expectations for the success of their students (Goddard et al., 2000). In addition, when the teachers are optimistic, they trust in their abilities in teaching and in parents for their support for the classroom, and they feel job-related self-efficacy (Woolfolk Hoy et al., 2006).

**Conclusion**

In summary, distributed leadership is positively and significantly associated with job-related self-efficacy, and both directly and indirectly with the mediating role of the teacher’s academic optimism. Considering the findings of the research, it is suggested that in-service distributive leadership style courses are held for the principals of schools so that they realize its foundations, goals, significance, and outcomes. It is also suggested that school principals should offer more authority and more support for teachers and teams, and improvement of the atmosphere of trust and confidence in schools is recommended. This study was limited to a specific location of Iran in a spatial sense; it is clear that the views of Zahedan city teachers cannot be fully representative of the views of staff throughout the country, which limits the spatial generalization of these research findings. In order to increase the generalization power of the research findings, similar research should be conducted in other cities and countries and on other staff.

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