

Study of the Role of School Empowerment Structure, Human Resource Development  
Activities and Teacher Professional Learning on Professional Learning Community

Author Note

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Abstract

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# STUDY OF THE OD SCHOOL EMPLOYMENT STRUCTURE

Study of the Role of School Empowerment Structure, Human Resource Development Activities and Teacher Professional Learning on Professional Learning Community

## **Introduction**

Efficient human resources are the key to success and organizational competitive advantage. Many thinkers of organization and management have identified human resource management as a tool for sustainable competitive advantage that plays a vital role in transforming employees into valuable asset organizations. (Chen & han, 2014)

Today, employees are considered as sustainable and non-exchangeable resources of the organization that use other resources in the right direction and guide the organization towards realization of the goals, thereby achieving a sustainable and stable competitive advantage in the world in developing and improving Staff abilities. In fact, the role of man in the organization and the kind of look at him will have a significant contribution to the success or failure of the organization. In this regard, organizational structure is a major guiding principle that provides the main framework for organizational decisions and processes, and as a reflection of the goals and objectives of the organization, the size and complexity of the business, the nature of the expertise used, the style desired For supervision and management, tools and tools for coordination and control are introduced. (Torkzadeh, 2014)

An organizational structure is an abstract concept and is represented by organizational chart, which is a visible symbol of the organizational structure, but is realized in practice and its functions and effects are represented. Organizational structure reflects the way that information and knowledge within the organization are distributed and their productivity is affected by the use of them. As a result, it has a significant impact on the distribution and coordination of corporate resources, communication processes and social interaction between members of the organization and organizational performance. Its organizational structure, according to the purpose of its application in the organization, has various types that

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empowerment structure is an organizational structure that emphasizes the strengthening of employees' ability to develop organizational learning, creativity and innovation, and improve individual and team staffing abilities.

The results of the studies show the impact of the type of organizational structure of the empower on organizational processes, in which the empowered organizational structure through learning, the desire for education, and the creation of a sense of knowledge acquisition in individuals, promotes creativity in the organization. Empowering organizational structure encourages participatory decision-making and facilitating problem-solving, collaboration, innovation and innovation, openness and integrity, and fosters trust in the organization.

In order to promote individual and organizational outcomes, the approach to improving knowledge of human resources has benefited from a variety of strategies. The issue of paying attention to organizational learning and exploring strategies and mechanisms for corporate organizational learning is a challenging management topic. Effective mechanisms for the promotion of learning college are the design of organizational empowerment structures for the purposeful targeting of employee activities in an organization consistent with in-service learning (Haman, 2013)

The embedding structure is a tool by which managers can efficiently manage today's organizations that have features such as the diversity of penetration channels, growth and reliance on horizontal and network structures, minimizing the staffing distance from managers, and reducing organizational accountability. (Christensen,1999). The empowerment structure by educating well-motivated employees will enable these managers to quickly and appropriately adapt to the dynamics of the competitive environment, resulting in the competitive advantage of their organization (Nonaka, 2014)

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Senge believes that in the current world of complexity and rapid change, organizations can, if they can, preserve their competitive advantages that are able to learn in a single, integrated way faster than competitors (Al-Badawi and Shafa'i, 2002) Capacity Development Organizational professional learning prepares organizations to work in the real world of business with a change in management paradigm, increasing their self-regulatory and self-adaptive capabilities, and achieving organizational efficiency measures for survival and sustainability. Competitive position is possible. (Inhart, 2013)

On the other hand, the environmental challenges of the present day, in terms of rapid technological advancement, increasing customer expectations and the need for flexibility, have pushed organizations to look for a way to survive. In the meantime, many organizations have identified the solution as enhancing the ability of organizational professional learning and execution of empowerment plans, and by working with these programs, while modifying the variables that affect people's feelings, using learning and structure The empowered person will overcome the internal and external barriers and create the groundwork for the training of capable employees. (Leo, 2015)

This issue is important for the education and training organization, which is an essential component of education and human resource development. Therefore, the issue that exists is to identify if school teachers have the necessary capabilities? Is the education organization a learning organization? And whether there is a relationship between professional and organizational learning of the professional learning of employees in the organization of education and schools, which can be attributed to the empowerment of employees by the learning organization or the organization of education?

In the structure of empowerment, managers and employees participate in identifying the extent of their powers, the rules and guidelines provide flexible guidance for problem solving, and both hierarchies and laws are mechanisms for supporting employees.

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### **Theoretical foundations of the capable organizational structure**

The organizational structure is the manifestation of systemic thinking. An organization is composed of elements, relations between elements and the structure of relationships as a set of units that make up it. The structure is the combination of relationships between organizational elements that includes organizational activities.

The organization's systematic look at the structure shows that the hardware elements on the one hand and the software elements on the other hand constitute the organization. In the area of identifying triple cases: the hierarchical dimension, the dimension of activities and tasks, and the dimension of learning and central concept are considered unique. In this regard, the studies carried out as in the following diagram can be described as a suitable model for the concept of organizational structure. (Freeman, 2013)

Informal relationships play an important role in the structure of the organization. On the other hand, informal relations have a key component of machine and organizational structure, which determines the structure in knowledge-based organizations.

The demands imposed on the capable organizational structure make it clear that the four basic principles of structure depend on the transformation of modern and adequate structuring.

Organizational schemes evolved over time and manifested a systemic view that considers the structure as a combination of both hard elements and soft elements. There is also a combination of the relationship between organizational elements, in other words, the structural dimensions are traditionally based on the three dimensions of the formal relationship: dynamics A hierarchy is a special work and dimension of comprehensiveness and centralization that identifies the structure of mechanical and organic organizations based on the capable organizational structure. Nevertheless, there are also new cases based on the structure of processes in organizations. Nevertheless, the informal structure of real

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organizational activities must be identified. So that it reflects It is considered as dynamic interactive subjects which is very important for scholarly subjects. On the other hand, informal structure is considered as an important dimension of organizational structuring, ie, relationship based on trust and external organizational interaction and emotional relationship with regard to their importance in achieving organizational success in economics. Knowledge is considered.

The processes and processes of implementation in these organizations have evolved through several distinct stages and the main focus of this evolution is the change in organizational structure. Organizational structure is one of the main factors leading to change as the structure, all processes and organizational decisions are identified. In other words, the informal structure as the fourth dimension enters the elements of the structured structure to chart the structural evolution and highlight the structural development at a higher level. In this regard, the relationship based on trust and interactive outsourcing and the overall emotional relationship of the three new dimensions of organizational structure. These higher levels of structural relationships can clearly illustrate the structural challenges in the era of knowledge-based economics (Mayer's, 2014)

Organizational structure is the framework by which the organization's activities, including division of labor, organization and coordination, are examined. Each organization has a specific structure and is usually designed to be staffed with coordinated and controllable work. Organizational structure determines official relations and represents the levels of the organization that is located in the administrative hierarchy and defines the domain of control of managers. The organizational structure also includes the design of systems by which all units are coordinated and integrated, and thus effective communication in the organization will be guaranteed. Since organizational structure is one of the important pillars of strategy implementation, addressing it is an inseparable part of the duties of managers and, on the

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other hand, determines the allocation of resources. Changes in organizational structure must be designed in such a way that the implementation of the strategy is facilitated. Therefore, the relationship between strategy and structure in large organizations is not only widespread, but also has wider implications. Obviously, how to control and manage such organizations is so important that it creates growth and development, or vice versa, creates barriers in this regard. Nevertheless, the coordination between supervisory strategies and practical and theoretical structures to improve the organization's performance is also important (Nonaka, 2014).

Organizations place considerable emphasis on the environment that encourages creativity in professional learning. One of the most important factors in facilitating and enhancing the creativity of professional learning in the organization is the organization of the organization with the desired goals. The issue of employing new human resources and creating an innovative and creative environment for the purpose of utilizing the potential of human resources will potentially challenge the managers. In today's organizations, in order to overcome this challenge, management think tanks now recognize the importance of deploying appropriate empowerment structures to influence their organization's professional learning and creating new spaces. (Torkzadeh, 2014)

(Haman, 2013) have suggested that transformational managers can encourage and persuade employees by relying on their insights on the organization and applying strategies within the framework of the organization's new organizational structure for the benefit of employees and the creation of a dynamic and accountable organization. Self-organizing innovative organizational activities in an optimal way, as well as creating background for the learning of professionals in the field of human resource management, creative management of the production or supply of services, market development, price reductions, increasing the quality and ... plays an important role in increasing Make the organization profitable.

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Schools, which are highly specialized and specialized organizations, are organizations that require the presence of creative human resources, with a high organizational knowledge and an innovative sense of organizational activity. For this reason, the adoption of proactive approaches to professional learning among employees is of great importance. As pointed out during the research, one of the most important organizational tools that foster creativity and professional learning among employees is to optimize the empowerment structure towards a creativity-oriented atmosphere boosting structure. In this research, the researcher is to examine the effect of applying any of the organizational structures referred to in the conceptual and theoretical framework of the research on the development of professional learning instructor in schools in Tehran province.

### **Theoretical Foundations of Professional Enterprise Learning**

Organizational learning has been discussed and revised by management experts since 1963, which was first defined in March, until the early 1990s, when Wake and Roberts provided a new definition of it. The authors have provided different definitions of organizational learning. Some of the most important definitions are as follows:

Arghiz and Shuhan: Organizational learning is a process in which members of the organization discover errors and act to correct them. Templeton et al: Defines organizational learning as a set of organizational actions such as knowledge acquisition, information dissemination, interpretation of information and memory that either consciously or unknowingly affects organizational positive change. (Inhart, 2013)

### **Types of learning**

Learning can be different, but none are completely independent of each other. Any person, team or organization can use some or all of these methods at the same time.

1) Adaptive learning: At this stage, the person, team or organization learns from experience and reflects:



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British BP director John Brown says his philosophy of adaptive learning is as follows:

"Whenever we do something again, we have to do it better than last time ..." (Mayer's, 2014).

2) Futuristic learning: This type of learning occurs when the organization learns from the future, that is, the definition of the best possible future opportunities and the discovery of ways to achieve it. Comparing this type of learning with adaptive learning can be said that adaptive learning is an aspect of compatibility and is more used to overcome the problem, while the futuristic type has a productive and creative aspect and the organization is highly capable. Because the members of the organization will be more active and creative in learning more.

3) Learning from the path of action: Practical learning involves real issues and focuses on knowledge management and implementation of the solution in practice. This type of learning is a method for accelerating learning and effectively dealing with difficult situations and effective responses to change and as a team process. When faced with the real problem, learning is effectively and efficiently achieved. Learning from the path of action consists of six independent and interdependent components:

A) the problem or challenge ahead; b) a team or group of learners; c) a learning instructor; d) an inquiring and active hearing; • acting; and • a commitment to learning.

This type of learning is based on a complete learning cycle. For example, one can refer to the vast experience of General Electric, which Jack Wells, the CEO of that time, was personally involved with. James Tonell, the training director of the company, said: "Learning from the path to conversion Becoming a company has been a very important learning organization. "

**Arguis classifies learning in three groups**

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1 - Learning a loop: This type of learning attempts to solve existing problems and eliminate mismatches and coordinate their work and their outcomes simply by changing the work. It neglects fundamental problems and makes the goals, strategies, and values correct and tries to maintain the status quo. Ultimately, individuals and organizations learn how to maintain and adapt the status quo and accepted standards.

Two-loop learning: In this type of learning, people in addition to discovering and correcting errors, norms, processes, policies and goals are also questioned and corrected. This kind of learning will not only question the perceived reality, but also the cause and facts behind them. (Bhanugopan, 2013).

3. Three-rings learning: This kind of learning can be called learning to learn. In fact, this kind of learning is associated with the development of the organization's capacity to solve problems, re-designing policies, structures, systems, and techniques in the face of constant change in assumptions about itself and the environment, and is capable of incorporating traditional root-system systems that are the basis of values .

Peter Senge describes the four main elements of learning as follows: (Inhart, 2013)

- Action: Performing a task in the framework of experience;
- Reflection: Observant of actions and thoughts of self-actualization, the gap between the works done;
- Communication: Creating ideas for action and organizing them in new formats.
- Decision: Develop a procedure to select the appropriate approach among the probabilities generated in the stage of communication.

Sangal uses these four elements in the form of individual, team and organizational learning circles.

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### **Professional Organizational Learning and Strong Organizational Structure**

Organizational professional learning opportunities for organizations as a competitive advantage for reasons 1 to 4 and the empowerment structure for reasons 5-6 are considered to be vital if the education and school organization is not the only exception. As a dynamic industry, it is more sought after by competitive advantages. These are as follows:

1. Survival: Individuals and companies that do not keep pace with changing environments will quickly become obsolete. Therefore, organizations need to abandon their classroom mentality, knowledge, skills, habits and strategies for survival and success, such as business leaders and planners. Learned and re-educated for the time being and, in return, find the skills, habits and strategies that will succeed them in the future.

2. Improving quality and productivity: There is always a faster, cheaper and better way to do things. One can succeed if any individual in the organization continuously reviews its own working methods to enhance performance standards. Organizational professional learning can help its members achieve this goal. (Hoy, 2013)

3. Increasing commitment: An organization that takes note of the needs of its people is constantly sending a strong message to its employees: "We pay attention to you," which enhances employee commitment to the organization, its goals, and epidemic prosperity. Each employee is interested in their work and an effective way of attracting their interest in the organization is to show them that the organization is interested in their welfare. Also, through education and training, people are aware of the expectations of the organization and try to meet those expectations. (Hoy, 2013)

4. Successful organizations have a learning background and their success in the various stages of organizational evolution has not been involuntary or accidental.

5. Technological effects on working environments: The rapid growth of technology has affected all aspects of the organization in some way. The rapid technological changes

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have changed the nature of things, and computers, ligaments, and fully automated devices have replaced routine businesses. This tool has created dramatic changes in the type of skills needed by individuals and members of organizations. To face such a challenge, it is clear that employees must be empowered, that is to say, grow in all directions.

6. The Need for Organizational Flexibility: In the traditional form of organizations, with a hierarchical structure and the power to focus at the top of the pyramid, major changes are taking place. According to many top executives, abandoning centralized control will increase the flexibility of organizations in an environment where global competition and new technologies are highly competitive. Meanwhile, employee empowerment structure is the best philosophy of decentralization

### **Method of research**

This research is an applied target and is a descriptive-analytic study in terms of how it works. To this end, Jahil describes and explains the existing conditions of the role of empowerment structure on the organizational vocational learning variable. In this research, which is presented in the schools of Tehran province, we try to study the relationship between research variables by considering the research method. The empowerment structure in this research is based on the Inherit model (2013), which includes empowerment, empowerment focus, empowerment process, and empowerment. Therefore, with the theoretical support in relation to the types of empowerment structure, the impact of these variables on the dimensions of professional enterprise learning, which itself includes parameters such as basic vocational learning, gradual learning, professional-behavioral learning and strategic professional learning Let's discuss

In this research, in order to examine the components of the professional learning community, the same learning society in the education system includes components such as:

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1- collective responsibility for learning, 2- participation with focus on professional learning and 3- organizational culture on the learner's community. Professionals have been used.

### **Society, examples and methods of data analysis**

The required data of this research have been collected from the statistical population. The statistical population of this study consists of all teachers of Tehran schools in the period of 1396-2017 (2017-2018) throughout the province. According to the statistics obtained from the administrative affairs of schools in Tehran province, the statistical population of this study includes 38871 teachers from the schools of Tehran province. In order to determine the population size and distribution of schools, a two-stage cluster sampling method was used to determine the sample size. Then, a sample of 168 schoolchildren in Tehran was selected.

### **Tool for collecting research information**

In order to collect data, an empowerment structure questionnaire was used. In order to investigate the effect of the empowerment structure style, a researcher-made and respected organizational structure questionnaire (2011) has been designed. This questionnaire has 19 questions and 4 dimensions (Empowering process, Empowering field, Empowering focus, and formalization The empowerer examines based on the five Likert scale (always = 5, often = 4, sometimes = 3, rarely = 2 and never = 1), and in the form of a special form for directors and a special form for followers It examines the managerial style of an individual from his own point of view and his followers. In this research, Wing Thu development activities questionnaire (2011), organizational learning questionnaire Gomez et al. (2005) and the Boctotize and Williams Professional Learning Community Questionnaire (1999) have been used.

Validity and reliability of this questionnaire have been reported in several desirable studies. Factor analysis of the data of this questionnaire, which was collected from 15 different languages and languages. The results of 2010, the reliability of the questionnaire,

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using the three-way questionnaire for the development of human resources, Wing Thu (2011), and the questionnaire Organizational learning by Gomez et al. (2005) and Boctoetz and Williams (1999) Professional Inventory of Social Learning Questionnaire and Typical Organizational Structure Questionnaire for Turkish and Respected were respectively 82/0. And 89 /. And 90 /. And 87 /. Found.

### **Analysis of information**

In this section, the independent and interactive effects of the proposed variables in this research are being studied in the form of a research model.

### **Examining the components of the empowerment structure**

The review of the table and the above model shows that due to the correlation between statistical variables, it can be concluded that according to the four factors of the empowerer's formalization, the empowerer's focus, the process of empowering, and the field of empowerment as follows Empowerment structure collections, it can be stated that the relationships of each of these sub variables were strong and high.

### **Components of professional organizational learning factors**

Study Components of Organizational Professional Learning Factors. The review of the table and the above model shows that due to the correlation between statistical variables, it can be concluded that according to four factors, gradual learning, professional learning in behavior, professional learning Strategic and basic vocational learning as a subset of professional organizational learning factors, it can be stated that the relationships of each of these sub-variables with the main variables of professional organizational learning have been strong and high.

### **CFA fitness indicators**

In this model we have designed a model for the role of school structure structure, human resource development activities and professional learning of teachers on the

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professional learning community. In this model, it has been shown that the four factors of the structure of the schools (the four factors of empowerment, empowerment focus, empowering process, and empowering field as empowerment subsets) have been achieved through human resource development and professional learning activities. Teachers have a great impact on the community of professional learning. By examining the relationships between each of the items, it was revealed that all variables had pivo levels and had a significant relationship with the level of comparison of T meanings with the creation and development of investment. Therefore, this model can be considered as a specific model.

### **Ranking of research variables**

The rankings related to the effect of empowerment structure on organizational learning are presented in the table. Based on this employs formalization table with the highest coefficient of variation (0.444), first-rate, empowerment process with coefficient of change (44.33) in the second rank, empowering field with coefficient of change (0.438) in the third rank. In other words, these are the most important areas of the impact of the empowerment structure on organizational learning.

### **Research findings**

Considering the level of t test and the significant level of the effect of independent variables on affiliated ones, it can be argued that all the relationships of variables that can be considered in the form of research hypotheses are 0.000 compared to the test level T and the standard level of the standard table in the comparative values, the results show that the obtained levels are lower than the standard table values at the optimal level and in the alpha error is 0.05% and in the fourth hypothesis of these conditions does not apply / can therefore be raised. Building between empowerment recognition and professional enterprise learning, between empowering focus and organizational professional learning, between meta-learning

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Are enabling a coherent organizational and professional learning has been established. There was also no significant relationship between empowerment and organizational learning.

### **Discussions**

As the changing dynamics is the most important feature of the environment of today's organizations, Third Millennium Organizations need to keep pace with environmental change to continue their continuous lives. Something that is only achieved through the dynamics and creativity of the organizational mind. Hence the creation of essential infrastructure for the development of new and creative ideas is vital. Organizations place considerable emphasis on the environment that encourages creativity in professional learning. One of the most important factors facilitating and enhancing the creativity of professional learning in the organization is the organization of the organization with the desired goals. Organizational structure is the framework by which the organization's activities, including division of labor, organization and coordination, are examined. Each organization has a specific structure and is usually designed to be staffed with coordinated and controllable work.

Organizational structure determines official relations and represents the levels of the organization that is located in the administrative hierarchy and defines the domain of control of managers. The organizational structure also includes the design of systems by which all units are coordinated and integrated, and thus effective communication in the organization will be guaranteed. Since organizational structure is one of the important pillars of strategy implementation, addressing it is an inseparable part of the duties of managers and, on the other hand, determines the allocation of resources. Changes in organizational structure must be designed in such a way that the implementation of the strategy is facilitated. Therefore, the relationship between strategy and structure in large organizations is not only widespread, but also has wider implications. Obviously, how to control and manage such organizations is so important that it creates growth and development, or vice versa, creates barriers in this



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regard. Nevertheless, the coordination between supervisory strategies and theoretical and practical structures to improve the organization's performance is also important.

### **Conclusions**

In this research, based on the results, we showed that out of 168 male and female male instructors in Tehran province, 7 were doctoral degrees, 52 associate professors and 73 undergraduates and 36 graduate students. A total of 168 among female and male educators in Tehran schools, 73 were single and 95 were married. A total of 168 male and female male instructors in Tehran province were 42 female and 126 male.

The results of the research show that the four factors of empowerment, empowerment focus, empowerment process, and empowering field as empowerment subsets have strong and high relationships. Examining the results shows those four factors, gradual professional learning, professional learning in behavior, strategic professional learning, and basic vocational learning as the subsets of organizational learning vocabulary have been strong and high.

The results of the hypothesis test showed that considering the level of t test and the significance level obtained from the first to third hypotheses, it can be argued that all the research hypotheses are 0.000 which, compared to the level of t test and the significance level of the table In comparative values, the results show that the obtained levels are less than or equal to the standard table values in the alpha error of 0.05% and in the fourth hypothesis of these conditions does not apply / so it can be argued that between empowerment and Organizational professional learning, between empowering focus and organizational professional learning, between empowering process and professional learning There has been a correlated relationship. There was also no significant relationship between empowerment and organizational learning.

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In state-run knowledge-based organizations, the need for a serious review of strategies (short-term and long-term) requires industries to shift from non-productive to productive and productive. Of course, the internal and external competition environment needs new industrial strategies that provide productive and creative employment opportunities. In non-governmental industries, more than anything, there is a need for supportive strategies for innovative returns. Non-governmental industries should be encouraged to compete with innovative industries so that they can be left out of hanging to government opportunities. In this case, the core capital of these industries will be creative human beings, and financial capital will contribute to a massive transformation in these areas.

In this endeavor, reforming the creative structure of knowledge-based organizations and reviewing restrictive and harmful laws and regulations, supporting creative and dynamic managers, creating a workplace and competing in various fields of organizations are obligatory. In order to develop the professional learning of teachers and, as a result, the learning community of business, organizations must create new organizations that are more adapted to knowledge management. New organizations that are emerging due to business necessities and the basic foundation for flexibility are that organizations in this changing, dynamic, dynamic and competitive environment can survive. Such breakdowns are essential. Instead of seeing Organize the organization in a traditional way and create vertical structures of the organization as a set of processes and steer the structures as horizontal as possible. However, new structures are appropriate to the current environment, but when using such new structures, more care must be taken to coordinate that structure with other components of the organization that strengthen the processes of production of goods and services in such an organizational structure.

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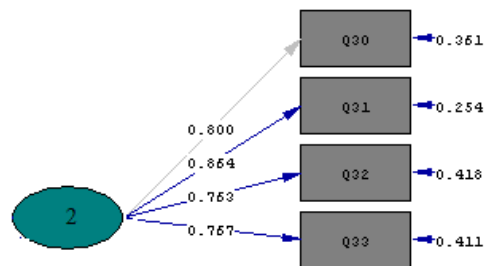
## Appendix A

Table A1

### Investigating Component Structures

Variables n	mean	standard deviation
Empowerment	3.3306	1.003
Empowering focus	3.2000	0.9121
Empowering process	2.6125	0.8777
Empowering field	2.7667	0.8921

Conceptual model	Appropriate Domain	Conceptual model
3.11	$< 5$	$\chi^2/df$
0.013	$> 0.05$	p-value
0.000	$< 0.1$	RMSEA
0.95	$> 0.9$	GFI
0.99	$> 0.9$	AGFI



Chi-Square=0.00, P-value=1.00000, RMSEA=0.000

Figure A1

Variable relations in the form of a model.

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Table A2

Study Components of Organizational Professional Learning Factors

Variables n	mean	standard deviation
Gradual learning	4.25	1.3033
Professional learning	3.35	1.011
Strategic Professional	3.65	2.236
Basic professional	4.187	1.243

Conceptual model	Appropriate Domain	Conceptual model
0.88	$\prec 5$	$\chi^2/df$
0.349	$\succ 0.05$	p-value
0.000	$\prec 0.1$	RMSEA
1	$\succ 0.9$	GFI
0.99	$\succ 0.9$	AGFI

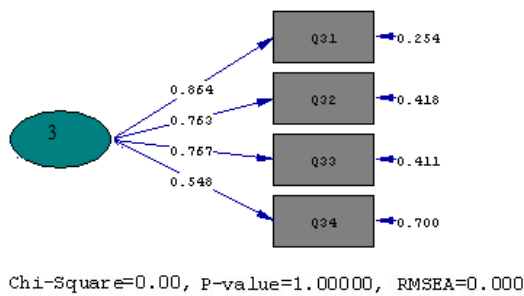


Figure A2

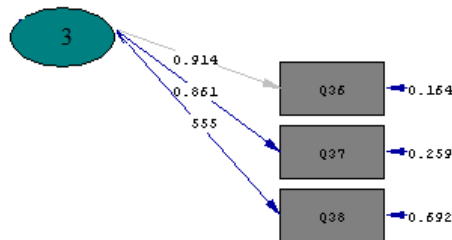
Variable relations in the form of a model

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Table A3

CFA Fitness Indicators

Being open to	Professional Enterprise	Empowering field	Empowering process	Empowering focus	Acceptable domain	Conceptual model/
0	2.06	0.88	0	0	< 5	$\chi^2/df$
1	0.15	0.349	1	1	> 0.05	p-value
0.000	0.048	0.000	0.000	0.000	< 0.1	RMSEA
-	1	1	-	-	> 0.9	GFI
-	0.98	0.99	-	-	> 0.9	AGFI



Chi-Square=2.06, P-value=0.15139, RMSEA=0.048

Figure A3

Variable relations in the form of a model

Table A4

Reviewing the Components of Human Resources Development Activities

Variables	Mean	standard deviation
Aqahi & Knowledge Development	4.25	1.3033
Skills development	3.35	1.011
Creativity development	3.65	2.236

# STUDY OF THE OD SCHOOL EMPLOYMENT STRUCTURE

Table A5

Model fitting table

Human resource development activities	Acceptable domain	Conceptual model/
0.18	$< 5$	$\chi^2/df$
0.334	$> 0.05$	p-value
0.000	$< 0.1$	RMSEA
1	$> 0.9$	GFI
0.99	$> 0.9$	AGFI

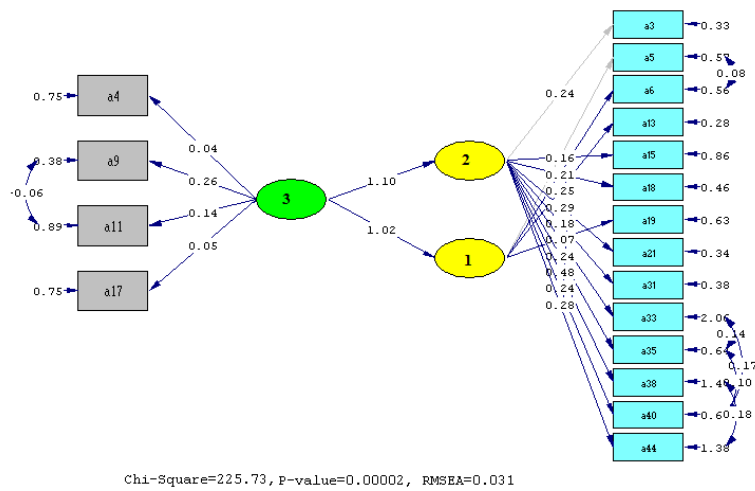


Figure A4

Research Model



## STUDY OF THE OD SCHOOL EMPLOYMENT STRUCTURE

Table A6

Ranking of Impact Structure Impact on Organizational Professional Learning

Rating	Coefficient of variation	Standard deviation	Average rating	factors
1	0.445	1.67	3.99	Empowerment
2	0.443	1.59	3.85	Empowering process
3	0.438	2.39	3.46	Empowering field
4	0.430	2.57	3.97	Empowering focus

# STUDY OF THE OD SCHOOL EMPLOYMENT STRUCTURE

Table A7

Paired sample statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 The Impact of Empowering Process on the Professional Learning Society	17.2560	168	2.33689	.18029
Pair 2 Impact of Empowering Field on Professional Learning Society	17.1845	168	2.55160	.19686
Pair 3 the effect of empowerment on the professional learning community	14.1964	168	2.21929	.17122
Pair 4 Impact Focus on the Professional Learning Society	61.9464	168	6.69727	.51671

# STUDY OF THE OD SCHOOL EMPLOYMENT STRUCTURE

Table A8

Correlation of coupled specimens

	N	Correlation	Sig.
first hypothesis	168	.499	.000
second hypothesis	168	.671	.000
third hypothesis	168	.752	.000
Fourth hypothesis	168	.576	.000

# STUDY OF THE OD SCHOOL EMPLOYMENT STRUCTURE

Table A9

Paired sample statistics

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
first hypothesis	Empowerment process - Professional learning community (two intermediaries)	-44.69048	5.88915	.45436	-45.58750	-43.79345	-98.360	167	.000
second hypothesis	Empowering field - Professional learning community (two mediators)	-44.76190	5.33123	.41131	-45.57395	-43.94986	-108.827	167	.000
third hypothesis	Enablement - Professional learning community (two intermediaries)	-47.75000	5.23547	.40393	-48.54746	-46.95254	-118.215	167	.000
Fourth hypothesis	Empowerer focus - Professional learning community (two mediators)	-43.91667	5.62758	.43418	-44.77385	-43.05948	-101.149	167	.087