

Reflection of the effect of empowering leadership behaviors on the workforce agility (An analytical study of the opinions of teachers in the private schools of the Diwaniyah governorate center)

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Abstract

The current study aimed to test the effect of empowering leadership behaviors expressed with its dimensions (leadership by example, participatory decision-making, training, information exchange, showing interest with others) on workforce agility (flexibility, adaptation ,proactivity) in private schools in Al-Diwaniyah Governorate, and the problem was summarized with a set of questions based on the researcher's perceptions, the most important of which resulted in the statement of the influence that empowering leadership behaviors exert on workforce agility, and for achieve the objectives of the study, a hypothetical scheme was designed that embodies the nature of the relationship between the variables included in the study, and a set of hypotheses were built aimed at identifying The level of the relationship between empowering leadership behaviors and workforce agility in private schools in Al-Diwaniyah Governorate, and the study relied on the nature of the questionnaire as a main tool in collecting data and information from a sample of (273) faculty members, and the study used a set of statistical programs represented in (SPSS). V.26 & AMOS.V.26) in order to reach the results that the study aspires to answer, using several statistical methods, especially in (the arithmetic mean, standard deviation, relative importance, coefficient of variation, t-test, simple correlation coefficient, and the structural equation modeling).

Keywords: empowering leadership behaviors, workforce agility.

Introduction

Human resources represent the backbone and the cornerstone to ensure the survival of organizations by facing changes and social, economic and political complexities and unprecedented events as a result of rapid technological progress and mergers and acquisitions, which requires organizations to search for organizational business models that contribute to improving their ability to respond quickly, efficiently and effectively as a result, Therefore, several methods and mechanisms have emerged that must be invested to improve workforce agility represented in the empowering leadership behaviors aimed at expanding the knowledge, skills and abilities of workers at various organizational levels and empowering them psychologically. The environment by adapting to it with high efficiency and investing in new opportunities and avoiding threats that constitute an obstacle to the survival and success of the organization. Empowering leadership behaviors also play

an important role in improving the ability of leaders to adopt new methods and methods that enable followers to motivate themselves in a way that achieves the best results, by developing the ability of work teams to cooperate among themselves to achieve the goals of the organization, which contributes to improving workforce agility from By developing the capabilities of workers to adapt quickly and easily. From this point of view and to achieve the goal of the study, which is reflected in measuring the impact of empowering leadership behaviors on workforce agility, the current study was divided into four sections, the first included the study methodology, and the second chapter dealt with (the theoretical framework of the study) in two parts, as the first included leadership behaviors possible, and the second showed workforce agility. The third section also dealt with (the practical aspect of the study), which included four parts. The first part focused on testing the study scale. The second part dealt with the description, diagnosis and analysis of the study variables. The third part was devoted to testing and analyzing the study's hypotheses. As for the fourth part, it presented the path analysis method to measure impact direct relationships between variables. The study concluded in the fourth section with two parts, the first included the conclusions reached by the study, and the second dealt with the recommendations of the study.

Section One: Research Methodology:

First, the research problem:

The problem of the current study is related to a phenomenon that our local organizations have been suffering from, and it is the limited use of modern administrative concepts and their investment in order to avoid many of the weaknesses that these organizations suffer from. Through the researchers conducting several interviews with a number of faculty members in private schools and school administrations, it became clear to the researcher that there is a clear deficiency in the knowledge of what the empowering leadership and its behavior are, as well as the lack of a clear vision of how to employ it in improving the level of flexibility, adaptability and reactivity among faculty members. Add to the lack of a way for school administrations to improve workforce agility by employing some modern concepts.

The problem of the study is to try to answer the following questions:

1. What is the level of practicing empowering leadership behaviors in the studied private schools?
2. How agile is the movement of workers in the private schools studied?
3. What is the reflection of the impact of empowering leadership behaviors on the workforce agility?

Second: the importance of research:

1. The importance of the current study is evident in that it sheds light on one of the most prominent problems that the education sector suffers from, which is the limited knowledge of the administrative concepts necessary for the success of organizations today, and therefore this study came to introduce these concepts.
2. The importance of this study is reflected in the importance of raising the level of the researched sample, as it is the category responsible for building and qualifying future leaders of the emerging generation. Therefore, developing the skills and capabilities of this category is reflected positively on building a healthy society.

3. The importance of the current study is highlighted by raising the interest of the authorities responsible for managing private schools in the governorate to give more research on administrative concepts that enhance the status of their schools and raise their scientific administrative level.

4. The current study is important in that it sheds light on many sources and standards that other researchers can guide in the future to conduct a number of studies that serve the governorate in general and the education sector in particular.

Third: Research Objectives:

The study seeks to achieve the main objective of testing the relationship of influence of empowering leadership behaviors on workforce agility, as well as achieving the following sub-objectives:

1) Indicating the level of empowering leadership within the studied private schools in the field of (Leadership by example, participatory decision-making, training, exchanging information, showing interest with others).

2) Detection of the level of agility practices of school workers under study in terms of the level of flexibility (response), readiness to adapt to environmental events, and the extent to which proactive behaviors are practiced.

3) Determine the effect of empowering leadership behaviors and workforce agility.

Fourth: Research hypotheses:

The main hypothesis: There is a direct effect of the empowering leadership on workforce agility, and several sub-hypotheses are branched from this hypothesis:

- The first sub-hypothesis: There is a significant effect of the leadership by example dimension on the dimensions of workforce agility (flexibility, adaptation, proactivity).

- Second sub-hypothesis: There is a significant effect of the participatory decision-making dimension on the dimensions of workforce agility (flexibility, adaptation, proactivity).

- The third sub-hypothesis: There is a significant effect of the training dimension on the dimensions of workforce agility (flexibility, adaptation, proactivity).

- Fourth sub-hypothesis: There is a significant effect of the dimension of information exchange on the dimensions of workforce agility (flexibility, adaptation, proactivity).

- The fifth sub-hypothesis: There is a significant effect of the dimension of showing interest and interaction with the team on the dimensions of workforce agility (flexibility, adaptation, proactivity).

Fifth: The hypothesis of the research:

The hypothesis of the study aims to clarify the independent and dependent variables through the statement of the study hypotheses, see Figure (1), and to contribute to determining the nature and type of the relationship between the variables, as follows:

1) The independent variable: represented in the empowering leadership, which was measured by five dimensions (Leadership by example, participatory decision-making, training, exchanging information, showing interest and interacting with the team).

2) The dependent variable: It ensures workforce agility, in three dimensions: (flexibility, adaptation, and proactivity).

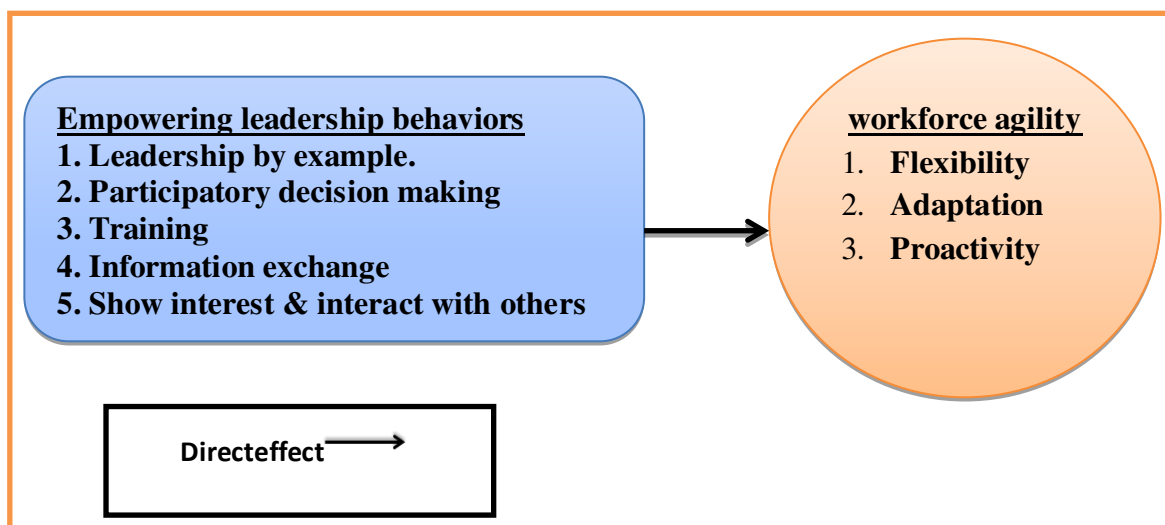


Figure 1: Hypothetical diagram

Sixth: Research Tool and Statistical Methods:

It refers to the statistical tools that have been classified in order to enrich the applied framework of the study through the use of the questionnaire tool to cover the axes of the study and to collect the necessary information about the target sample astable (1).

Table(1)The axes & dimensions of the questionnaire & the standards adopted in its preparation

| Axe | Variables | Dimensions | Items | Sources |
|--------|---------------------------------|---------------------------------|-------|-------------------|
| First | Empowering leadership behaviors | 1.Leadership by example | 5 | Spreitzer,1995 |
| | | 2.Participatory decision making | 6 | |
| | | 3.Training | 11 | |
| | | 4.Information exchange | 6 | |
| | | 5.Show interest with the team | 10 | |
| Second | Workforce agility | 1. Flexibility | 7 | Alavi et al.,2014 |
| | | 2. Adaptation | 7 | |
| | | 3. Proactive | 7 | |

The researchers relied on the five-point Likert's scale in order to distribute the strengths of the questionnaire tool, in addition to using the special statistical package in the program (SPSS.V.26), and (AMOS.V.25) in order to extract the desired results, and these methods were represented in the following :

- 1) Normal distribution
- 2) confirmatory factor analysis
- 3) Cronbach's alpha coefficient
- 4) Arithmetic mean
- 5) Standard deviation
- 6) Relative importance
- 7) Impact factor

Seventh: community and research sample:

The members of the teaching staff in private schools in Al-Diwaniyah governorate represent the study community, and their number is (727). The sample of the study represented the teachers in these schools located in the center of the governorate, which numbered (300) teachers. As (300) forms were distributed, and (273) were retrieved, and the valid ones were (266) forms.

The second part: the theoretical framework for the research**First: Empowering leadership Behaviors:**

1. Concept: Leadership represents a source of interest in the social and human sciences, as it learns to build the organization's ability to manage its own operations and improve the organization's performance through the development of possible administrative leaders aimed at influencing working individuals in order to achieve organizational goals (Peter,2016:26). Empowerment represents one of the methods Active actors in order to improve the productivity of workers by improving their individual & collective capabilities in order to achieve organizational goals. Empowerment represents the process through which the organization's size and performance are continuously developed and expanded (GanjiNia et al., 2013:38). Leadership represents one of the methods of the tool that It is used by the organization in order to respond to the requirements of the work environment(Rajalingam & Jauhar,2015:93).

From this point of view, it can be said that defining a comprehensive concept of empowering leadership is very difficult, and accordingly table (2) shows what is easy to obtain from the concept of empowering leadership.

Table (2) The concept of empowering leadership from the point of view of a number of researchers

| ت | Researcher-year-page | Concept |
|---|--------------------------|--|
| 1 | Vecchio et al .,2010:531 | The outcome of sharing power with subordinates in order to improve the level of organizational performance |
| 2 | Abraham et al.,2011:399 | The ability to develop work teams in order to support team independence and improve participation and decision-making procedures. |
| 3 | Li & Zhang,2016:1168 | A set of behaviors carried out by the leader to help subordinates achieve self-will. In this scenario, the authority is transferred from the leaders to the subordinates. |
| 4 | Kim & Beehr ,2018:2 | The process of improving the creative and innovative level of subordinates towards creating more ideas, exchanging information and making better decisions |
| 5 | Alzhrani ,2020:25 | A leadership style to give n the responsibilities and the freedom for subordinates to exercise the authority entrusted to them in order to improve the level of organizational performance |

Source: Prepared by researchers based on the sources mentioned in the above table.

From the above, the researchers see that it can be said that the empowering leadership behaviors represent a combination of mechanisms, capabilities and skills that enable leaders to delegate authority to subordinates to make the best decisions that are in the interest of the work in particular and the organization in general.

2. Importance: The importance of empowering leadership emerges from the role it plays in formulating the roles and strategies of the organization, building a clear vision and mission, and

achieving the desired efforts (Liphadzi et al.,2017:479), which enhances the organization's ability to achieve several important goals, including the ability to influence work teams, improve performance Organizational, creativity in making decisions aimed at investing efforts better, urging employees to make additional efforts in order to perform the tasks entrusted to them, and strengthening the principle of cooperation among members of the organization, which leads to improving organizational effectiveness in achieving the goals that the organization seeks to achieve in the long run (Vecchio et al.,2010:530),and motivating the organization to make periodic and radical changes to its organizational structure. And building a kind of mutual trust between senior leadership, workers and subordinates, which improves the organization's ability to work proactively in order to confront threats to the organization's survival, and motivate workers to take responsibility in performing tasks (Alzahrani& Alzahrani,2020:25), enhancing workers' sense of efficiency subjectivity by addressing weaknesses and strengthening their own strengths (Dajke et al.,2012:237).

3. Dimensions: Empowering leadership can be measured through five important dimensions (Arnold et al.,2000):

1) Leadership by example: Leadership by example refers to an effort by other workers based on the leader's effort, as subordinates form their beliefs in the light of the leader's information, meaning that leadership by example leads to a better result than the results of similar information, the leader here commits and chooses his audience first, that is, before The subordinates exert their efforts, although achieving the goals requires avoiding both efforts (Hermalin,2009:1190).

Examples to influence the behavior of subordinates. It has always been one of the main administrative tools for influencing, controlling and developing business efficiency, and the effect may extend to changing moral values regardless of intentions. The organization and this is reflected positively on the quality of the service or the product. There is no realistic evidence that coercive example, that is, the example of punishment gives better results than influencing subordinates in friendly ways (Biong et al.,2015:3). In light of what has been mentioned, leadership by example can be defined as making efforts by the organization to seek to nurture, encourage and increase the experience of role models (leaders) and good role models and a degree of charismatic assortment to have a positive impact on others to change their social values (behavioral and moral) within Work relations in a direction that motivates them to follow in the footsteps of their leaders. When the leader is within this dimension (Leadership by example), he is an example to be followed by subordinates, especially in social dilemmas. He is here in an environment where he is the first mover, but without official authority. Therefore, if he wants to follow, he must set a good example. Reducing the use of a common resource, for example, may inspire subordinates to take similar action (Heijden,2011:1).

2) Participatory decision-making: Participatory decision-making refers to the opportunity of the individual employee to provide input into the decision-making process and exercise control over matters related to his work, and through this, influence and power are shared among hierarchically unequal individuals in the workplace, and on this basis the researchers focused on Understand how participatory decision-making is related to behaviors searching for the role of dimensions for individual subordinates, and they have specified that the focus in participatory decision-making is on enhancing subordinates' sense of independence and control, deciding the constraint, organizing

and searching for feedback in determining and achieving work goals. There are four participatory cases that contribute to making The participatory decision (Jing Qian,2016:464):

A- Operations and leaders of the organization

B - the organizational experiences of subordinates

C - the practical life of the leaders

D - Orientation control in the workplace

The joint decision-making (participatory decision) between the main leaders and subordinates is a research work by studying the relationship between participatory decision-making and the results of subordinates such as task performance, job satisfaction and subordinate turnover, i.e. determining the relationship between participatory decision and job performance. It was concluded that there is a positive relationship between these Variables, such as the extent to which the individual believes he has the ability and skills to successfully participate in the decision-making process, and we may deduce the effects of participatory decision-making on opinions from how subordinates use them effectively to create situations more appropriate to their effectiveness, people who have a high degree of self-efficacy will use decision-making opportunities While those who are not self-sufficient may tend to feel uncomfortable when offered these opportunities, people with high levels of collective effectiveness are more likely to actively participate when given the opportunity because they are confident that along with their peers while those with low levels of group effectiveness view their opportunities as a threat and view their group as incapable effective decision-making, and therefore the degree to which subordinates believe that they or their business units are capable of active participation, and this is critical in determining the extent to which participatory decision-making affects performance (Videira et al.,2006:50).

Participation in decision-making is in fact the sum total of direct (personal) and indirect (actors and institutions) and intensity forms of decision-making. That is, starting from the minimum to the comprehensive, as all of these secure their interests and contribute to the process of self-testing that leads to improving decisions through information leadership and resonance of ideas, and motivational processes (human and emotional relationships) may be a motive for subordinates to accept the decisions taken jointly and abide by them (Quaye et al.,2019:4525).

3) Training: Training motivation is an indispensable strategic tool for improving employee performance. It enhances knowledge, skills, traits and competencies and ultimately leads to improving the performance and productivity of subordinates in the organization. That the training process was more action-oriented which can change the attitudes and behaviors of the employees that motivate them to increase their knowledge and understanding of the job according to the dynamic company environment after measuring the performance level of the subordinates after training, and evaluating the impact of training on the performance of subordinates on their jobs. Training is positively related to the job performance of subordinates. Training has been defined as “a learning activity directed towards acquiring specific knowledge and skills for a job or task. The focus of training was limited to the job or task that must be performed efficiently. But another opinion found that there is a positive relationship between programs Training and participation of subordinates in the work.In the sense that if there are some recognition and financial benefits for high performers in training programs, we will find feelings of reciprocity appeared in high performing subordinates as well as in other subordinates motivating them to expand themselves in

several ways such as adapting new skills, knowledge and competencies which Ultimately lead to improved organizational performance (Afroz,2018:111).

Referred to as (training) as a science, the analysis of cognitive tasks relies on techniques (such as verbal protocols) that cognitive scientists use to elicit knowledge from subject matter experts. Cognitive task analysis products include information generation templates for mental model development, cues to enhance complex decision-making skills, cues to simulate the development of processes and scenarios used during training, and information for designing performance measurement and feedback protocols. (Janis & Bowers,2001:477). Usually training aims to improve the belonging of individuals at different levels of the organization. The primary objective of training, is to establish a match between the individual and his job. This training is designed to improve knowledge, skills and behavior, thus equipping it to be more effective in the current job or preparing it for future appointment its growth is a means of organizational effectiveness. The main objective of the training and development department is to ensure the availability of skilled and willing manpower in the organization.

4) Information exchange: Information exchange refers to the extent to which the leader is able to exchange information in the company on a large scale through the functions he participates in, which contributes to improving the decisions taken by the company towards new developments in its policies (Arnold et al.,2000:255) and (Baloizian& Leidner,2017:17) that the exchange of information improves the organization's philosophy and enhances the motivation of workers towards compliance with organizational policies by providing rewards and essential benefits and building a safe and healthy work environment. (Tosun& Yildiz,2015:41) indicated that the exchange of information contributes to improving the organization's ability to reduce work pressures by developing workers' skills, achieving their satisfaction with job requirements and learning new skills.

The exchange of information is very important as it works to ensure the continuity of the growth of the organization, as well as to ensure that information and knowledge are pushed into the organization(Lievrouw,2001:13). It was relied on (Gackowski,2012:9) that the exchange of information represents the way through which knowledge can be exchanged to and from the rest of the departments by ensuring that strong communication occurs that can be used in coordinated communication channels between the departments, which makes it easier for the organization to invest its assets in a better way. Accordingly, the organization resorts to three types of information exchange, which are:

- a) Mimicry: It refers to the imitation of the same information possessed by other actors.
- b) Non-imitation: It refers to the use of less information than the information possessed by other actors.
- c) The mixture between simulation and non-simulation: It indicates the extent to which the organization is able to combine the two previous types in order to invest the largest possible amount of information possessed by other competing organizations.

The exchange of information improves employee loyalty towards the organization and enhances organizational moral legitimacy (Payne & Hoffman, 2012:210), as well as improving the organization's ability to learn (Gill et al., 2016:1). (Al-Dalou& Abu-Shanab,2013:3) stated that the

exchange of information represents a means of communication that provides employees with information about the organization's policy.

5) Show interest and interact with others: Showing interest is an important part of the organization as it works to demonstrate behaviors and the extent to which employees respect the concept of work teams, by devoting time and effort to accomplish the required tasks (Arnold et al.,2000:255). And (Ootes et al.,2013:140) indicated that showing interest contributes to enhancing the ability of workers to improve their abilities, knowledge and skills for the jobs they occupy. (Lane,2014:21) claimed that showing interest works to enhance the commitment of employees in the procedures established by the organization in order to bring about change.

Showing interest motivates workers to enable workers to participate in the events of change and to address cases of anger, fear and work pressures(Haron& Ibrahim,2013:89). (Sen & Lee,2008:46) indicated that showing interest improves the efforts made by workers by taking advantage of previous experiences in order to provide the best possible performance in the organization and motivate other workers morally in order to follow the same steps in performing the tasks assigned to them.

Second: workforce agility:

1. Concept:From this point of view, standing on one concept that expresses workforce agility is very difficult due to the divergent opinions of researchers and writers in this regard, and accordingly, table(3)shows what is easy to obtain regarding the concept of workforce agility.

Table (3) The concept of workforce agility

| No | Researcher & year | Concept |
|----|--------------------------|---|
| 1 | Breu et al.,2002:22 | A mechanism to improve the extent to which the organization benefits from the skills of subordinates by proactively improving creativity before it is needed. |
| 2 | Qin,2007:16 | A combination of continuous and periodic development, improvement and training of subordinates in order to deal with the environment of uncertainty and respond to unexpected events. |
| 3 | Muduli,2009:2 | The process of improving the productivity, profits and market share of the organization through business development and periodic change. |
| 4 | Alavi et al.,2014:2 | The way subordinates deal with and respond to change by adapting to changes and new conditions using organizational capabilities. |
| 5 | Azuara,2015:9 | The ability to deal with and learn from different environmental scenarios and develop different skills and methods in the interest of the organization. |
| 6 | Muduli,2016:1568 | A set of organizational practices that enhance the organization's ability to achieve competitive advantage and improve the performance of its affiliates. |
| 7 | Bunton,2017:18 | Organizational and dynamic talents through which the skill and knowledge of the organization can be improved in the right place and time that suits the requirements of the work. |
| 9 | Dehghani et al.,2020:110 | The capabilities of the subordinates that depend on it in order to complete the required tasks in the right time and place and with the required quality. |

Source: Prepared by researchers based on the sources mentioned in the above table.

From the above, it can be said that workforce agility represents a combination of talents, capabilities, skills and knowledge that enables the organization to direct its followers towards performing the required tasks towards achieving organizational success through proactiveness, responsiveness, flexibility and adaptation to various environmental changes.

2. Importance: Workforce agility can achieve a wide range of benefits in favor of achieving the goals of the organization through (Bunton, 2017:18) (Evangelist-Roach, 2020:33) (Paul et al., 2020:3) (Munteanu et al., 2020:3) (Storme et al., 2020:3) (Sherehiy & Karwowski, 2014:467):

- a) Enhancing the organization's ability to build positive relationships with customers.
- b) Improving the organization's productivity and profitability, which leads to an increase in its market share.
- c) Improving the organization's ability to respond with ability to unexpected and sudden changes in the environment.
- d) Improving the performance of the followers with the speed and flexibility required.
- e) Improving culture, cooperation and information sharing among subordinates.

3. Dimensions: Workforce agility can be measured through three dimensions that have been agreed upon by a group of studies (Alavi et al., 2014; Qin & Nembhard, 2010; Menon & Suresh, 2020; Al-Faouri et al., 2014; Doeze Jager-van Vliet et al., 2019) and these dimensions can be clarified as follows:

A- Flexibility: The flexibility of subordinates represents a major aspect of organizational flexibility as it reflects the ability of followers to respond strategically in order to improve organizational performance under conditions of uncertainty (Qin & Nembhard, 2010:325). And (Landini & Franco, 2020:3) that the flexibility of subordinates contributes to improving the integration process within the organization by stimulating the dynamics of mutual engagement between subordinates and the organization, which motivates groups to engage and share knowledge within the organization, as well as improving the possibility of cooperation between co-workers from In order to reduce work pressures, accomplish job tasks, build creative frameworks and exchange ideas within the workplace, which contributes to enhancing creative capabilities with high flexibility within the organization. The flexibility of followers includes the ability to build and reconfigure competencies and drive innovation in response to environmental changes. They have a wide range of skills and can be flexibly reassigned to different positions and tasks in the organization (Azizi & Liang, 2013:260).

B- Adaptability: Workforce agility develops the willingness of followers to adapt to organizational change and predict behaviors related to the effective and effective implementation of change, which contributes to developing the organization's ability to determine the requirements of the internal and external environment (Doeze Jager-van Vliet et al., 2019:40). (Taran, 2019:33) claimed that adaptation represents the extent of the organization's ability to manage diversity, identify flexible working conditions and behaviors that enhance the skill of followers to adapt to different environmental conditions. According to (Sohrabi et al., 2014:280), adaptation refers to the ability of followers to adapt to new work teams, co-workers, and customers in a way that is in the interest of achieving the goals of the organization and meeting the requirements of customers in an effective and efficient manner.

Adaptation refers to the ability of subordinates to adapt simultaneously with the various tasks and programs carried out by the organization and to engage within these tasks easily with others and focus on the necessary requirements and cooperate in order to achieve them, which requires the subordinates to learn quickly and acquire high flexible skills commensurate with the job roles they do it, and the ability to bring about change as quickly as possible, organizations are working to develop new solutions quickly in order to meet market requirements and acquire the largest possible market share in order to reap profits, and therefore affiliates have to adapt to various technologies and features used by the organization (Patil & Suresh, 2019:2).

C- Proactive: Environmental instability has led to an urgent need for proactive and creative factors to build organizational behaviors and achieve organizational success (Doeze Jager-van Vliet et al., 2019:40). According to (Alavi et al., 2014:2), workforce agility is proactive by predicting environmental changes, and therefore workers can use their knowledge and skills in order to predict the dynamics of the environment and reduce its effects, as appropriate corrective initiatives are taken by the followers. Contributes to overcoming problems related to change and providing appropriate solutions in order to bring about and implement change. Therefore, workforce agility enhances the proactiveness, speed and flexibility of subordinates to respond to and adapt to environmental conditions and contribute to achieving organizational success by addressing competitive threats and investing the largest possible amount of available opportunities. In front of the organization (Patil & Suresh, 2019:3).

Third: The relationship between empowering leadership behaviors and workforce agility

Empowering leadership behaviors aim to share skills and abilities with employees in order to improve their creativity level, which means encouraging behavioral manifestations and responsibilities towards improving desired behaviors and reducing undesirable behaviors, which enhances the possibility of improving employees' performance with the speed and flexibility required and developing their own positive attitudes to improve learning. Self-development and the ability to address problems that occur in the workplace (Storme et al., 2020:3).

The leadership behaviors that can play an important role in improving workforce agility by improving the ability of workers to perform tasks, setting goals, improving the level of learning, and taking responsibility for the tasks entrusted to them (Fausing et al., 2015:271), which in turn works to reduce workers' expenses. The structure based on promotion and work with permanent and contracted employees, which provides the opportunity for the organization to apply the agility of resources in its operations (Muduli, 2009:4), and improve the ability of workers to make periodic changes to their skills and knowledge (Nadhira Putri & Mangundjaya, 2020:86), and enhancing the speed of development of new skills and capabilities, the speed of acquiring the skills necessary to change work procedures, the speed of creativity and development of management skills, and the speed of acquiring new information technology and software skills (Azura, 2015:15).

The third section: the practical aspect of the research

First: the study scale test

1. Coding and characterization of the study variables and their dimensions:

The study's questionnaire consisted of two parts (empowering leadership behaviors, workforce agility), and each part was measured across a number of sub-dimensions, and according to table (4):

Table (4) The coding and characterization of the questionnaire

| Variables | Dimensions | Coding | Source |
|--|--------------------------------------|-----------|--------------------------|
| Empowering Leadership Behaviors | Leadership by example | X1 | Spreitzer,1995 |
| | participatory decision making | X2 | |
| | training | X3 | |
| | Exchange of information | X4 | |
| | Show interest with others | X5 | |
| Workforce agility | Flexibility | Y1 | Alavi et al.,2014 |
| | Adaptation | Y2 | |
| | proactivity | Y3 | |

Source: Prepared by the researcher based on the sources mentioned in the above table.

A- The validity of constructing the questionnaire through exploratory factor analysis:

The exploratory factor analysis is based on reducing the number of dimensions or paragraphs and making them the fewest, as well as revealing the structure or structure of the relationships between them and classifying them accurately, to build a questionnaire that measures the phenomena to be investigated (Haire et al.,2010:217), as it gives it the freedom to relate to the factor that It fits and corresponds with it, up to the explicit exploration of the dimensions included in the study variables (empowering leadership behaviors, workforce agility), the researcher adopted it to verify (the validity of the theoretical structure of the questionnaire, and to identify the extent of congruence between the theoretical side and the tested side through the questionnaire) of the study variables. And their dimensions and paragraphs, and collecting them in the least possible number of variables, are called factors (Shraz,2015:241), and to determine the dimensions included in the questionnaire, as well as to identify the paragraphs that are not related to it, and therefore it is imperative to remove them, and the researcher relied on this opinion(Field,2009:371)who specify a number of conditions:

1. Verification of the sample size sufficiency condition: The Kaiser-Meyer-Olkin test indicates the adequacy of the sample size, and its value is more than (0.50), and the closer it is to (1) indicates an increase in the reliability of the factors, but if its value is less For (50%), the researcher must increase the sample size, as Table (5) shows the following values:

a) The independent variable (empowering leadership behaviors) test value (0.925), which is more than the minimum required percentage, and thus the reliability of the factors increases, in addition to this, there are correlations between the two variables of the study, as a result of employing the Bartlett Test, which indicates that the correlation matrix is one, And the correlation coefficients are equal to zero, so the test value was (94905.334), with a significant level (0.000) and a degree of freedom (703), as these results fulfill the first condition of the criteria.

b) The dependent variable (workforce agility) the test value (0.873), which is more than the minimum required percentage, and thus the reliability of the factors increases, in addition to this, there are correlations between the two variables of the study, as a result of the researcher’s employment of the Bartlett Test, which indicates that the correlation matrix is one And the correlation coefficients are zero, so the test value was (2007.633) with a significant level (0.000) and a degree of freedom (210), as these results fulfill the first condition of the criteria.

Table (5) Sample size adequacy test

| | | |
|--|---------------------------------|-------------------|
| The Kaiser-Meyer-Oken test for adequacy of sample size | empowering leadership behaviors | workforce agility |
| | 0.926 | 0.873 |
| Chi-square test (Bartlett) | 4905.334 | 2007.633 |
| degree of freedom | 703 | 210 |
| indication | 0.000 | 0.000 |

Source: SPSS V.26 program outputs.

B- Statistical Method (Principal Components)

The researcher relied on the (Basic Components Method) to verify the validity of the paragraphs and the number of latent dimensions, given that it is one of the best common methods used in administrative and social research, and Table (6) shows the results of the exploratory factor analysis, according to the method of the basic components, which shows the free exploration of the five dimensions For the empowering leadership behaviors, which included (38) items, as the value of the explained total variance appeared (62.520%), and the value of the latent root was (23.758), and the value of saturations ranged between (0.742-0.405), while the free exploration of the dimensions of workforce agility, which consists of (21)) Paragraph, which coincided with the previous literary assumptions about the dimensions of this questionnaire, as the value of the explained total variance appeared (62.780%), the value of the latent root (13.184), and the value of saturations ranged between (0.838-0.434), which matched with the previous literary assumptions about the dimensions of this questionnaire. The value of the explained total variance appeared (67.344%), the value of the potential root was (6.061), and the value of saturations ranged between (0.838-0.579), which indicates the fulfillment of the second, third and fourth conditions, and all dimensions involved under one factor.

Table (6) results of the exploratory factor analysis of the multilevel scale

| Paragraphs | Loads | Paragraphs | Loads | Paragraphs | Loads |
|------------|--------------|------------|--------------|------------|--------------|
| q1 | 0.518 | q24 | 0.474 | q47 | 0.645 |
| q2 | 0.593 | q25 | 0.557 | q48 | 0.591 |
| q3 | 0.676 | q26 | 0.603 | q49 | 0.566 |
| q4 | 0.543 | q27 | 0.528 | q50 | 0.612 |
| q5 | 0.519 | q28 | 0.640 | q51 | 0.616 |
| q6 | 0.579 | q29 | 0.588 | q52 | 0.686 |
| q7 | 0.423 | q30 | 0.513 | q53 | 0.782 |
| q8 | 0.581 | q31 | 0.657 | q54 | 0.781 |
| q9 | 0.620 | q32 | 0.647 | q55 | 0.772 |
| q10 | 0.621 | q33 | 0.565 | q56 | 0.644 |
| q11 | 0.497 | q34 | 0.594 | q57 | 0.612 |
| q12 | 0.738 | q35 | 0.527 | q58 | 0.434 |
| q13 | 0.524 | q36 | 0.723 | q59 | 0.567 |
| q14 | 0.569 | q37 | 0.742 | | |
| q15 | 0.486 | q38 | 0.656 | | |

| | | | | | |
|---|--------------|------------|---|--|--|
| q16 | 0.483 | q39 | 0.771 | | |
| q17 | 0.520 | q40 | 0.838 | | |
| q18 | 0.733 | q41 | 0.566 | | |
| q19 | 0.403 | q42 | 0.592 | | |
| q20 | 0.436 | q43 | 0.560 | | |
| q21 | 0.546 | q44 | 0.622 | | |
| q22 | 0.463 | q45 | 0.706 | | |
| q23 | 0.463 | q46 | 0.662 | | |
| The cumulative explanatory variance of empowering leadership behaviors (62.520%) | | | Cumulative latent root of empowering leadership behaviors (23.758) | | |
| The cumulative explained variance of workforce agility (65.176%) | | | Cumulative latent root of workforce agility (13.035) | | |

Source: SPSS V.26 program outputs.

C- Confirmatory factor analysis:

The confirmatory factor analysis aims to identify the validity of the construction and the concept, so the researcher resorted to the confirmatory factor analysis of the data of the study variables and through (59) paragraphs that represented the main study variables (empowering leadership behaviors, workforce agility), as it is one of the best statistical methods used and employed in administrative and social research The (AMOS v.26)program was used to verify the results of the confirmatory factor analysis, and the analysis was conducted on the data of the independent variable (empowering leadership behaviors), and the data of the dependent variable (workforce agility. The results were as follows:

1) All items of empowering leadership behaviors obtained a saturation value of more than (0.40), so that their items finally settled at (28) items, as the constructivist model of the independent variable obtained the value of the mean square error (RMSEA = 0.078), which is less than the value (0.080). For the required criterion, while the other indicators of conformity obtained values that exceed the values of the required indicators, the chi-square ratio to the degree of freedom was (1.866), which is less than the criterion (5 <), while the value of the comparative conformity index was (CFI = 0.904), and the value of the conformity index The fit (GIF = 0.900), the value of the Tocker Lewis index (TLI = 0.902), and the value of the increasing conformity index (IFI = 0.907), all of which meet the criteria and indicators of quality of conformity, especially that the sample is suitable for structural modeling tests through the statistical package (AMOS).

2) While all of the workforce agility items were saturated with more than (0.40) and with a significant level of less than (0.05), so that their items were finally settled at (21) items, as the constructivist model for the median variable obtained the mean square error value (RMSEA = 0.067), which is Less than the value of (0.080) for the required standard, while the other indicators of conformity obtained values that exceed the values of the required indicators. The chi-square ratio to the degree of freedom was (1.667), which is less than the standard (5 <), while the value of the comparative conformity index (CFI = 0.937), the appropriate fit index value (GFI=0.922), the

Tucker Lewis index value (TLI=0.914), and the increased conformity index value (IFI=0.940), all of which meet the standards and indicators of quality of conformity, especially that the sample is suitable for structural modeling tests through the package Statistics (AMOS).

Table (7) Indicators of conformity values and their minimum values

| Categories | Indicator | Admission level | empowering leadership behaviors | workforce agility |
|------------------|--------------------------------------|-----------------|---------------------------------|-------------------|
| Absolute match | • Chi-square morale | $P \leq 0.05$ | 0.000 | 0.000 |
| | • RMSEA Index | ≤ 0.08 | 0.078 | 0.067 |
| | • Fit Fit Index (GFI) | ≤ 0.90 | 0.900 | 0.922 |
| gradual matching | • Comparative Conformity Index (CFI) | $0.90 \leq$ | 0.904 | 0.937 |
| | | | 0.902 | 0.914 |
| | | | 0.907 | 0.940 |
| Minimum match | • Twicker and Lewis Index (TLI) | ≤ 5 | 1.866 | 1.667 |

Source: SPSS V.26 program outputs.

D- The stability of the study measurement tool:

The researcher used the reliability coefficient to measure the consistency of the questionnaire paragraphs, and the stability of the results reached in different time periods, so he employed the alpha coefficient (OMEGA REL), and whenever its value was greater than (70%), it would be statistically acceptable in administrative and behavioral research(Nunnally & Bernstein,1994), as table(8)shows the investigated variables and their dimensions in a questionnaire as follows:

- a. The Empowering Leadership Behaviors Model, which includes five dimensions, and (38) items, obtained the square of the cumulative explained saturations (34,911), the variance root value (13.909), the chi-square value (1551.513), the significance level (0.000), and the degree of freedom (665). With a value of (Reliability Omega = 0.935), while its standard value was (0.936).
- b. The workforce agility model, which includes three dimensions, and (21) paragraphs, obtained the square of the cumulative explained saturations (42.060), the value of the variance root (4.354), the value of chi-square (108.371) and the level of significance (0.000), and at the degree of freedom (27), with a value of (Reliability Omega = 0.866), while its standard value was (0.869).
- c. Finally, when the researcher resorted to dividing the study questionnaire into two halves, the first and second part of it to identify the stability coefficient of Alpha Cronbach's, and the amount of the correlation coefficient between the two halves of the questionnaire, the first part of it obtained a stability coefficient (0.947) and across (34) paragraphs, and the second part obtained The reliability coefficient of (0.939)through (34) items, so that the partial-resolution correlation coefficient (0.784) is strong, and the Spearman-Brown coefficient (0.933), and the Guttman split-half coefficient (0.933).

Table (8) is the stability of the study scale

| Dimensions | Cods | No. items | Stability factor omega(α) | Stability Coefficient Omega (α) standard |
|---------------------------------|-------|-----------|------------------------------------|---|
| Empowering leadership behaviors | ISch. | 38 | 0.935 | 0.936 |
| | | | The square of the | Extracted Variation Root |

| | | | | |
|--|---------------|------------|--|---|
| | | | cumulative sum of loads extracted | |
| | | | 34.911 % | 13.909 |
| | | df. | q square | morale |
| | | 665 | 1551.513 | 0.000 |
| workforce agility | Org E. | 21 | Stability factor omega) α(| Stability Coefficient Omega (α) standard |
| | | | 0.880 | 0.882 |
| | | | The square of the cumulative sum of loads extracted | Extracted Variation Root |
| | | | 19.428 % | 3.886 |
| | | df. | q square | morale |
| | | 189 | 473.129 | 0.000 |
| individual paragraphs | 30 | | | 0.947 |
| marital paragraphs | 29 | | | 0.939 |
| Half-resolution correlation coefficient | | | | 0.784 |
| Spearman Brown coefficient | | | | 0.933 |
| Getman's Hash Factor | | | | 0.933 |

Source: SPSS V.26 program outputs.

E- Normal distribution of the study data:

Administrative research requires the use of a normal distribution, as most researchers tend to resort in administrative and behavioral research to testing the normal distribution of data, as the parametric tests assume that the sample data has been obtained from one of its naturally distributed communities, and therefore the sample data itself is expected to It is normally distributed, when the sample is greater than (50) observations, it is necessary to resort to the Colm Crove-Smirnov test, and that the significance of the statistical values is greater than the level of significance (0.05), and that the value of skewness and flatness ranges between (1.96 +/-), and the table (9) It shows the results, as well as the histogram and the bell shape that is shown through figures (2,3) and the nature of the data distribution can be ascertained by testing the normal distribution (Sharraz,2015:39).

Table(9)The normal distribution of data for empowering leadership behaviors and workforce agility

| | | | |
|--------------------------|---------------------------|---|--------------------------|
| | | empowerin g leadership behaviors | workforce agility |
| the sample | | 273 | 273 |
| normal parameters | Arithmetic mean | 3.8718 | 3.9157 |
| | standard deviation | 0.558464 | 050517 |
| The most extreme | the absolute | 0.049 | 0.043 |

| | | | |
|--------------------------|-----------------|--------------------------|--------------------------|
| difference | Positive | 0.049 | 0.042 |
| | Negative | -0.042 | -0.043 |
| test stats | | 0.049 | 0.043 |
| indication | | 0.200^C | 0.200^C |
| flatness | | 0.084 | -0.001 |
| skewness | | -0.433 | -0.496 |
| degree of freedom | | 273 | 273 |

Source: SPSS V.26 program outputs.

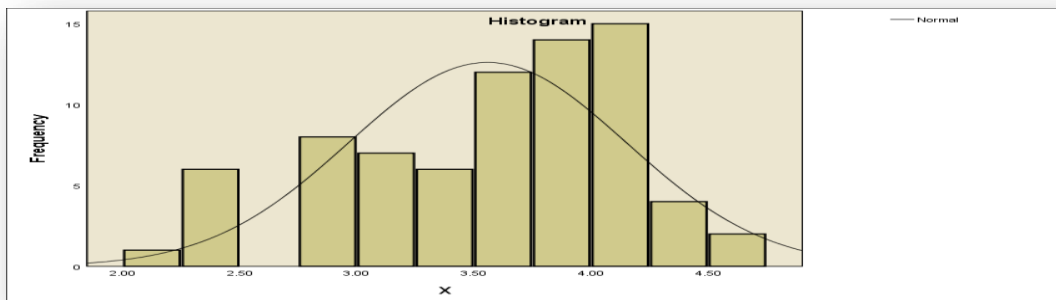


Figure (2) Normal distribution of possible driving behavior data

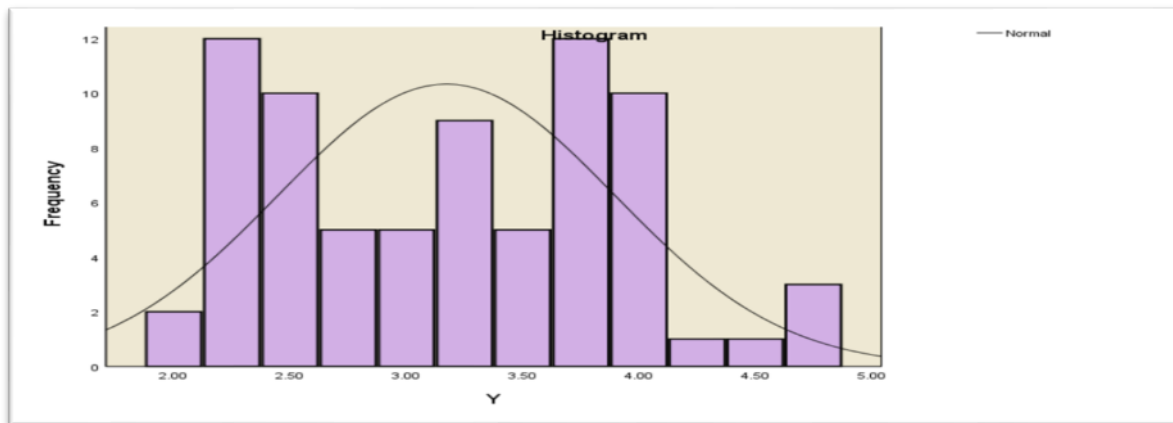


Figure (3) Normal distribution of workforce agility data

Second: Descriptive Statistics

The current study aims to identify the reality of the two variables of the study (empowering leadership behaviors, workforce agility) in a number of private schools in Al-Diwaniyah Governorate in the light of the answers of the study sample (273) observations. And (T) values for each paragraph of the scale, whether at the sub-level or at the dimensional level, and the main

variables investigated, as they were based on Likert's five-year grading in the survey of the sample's opinions, and the answer level was limited to (5-1), and at five levels As shown in table (10).

Table (10) Liked Ranks and Availability

| Resolution grading | Arithmetic mean | degree of approval | Relative importance |
|-----------------------|-----------------|--------------------|--|
| I don't totally agree | 1-1.80 | very low | Very weak interest less than 36 % |
| I do not agree | 1.80-2.60 | Low | Low interest (52% <-36%) |
| neutral | 2.60-3.40 | Moderate | Medium interest from greater (68%-52%) |
| I agree | 3.40-4.20 | high | Good interest from (84% <-79%) |
| Totally agree | 4.20-5.00 | very high | High interest greater than 84% |

Source:

A- Describe and diagnose the independent variable influencing the empowering leadership behaviors:

The independent influential variable is represented by the empowering leadership behaviors, and it was measured through five dimensions (leadership by example, participatory decision-making, training, information exchange, showing interest in others) for a number of private schools in Al-Diwaniyah Governorate, as the dimension represented thirty-eight items and according to the scale (Arnold et al. al., 2000) chosen by the researcher. The descriptive statistical analysis of the dimensions of empowering leadership behaviors concluded the following:

It became clear to the researcher from the outputs of table (10) that the independent variable, the empowering leadership behaviors as an influential variable, obtained a high-level arithmetic mean (3.87), and was practiced with relative interest (77.4%) well before in a number of private schools in Al-Diwaniyah Governorate, with a standard deviation of (0.558). At the general level, and with a relative coefficient of difference (14.42%) to indicate the homogeneity of the sample’s opinions and their agreement to adopt a psychological process that aims to expand, consolidate and strengthen the authority of reinforcement and push to acquire cognitive elements for followers such as (competence, self-determination), as well as the effect that the follower sees in His daily work in those schools, and the dimension obtained the calculated value (T) (16.168), which is more than its scheduled value (1.96) at the level of morality (0.05) to outweigh its calculated mean availability, practice and interest over its hypothetical mean, and its five dimensions were arranged according to the coefficient of variation and according to for the following:

The data in table (10) after training appear in the first place among the five dimensions in which the empowering leadership behaviors were measured in a number of private schools in Al-Diwaniyah Governorate, with a relative coefficient of variation (15.58%), availability with a high mean (3.90), and a relative interest (78%).) Good, through the resort of the school’s teaching leaders to owning the behavioral methods, methods and means that enhance knowledge and develop skills, traits and competencies, which leads to improving the performance of the followers and their educational productivity in the schools of the study sample. The sample opinions, and the dimension was measured through the paragraphs (22-12), so that all the paragraphs received a good relative

attention (80.2%-75%), and with a relative coefficient of difference (27.12%-21.42%) about the tendency of school leaders to help the group members focus on Objectives and teaching them working methods to achieve good performance, knowing the areas that their schools need for further training, as well as encouraging them to exchange information with each other, in order to develop their relations well, and paying attention to the For the efforts made by them, teaching them how to solve problems on their own, helping them to acquire new knowledge and providing the required support for their efforts in the work group formed by the schools in various issues and directions and solving problems collectively, by suggesting ways to improve their collective and individual performance. (4.01-3.75) is high, and this rise in light of agreement and convergence made the training dimension to the fore in the five dimensions, while the t-test outweighed the availability of paragraphs and their weighting over the hypothetical mean of the research, as its value ranged (19.303-12,080) and it exceeded its tabular value (1.96). at the significance level (0.05).

Referring to the results of table (10), the researcher found leadership by example in the second rank, and with a relative coefficient of variation (16.70%), at the general level, as the leaders of a number of private schools in Al-Diwaniyah Governorate expressed their relative interest (77.6%), making efforts to direct their subordinates based on their behavior As leaders, it is a map and a guide that they follow in their job performance. Overall, the dimension scored a high-level arithmetic mean (3.88), and a standard deviation (0.648) at the general level indicates harmony and convergence in agreement on availability, attention and adoption, and the dimension was measured through paragraphs(5-1), which was arranged by the relative coefficient of variation (28.33%-19.34%) from the least difference to the most different, and with its relative interest (82%-72.2%), it is good to work as hard as it can, according to high standards that it sets for performance, adopts and performs as a continuous behavior for leading others and considers it a hit He represented his distinguished behavior as a good role model in good manner and handling, especially when he works as hard as any member of the school work group. 9.78 0), which exceeds its tabular value (1.96) at the level of significance (0.05) to indicate its good and moral practice and adoption.

While the third rank was for the participatory decision-making dimension, with a relative coefficient of variation (16.86%), and with a relative interest (75%) that is good by giving dependents individual job opportunities, which qualifies them to provide inputs that contribute to decision-making and exercise control over matters related to school and educational activities. Overall, the dimension was obtained on a high-level arithmetic mean (3.75), and with a standard deviation (0.632) indicating convergence and high agreement in opinions.(82.2%-75.4%)good, and with a relative coefficient of variation (26.73%-20.8%) indicates that school leaders encourage members of the work group to express their ideas and suggestions, listen well to their ideas and suggestions, give them opportunities to express them, and tend to reflect on their ideas when disagreeing about The mechanisms put forward and understood, and work on employing them in making decisions affecting the future of school performance and building the reputation of private schools away from making decisions that are based on his own exclusive ideas. High availability, and the calculated mean of the paragraphs (10-6) has outweighed the hypothetical mean of the research, especially that the calculated (T) values (21.246-12.489) and all of them exceed the tabulated value (1.96), but paragraph (11) obtained the value of (T.) Calculated (-1.969), which is

less than its tabular value (1.96) at the same significance level, which makes its hypothetical mean more likely than its calculated mean to constitute a limitation in the school leaders' reliance on their own ideas when making a decision.

After showing interest (interaction with others) in the fourth order, with a relative coefficient of difference (17.03%), about its availability with a high-level arithmetic mean (3.91), and a standard deviation (0.666) at the general level, to indicate the convergence of opinions and the consistency of the sample answers about their relative interest (78.2%) who are good at adopting a degree of caution and caution in line with the same degree that school work teams show to limit external influences in decisions that are taken when urgent problems occur or facing some new and difficult issues to solve, and the dimension was measured in total through paragraphs (38-29), and the descriptive statistical analysis of its data led to all the paragraphs obtaining a high-level arithmetic mean (4.03-3.73), to be given their good relative attention (80.6%-74.6%), and a relative coefficient of variation (32.30%-22.50%) about their ability to Treating the members of the work group equally, allocating sufficient time to discuss their concerns and working with some patience, showing interest in their success in the work assigned to them, and giving them honest and fair answers when they consult with him in light of his knowledge of the nature of the work that the group is doing and keeping the lines of communication open with them regarding It is time to discuss with them, down to his interest in their well-being and solving their problems. The items obtained the calculated T-test value (18.606-9.939), which exceeds their tabular value (1.96) to indicate the availability of the items at the expense of the hypothetical mean of the research.

Finally, after exchanging information, it ranked fifth, with a relative coefficient of difference (17.27%), about its availability with a high-level arithmetic mean (3.93), and a standard deviation (0.679) at the general level, to indicate the convergence of opinions and the consistency of their answers about the relative interest of school leaders (78.6%). The good, and the calculated T value (22.427) for the dimension in total exceeds its scheduled value (1.96), which indicates their resort to adopting operations aimed at transferring and sharing information and knowledge from leaders to their followers and vice versa, or encouraging them to exchange it among them in a way that enhances the transmission of ideas, knowledge and understanding Experience, skill and direction from one teacher to another, which increases intellectual participation and raises the level of their experience, information and skills. Relative (80%-77.8%) is good, and with a relative coefficient of variation (24.96%-21.7%), the paragraphs obtained the calculated (T) value (18.821-14.900) to suggest the tendency of school leaders to explain the main purpose of school policies to their working group, and care Or by explaining its decisions, objectives, rules and expectations of the private schools for the private working group, in order to find a consensus between them on the one hand and with the private schools on the other hand, and all of these paragraphs exceed the value of (T) calculated for them than the tabulated value (1.96).

B- Describe and diagnose workforce agility:

The dependent variable (affected) is represented by workforce agility, which the researcher is trying to improve. It was measured through three dimensions (flexibility, adaptation, proactivity) in a number of private schools in Al-Diwaniyah Governorate, as the dimension represented by twenty-one items, distributed equally to each dimension according to a scale (Alavi et al., 2014), the descriptive statistical analysis of workforce agility dimensions was concluded as follows:

Workforce agility, as a dependent variable, obtained a high-level arithmetic mean (3.92), and a high-level relative interest(78.4%) in application, adoption and practice, with a relative coefficient of variation(12.88%), and a standard deviation(0.505)to indicate the agreement of the sample and the homogeneity of its opinions and convergence about Adopting a combination of talents, abilities, skills and knowledge that enables their private schools to direct their teaching staff towards performing the required tasks in order to achieve success through proactiveness, flexibility and adapting to different environmental variables. The tabulated(1.96)at the level of significance(0.05),the dimensions in which the dimension was measured, it was arranged by the descriptive statistical analysis according to the coefficient of relative difference from the least difference to the most difference and according to the following:

Flexibility ranked first, with a relative coefficient of variation (13.03%), the least among the dimensions of workforce agility, as it received a good relative interest (79.2%) in resorting to processes to improve the capabilities of private schools to deal with internal and external environmental events with high vision and caution through Motivating its teaching staff to integrate into tasks and activities aimed at exchanging and sharing ideas, in order to achieve the required achievement in the right place and time. As a result of this interest, the dimension obtained with a high-level arithmetic mean (3.96), and a standard deviation (0.516) indicating high agreement and homogeneity in the opinions of the sample. The dimension was measured through paragraphs (54-48), as all paragraphs had a calculated average (4.13-3.77) of high level and were exercised with good relative attention (82.6%-75.4%), while the paragraphs were arranged according to the priority of the agreement and with a relative difference coefficient (26.74% - 20.36%) through the desire to change the old work methods and deal calmly with various difficult circumstances, as the school leaders look at the negative changes at work frustrate them, but they try to manage difficult situations efficiently as a result of their ability to do their work despite the lack of clarity of information They tend to complete their work without knowing its details, and often adopt alternative paths when confronted with urgent problems. All seven paragraphs obtained the calculated T value (21.963-12.489), and all of them exceed the scheduled value (1.96), And that confirms the morale of adoption, attention and practice of these behaviors that lead to increased flexibility.

While the researcher finds proactivity in the second order with a relative coefficient of variation(15.34%), it received a good(78.2%)relative interest in the ability to adopt mechanisms and corrective measures that limit the contexts that actually affect the work of private schools, through their investment of knowledge, skills, capabilities and technology that their schools possess. In addition to directing it in a way that contributes to revealing the largest possible number of opportunities and to achieve the initiatives and goals that it seeks to achieve in the long term, the proactivity in general won a high-level arithmetic mean(3.91),with a standard deviation(0.600)and a calculated T value(24,493)) to outweigh availability and practice on its weakness and limitations, and the dimension was measured through paragraphs (68-62), as all paragraphs had a calculated average(3.98-3.84) high level and were practiced with relative interest (79.6%-76.8%) good, while the paragraphs were arranged according to priority Agreement with a relative coefficient of difference(26.17%-22.81%) as a result of searching for opportunities that develop school work and attention to various situations due to their ability to address and predict complex problems that

occur for the first time in their work, in light of their efforts to help their colleagues to fix things All the seven items obtained the calculated T value(17.514-13.691)and all of them exceed the scheduled value (1.96),which confirms the significance of adoption, attention and practice of these behaviors that lead to increased flexibility.

Returning to the results of table(10),the researcher found adaptation in the third order, with a relative coefficient of variation(16.27%),and with a relative interest(77.4%)in the ability of private schools to adapt to events by predicting environmental, technological and competitive developments that directly and indirectly affect their performance. The overall adjustment on a high-level arithmetic mean(3.87),with a standard deviation(0.630) and the calculated(T)value(22.521) to outweigh availability and practice on its weakness and limitations. The dimension was measured through paragraphs(61-55), and the paragraphs obtained the calculated(T)value(17.099-9.939) likely to have a high-level arithmetic mean(3.97-3.73) of communicating well with people of different backgrounds when opportunities arise, as well as their adaptation to the new equipment offered by their schools in the field of work, and a tendency to act in positive ways when not available Equipment and supplies suddenly, and trying to change behavior automatically when dealing with other people inside the work such as parents and students, add to that the employment of new equipment and machines to complete the work and activities that need that, while accepting the reactions with open arms These behaviors and activities were arranged by a relative coefficient of variation (26.94%-23.32%).

From the review of the previous tables, the researcher finds the availability of empowering leadership behaviors with a high-level arithmetic mean(3.65) and a relative coefficient of difference(15.66%),which indicates a high agreement on the university’s interest in empowering leadership behaviors and this is consistent with its research and academic orientation and the acquisition of its members and clients, while the mean was The arithmetic for the organizational evaluation is(3.29)of moderate level and with a relative coefficient of difference(21.98%),as the dependent variable received the lowest arithmetic circles, so the sample was the most different on it, and as shown by the results of table(11),and thus the researcher has answered some of the questions of the study problem, which is concerned Interest and availability of the study variables and their dimensions.

Table (11) Arranges the variables according to the relative coefficient of variation

| variables | arithmetic mean | standard deviation | coefficient of difference % | Relative importance % | ranking |
|---------------------------------|-----------------|--------------------|-----------------------------|-----------------------|---------|
| Empowering leadership behaviors | 3.87 | 0.558 | 14.42 | 77.4 | Second |
| Workforce agility | 3.92 | 0.505 | 12.88 | 78.4 | First |

Third: Testing and analyzing the direct influence relationships between the study variables

The researcher went to test the validity of the first main hypothesis (empowering leadership behaviors in their dimensions do not affect leadership by example, participatory decision-making, training, information exchange, showing interest in others combined in workforce agility and its dimensions of flexibility, adaptation, and proactivity) and from which sub-hypotheses emerged:

1. Empowering leadership behaviors, in their dimensions, do not affect flexibility significantly.
2. Empowering leadership behaviors, in their dimensions, do not have a significant effect on adaptation.
3. Empowering leadership behaviors, in their dimensions, do not affect proactiveness in a significant way.

Verification of the first sub-hypothesis: Empowering leadership behaviors in their dimensions do not affect flexibility significantly

The tested model of empowering leadership behaviors embodied in its dimensions (leadership by example, participatory decision-making, training, information exchange, showing interest in others) accounted for (69%) of the changes that occur in flexibility, as the value of the corrected interpretation coefficient was ($AR^2 = 0.690$), While the remaining percentage of the model (31%) is attributed to other variables that were not included in the tested study model, while the value of the interpretation coefficient was ($R^2 = 0.696$), while the calculated (F) value was (118,436) for the model at the significance level (0.000), which is the largest From its tabular value, at the significance level (0.05) and from all of the above, the first alternative hypothesis is accepted (empowering leadership behaviors with their combined dimensions have a significant effect on flexibility) and the null hypothesis is rejected, as there was an effect of the participatory decision-making dimension (0.477) at the significance level (0.000). With the calculated (T) value (10,766), the effect of leadership by example (0.274) at the significance level (0.000), the calculated (T) value (7.154), and the effect of showing interest in others (0.153) at the significance level (0.002) and the calculated (T) value (3.089) and all of these three dimensions were positive in (elasticity), B The effect of information exchange (-0.106) at the significance level (0.025) and the calculated T value (-2.256) was negative in (elasticity), and the value of the constant was (1.080), i.e. when the value of the marginal slope is zero, or the value of driving behaviors The possible dimensions are equal to zero, so the value of flexibility in a number of private schools in Al-Diwaniyah Governorate is equal to the value of the constant, as shown by the results of table (12):

Table (12) The effect of the dimensions of empowering leadership behaviors combined on flexibility (n = 273)

| Dimensions | Flexibility | | | | | | | |
|-------------------------------|-------------|---------|-------|--------|-------|-----------|---------|-------|
| | α | β | R^2 | AR^2 | Sig | T β | F | Sig. |
| leadership by example | 1.080 | 0.274 | 0.696 | 0.690 | 0.000 | 7.154 | 118.436 | 0.000 |
| participatory decision making | | 0.477 | | | | 10.769 | | 0.000 |
| training | | -.059 | | | | -.985 | | 0.326 |
| Exchange of information | | -.106 | | | | -2.256 | | 0.025 |
| showing interest in others | | 0.153 | | | | 3.089 | | 0.002 |

Source: SPSS V.26 program output.

Verification of the second sub-hypothesis: Empowering leadership behaviors, with their dimensions, do not have a significant effect on adaptation

The tested model of empowering leadership behaviors embodied in its dimensions (leadership by example, participatory decision-making, training, information exchange, showing interest in others) explained (86.3%) of the changes that occur in adaptation, and it is a strong model, as the value of

the corrected interpretation coefficient ($AR^2 = 0.863$), while the remaining percentage of the model (13.7%) is attributed to other variables that were not included in the tested study model, while the value of the interpretation coefficient was ($R^2 = 0.866$), while the calculated (F) value was (333.804) for the model at the significance level (0.000). , which is greater than its tabular value, and from all of the above, the second alternative hypothesis is accepted (empowering leadership behaviors with their combined dimensions have a significant effect on adaptation) and the null hypothesis is rejected, as there was an effect of the participatory decision-making dimension (0.458) at the significance level (0.000) and with a value (T). Calculated (12,793), the effect of showing interest in others (0.451) at the significance level (0.000), the calculated (T) value (11.221), the training effect (0.172) at the significance level (0.000) and the calculated (T) value (3.552) and all these dimensions The three were positive in (adaptation), that is, when the value of The marginal slope is equal to zero, or the value of the empowering leadership behaviors with their combined dimensions is equal to zero. The value of adaptation in a number of private schools in Al-Diwaniyah Governorate is equal to the value of the constant, as shown in the results of table (13):

Table(13):The effect of the dimensions of empowering leadership behaviors combined on adaptation (n = 273)

| Dimensions | Adaptation | | | | | | | |
|-------------------------------|------------|---------|-------|--------|-------|-----------|---------|-------|
| | α | β | R^2 | AR^2 | Sig | T β | F | Sig. |
| leadership by example | -0.096 | -0.009 | 0.866 | 0.863 | 0.000 | -0.305 | 333.804 | 0.760 |
| participatory decision making | | 0.458 | | | | 12.793 | | 0.000 |
| training | | 0.172 | | | | 3.552 | | 0.000 |
| Exchange of information | | -0.059 | | | | -1.543 | | 0.124 |
| showing interest in others | | 0.451 | | | | 11.221 | | 0.000 |

Source: SPSS V.26 program output.

Verification of the third sub-hypothesis: Empowering leadership behaviors, in their dimensions, do not have a significant effect on proactiveness.

The tested model of empowering leadership behaviors embodied in its dimensions (leadership by example, participatory decision-making, training, information exchange, showing interest in others) explained (60.8%) of the changes that occur in proactiveness, as the value of the corrected interpretation coefficient was ($AR^2 = 0.608$), While the remaining percentage of the model (39.2%) is attributed to other variables that were not included in the tested study model, while the value of the interpretation coefficient was ($R^2 = 0.615$), while the calculated (F) value was (82.855) for the model at the significance level (0.000), which is the largest From its tabular value at the significance level (0.05) and from all of the above, the third alternative hypothesis is accepted (empowering leadership behaviors with their combined dimensions have a significant effect on proactivity) and the null hypothesis is rejected, as there was an effect of the dimension of showing interest in others (0.574) at the significance level (0.000) with a value of (T) computed (8.801) in (Proactivity), while the value of the constant was (0.991), that is, when the value of the marginal slope is zero, or the value of the empowering leadership behaviors with their combined dimensions equals zero, the value of the proactiveness in a number of private schools in Al-Diwaniyah Governorate is equal for

value The constant, as shown by the results of table (14), according to the following prediction equation:

Table (14): The effect of the dimensions of all empowering leadership behaviors on proactiveness(n=273)

| Dimensions | Proactiveness | | | | | | | |
|-------------------------------|---------------|---------|----------------|-----------------|-------|-----------|------------|-------|
| | α | β | R ² | AR ² | Sig | T β | F | Sig. |
| leadership by example | 0.991 | -.001 | 0.615 | 0.608 | 0.000 | -.012 | 82.85 5 | 0.990 |
| participatory decision making | | 0.015 | | | | 0.255 | | 0.799 |
| training | | 0.038 | | | | 0.484 | | 0.629 |
| Exchange of information | | 0.118 | | | | 1.921 | | 0.056 |
| showing interest in others | | 0.574 | | | | 8.801 | | 0.000 |

Source: SPSS V.26 program output.

Verification of the first main hypothesis: Empowering leadership behaviors do not have a significant effect on workforce agility.

The tested model of empowering leadership behaviors embodied in its dimensions (leadership by example, participatory decision-making, training, information exchange, showing interest in others) accounted for(88%) of the changes that occur in workforce agility, as the value of the corrected interpretation coefficient was(AR² = 0.880),while the remaining percentage of the model(12%)is attributed to other variables that were not included in the tested study model, while the value of the interpretation coefficient was(R² = 0.882), while the calculated F value was(387.334) for the model at the significance level(0.000),And it is greater than its tabular value at the significance level(0.05)and from all of the above, the alternative hypothesis is accepted(empowering leadership behaviors in their combined dimensions have a significant effect on workforce agility)and the null hypothesis is rejected, as there was an effect of the participatory decision-making dimension(0.317)at the significance level(0.000) with the calculated(T)value(11.754),the effect of Leadership by example(0.088)at the significance level(0.000),with the calculated(T)value (3.774),and the effect of showing interest in others(0.393)at the significance level(0.000)and with a value(T).The calculated(12.999)and all of these three dimensions were positive in (lightness movement of workers),and the value of the constant was (0.658),that is, when the value of the marginal slope is zero,or the value of the empowering leadership behaviors with their combined dimensions equal to zero, the value of workforce agility in number of private schools in Al-Diwaniyah Governorate is equal to the value of the constant, in the results of the table(15):

Table (15) The effect of the dimensions of empowering leadership behaviors combined on workforce agility (n = 273)

| Dimensions | Workforce agility | | | | | | | |
|-------------------------------|-------------------|---------|----------------|-----------------|-------|------------|-------------|-------|
| | α | β | R ² | AR ² | Sig | T β | F | Sig. |
| leadership by example | 0.658 | 0.088 | 0.882 | 0.880 | 0.000 | 3.774 | 387.33 4 | 0.000 |
| participatory decision making | | 0.317 | | | | 11.75 4 | | 0.000 |
| training | | 0.050 | | | | 1.384 | | 0.168 |

| | | | | | | | | |
|----------------------------|--|--------|--|--|--|--------|--|-------|
| Exchange of information | | -0.015 | | | | -0.537 | | 0.592 |
| showing interest in others | | 0.393 | | | | 12.999 | | 0.000 |

Source: SPSS V.26 program output.

Section Four: Conclusions Recommendations

First:conclusions:

1. It became clear that the administrations of the private schools of the city of Al-Diwaniyah were interested in empowering leadership behaviors, and worked to improve them through their adherence to leadership by example, as these departments proceeded to work as hard as they could, and performed their functions as seriously and persistently as any member of the school work group.
2. The private school administrations demonstrated their resort to participatory decision-making, which contributed to improving the leadership behaviors possible for them by encouraging the members of the work group to express their ideas and present their suggestions in order to employ them in making decisions affecting their work.
3. It has been proven that the administrations of private schools enhance the empowering leadership behaviors based mainly on training, as these administrations tend to help group members focus on the goals, as well as suggesting ways to improve the performance of the members of the group charged with achievement.
4. It was shown that the administrations of the private schools of the city of Al-Diwaniyah depend on flexibility in a way that enhances the agility of their employees, as a result of their continuous desire to change the old working methods, as well as their wise and prudent approach when facing emergency situations and problems.
5. The administrations of the private schools of the city of Al-Diwaniyah expressed their interest in improving workforce agility, so they directed the empowering leadership behaviors to improve them overall through leadership by example, participatory decision-making and showing interest and interaction with others, and they invested the same dimensions in improving the level of adaptation and flexibility, while directing to show interestingwith others individually to improve the level of proactivity.

Second: Recommendations:

1. The administrations of private schools in the city of Al-Diwaniyah should increase their level of interest in exemplary leadership and make additional efforts by the teaching staff based on the efforts of their leaders and make it a course of action to be followed by adopting the following mechanisms:
 - a- Work as hard as any member of the working group.
 - b- Act in a manner that sets an example for others.
2. The need to increase attention to participatory decision-making and to rely on inputs (opinions, ideas, suggestions) in the decision-making process and to exercise control over school activities through the adoption of the following mechanisms:
 - A- Avoiding ad hoc decisions based on personal opinion as much as possible.
 - B- Employing the suggestions of faculty members in making decisions with an influential future orientation.

- C- Be careful to reflect on the ideas of the group members when they differ in opinion.
3. It is important to work on enhancing training methods as a tool that expands knowledge and increases skills, and gives individuals new features and competencies through which they can perform their school activities and increase their productivity through:
- A- Providing the required support in a way that increases the efforts of the subordinates to achieve the goal of the work group.
- b- Encouraging colleagues to solve problems cooperatively and consensually.
- C- Introducing new ways to improve the performance of co-workers.
4. The necessity of paying attention to the influence of private school staff in their decisions in a way that ensures the achievement of their goals and reduces work pressures that seriously affect their careers by improving the level of confidence in their ability to perform work and mastering various types of job skills.
5. The administrations of private schools in the city of Al-Diwaniyah should pay attention to improving agility of their employees, by directing empowering leadership behaviors to improve them overall through leadership by example, participatory decision-making and showing interest and interaction with others, as well as investing in the same dimensions to raise the level of adaptation and flexibility, add to that directing Show interest in others individually to improve proactivity.

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