



## **Investigating the Role of Visionary and Empowering Leadership of on Teacher's Change Tendencies by Mediating School Principals Role of Teachers' Organizational Learning and Professional Development**

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### **Abstract:**

The purpose of the research was to investigate the role of visionary leadership and empowering leadership of school principals On Teacher's Change Tendencies by mediating role of teachers' organizational learning and professional development. The research population was all the primary school teachers of Kurdistan province. Of those, 364 teachers were selected by proportional stratified random sampling based on the Cochran's Formula. The research method was a quantitative correlational study based on the covariance based structural equation modeling approach. To collect data, the empowering leadership questionnaire (Ahearn, Mathieu and Rapp, 2005); visionary leadership questionnaire (Kanger and Kanango, 1998); Organizational learning questionnaire (Garcia Morales et al., 2006); professional development questionnaire (Nova's, 2008) and tendency to change questionnaire (Dunham et al, 1989) were used. The reliability and validity of the questionnaires were evaluated by the Cronbach's alpha coefficients and confirmatory factor analysis. To analyze the data, structural equation modeling was used by Lisrel software. The results showed that: visionary and empowering leadership of school principals had a direct, positive and meaningful effect on teachers' organizational learning, teachers' professional development and teachers' change tendencies. They had also a positive and significant indirect effect on teachers' change tendencies through organizational learning and professional development. The variables of visionary and empowering leadership of school principals, teachers' organizational learning, and teachers' professional development were able to explain 0.13 of the variance of teachers' change tendencies.

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**Introduction:**

Today, the biggest challenges facing organization is the organization's change. These changes may be in the form of a change in mission, strategic change, operational change, and change in personal attitudes and behaviors that lead the organization towards growth and development. Therefore, the organization's ability to successfully make changes depends on the competence of employees, their innovative behavior and developed skills to meet the demands of these changes (Tayal et al., 2018:560). Willingness to change is readiness in the beliefs, attitudes, and intentions of organization members, which is comprehensively influenced by the content, process, context, and characteristics of the individuals involved in the change process (Mahendrati and Mangundjaya, 2020:52).

Organizational change and employees' tendency represent a complex situation which requires a persuasive manager who can communicate the vision and mobilize the necessary energy for turnaround to achieve desirable results. It requires leaders who create new visions and commitment to it. They really focus on long-term goals, encourage followers to rise above their own interests to achieve higher goals, and guide followers to take responsibility for their own and others' development. Therefore, for successful change, there is a need for leaders who can create change by motivating and coordinating followers through appropriate learning conditions (Bligh et

al., 2018:120). In this era of huge changes, educational organizations (schools) are under the pressure of change. Educational organizations that are generally accepted as an open system have a more fragile structure and are exposed to unchanging internal and external pressures. The organizational change of schools, like other organizations, is any kind of change, improvement, restructuring, adjustment in the processes or content of education that emphasize the processes and initiatives of educational change and the intention of learning and teaching change in schools. Therefore, change is not to eliminate all the problems of educational organizations, but it is to plan for innovation according to the pressures of internal and external change. (Du & Chaaban, 2:2020). Successful educational organizations are aware of the inevitability of change, so they do not argue about whether change is necessary or not; Rather, their discussion is about how they can guarantee the continuity of change? How do the members of the organization keep pace with these changes? (Helvacı & Yörük, 2021:285). Educational organizations and schools deal with individuals, and change is the essence of human action. Therefore, schools, like other organizations, are never save from the implementation of organizational changes. To survive and improve, organizational leaders of schools must be conscious and gain the necessary knowledge about how to implement appropriate changes that are accepted by employees (Beycioglu & Kondakci, 2021:790). Since employees are responsible for implementing changes,

identifying the factors affecting their readiness for change is a vital issue (Von Treuer et al., 2:2018). In this regard, the present study aims to investigate the role of visionary and empowering leadership of school principals On Teacher's Change Tendencies by mediating organizational learning and teachers' Professional Development.

Kareem & Kin (2018) stated that the organizational change tendency can be successful if managers have the skills of a visionary leader in such a way that a vision is created and presented. In this vision, employees gain the necessary knowledge and insight through organizational training and learning, and support in all stages of the change program. Organizational change is a very necessary issue and only leaders can do it who always present new ideas about the future of the organization and are able to see every challenge and opportunity to encourage organizations to achieve the goal. This refers to the importance of visionary leadership in organizational changes. Visionary leaders have the ability to design the organization to adapt to today's complex and changing conditions and to synchronize the desire and behavior of employees with change (Khoiri, 2020: 491). Two roles must be played by a visionary leader in implementing his leadership. 1) The leader, as a direction setter, creates and communicates the vision, motivates and convinces employees and colleagues that what he has done is right, and supports the participation at all levels. 2) The leader as a change agent. Change agent is the second most important role of a

visionary leader. In the conditions of change, the external environment is the center of economic, social, technological and political changes, where some changes occur dramatically and others slowly. Visionary leaders can constantly adapt to these changes and think ahead about potential changes and what could change. This indicates the effective role of visionary leadership in organizational changes and especially the change tendencies of employees (Fathih, Supriyatno & Nur, 2021). Visionary leaders utilize their fresh, unconventional ideas to attract and motivate followers to endorse the organization's new direction. This is a path that promises hope and success. They invite members of the organization to join them in fixing the status quo and starting over with a new and better focus. Andreani et al. (2018) showed that visionary leadership guides the organization towards developing a sense of purpose, prioritizing work, and integrating the organization's policies, beliefs, and principles. Therefore, visionary leadership can unite the efforts of the members of an organization to achieve results and provide their empowerment and professional development through organizational learning and training mechanisms. This means creating the necessary logical background to create a make change tendency in employees. The studies conducted by Katsaros, Tsirikas & Costa (2020); Gelaidan, Al-Swidi & Mabkhot (2018); Fessehatsion (2017); Haque, TitiAmayah & Liu (2016); Seah & Hsieh (2015); Mangundjaya, Utoyo & Wulandari (2015) and Groves (2006)

express the role of visionary leadership on employee's change tendencies. For example, Groves (2006) showed in his research on "leader's emotional expression, visionary leadership and organizational change" that, as expected, the leader's emotional expression was strongly related to visionary leadership. This is while the emotional expression of the leader moderated the relationship between visionary leadership and the amount of organizational changes. Visionary leaders with emotional expression skills facilitated the biggest organizational changes in their organizations. Also, the studies conducted by Anshar (2017) and Kurland, Peretz & Hertz-Lazarowitz (2010) show the role of visionary leadership in organizational learning. For example, Anshar (2017) conducted a research as "the impact of visionary leadership, organizational learning and innovative behavior on employee performance". The results indicated that visionary leadership, organizational learning and innovative behavior have a direct and positive effect on employee performance. Visionary leadership and organizational learning have a direct and positive effect on innovative behavior. The visionary leader has a direct and positive effect on organizational learning.

The studies of Miharja & Hayati (2021), Fatih et al (2021), Belibas & Gumus (2021) and Gokbulut & Turan (2020) show the role of visionary leadership in the professional development of employees. For example, Miharja and Hayati (2021) conducted a research on "the importance of visionary leadership and talent

management to improve employee performance". The results showed that the relationship between visionary leadership and employee performance is positive and significant. Also, talent management had a positive and significant effect on employee performance. Visionary leadership indirectly influenced employee performance through talent management.

In today's world, unlike the past, there is no competition for economy and other resources; Rather, it is based more on the accumulation and use of knowledge in an organization. The expectation is to acquire more knowledge through learning in order to increase its competitiveness. Therefore, it is very important for organizations to seek to create, acquire, change and use good knowledge in order to modify organizational behavior with organizational learning and to be able to cope with rapid changes well (Jaafari & Zolfaqarian, 2019). Hermelingmeyer & Von Wirth (2021) define organizational learning as a process in which the organization and its members change their behavior due to changes in fundamental norms and values. Organizational improvement and development basically revolve around the idea of organizational learning. Due to the rapid transformations of human knowledge and information, all organizations are changing rapidly. In order to align and quickly respond to these environmental changes, organizations must keep their human resources, which are considered the most important resources of the

organization, ready to face these changes.

Therefore, the most important thing to prepare human resources is to use organizational learning. The studies conducted by Aboobaker, Nimitha & Zakkariya (2021); Miller (2015); Plesangi & Jalili Zenouz (2017) and Mokhtari et al. (2017) express the role of organizational learning in the desire to change employees. For example, Miller (2015) conducted a research titled "Individual readiness for change, the impact of organizational learning culture and motivation for continuous learning". His findings indicated that the influence of variables of organizational learning culture and learning motivation on individual readiness for organizational change was positive and significant. This communication provided valuable insight into how organizational leaders can adequately prepare for change and its successful implementation. Also, the studies conducted by Gander & McInnes (2021), Rashid & Mansor (2019), Susilo et al. (2019) and Admiraal et al. (2016) show the role of organizational learning in professional development. For example, Rashid & Mansor (2019), during a research titled "The effect of organizational learning performance on teacher leadership in secondary school teachers in the state of Prague", showed that organizational learning has a positive and significant effect on teacher leadership. The results of this study showed that the practice of organizational learning can strengthen the leadership of teachers and it is suitable to be practiced in all schools for school development.

Also, another leadership style that is believed to play a role in creating employees' tendencies to change is the empowering leadership style. An empowering leader is defined as "the degree to which supervisors trust their employees' abilities, emphasize the importance of their employees' work, involve their employees in decision-making, and reduce or eliminate bureaucratic restrictions on their employees" (Allison, 2021:39). Empowerment leads to an active orientation towards the job and related work processes. In fact, employees actively shape and change their work environment. They are likely to have an open attitude towards mistakes and not see them as failures; Rather, they see them as opportunities to learn and improve more and innovate. Therefore, capable employees are more active and constantly seek to improve, revise the work process and search for innovative solutions for more complex work problems (Van Assen, 4:2020). Empowering leadership emphasizes knowledge sharing behavior that is, sharing relevant ideas, information, and suggestions to improve the work process. Therefore, it creates a climate of collaborative decision-making in which employees interact with each other and learn to continuously improve performance (Al-Mazrouei, 2021). Therefore, empowering leadership plays an important role in the professional development of employees. Studies conducted by Fachrunnisa et al (2019); Al-Hussami et al. (2017); Li et al. (2016); Holten and Brenner (2015); Seah and Hsieh (2015) and

Mangundjaya, Utoyo and Wulandari (2015) express the role of empowering leadership on employee's change tendencies. For example, Fachrunnisa et al. (2019) investigated the role of empowering leadership on willingness to change by mediating work methods and individual dimensions in a sample of 268 employees of a public company. The results showed that empowering leadership has a positive and significant effect on change tendency, and the variables of high-quality work method and useful individual dimensions were able to mediate this relationship in a positive and meaningful way. The studies conducted by Yazdanshenas and Adibpour (2016), Kurland, Peretz and Hertz-Lazarowitz (2020), Karen and Murphy (2017) and Migirkouni (2017) show the role of enabling leadership in organizational learning. For example, Kurland, Peretz and Hertz-Lazarowitz (2020), during a study on "Leadership style with organizational learning: The mediating effect of school vision", showed that school vision is a significant predictor of school organizational learning and works as a partial mediator between the transformational leadership style of principals and school organizational learning. In addition, the transformational leadership style of the principals predicted the school's organizational vision and the school's organizational learning process. In other words, the vision of the school formed by the principal and staff is a powerful driver for the organizational learning process in the school.

Also, the studies of Tran et al. (2022); Dagli and Kalkan (2021); Zhu, Yao and Zhang (2019); Ali et al. (2018); Chang,

Chen and Chou (2017) and Hilton et al. (2015) express the role of enabling leadership in the professional development of employees. For example, Hilton et al. (2015) during a research entitled "School leaders as participants in teachers' professional development: impact on growth Professionalism of teachers and school leaders" showed that the participation of school leaders in teachers' professional development programs has a positive effect on the teachers' capacity to apply and reflect on new knowledge and practices and has a positive effect on the professional growth of the leaders themselves.

Change tendency refers to a strong emotional feeling that you want something or wish to happen. However, a strong tendency to change does not guarantee that the act of change will happen. Therefore, in order to achieve change, action is needed. Action requires continuous effort over time or a one-time effort in which organizational decisions are practiced and implemented (Adnan et al., 2020:3). Therefore, one of the organizational actions that can affects on employees' tendency to change is professional development. The teacher plays the most important role in providing the right conditions for learning and it is vital for them to have the necessary qualifications to perform such a role in the educational system. In order to realize such grand ideas, opportunities for continuous professional development must be provided and the necessary resources must be mobilized. From this point of view, investing in education is defined as investing in the continuous

professional development of teachers (Amiri, 1400).

Professional development of teachers is a meaningful and lifelong learning process in which teachers develop their ideas and change their practice (Makovec, 2018). Makovec (2018) specifically described professional development as "the effort to improve teachers' capacity to function as effective professionals through learning new knowledge, attitudes, and skills." Professional development refers to training, including formal training or professional learning, and developments that help professors, teachers, researchers, and administrators improve their knowledge and professional performance (Hilty, Liu, Stubbe & Teshima, 2019, 338). In fact, the professional development of teachers is an important factor in creating a desire to change in teachers due to continuous growth in accordance with the environment. Studies conducted by Wang, Olivier and Chen (2020); Markle (2016); Limpert (2015) and Hetzner, Heid and Gruber (2012) express the role of professional development in the employees' tendency to change. For example, Limpert (2015) investigated the role of fundamental reforms in the professional development of employees as a factor in creating a desire to change in them. In a theoretical study, he concluded professional development of employees is a critical variable for the successful implementation of central government standards. A comprehensive plan should be developed that focuses on implementing the Common Core State Standards. The

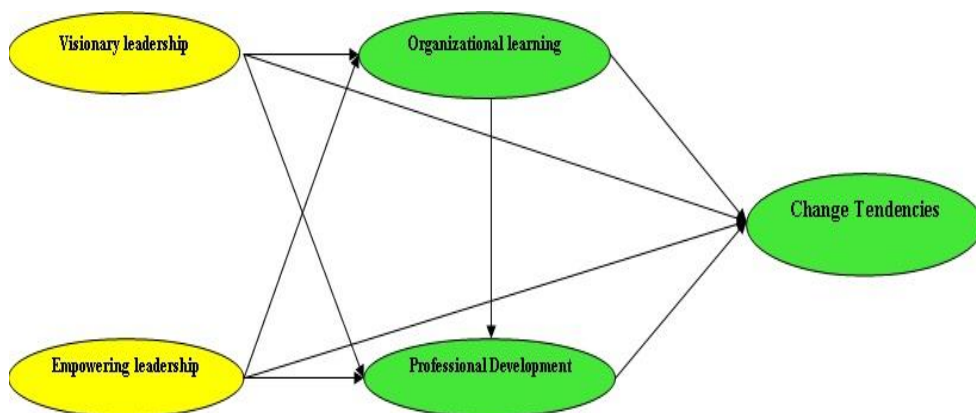
focus of this plan should be on the teacher's needs in order to improve student learning. If teachers' needs are considered and they value their students, they will not only accept the change but also actively participate in planning to implement the change in core standards.

Du and Chaaban (2020) defined educational changes as the replacement of established behavior patterns used by teachers with a new behavior pattern. Mei kin et al. (2018: 429) defined educational change as restructuring or reforming. They stated that restructuring a school is a change characterized by local initiatives of factors involved in school improvement and long-term plans. Change tendency shows teachers' positions and intentions regarding the proposed change. It shows that how much this change is needed and to what extent they are able to do it. High tendency supports the change and helps reduce resistance to its implementation. While low tendency makes it difficult to adopt and implement the proposed change. To better understand the teachers' tendency to change, it can be said that change does not happen outside of a teacher; Rather, it is caused by the interaction between the individual and the conditions of change (Adnan et al., 2020). Despite the importance of the issue of change and tendency to change, educational organizations are usually faced with employees who are resistant and unwilling to change. For example, in 2020, the educational system faced an unforeseen crisis such as Covid-19, which caused the closure of schools and educational institutions. It deprived about 1.6 billion children and teenagers

from face-to-face education and forced teachers to teach online. In this context, problems such as the resistance of many teachers to change, the inability and weakness of teachers' skills in using educational methods, and most importantly, the decrease in the quality of education, is an undeniable fact that shows the poor performance of educational systems. In order to keep up with and deal skillfully with unpredictable changes and phenomena, educational organizations, especially schools, must have capable and professional teachers. They must have the ability and willingness to accept change and be able to easily adapt to environmental changes. In this context, school principals seem to facilitate the professional growth of teachers by using an empowering leadership style. By giving teachers authority and independence, their participation in the decision-making process and information sharing, they can reflect their opinions in the change process. Therefore, they strengthen teachers' awareness of the necessity of change and

increase their ability and readiness. Therefore, the current research aims to investigate the role of visionary leadership and empowering leadership of school principals on the teachers' change tendency by mediating organizational learning and professional development of teachers.

According to the theoretical foundations and literature review, the conceptual model of the research can be designed and compiled in the form of five variables and based on thirteen hypotheses. A conceptual structure can be assigned among the above variables, then the conceptual structure can be examined and tested. According to the investigations carried out on the importance, priority and delay of the above variables in organizational studies, visionary leadership and empowering leadership of school principals were determined as independent variables, organizational learning and professional development of teachers as mediating variables, and finally, the teachers' change tendency as dependent variables.





**Figure 1: Research conceptual model: role of visionary and empowering leadership of school principals On Teacher's Change Tendencies by mediating organizational learning and teachers' Professional Development**

**Research hypotheses:**

1. Visionary leadership has an effect on organizational learning, professional development and change tendencies of teachers.

2. Empowering leadership has an effect on organizational learning, professional development and change tendencies of teachers.

3. Organizational learning has an effect on professional development and change tendencies of teachers

4. Teachers' professional development has an effect on change tendencies of teachers.

5. Visionary leadership has an effect on change tendencies of teachers through organizational learning.

6. Visionary leadership through professional development has an effect on change tendencies of teachers

7. Visionary leadership has an effect on the professional development of teachers through organizational learning.

8. Organizational learning through professional development has an effect on change tendencies of teachers.

9. Empowering leadership has an effect on teachers' willingness to change through organizational learning.

10. Empowering leadership has an effect on change tendencies of teachers through professional development.

11. Empowering leadership is effective in teachers' professional development through organizational learning.

12. Visionary leadership through organizational learning and professional development has an effect on change tendencies of teachers.

13. Empowering leadership has an effect on change tendencies of teachers through organizational learning and professional development.

**Research Methodology:**

The research method was a quantitative correlational study based on the covariance based structural equation modeling approach. The research population is all primary school teachers of Kurdistan province in 2021-2022 (N=7998). To determine the sample size, Cochran's formula was used (alpha 0.05; error value 0.05 and P & O ratio = 0.5). Therefore, the sample size was 364. According to the classes of the research society such as the type of region (low, middle, and high income), town/region (16 towns/regions) and gender (male & female), a proportional stratified random sampling method was used. It is presented in Table (1).

**Table 1: The distribution of the statistical sample of the research by the towns and districts of Kurdistan**

Education Region	Education Districts	sample	female	male
<b>Low Income</b>	Sanandaj(D1)	61	49	12
	Sanandaj(D2)	37	29	8
	Saghez	42	23	19
	Marivan	50	25	25
	Ghorveh	25	16	9
<b>Middle Income</b>	Baneh	31	13	18
	Bijar	18	13	5
	Dehgolan	17	7	10
	Divandareh	22	10	12
	Kamyaran	19	10	9
<b>High Income</b>	Zivieh	11	4	7
	Sarvabad	12	4	8
	Sarishabad	5	2	3
	Korani	5	3	2
	Kalatarzan	4	2	2
	Mochesh	5	2	3
<b>Total</b>	16	364	212	152

In order to collect the data required for the research, the following questionnaires were used:

1- The Visionary Leadership questionnaire (Conger & Kanungo, 1998) with 4 dimensions (vision & articulation, environmental sensitivity, sensitivity to member needs, flexibility to change) including 31 items based on a five-point Likert scale.

2- Ahearne, Mathieu & Rapp's empowering leadership questionnaire (2005) with 4 dimensions (meaning enhance, promote participation, express confidence & provide autonomy) and 12 items based on a five-point Likert scale.

3- Questionnaire of teachers' organizational learning by García Morales et al. (2006) has 4 items and is based on a five-point Likert scale.

4- Nova professional development questionnaire (2008) with 6 dimensions (Education, teamwork, organizational skills, career development, development of interpersonal relationships, Telecommunications) including 30 items based on the five-point Likert scale.

5- The change tendency questionnaire of Dunham et al. (1989) with 18 items in 3 (cognitive, emotional and behavioral) components in a five-

point Likert scale. Cronbach's alpha method was used to determine its reliability. the results indicated the adequate reliability of the questionnaires. To determine the

validity of the instrument, the second-order confirmatory factor analysis technique was used. According to the results, the fit indices of the questionnaire were acceptable.

**Table 2: Reliability and validity of research questionnaires**

Questionnaires	Visionary Leadership	Empowering Leadership	Organizational Learning	Professional Development	Change Tendencies
Cronbach's alpha	0/97	0/94	0/89	0/95	0/86
$\chi^2$	883/09	75/37	0/41	776/83	253/69
df	491	50	1	399	132
$\chi^2/df$	1/79	1/50	0/41	1/94	1/92
RMSEA	0/046	0/037	0/000	0/051	0/50
CFI	0/97	0/98	1	0/97	0/96
GFI	0/93	0/92	1	0/92	0/93
AGFI	0/1	0/90	0/99	0/90	0/92

### Research Findings

**Table 3: Status of the sample according to the type of educational area**

District	Frequency	F percent
Low income	215	59/0
Middle income	107	29/3
High income	42	11/7
Total	364	100
Gender	Frequency	F percent
Male	152	41/7
Female	212	58/3
Total	364	100
Experience	Frequency	F percent
21-30 years	72	19/8
31-40 years	140	38/5
41-50 years	128	35/2
Over 50 years	24	6/6
Total	364	100
Edu Degree	Frequency	F percent
Ad	31	8/5
BA	190	52/2
MA	124	34/1
PhD	19	5/2
Total	364	100

### Sample Description

215 individuals (59 percent) were working in a privileged area, 107

individuals (29.3 percent) in a semi-privileged area, and 42 individuals (11.7 percent) in a deprived area. 152

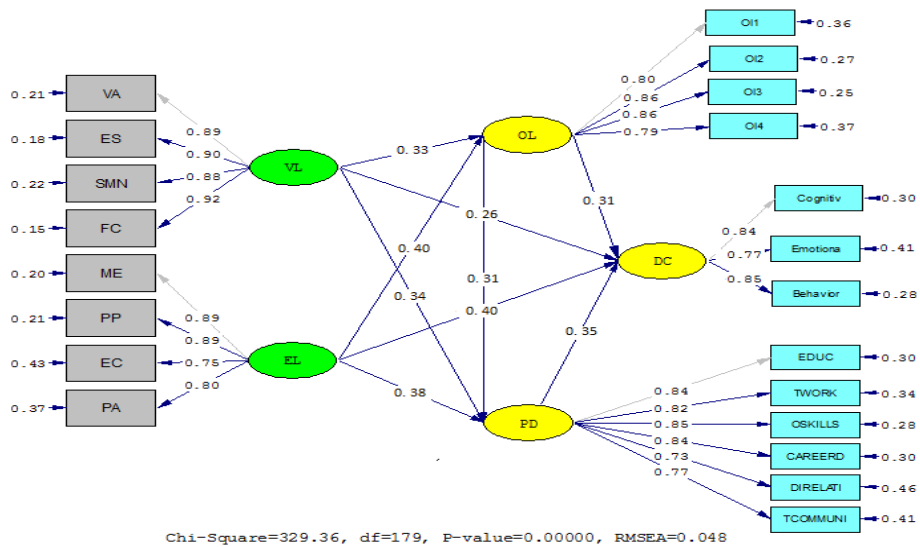
individuals (41.7 percent) were male and 212 (58.3 percent) were female. 72 individuals (19.8 percent) had 21-30 years of experience; 140 individuals (38.5 percent) had 31-40 years of experience; 128 individuals (35.2 percent) had 41-50 years of experience; and 24 individuals (6.6 percent) had

more than 50 years of experience. 31 individuals (8.5 percent) had an associate degree; 190 individuals (52.2 percent) had a bachelor's degree; 124 individuals (34.1 percent) had master's education; and 19 (5.2 percent) were PhD students or graduated.

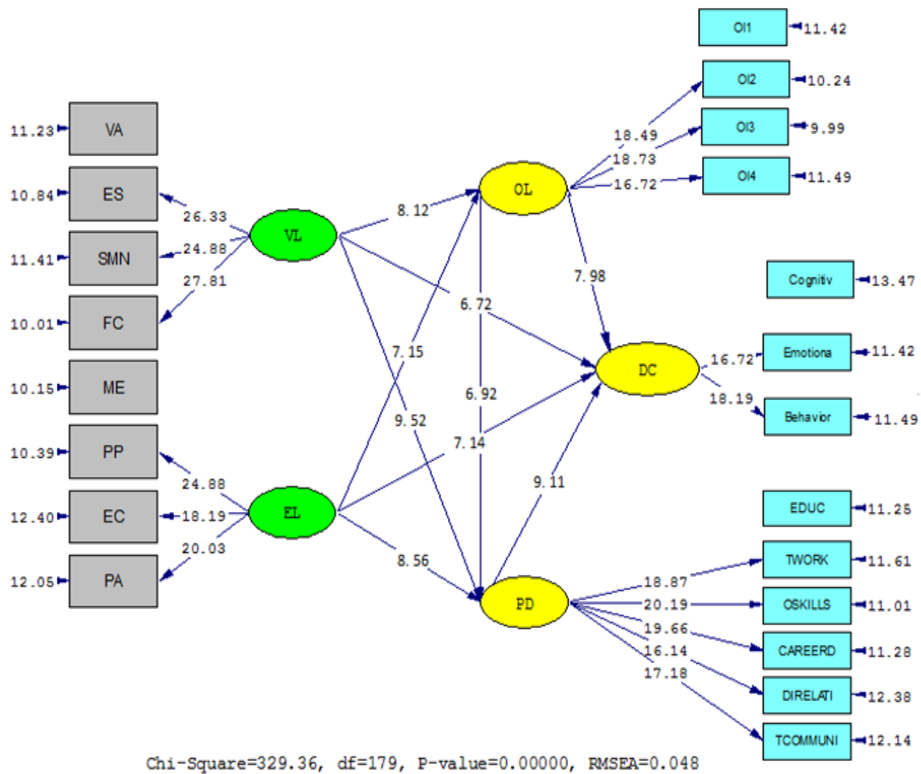
**Table 4: Correlation matrix of research variables**

variable	Visionary Leadership	Empowering leadership	Organization al Learning	Professional Developme nt	Change Tendenc y
<b>Visionary Leadership</b>	1 0/311	- 1	- -	- -	- -
<b>Empowering leadership</b>	0/716	0/673	1 0/764	- 1	- -
<b>Organization al Learning</b>	0/416	0/472	0/471	0/494	1
<b>Professional Development</b>					
<b>Change Tendency</b>					
<b>Mean</b>	3/76	3/70	3/76	3/77	3/31
<b>St Deviation</b>	0/740	0/840	0/899	01677	0/517
<b>Skewness</b>	-0/629	-0/491	-0/520	-373	0/954
<b>Kurtosis</b>	0/338	-0/084	-0/127	0/063	0/763

*Significant at the level of 0.05\**



**Figure 2: General empirical research model with standardized coefficients**



**Figure 3: The general model of the T-index of the coefficients of the experimental model of the research**

The fit indices of the model are: chi-square value (329.36), degrees of freedom (179), ratio of chi-square to degrees of freedom (1.84), RMSEA (0.048), CFI (0.97), GFI (0.93) and AGFI (0.91). 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, AGFI indices also indicate the appropriate fit of the structural model. Therefore, it can be said that the structural model of the research has a suitable and acceptable fit.

### Research Hypothesis Testing

**Table 5: Hypothesis testing of direct effects**

Hypothesis		Dependent	Path coefficient	T	Result
1	Visionary Leadership	Organizational	0/33	8/12	improved
		Learning	0/34	9/52	
		Professional	0/26	6/72	
		Development Change Tendency			
3	Empowering leadership	Organizational	0/40	7/15	improved
		Learning	0/38	8/56	
		Professional	0/31	7/14	
		Development Change Tendency			
	Organizational Learning	Professional	0/31	6/92	improved
		Development	0/31	7/98	
		Change Tendency			
4	Professional Development	Change Tendency	0/35	9/11	improved

The results of structural equation modeling analysis show that visionary leadership has a direct and significant effect on the variables of organizational learning (0.33), professional development (0.34) and change tendency (0.26). Empowering leadership has a direct and significant effect on the variables of organizational learning

(0.40), professional development (0.38) and change tendency (0.31). Organizational learning has a direct and significant effect on the variables of professional development (0.31) and change tendency (0.31). Professional development has a direct and significant effect on change tendency variable (0.35).



**Table 6: Hypothesis test of single mediator indirect effects**

<i>H</i>	<i>Independent</i>	<i>Mediator</i>	<i>Dependent</i>	<i>Path coefficient</i>	<i>T</i>	<i>Result</i>
<b>5 – 7</b>	Visionary Leadership	Organizational Learning	Change Tendency	0/1023	5/71	improved
		Professional Development	Change Tendency	0/119	6/25	
		Organizational Learning	Professional Development	0/1023	5/29	
<b>8</b>	Empowering leadership	Professional Development	Change Tendency	0/1085	5/53	improved
<b>9 – 11</b>	Empowering leadership	Organizational Learning	Change Tendency	0/124	5/34	improved
		Professional Development	Change Tendency	0/133	6/24	
		Organizational Learning	Professional Development	0/124	4/99	

The results of structural equation modeling analysis show that visionary leadership has a significant indirect effect (0.1023) on the tendency to change variable through organizational learning. Visionary leadership has a significant indirect effect (0.119) on the tendency to change variable through professional development. Visionary leadership through organizational learning has a significant indirect effect (0.1023) on the variable of professional development. Organizational learning through professional development has a

significant indirect effect (0.1085) on the tendency to change variable. Empowering leadership through organizational learning has a significant indirect effect (0.124) on the change tendency variable. Empowering leadership through professional development has a significant indirect effect (0.133) on the change tendency variable. Empowering leadership through organizational learning has a significant indirect effect (0.124) on the variable of professional development.

**Table 7: Hypothesis test of indirect effects of two mediators**

<i>Hypothesis</i>	<i>Independent</i>	<i>Mediator1</i>	<i>Mediator2</i>	<i>Dependent</i>	<i>Path</i>	<i>T</i>	<i>Result</i>
<b>12</b>	Visionary Leadership	Organizational Learning	Professional Development	Change Tendency	0/0358	4/54	improved
<b>13</b>	Empowering leadership	Organizational Learning	Professional Development	Change Tendency	0/0434	4/39	improved



The results of structural equation modeling analysis show that visionary leadership has a significant indirect effect (0.0358) on the tendency to change variable through organizational learning and

professional development. Empowering leadership through organizational learning and professional development has a significant indirect effect (0.0434) on the tendency to change variable.

Examining the direct, indirect and total effects of variables on dependent variables:

**Table 8: The effects of variables on change tendency**

	<i>Variable</i>	<i>Type</i>	<i>Value</i>	<i>T</i>
<b>1</b>	Visionary Leadership	Direct	0/26	6/72
		Indirect	0/2571	7/16
		Total	0/5171	9/27
<b>2</b>	Empowering leadership	Direct	0/40	7/14
		Indirect	0/3004	6/41
		Total	0/7004	10/21
<b>3</b>	Organizational Learning	Direct	0/31	7/98
		Indirect	0/1085	5/53
		Total	0/4185	8/29
<b>4</b>	Professional Development	Direct	0/35	9/11
		Indirect	-	-
		Total	0/35	9/11
	Change Tendency Variance	Explained	0/13	5/83
		Error	0/87	12/16

*\*T values equal to and greater than 1.96 are significant at the 0.05 level.*

The visionary leadership variable has a direct effect (0.26), an indirect effect (0.2571) and a total effect (0.5171) on the change tendency variable. The empowering leadership variable has a direct effect (0.40), an indirect effect (0.3004) and a total effect (0.7004) on the change tendency variable. The organizational learning variable has a direct effect (0.31), an indirect effect

(0.1085) and a total effect (0.4185) on the change tendency variable. The professional development variable has a direct effect (0.35) and a total effect (0.35) on the change tendency variable. The variables of visionary leadership, empowering leadership, organizational learning and professional development are able to explain 13% of the variance of the change tendency variable.

**Summary of total effects analysis:****Table 9: Summary of the effects of all independent variables on dependent variables**

Independent variables	Dependent variables		
	Organizational Learning	Professional Development	Change Tendency
Visionary Leadership	0/33	0/4423	0/5171
Empowering leadership	0/40	0/504	0/7004
Organizational Learning	-	0/31	0/4185
Professional Development	-	-	0/35

Significant at the level of 0.05\*

**Table 10: Summary of explained and unexplained variance of dependent variables**

Independent variables	Dependent variables		
	Organizational Learning	Professional Development	Change Tendency
Visionary Leadership	*	*	*
Empowering leadership	*	*	*
Organizational Learning	-	*	*
Professional Development	-	-	*
Variance explained	0/13	0/12	0/13
T	7/02	6/12	5/83
Unexplained variance	0/87	0/88	0/87
T	10/98	11/22	12/16

**Chi-square (329/36), degrees of freedom (179), ratio of chi-square to degrees of freedom (1/84)****RMSEA(0.048), CFI(0.97), GFI(0.93) and AGFI(0.91)**

\*T values equal to and greater than 1.96 are significant at the 0.05 level.

**Conclusion:**

The purpose of the research was to investigate the role of visionary leadership and empowering leadership of school principals on the teachers' tendency change by mediating organizational learning and professional

development. The results showed that the visionary leadership of school principals has an effect on the teachers' tendency change. The present result is consistent with the results of Katsaros et al. (2020); Gelaidan et al. (2018);

Fashahatesh (2017); Haug et al. (2016); Seah & Hsieh (2015); Mangundjaya et al. (2015) and Groves (2006). In explaining how the visionary leadership of school principals affects the teachers' tendency change, it can be said that since organizations are different from each other, organizations need a leader that is compatible with their needs and this compatibility will lead to the achievement of the goals of the organization in today's complex world. The complexity of today's environment causes the creation of new needs and, as a result, different goals and organizational behaviors to respond to them (Khoiri, 2020). Change in an organization and creating a change tendency to its members requires a leader who is visionary in his leadership. One of the factors of organizational transformation is the desire and motivation of the leader to realize his vision and mission. The task of a leader is to transform the vision and mission into the goals and achievements of an organization. Therefore, only a leader who understands the concept of the future can transform organizational changes (Nwachukwu et al., 2017). The visionary leadership style, due to its nature, which consists of various and complementary skills, is able to respond to new needs resulting from changes in the environment and influence the teachers' tendency change. Because visionary leadership includes components such as vision & articulation, environmental sensitivity, sensitivity to member needs and flexibility to change (Conger & Kanungo, 1998). For example, in the vision & articulation technique of the school principal, he/she focus on things such as expressing the goals and objectives of education, expressing new

ideas about the future of the school, clearly expressing the organizational goals. In the dimension of environmental sensitivity, the school principal deals with matters such as recognizing limitations in all aspects of the physical environment, resources, technology, etc., which may be an obstacle to achieving goals. The principal of the school easily recognizes the obstacles within the organization that may hinder the achievement of the organization's goals. The school principal easily recognizes new environmental opportunities (favorable social and physical conditions) that may facilitate the achievement of the school's goals. Therefore, by taking into account these two components (vision & articulation technique and environmental sensitivity of visionary leadership), the school principal can influence the teachers' tendency change.

visionary leadership of school principals has an effect on teachers' organizational learning. The present result is consistent with the results of Anshar's (2017) and Kurland et al.'s (2010) studies, which showed the positive and significant effect of visionary leadership on organizational learning. In explaining how the visionary leadership of school principals affects the organizational learning of teachers, it can be said that organizations are facing change and transformation from traditional ways of doing business to modern and technical methods. Therefore, leaders face a dynamic competitive environment in which change is an essential need. In organizations, knowing what to do and where to go in the future requires a clear vision. Vision creates inspiration, motivation and sense of responsibility in the individuals of an organization. They

develop their decisions based on the results they already know because of the clear vision, and one of the ways of individual and organizational development to prepare for the future is organizational learning (Saher & Ayub, 2020). Visionary leadership is defined as "communicating a vision of the future to participate in its realization" (Stam et al., 2014). According to Kouzes & Posner (2007), vision is "the ideal and unique picture of the future for the public good" and vision is an art of seeing the invisible. Therefore, based on the theory of organizational support, visionary leaders support their employees to obtain their commitment and support to create and implement change in the organization. Because leaders alone cannot create change without the support and empowerment of their subordinates. Visionary leaders provide the necessary practical measures to achieve the vision by laying the groundwork necessary to involve teachers in the organizational learning process, and by properly guiding teachers in learning what is necessary to realize the vision, they make them empowered and ready to properly implement the vision. In fact, it can be said that the visionary leadership of school principals has an efficient and original effect on teachers' organizational learning.

The visionary leadership of school principals has an effect on the professional development of teachers. The present result is consistent with the results of Miharja and Khaiti (2021), Fatih et al (2021), Bellibas & Gumus (2021) and Gokbulut & Turan (2020). In explaining how the visionary leadership of school principals affects the professional development of teachers, it can be said that in today's world, the diversity and depth of expectations

related to the education system is such that the system cannot fulfill its mission with the current methods and human resources. Therefore, the education system, especially human resources, must evolve, change and progress. Their knowledge and information, cognitions, skills, attitudes and working methods must be changed. This requires the professionalization of education and, above all, the professionalization of all teachers. Teachers' professional skills are the most important and essential need. In this regard, the need for leadership that prepares expert teachers to face these conditions is felt more and more every day. Visionary leadership has emerged as the main factor determining survival, success and growth in today's complex environment and is very necessary for schools. Visionary leadership increases the development and self-efficacy of employees through the development of self-management skills, collaborative decision-making, providing appropriate training, a favorable work environment, and expressing trust in employees.

Teachers' organizational learning has an effect on teachers' change tendencies. The present result is consistent with the results of Abu Bakr et al. (2021); Miller (2015); Plesangi & Jalili Zenouz (2017) and Mokhtari et al. (2017). In explaining how teachers' organizational learning affects teachers' change tendencies, it can be said that the intensified focus on stability has led managers to examine existing institutional systems and strategies and reorganize them towards higher performance and productivity. Systems and work processes remain efficient when they change continuously, and change only occurs when stakeholders have less resistance to it. Changes usually disrupt the

existing static equilibrium and introduce a new dynamic equilibrium of change, openness and growth (Kwon and Kim, 2020). Organizations that engage in the organizational learning process are more prepared to engage in "a form of productive learning that leads to change and innovation in products, procedures, and systems" (Baker & Sinkula, 1999). It promotes openness and encourages internal stakeholders to "critic old beliefs and ways of doing things" and makes them willing to change. Therefore, after wanting to change, they prepare themselves for change and accept emerging technologies, develop new skills and design innovative products. Since organizational learning refers to the alignment of vision about what needs to be done, shared meaning about intentions and collaborative capacity that leads to collective action (Marsick & Watkins, 2003) and since organizational learning culture has an effective role in employees' change tendencies (Afsar & Massood, 2018; Chang, Way & Cheng, 2018; Huda et al., 2017), it can be said that organizational learning is a very important factor in the teachers' change tendencies, to create change and their transformation.

Teachers' organizational learning has an effect on teachers' professional development. The current result is consistent with Gander and McInnes (2021), Rashid and Mansoor (2019), Susilo et al. (2019) and Admiral et al. (2016). In explaining how organizational learning affects teachers' professional development, it can be said that preparing prospective teachers to work in complex environments requires providing professional development opportunities. Teachers must be able to continuously learn and relearn their profession to meet the changing

demands of their profession. In a profession where the demands are changing and expanding, it is necessary to carefully design and implement educational programs for the professional development of teachers to lead to their competence. One of the effective factors on teachers' professional growth is organizational learning. Organizational learning means creating, maintaining, transferring and presenting new knowledge. This leads to professional development, enhancement of already acquired skills and acquisition of new skills. 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 et al., 2022:118). Organizational learning enables teachers to improve their profession, and update their professional knowledge. Therefore, organizational learning is known as one of the promising fields of professional development of teachers.

Professional development of teachers has an effect on teachers' change tendencies. The present result is consistent with Wang, Olivier and Chen (2020), Markel (2016), Limpert (2015) and Hetzner, Heid and Gruber (2012). In explaining the current result, it can be said that professional development is a long-term effort that helps to solve organizational problems by using organizational culture. Also, professional development is a planned process that is directed from the top levels of the organization and aims to increase effectiveness through planned interventions. Professional development is a response to change. It is a complex educational strategy to change the beliefs, attitudes, values and structure of organizations so that they can accept

new challenges and adapt better to the ever-increasing developments. Finally, professional development is a systematic, logical, integrated, and planned approach that is used to improve organizational effectiveness (Akbarpour et al., 1400:171). Teacher professional development is a path that aims at developed teachers, who have logical and constructive knowledge and insight towards today's complex and changing environment, which has thousands of new educational problems for teachers. Certainly, teachers with high professional development are advocates of continuous and growing change. Therefore, it can be said that the professional development of teachers plays an essential role in their tendencies to change.

The visionary leadership of school principals has an effect on teachers' change tendencies through teachers' organizational learning and their professional development. The present result is consistent with the results of studies confirming the effect of visionary leadership on organizational learning and the results of studies confirming the effect of organizational learning on teachers' change tendencies, which shows the positive, indirect and meaningful effect of visionary leadership of school principals through teachers' organizational learning on teachers' change tendencies. In explaining how this mediation works, it can be said that learning and organizational change are related, but the dynamics of their relationship is not clear. Organizational learning is a long-term change in organizational behavior (Bakacsi, 2010) that results from various efforts of the organization's leadership with the aim of changing organizational processes. For example, knowledge

creation, which is an integral part of organizational learning, is an important factor in acquiring knowledge and influencing employees' change tendencies (Lloria & Peris-Ortiz, 2014). On the other hand, the adequacy and efficiency of organizational learning processes facilitate leaders' efforts to create change (Senge et al., 2014). Therefore, visionary leaders because of components such as vision and expression; environmental sensitivity, sensitivity to members' needs, and flexibility in change create the necessary grounds for the tendency to change in teachers. By taking advantage of the organizational learning process and teachers' professional development, visionary leaders exert this influence directly and indirectly on teachers' change tendencies.

Empowering leadership of school principals has an effect on teachers' change tendencies. The present result is consistent with Fachrunnisa et al. (2019), Al-Hussami et al. (2017), Lee et al. (2016), Holten & Brenner (2015), and Mangundjaya, Utoyo, & Wulandari (2015). In explaining the current result, it can be said that human resources are the most important and valuable asset that every organization has. The most effective way to gain a competitive advantage in the current situation is to make the employees of organizations more efficient. In fact, we can admit that it is impossible to achieve organizational goals without efficient individuals. Therefore, human resources play an essential role in the growth, dynamism, or failure and destruction of organizations (Cheong et al., 2019). Efficient human resources in school means efficient teachers. Such teachers are not indifferent and stagnant to the complex issues of the environment that

create different needs and issues because of the abilities enhanced by their empowering leaders. Therefore, they are looking for new solutions to solve new problems. Therefore, the desire for continuous change in these teachers is constant and high. Therefore, it can be said that the achievement of empowering leadership in teachers is the desire for continuous and constructive change in them.

Empowering leadership of school principals has an effect on teachers' organizational learning. The current result is consistent with Yazdanshenas and Adibpour (2016), Kurland, Peretz & Hertz-Lazarowitz (2020), Karen & Murphy (2017) and Migirkoni (2017). In the explanation of the present result, it can be said that according to the rapid transformations of human knowledge and information, all organizations, especially educational organizations, are changing rapidly. In order to align and respond to rapid changes in knowledge, it is necessary for schools to prepare their human resources to face these changes. It is necessary for teachers to seek learning and new skills for new activities, roles and working with new equipment. Schools and teachers are on the threshold of an unfamiliar journey and cannot do the work with the outdated methods of the past. They should seek to learn and accept new opportunities and use what they learn to discover new opportunities. An empowering leader may empower teachers and provide a new learning environment by considering opportunities for learning and self-improvement. Because the empowering leader's behavior includes a process that increases the feeling of self-efficacy and controls the conditions that strengthen the feeling of helplessness and limit

flexibility. The empowering leader's behavior emphasizes the behavior of sharing knowledge, ideas and suggestions related to the work process; It creates an atmosphere of collaborative decision-making in which teachers interact with each other and learn continuously.

The empowering leadership of school principals has an effect on the professional development of teachers. The present result is consistent with Tran et al. (2022), Dagli and Kalkan (2021), Zhu, Yao and Zhang (2019), Ali et al. (2018), Chang, Chen and Chu (2017) and Hilton et al. (2015). In explaining the current result, it can be said that capable employees show perseverance and resourcefulness. They increase work efforts and are intrinsically motivated to perform their tasks, which increases their performance at work. Also, since capable employees are confident in their ability to perform their duties and consider the services, they provide to the employer to be meaningful, they feel positive energy at work. This helps them provide good services and generally perform in different dimensions of their role (Guerrero et al., 2018). In fact, the empowering leadership of managers strengthens the capabilities of teachers. Competent teachers are always looking for their professional growth and development, because competent teachers provide reliable services that are compatible with their needs thanks to their desire to serve their customers and manage relationships with them. These high-quality services will not be provided unless teachers are interested in their professional development, and their professional development will not be complete unless they are led and guided by the empowering leadership of their principals. Therefore, it can be said

that the empowering leadership of school principals considers the professional development of teachers as an important matter and plays an essential role in it.

The empowering leadership of school principals has an effect on teachers' change tendencies through teachers' professional development and organizational learning. The present result is consistent with the integration of the results of the studies presented in the present research in explaining this indirect relationship. In explaining the current result, it can be said that empowering leadership style increases mutual commitment and values between employees and leaders due to its transformational nature. Empowering leadership also makes teachers interested in their professional growth and development because of the independence it gives to teachers to solve their needs and problems. Effective teachers with professional growth and development better understand today's complex world and always have a tendency for continuous, positive and constructive change. Therefore, the empowering leadership of school principals leads to efficient teachers with high professional development who are always willing to do things in new ways.

Finally, in order to improve the status of visionary leadership as an effective variable that has positive and significant direct and indirect effects on the teachers' change tendency, the following suggestions are presented to the officials of the Education Department:

1. Considering the undeniable role of visionary leadership on teachers' change tendency, it is suggested that school principals teach and learn the

mechanisms of visionary leadership for school management in brainstorming and mutual meetings with teachers. Mastering visionary leadership is difficult and requires conscious training and practice.

2. Select visionary leaders for schools. By providing a clear and simple motivational vision that appreciates the organization's main goal, visionary leaders provide a mental imagery of "where the organization is going" and "what it is trying for in the future," and teachers prefer leadership that aligns with their values and beliefs and show unpredictability.

3. Reforming the status quo through the visions of visionary leadership. Visionary leaders use their fresh and unconventional perspectives to attract and inspire followers to affirm a new path, one that promises hope and success. Therefore, leaders invite followers to join them in correcting the status quo and starting over with a new, better focus.

4. Since it is not an easy task to create reform, change and innovation in educational institutions, it is suggested to use visionary leaders as agents of change. They can lead all their members towards the change that is necessary to achieve the quality of education.

5. In order to expand organizational learning, employees must have sufficient knowledge of the organizational perspective. Therefore, it is suggested to develop communication channels within the organization and provide the necessary conditions to facilitate relations between groups.

6. One of the factors influencing the tendencies of employees to change is the issue of learning, which should be given more attention. Therefore, it is suggested to school leaders that by



creating the environment and culture needed to realize learning, control learning obstacles, share knowledge in the organization, accept new initiatives of employees, involve teachers in making decisions related to learning, facilitate open and free communication provide the context of organizational learning for teachers.

Also, considering the positive and constructive role of the empowering leadership of school principals in the professional development and the change tendencies of teachers, the following suggestions are presented to the principals:

1. Empowerment should be considered as a part of the organizational culture, which requires a change in the organizational culture. Therefore, everyone should adopt new principles and values, especially school administrators who are responsible for the implementation of teacher empowerment.

2. Building mutual trust between teachers and principal to reduce fear and

encourage collaborative decision-making process at work.

3. The principal must give his/her teachers the necessary materials and training to make justifiable and correct decisions.

4. Granting independence and authority to teachers to solve the problems they face and supporting them to afford this independence and authority properly.

5. Making the previous suggestions meaningful in the minds and actions of teachers for the high effectiveness of the mentioned actions.

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