



The Empowering leadership role of School principals in the Professional development of Teachers with the mediation of Organizational learning
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Abstract

The aim of the research was to investigate the role of empowering leadership of school principals in the professional development of teachers through the mediation of organizational learning. The research population was all primary school teachers (girls and boys) in Kurdistan province, and a sample of 364 teachers was selected from this population using proportional stratified random sampling based on Cochran's formula. Quantitative research method is correlation studies and covariance-oriented structural equation modeling approach. To collect data from Ahearn, Mathieu and Rapp (2005) empowering leadership questionnaires; García Morales et al (2006) organizational learning and Nova (2008) professional development were used. The reliability of the questionnaires was reported with Cronbach's alpha technique for empowering leadership (0.94), organizational learning (0.89) and professional development (0.95) and the construct validity of the questionnaires was checked and confirmed by confirmatory factor analysis, in order to Data analysis was done using structural equation modeling using Lisrel 10.20 software. The results showed that the empowering leadership of managers and organizational learning have a direct positive effect on the professional development of teachers at the level of 0.05; Empowering leadership of school principals through organizational learning has a positive indirect effect on teachers' professional development at the 0.05 level; Also, the empowering leadership of school administrators and organizational learning are able to explain 0.51 of the variance of teachers' professional development. The final result indicated the significant mediation of organizational learning in the relationship between empowering leadership and teachers' professional development.

Keywords: Empowering leadership of school principals, organizational learning, professional development of teachers, elementary school

Research Paper

Received:
12 Number 2022
Accepted
10 January 2023
P.P: 23-40

Print ISSN: 2717-4484
Online ISSN: 2717-4492

DOI: 10.22098/ael.2023.11970.1182

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Introduction

The survival condition of any organization is to transform its goals, structure, work methods and behavioral patterns in a way that is in harmony with the changes, and this is possible through the development of competence, efficiency, effectiveness and empowerment of as many employees as possible. (Bligh, Kohles & Yan, 2018: 118). Professional development of employees is a program for developing knowledge, insight and specialized skills of human resources; The effective results of employee development are: increasing employee skills, employee development, improving human resources, increasing motivation, and increasing employee commitment to the organization (Ahmad & Saad, 2019: 205). Empowering leadership is a style of leadership that increases followers' motivation at work by explaining the meaning of work, encouraging followers to participate in decision-making, showing greater trust in followers to deliver good performance, and allowing job autonomy (Li & et al, 2016). : 733). Therefore, empowering leadership behavior includes a process that increases employees' sense of self-efficacy, and with knowledge sharing behavior, that is, sharing relevant ideas, information, and suggestions to improve the work process, a collaborative decision-making climate makes employees learn continuously (Van Assen , 2020: 4) Organizational learning gives learners the opportunity to be open and ready to receive new relevant information that appears every day due to the rapid development of all areas of life (Abdalina & at el , 2020: 118); The empowering leader may empower the followers by considering the opportunity for learning and self-improvement and provides the ground for new learning. The reason for the discussion regarding these variables is this issue. In today's dynamic environment, the rapid growth of information and communication technology and the infrastructures based on it, as well as unpredictable crises such as the (Covid-19 virus) have made many organizational processes obsolete and forced organizations to use On the other hand, many teachers do not have a favorable situation in the field of professional knowledge and skills, so the issue of professional development and organizational learning is one of the important issues for current organizations, especially education, and empowering leadership considering An opportunity to create and develop the skills of employees provides a new learning environment. Therefore, the current research is trying to investigate the role of empowering leadership of school principals in the professional development of teachers through the mediation of organizational learning, and the question of the research is whether Can adoption of empowering leadership style and organizational learning affect the professional development of teachers?

Methodology

The research method is quantitative and of the type of correlation studies and the structural equation modeling approach of the covariance matrix. The research population of all elementary school teachers, both girls' and boys' schools in Kurdistan province in the academic year 2001-1401 was 6803 people. Using Cochran's formula, the sample size was determined to be 364 people. Proportional stratified random sampling method was used to collect research data from Ahearne, Mathieu & Rapp's empowering leadership questionnaires

(2005), García & et al's organizational learning questionnaire (2006) and Nova's professional development questionnaire (2008).

Results

According to the results of the analysis of structural equations, it can be said: the empowering leadership of school principals has a positive direct effect (0.41), a positive indirect effect (0.2385) and a significant positive total effect (0.6485) on the professional development of teachers. It is at the level of 0.05. Organizational learning has a positive (0.53) and significant direct effect on teachers' professional development at the level of 0.05. Also, the empowering leadership variables of school administrators and organizational learning are able to explain 51% of the variance of teachers' professional development, the explained variance of teachers' professional development is significant according to its t value (14.25) at the 0.05 level. Structural model fit indices are: chi-square value (139.86), degree of freedom (74), ratio of chi-square to degree of freedom (1.89), RMSEA (0.049), CFI (0.97), GFI (0.93) and AGFI (0.92) According to the results obtained from the fit indices in the confirmatory path analysis model of the research, it can be said: the chi-square ratio on the degree of freedom indicates the appropriate fit of the conceptual model with the experimental model. The value of the RMSEA index is within the range of the acceptable criterion. The values of CFI, GFI, and AGFI indices also indicate the appropriate fit of the structural model.

Discussion and conclusion

The empowering leader of school principals has a direct and indirect positive effect on the professional development of teachers through organizational learning. It also has a direct positive effect on organizational learning and organizational learning has a direct, positive and significant effect on professional development. Dear teachers, in explaining these results, it can be said that the purpose of leadership is to empower personal growth and develop the competence of employees. They also welcome the increase in the leader's power. because it allows them to pursue their development goals with more intensity, which increases their performance at work. They are their professional growth and development. Finally, considering the positive role of empowering leadership in the professional development of teachers and creating a context for their organizational learning, the following suggestions are presented: Empowerment should be considered as a part of the organization's culture, school administrators can motivate by applying the knowledge of empowering leadership. to improve the career of teachers, to accept new initiatives of teachers, to share new knowledge and information, to involve teachers in making school-related decisions. Among the limitations of the research was that data was collected only by using questionnaires.

Financial support:

No financial support was received for this research

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