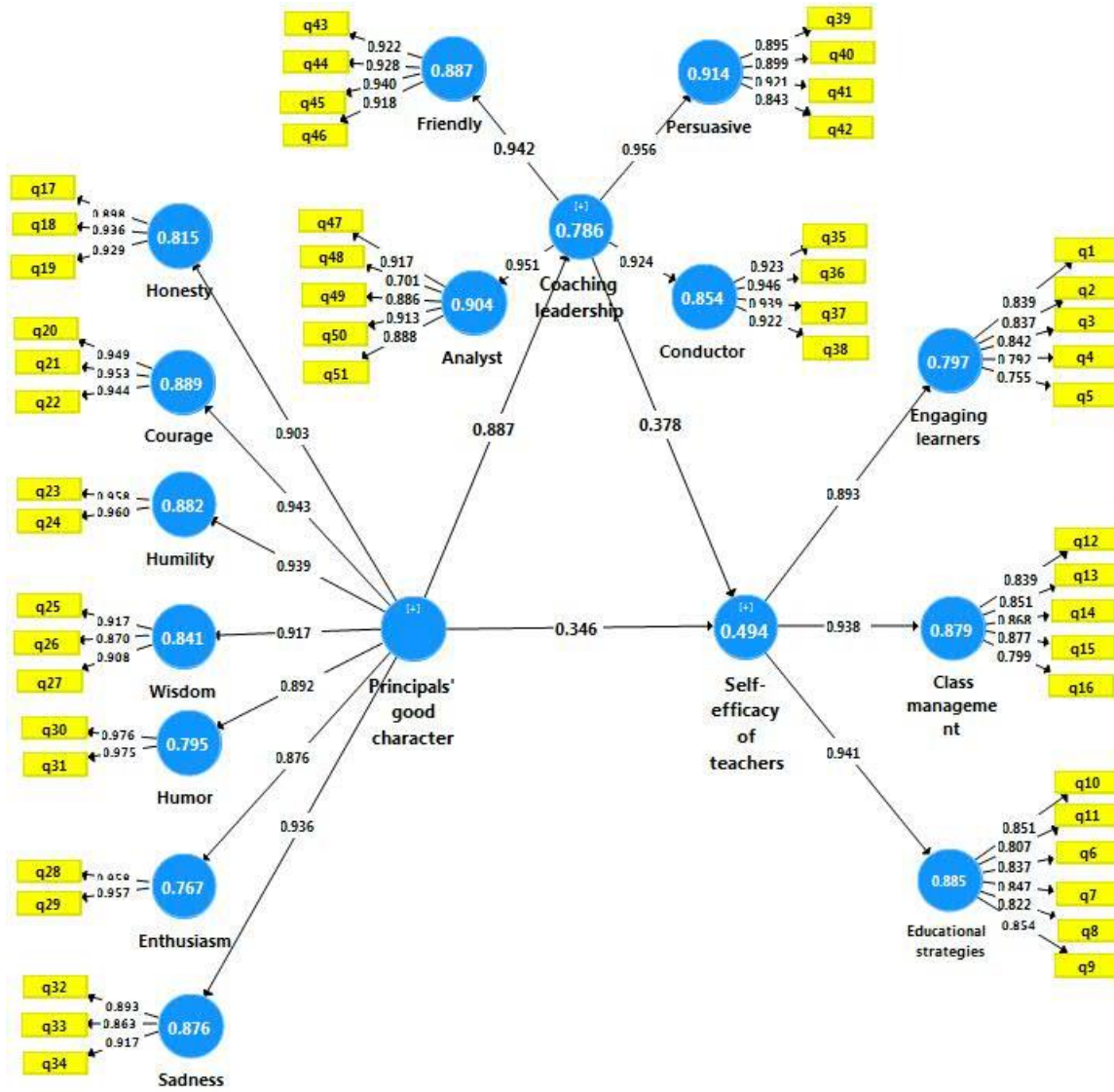
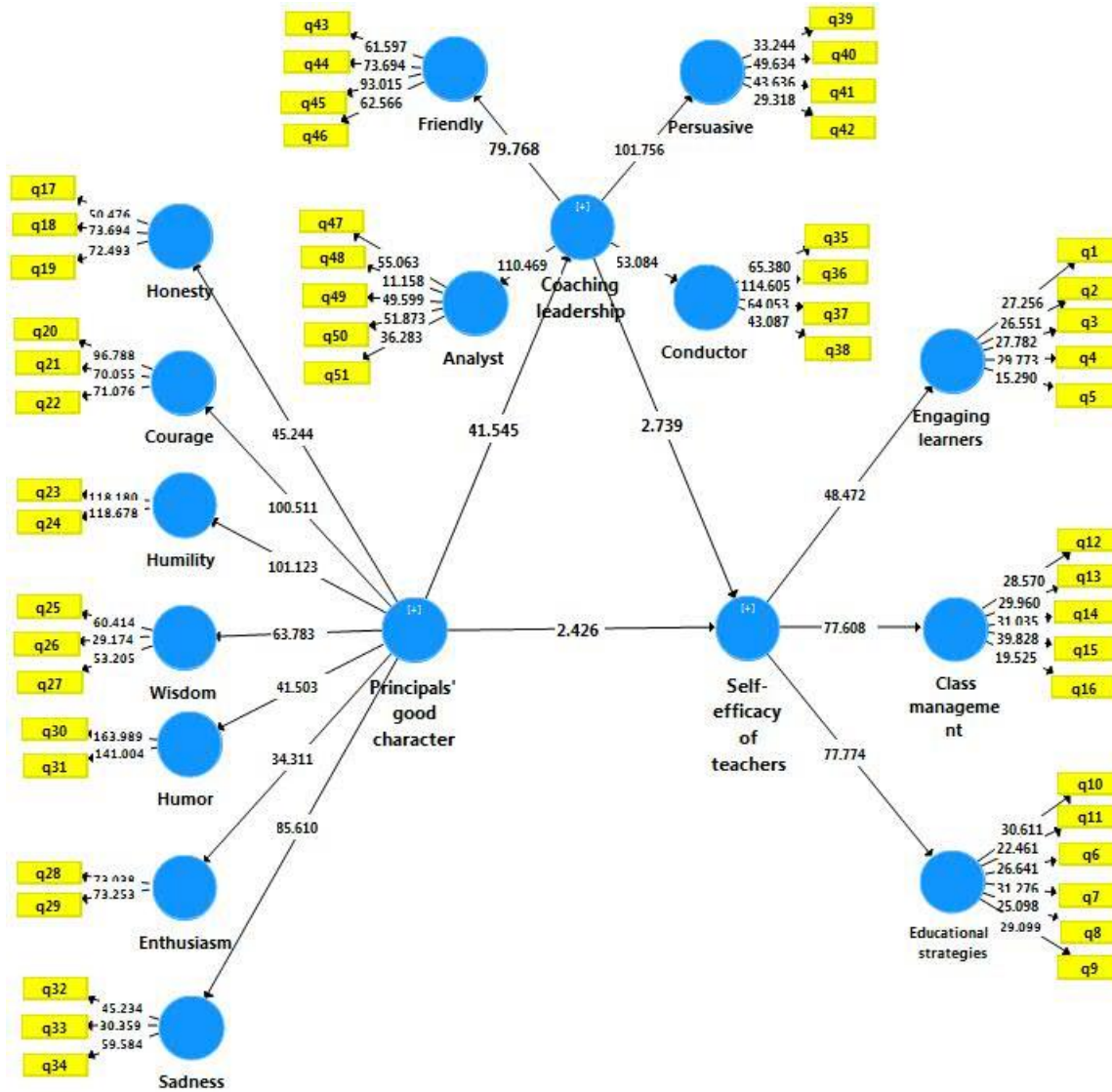**Figure. 1 - Standard Path Coefficients Of The Structural Model**

Figure 2 - T-Statistic Coefficients Of The Structural Model Of The Research

Assessment of model fit

In order to check the overall fit and measure the validity of the model in PLS software, the GOF index is used. This index examines the overall prediction ability of the model and determines whether the tested model was successful in predicting the endogenous variables or not.

The value of GOF is between zero and 1, and values close to 1 indicate the appropriate quality of the model. PLS models are used (Witzles, Odekerken-Schroeder and Van, 2009). The results of the overall fit of the model are shown in Table (5). This criterion is calculated through the following formula:

$$GOF = \sqrt{\overline{Comunalities} \times \overline{R^2}}$$

According to the value calculated from the mentioned formula as 0.660 for GOF, the very good fit of the overall model is confirmed. Also, according to table (4), R2 coefficients are considered as criteria for checking the fit of the structural model. R2 coefficients related to hidden (endogenous) variables depend on the model, which according to the obtained results, the values are favorable (Table 5).

Table 5. Overall Model Fitting Results

Variable	Communalities	R^2
Good character of principals	0.730	-
Teachers' self-efficacy	0.594	0.494
Coaching leadership	0.722	0.786
Mean	0.682	0.640
GOF	0.436	
Root of GOF	0.660	

CONCLUSION

Based on the materials mentioned in the research, it can be concluded that considering the unique role of teachers as the main agents in the education system, the process of proper performance and success of students and the optimal implementation of curricula in schools cannot be determined from the teacher's judgment about the abilities The self, which is referred to as the sense of self-efficacy, is considered separately by Gkontelos, Vaiopoulou, & Stamovlasis, 2023؛ Lambriex et al 2020).

Teacher self-efficacy can be used as a tool or strategy to evaluate one's own competence about what it takes to achieve success. In different fields of education and teaching, it is necessary to consider (Cheng et al, 2020 and Bowman et al,2020). which is considered as a key element in the teacher's decision-making for choosing strategies and tools for educational activities (Bowman et al,2020).

the present study tried to analyze the effect of the good character of the principals on the self-efficacy of the teachers with the mediating role of coaching leadership among the teachers of the first secondary schools of Durood.

The findings of the research regarding the first hypothesis showed that the good character of the principals has a positive and significant effect on the self-efficacy of the teachers of the first secondary schools in Durood city. The results of the researches (Rachmed et al. (2023), Obaid (2023), Beqaei and Pakdoost (2023), Esmaili, Samri, Hosni (2019) were also in line with the present study and emphasized the key role of good character of principals in creating and strengthening teachers' self-efficacy. In explaining the

obtained results, it can be argued that the behavior and character of the principal has a decisive role in improving the moral atmosphere of the organization and has a significant effect on teachers' motivation, job satisfaction, learning and cooperation, and teachers' sense of self-efficacy in the school. (Atik & Celik, 2020).

In general, in organizations, role modeling of principals who have good moral character and good character helps to flourish, build trust and promote moral characteristics in the organization, and they create and expand mutual trust, develop and elevate the organization in all fields, which results in creating and Strengthening the feeling of self-efficacy and then the level of performance and efficiency of teachers is improved and the expected goals in education and teaching are realized to a large extent (Abachian Ghasemi et al, 2015).

The findings of the research regarding the second hypothesis showed that the good character of the principals has a positive and significant effect on the coaching leadership of the first secondary schools of Durood city. The results of Khaliqkhah et al.'s research (1401). Mayer, Richter and Hartung-Beck (2022) and Valchopoulos (2021) were also in line with the present study and emphasized the positive effect of the good character of principals on coaching leadership in organizations. In explaining the obtained results, it can be stated that today, creating a positive atmosphere free of any tension and conflict in schools is one of the challenges of principals, so they should be familiar with various leadership methods to a large extent (Barnova et al., 2022).

The results of the research indicate that the leadership style and the character of the principal have a great impact on the school atmosphere and the success rate of teachers and students in carrying out educational activities (Swart et al., 2021). In the category of leadership, good character is the moral perfection of the leader and is considered as a vital factor for the leader. (Salehipour and Aghaei Meibdi, 2018).

The morals and good character of the principal prevents the emergence of undesirable behaviors (such as violence, hypocrisy, character assassination, disciplinary problems, bullying, etc.) in the organization and provides the development of a suitable learning environment for all employees. and the organization is placed on the path of educational goals (Nasr Esfahani, 2009).

Therefore, it is necessary for principals to have a spirit of perseverance, to strengthen good character and moral values in themselves, and to have a friendly and kind attitude in their relations with employees. take that the feedback of this behavior of the principal, on the part of the employees, will be trust, sense of responsibility and motivation for work and the emergence of organizational citizenship behavior to freely exchange and share useful work information and experiences with each other (Nadri, Asadi, 2013). In this case, according to Bacon and Spear (2003), a conscious dialogue is defined as coaching leadership, the purpose of which is to facilitate the learning of skills, create new learning opportunities, and form a new attitude to promote individual learning and organizational progress.

The findings of the third hypothesis showed that coaching leadership has a positive and significant effect on the self-efficacy of the teachers of the first secondary schools in Durood city. The results of the researches of Kogaltai and Bose (2023), Romao et al. (2021), Plaza Zuberbahler, Salanova and Martins (2020), were also in line with the present study and emphasized the essential role of coaching leadership in the formation of self-efficacy in teachers. In explaining the results obtained, it can be argued that today organizations try to mobilize all available facilities and equipment, and optimally use the capacities of the workforce humane, such as strengthening the employees' sense of self-efficacy, to make their group more productive, which is definitely not possible without adopting a suitable leadership style (Shah Mansouri, Sekot Arani, 2014). Adopting a suitable leadership style will lead to a better feeling among employees and more self-efficacy among them (Hovida, Behrouzi, 2013).

One of the leadership styles that has many fans in organizations today is coach-oriented leadership. Coach-oriented leaders give their employees the opportunity to experience They give new opportunities to reach creative solutions. Through active listening, these leaders correctly understand opinions of others and by challenging the employees, they cause the crystallization of new ideas among the members of the working teams of the employees, which will lead to providing innovative solutions. In coaching leadership, empathy is used to create mutual trust and the simultaneous combination of support and challenge is used to progress things. This style is very useful, especially in creating skilled and experienced work groups of motivated employees, and if used correctly, it makes the leader provide useful positive and negative feedback to the employees. (Cook & Rouse, 2013) Therefore, principals and leaders can improve the level of self-efficacy and work participation of teachers by providing organizational support and creating more opportunities for teachers to carry out formal and informal learning activities in schools (Song et al., 2018). Eventually , improving the self-efficacy of teachers in improving the motivation of activity and teaching performance is very vital and important (Abun, 2022).

The findings of the fourth hypothesis showed that the good character of the principals with the mediating role of coaching leadership has a positive and significant effect on the self-efficacy of the teachers of the first secondary schools in Durood city. After examining various internal and external written and electronic sources related to the field of knowledge and analysis of research variables, no study was found that examines the relationship and impact of these three variables at the same time. This can be the difference and advantage between the present research and the past studies in this field. Therefore, it is hoped that the results of this research can take a small step in the direction of improving the self-efficacy of teachers and then improving the desired performance and efficiency and effectiveness in schools and finally realizing the goals of the education system in our country.

In line with the results of this research, suggestions to increase the self-efficacy of teachers in schools, through good character Principals and coaching leadership are provided:

Considering that this study proved that the good character of principals has a positive and meaningful effect on teachers' self-efficacy, it is suggested that principals and educational leaders incorporate the components of good character (honesty, courage, humility, wisdom, passion, humor, sadness) into their personality. strengthen themselves so that with ideal influence, intellectual persuasion and inspiring motivation, an ethical and friendly atmosphere is created in the school, away from any blame and looking down from top to bottom, in such an atmosphere, teachers are interested and motivated in the fields of self-efficacy in classroom management. They will update teaching methods and engaging students with course materials.

More communication and cooperation of education with different research centers and universities and in order to conduct more inquires to analyzing other factors that can improve the self-efficacy of teachers.

It is necessary to pay more attention to the existence of good character and coaching leadership in the personality of selected people in the selection process as a principal, so that in this way we can witness the improvement of the level of self-efficacy of teachers in schools.

In order to realize coaching leadership in schools, it is suggested that the knowledge management system (overt and hidden) be designed to create dynamic schools with the aim of cultivating and improving the level of knowledge of human capital, and horizontal communication and channels between school principals and teachers and even education districts. There should be feedback to share and exchange experiences, which will increase the level of self-efficacy in teachers.

In order to better implement the activities, it is suggested that the administrators use the capacity of the

teachers' council in making important decisions of the school and solve problems and problems by creating work teams, which on the one hand causes the transfer and sharing of experiences and the improvement of knowledge, skills and abilities. teachers and the continuity of the coaching culture, and on the other hand, it increases their enthusiasm and preparation for teaching and increases their sense of self-efficacy.

Adapting the structure and organization of traditional schools with the new approach of leadership and coaching in order to develop informal and friendly communication between principals and teachers through the formation of work teams outside the official administrative framework and predicting hours per week to hold friendly meetings in order to transfer experiences and presenting executive programs with the participation of all teachers, who have the ability of participation.

Considering sabbatical leaves for principals and teachers to awaken from the results of creative projects that have promoted the leadership, coaching and self-efficacy of teachers in other schools and selecting and introducing innovative ideas for implementation in other schools.

According to the results of this research and the positive and significant impact of the good character of principals in improving the self-efficacy of teachers, it is recommended that policymakers and planners of the education system plan and hold in-service courses and take measures to improve the job security of school principals, reduce psychological pressures and livelihood concerns of principals. , to provide the means to improve their good character.

It is suggested to the policy makers and planners of the field of education and training by planning to form professional information centers for educational management in education and training areas, school principals should be aware of the results of effective organizational research, especially the good character of principals and coaching leadership, in order to promote self-efficacy as much as possible. Teachers should be provided in all aspects of teaching activities,

classroom management and engaging students with course materials.

It is suggested that by creating a positive moral atmosphere in schools, administrators should provide conditions so that teachers can endure difficulties and turn threats into opportunities when problems and bottlenecks occur, which leads to strengthening the sense of self-efficacy in teachers and improving organizational performance and productivity.

It is recommended to school administrators to pay attention to the opinions and suggestions of teachers and assure them that their suggestions and views can affect the progress of the school and students. In this case, teachers feel valued, which will strengthen their belief in their abilities, which is self-efficacy.

It is recommended that principals with a good character should show good manners, trustworthiness, fair and supportive behavior in dealing with employees. This important thing is considered as a source of energy to get better results for teachers and provides the context for positive organizational behaviors such as self-efficacy in teachers.

In order to transform schools into teacher-oriented educational institutions, it seems very necessary to pay attention to the category of education and culture, because in the field presence and the researcher's 23 years of teaching experience in schools, it became clear that many principals are not familiar with the teacher-oriented leadership style or that they do not have the necessary skills to use it. so principals and policymakers in the field of education and training can plan to hold training workshops and in-service courses for school principals and teachers, while creating a positive attitude towards this category, and familiarize them with the principles, processes and skills of coaching.

Another important thing about coaching leadership culture is that to promote the coaching leadership culture, it is not enough to just hold workshops and training classes, but the coaching leadership culture, the learning organization and the

transfer of experiences must be current and visible at all levels and positions of the organization. In this case, it is necessary for principals to be role models and pioneers in observing cultural values and to use supportive, counseling and empowering approaches instead of controlling and giving orders and to create an atmosphere of cooperation and teamwork in schools by using a collaborative style and delegating authority.

One of the obstacles to using the coaching-based leadership style by school principals is having a lot of busyness and lack of time to coach the employees, which is suggested in this regard in order to establish a coach-oriented organization model, a specific time schedule for coaching Employees should be considered by leaders and principals in schools, and the regular implementation of this program should be one of the criteria of the service compensation system and the awarding of bonuses and annual evaluation for school principals.

Considering that it was confirmed in this research that coaching leadership has a positive and significant effect on teachers' self-efficacy, it is suggested that principals and leaders strengthen the aspects of coaching leadership (guiding, persuasive, approachable, analytical) to in this case, the school should become an organization where all employees are responsible for innovative performance and creation and sharing of knowledge in the school. This important thing makes teachers believe in their own abilities and capacities and improve their self-efficacy in teaching, dealing with students and classroom management.

its necessary By diversifying teachers' activities, empowering teachers, participating in group activities, and using self-evaluation skills and giving feedback to teachers about their activities, school administrators should provide the basis for improving the level of self-efficacy of teachers in schools.

In order to create a suitable platform to improve the level of self-efficacy of teachers as much as possible and then increase the efficiency and effectiveness in schools, it is suggested to hold in-service courses and training workshops for school principals so that experts in scientific principles and rules and successful principals in this area have successful experiences. They share with other principals about the effective factors of teachers' effectiveness, including the good character of principals and the leadership culture of coaching.

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