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THE EFFECT OF EMPOWERING LEADERSHIP
BEHAVIORS ON WORKFORCE AGILITY: THE
MEDIATING ROLE OF PSYCHOLOGICAL
EMPOWERMENT: AN ANALYTICAL STUDY OF THE
OPINIONS OF TEACHERS IN THE PRIVATE SCHOOLS
OF DIWANIYAH GOVERNORATE CENTER

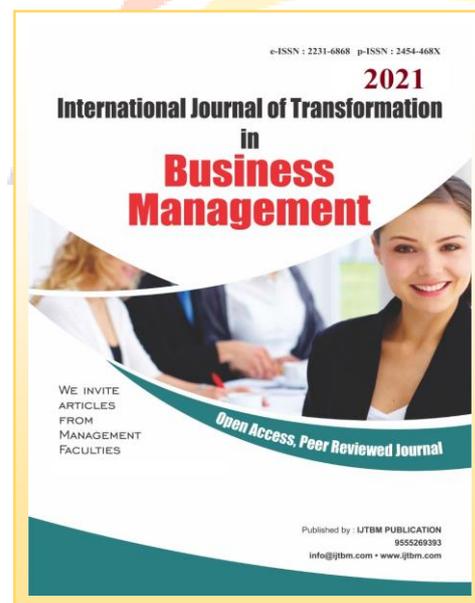
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ABSTRACT

The current study aimed to test the effect of the mediating role of psychological empowerment, expressed as (Resilience, adaptation, and proactivity) between empowering leadership behaviors (leading by example, Participative decision making, training, information exchange, Showing concern) and workers agility (meaning, competence, impact) in the private schools in Al-Diwaniyah Governorate, and the problem was summarized by a set of questions based on the researcher's perceptions, the most important of which resulted in the statement of the effect exerted by psychological empowerment in explaining the relationship between empowering leadership behaviors and Workforce agility, and in order to achieve the objectives of the study, a hypothetical scheme was designed that embodies the nature of the relationship Among the variables involved in the study, a set of hypotheses were built aimed at identifying the level of the relationship between empowering leadership behaviors, Workforce agility and psychological empowerment among private schools in Al-Diwaniyah Governorate. the study sample was (273) Teaching, and the study used a set of statistical programs represented in (SPSS.V.26 & AMOS.V.26) . The results that the study aspires to answer, using several statistical methods, especially in (path analysis, arithmetic mean, standard deviation, relative importance, coefficient of variation, and t-test). Finally, the study reached a set of conclusions, perhaps the most important of which is psychological empowerment that partially mediates to impact the relationship between the variable of empowering leadership behaviors and Workforce agility.

Keywords: *empowering leadership behaviors, Workforce agility, psychological empowerment.*

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, many methods and mechanisms have emerged that should 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 to achieve the goals of the

organization, and this, in turn, enhances psychological empowerment through developing The ability of workers to control work requirements, by following a proactive approach that contributes to creating a clear understanding of their social, political and organizational environment, which contributes to improving Workforce agility by developing workers' capabilities to adapt quickly and easily as well as developing cooperation formulas through investment Various methods of empowerment and information sharing, and improving the ability of workers to generate new creative ideas, take responsibility and accept change. From this point of view and to achieve the goal of the study, which is reflected in measuring the mediating role of psychological empowerment between the empowering leadership behaviors and Workforce agility, the current study was divided into four sections, the first section included the study methodology and the second section dealt with (the theoretical framework of the study) in three parts, The first part included empowering leadership behaviors, the second part showed Workforce agility, and the third part showed psychological empowerment. The third section also dealt with (the practical aspect of the study), which included four parts. The study was concluded in the fourth section by two parts. The first included the conclusions

reached by the study, and the second dealt with the recommendations of the study.

PART ONE: RESEARCH METHODOLOGY

Research problem: The research problem is to try to answer the following questions:

1. What is the level of practicing empowering leadership behaviors in the studied private schools?
2. What is the extent of psychological empowerment in the studied private schools?
3. How agile is the movement of workers in the private schools studied?
4. How can the effect of psychological empowerment be employed to consolidate the relationship between empowering leadership behaviors and Workforce agility?

Research importance:

- 1) The importance of the current study is clear 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.

3) The dependent variable: It ensures (Resilience, adaptation, and proactivity).
Workforce agility, in three dimensions:

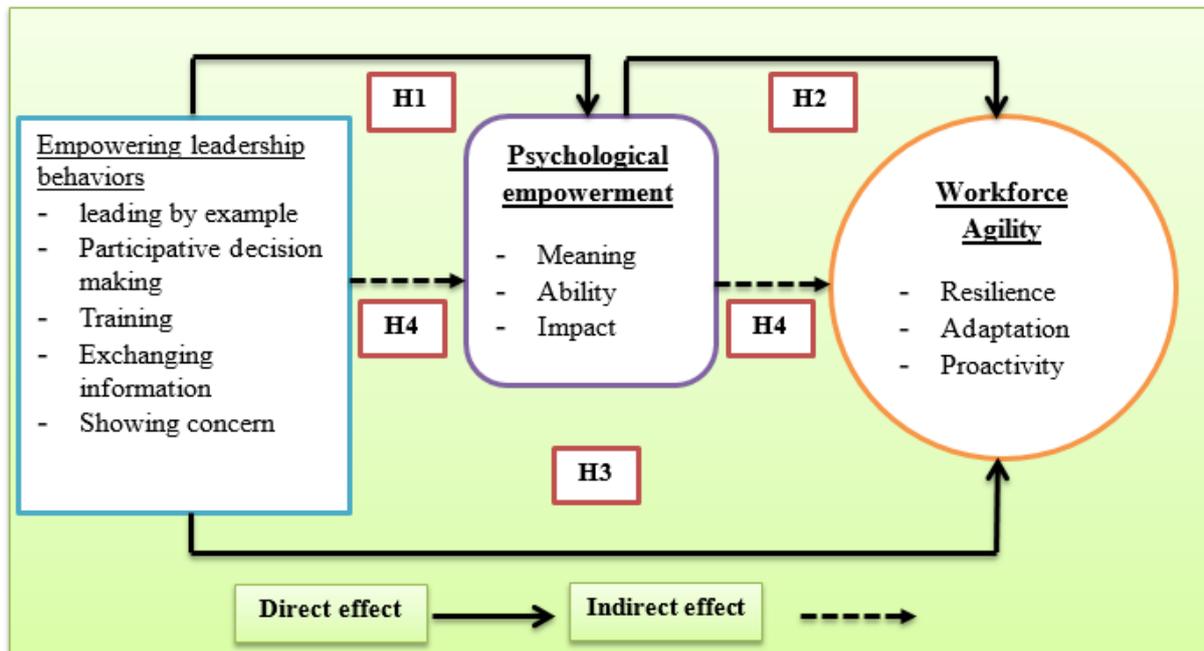


Figure (1): hypothetical scheme of the research

RESEARCH HYPOTHESES:

The first main hypothesis: There is a direct effect of empowering leadership on psychological empowerment, and several sub-hypotheses are branched from it.

The second main hypothesis: There is a direct effect of psychological empowerment on Workforce agility, and several sub-hypotheses are branched from it.

The third main hypothesis: There is an indirect effect of empowering leadership on Workforce agility through the mediating role of psychological empowerment.

Population and research sample: The members of the teaching staff in private schools in the center of Al-Diwaniyah Governorate represent the study community, whose 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) of them were valid.

Measurement tool and statistical methods: by using the questionnaire tool to cover the study axes and collect the necessary information about the target sample.

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

Axis	Variables	Dimensions	Paragraph	Source
First	Empowering leadership behaviors	Lead by example	5	Spreitzer,1995
		Participatory decision making	6	
		Training	11	
		Exchange of information	6	
		Show interest and interact with the team	10	
Second	psychological empowerment	Meaning	3	Arnold et al.,2000
		Competence	3	
		Impact	3	
Third	Workforce agility	Resilience	7	Alavi et al.,2014
		Adaptation	7	
		Proactivity	7	

Source: Prepared by the researchers.

The researcher relied on the five-point Likert scale in order to distribute the strengths on the questionnaire tool, as well as using the special statistical package in the program (SPSS.V.26) & (AMOS.V.25) to extract the desired results, and these methods were represented in the distribution Normal, confirmatory factor analysis, Cronbach's alpha coefficient, arithmetic mean, standard deviation, relative importance, correlation coefficient, impact coefficient.

THE SECOND SECTION: THE THEORETICAL FRAMEWORK OF THE RESEARCH:

First: Empowering leadership Behaviors:

A - Concept: Researchers have defined empowering leadership behaviors with several definitions. As defined by (Bartol & Cocks,2006: 240) it as a set of behaviors aimed at sharing power between subordinates to improve the level of self-participation and cooperation among them. As defined by (Amundsen & Martinsen,2015:304) as behavior aimed at sharing skills and abilities

with subordinates to improve their creative level. As for (Alzhrani,2020:25), it was defined as a leadership style to grant responsibilities and the freedom for subordinates to exercise the authority entrusted to them to improve the level of organizational performance. Therefore, 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 work in particular and the organization in general.

B- 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 competence to achieve several important goals, including the ability to impact teams. Work (Dasilva,2016:62) and improve organizational performance (Peter,2016:26) and urged employees to make additional efforts to perform the tasks assigned to them. As well as strengthening the principle of cooperation between members of the organization, which leads to improving organizational effectiveness in achieving the goals that the organization seeks to achieve in the long run (Vecehio et al.,2010:530).

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

1) **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).

2) **Participative decision making:** has taken over researchers in recent years as a management method. It has been linked to positive work results. Participative decision making refers to the opportunity for an individual team member to provide input into the decision-making process and to exercise control over matters related to his work, and through this, impact and power are shared among hierarchically unequal individuals in the workplace, and on this basis, researchers focused on understanding how Participative decision making is related With the behaviors of searching for the role of dimensions for individual subordinates, they singled out that the focus in Participative decision making is on enhancing subordinates' sense of independence and control, deciding the limit, organizing and

searching for feedback in determining and achieving work goals (Jing Qian,2016:464).

3) **Training:** motivation is an indispensable strategic tool for improving team member 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 employees' attitudes and behaviors 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 its impact on the performance of subordinates on their jobs (Afroz,2018:111).

4) **Information exchange:** refers to the extent to which the leader can 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).

5) Showing concerning: is an important part of the organization as it works to demonstrate behaviors and the extent to which workers 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.

SECOND: WORKFORCE AGILITY:

A - **Concept:** Standing on one concept that expresses Workforce agility is very difficult due to the divergent opinions of researchers and writers in this regard, as it was defined (Breu et al.,2002:22) as a mechanism to improve the extent to which the organization benefits from the skills of the followers from By proactively improving creativity before it is needed. As for(Alavi,2016:112) , he believes that it is the extent to which a flexible, proactive and multi-skilled workforce can be developed to create a culture that allows for improving initiatives, creativity and support, and achieving prosperity and growth in the organization. Whereas (Doeze Jager van Vliet et al.,2019:40) defined it as the ability to adapt to new or different conditions caused by the different requirements of technological and organizational changes by changing the worker's behavior, attitude and mental state towards the changes that begin internally (by factor) or externally (such as an organization or technology). As for (Abrishamkar et al.,2020:3), it is the proactive and flexible capabilities that enable the organization to deal with various non-routine and unexpected circumstances. Therefore, 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, Resilience and adapting to various environmental changes.

B - Importance: Workforce agility can achieve a wide range of benefits in favor of achieving the goals of the organization by improving the quality and education of the organization faster, and enhancing the organization's competence to build positive relationships with customers (Muduli,2016:1568). As well as by improving the productivity and profitability of the organization, which leads to an increase in its market share (Bunton,2017:18). And also the impact on organizational memory by developing the Resilience of followers. As well as improving the organization's ability to respond with a capacity to unexpected and sudden changes in the environment (Azisafaei,2017:40).

C- Dimensions: Workforce agility can be measured through three dimensions that were agreed upon by a group of studies, including the study (Alavi et al.,2014), which can be clarified as follows:

1) **Resilience:** The Resilience of followers represents a major aspect of organizational Resilience as it reflects the ability of

followers to respond strategically to improve organizational performance under conditions of uncertainty (Qin & Nembhard,2010: 325). And (Landini & Franco,2020:3) that the Resilience of subordinates contributes to improving the process of integration 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 to Reducing work pressures, accomplishing job tasks, building creative frameworks and exchanging ideas within the workplace, which contributes to enhancing creative capabilities with high Resilience within the organization.

2) **Adaptability:** Workforce agility develops the willingness of followers to adapt to organizational change and predict behaviors related to the effective and actual 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.

3) **Proactive:** Environmental instability has created an urgent need for proactive and creative agents 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 thus workers can use their knowledge and skills to predict the dynamics of the environment and reduce its effects. Affiliates with a dynamic proactive behavior can discover new opportunities that contribute to organizational success, and thus followers need to proactively identify problems related to changes in the organization's programs to ensure the achievement of the organization's goals.

THIRD: PSYCHOLOGICAL EMPOWERMENT:

A - **Concept:** There is no agreement and unanimity on the concept of psychological empowerment for workers, as the matter is very difficult due to the divergent opinions of researchers and writers in this regard, as there are those who defined the concept of psychological empowerment as a cognitive state to achieve excellence among followers towards a sense of perceived control, competence and comprehension The goals that serve their interests (Oladipo, 2009:121). While each (Ambad & Bahron,2012:74) sees it as the psychological state of workers towards the extent of control over their own

business. As for (Ghaniyoun et al.,2018:15), they see that psychological empowerment means the process of enhancing the substantive job motivation of followers through the cognitive and emotional domains, meaning, ability, and self-esteem. While (Kumari,2020:539) defined it as a mixture of self-confidence, courage, self-reliance, sense of responsibility, career orientation and self-image that in turn serves the status and reputation of the organization. Therefore, it can be said that psychological empowerment refers to a way to motivate and improve the capabilities of the followers in the organization and build positive intentions towards it by enhancing the meaning, competence and impact of the followers to serve the interests of the organization and limit the negative practices that affect it.

B - **Importance:** The importance of psychological empowerment is highlighted by providing effective information about practices that improve the self-abilities of employees (Al-Madadha et al.,2019:232). As well as enhancing the followers' sense of self-efficacy to reduce informal practices and provide the necessary information to the organization to make the best decisions (Aldighrir, 2019:112). As well as improving the followers' ability to participate in expressing their corrective opinions to improve the decision-making process (Kanbur & Kanbur,2020:213). And also

improving the job performance of employees (Hassanzadegan et al.,2019:106). As well as strengthening and improving the organization's ability to organizational change (Nassar,2017: 91).

C- **Dimensions:** Psychological empowerment can be measured through three dimensions that were agreed upon by a group of studies, including the study (Spreitzer,1995), and these dimensions are:

1) **Meaning:** The meaning refers to the extent of the value of the work and the criteria it gives to the followers (Dewettinck & Van Amejide,2011:7). And (Ambad & Bahron,2012:74) that the meaning refers to the amount of balance between the followers' requirements, beliefs, values and behaviors within the organization. (Sağnak et al.,2015:152) indicated that the meaning represents the values, ideals and standards of the followers. And (Bester et al.,2015:3) concluded that the meaning refers to the self-assessment of the importance of the job in the workplace. And (Batool et al.,2016:22) explained that the meaning refers to the value and importance that gives followers the freedom to perform their roles, duties, and work and achieve their goals compared to the standards adopted by the organization.

2) **Competence:** Competence refers to individuals' capabilities and belief in accomplishing tasks according to performance, activities, and required standards (Wikhamn & Selart,2019:6;

Humborstad & Dysvik,2016:9). And (Aydogmus et al.,2018:7) indicated that the capabilities represent the perceived ability by the followers to accomplish the required tasks. And (Ölçer & Florescu,2015:7) admitted that the ability represents the ability of the followers to complete work activities with the necessary skills, knowledge and experience. And (Wachidi et al.,2020:101) concluded that ability represents the knowledge, skills and abilities through which subordinate individuals can perform tasks with ease and improve the reality and performance of the organization by investing cognitive, emotional and psychological behaviors in a way that serves the interests of the organization.

3) **Impact:** Impact refers to the degree to which followers realize their ability to impact the strategic, administrative and operational results of the organization's internal operations (Dewettinck & Van Amejide,2011:7). And believed(Jamal & Ali,2017:39) that the effect expresses the level of performance of the subjective follower, which affects the organizational results. And (Flaherty et al.,2017:7) indicated that the effect is a function of the behavior that the follower should produce compared to the organizational outcomes. And concluded (Chen et al.,2019:323) that impact refers to the degree to which individuals can impact the attitudes and practices of the organization.

THE THIRD SECTION: THE PRACTICAL ASPECT OF THE RESEARCH:

The study's questionnaire consisted of three parts (empowering leadership behaviors, psychological empowerment, workers agility), and each part was measured across a number of sub-dimensions, and according to table(2):

First, the study scale test:

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

Table(2):The coding and characterization of the resolution

variable	dimension	Paragraphs	coding	Source
Empowering leadership behaviors	Lead by example	5-1	X1	Arnold et al.,2000
	participatory decision making	11-6	X2	
	training	22-12	X3	
	Exchange of information	28-23	X4	
	Showing concerning	38-29	X5	
psychological empowerment	Meaning	41-39	M1	Spreitzer,1995
	competence	44-42	M2	
	Impact	47-45	M3	
Workforce agility	Resilience	54-48	Y1	Alavi et al.,2014
	Adaptation	61-55	Y2	
	proactive	68-62	Y3	

Source: Prepared by the researchers.

2. The main study tool test (the questionnaire):

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 examined (Haire et al.,2010:217), and in order 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, the researcher relied on the opinion of (Field, 2009:371) which identified a number of conditions:

Verifying the condition of sufficiency of sample size: The Kaiser-Meyer-Olkin test indicates the adequacy of the sample size, and its value exceeds (0.50), as Table (3) shows the following values:

Table (3) Sample size adequacy test

The Kaiser-Meyer-Olkin test for adequacy of sample size	Empowering leadership behaviors	psychological empowerment	Workforce agility
	0.926	0.877	0.873
Chi-square test (Bartlett)	4905.334	880.694	2007.633
degree of freedom	703	36	210
indication	0.000	0.000	0.000

Source: SPSS V.26 output.

1. Statistical Method (Principal Components): The researcher relied on the (Basic Components Method) to ensure 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 (4) shows the results of the exploratory factor analysis, according to the method of the basic components:

Table (4) The results of the exploratory factor analysis of the multilevel scale

Paragraphs	Loading	Paragraphs	Loading	Paragraphs	Loading
q1	0.518	q24	0.474	q47	0.838
q2	0.593	q25	0.557	q48	0.771
q3	0.676	q26	0.603	q49	0.838
q4	0.543	q27	0.528	q50	0.566
q5	0.519	q28	0.640	q51	0.592
q6	0.579	q29	0.588	q52	0.560

q7	0.423	q30	0.513	q53	0.622
q8	0.581	q31	0.657	q54	0.706
q9	0.620	q32	0.647	q55	0.662
q10	0.621	q33	0.565	q56	0.645
q11	0.497	q34	0.594	q57	0.591
q12	0.738	q35	0.527	q58	0.566
q13	0.524	q36	0.723	q59	0.612
q14	0.569	q37	0.742	q60	0.616
q15	0.486	q38	0.656	q61	0.686
q16	0.483	q39	0.776	q62	0.782
q17	0.520	q40	0.708	q63	0.781
q18	0.733	q41	0.579	q64	0.772
q19	0.403	q42	0.853	q65	0.644
q20	0.436	q43	0.584	q66	0.612
q21	0.546	q44	0.803	q67	0.434
q22	0.463	q45	0.621	q68	0.567
q23	0.405	q46	0.799		
The cumulative explanatory variance of empowering leadership behaviors(62.520%)			Cumulative Eigen Value of potential empowering leadership behaviors (23.758)		
The cumulative explained variance of workforce agility (65.176%)			Cumulative Eigen Value of workforce agility(13.035)		
The cumulative explanatory variance of psychological empowerment (67.344%)			Cumulative Eigen Value of psychological empowerment(6.061)		

Source: SPSS V.26 output.

2.Confirmatory factor analysis: The program (Amos v.26) 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), the data of the dependent variable (Workforce agility), and the data of the mediating variable (psychological empowerment). The results are as shown in table (5) as follows:

Table(5): Indicators of conformity values and their minimum limits

Categories	pointer	Admission level	potential leadership behaviors	psychological empowerment	workforce agility
Absolute match	• Chi-Square	$P \leq 0.05$	0.000	0.000	0.000
	• RMSEA	≤ 0.08	0.078	0.080	0.067
	• GFI	≤ 0.90	0.900	0.931	0.922
Gradual matching	• CFI	$0.90 \leq$	0.904	0.924	0.937
	• TLI		0.902	0.902	0.914
	• IFI		0.907	0.925	0.940
Minimum match	Chi- Square /df	≤ 5	1.866	2.028	1.667

Source: SPSS V.26 output.

3. Stability of the Study Measurement Tool: The researcher used the reliability coefficient to measure the consistency of the paragraphs of the questionnaire, and the stability of the results reached in different time periods. For this aspect, 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 (Nunnaly & Bernstein,1994), as Table (6) shows the investigated variables and their dimensions in a questionnaire as follows:

Table (6) is the stability of the study scale

Dimensions	Coding	No. paragraphs	Stability factor omega (a)	Stability factor standard omega(a)
Empowering leadership behaviors	ISch.	28	0.935	0.936
			The square of the cumulative sum of	Extracted Variation Root

			loadings extracted	
			34.911 %	13.909
		df	Chi-Square	significance level
		665	1551.513	0.000
Workforce agility	Org E.	21	Stability factor omega (α)	Stability factor standard omega(α)
			0.880	0.882
			The square of the cumulative sum of loadings extracted	Extracted Variation Root
			19.428 %	3.886
		df	Chi-Square	significance level
		189	473.129	0.000
psychological empowerment	Ent M.	15	Stability factor omega (α)	Stability factor standard omega(α)
			0.713	0.717
			The square of the cumulative sum of loadings extracted	Extracted Variation Root
			19.741%	2.961
		df	Chi-Square	significance level
		27	268.539	0.000
individual paragraphs	34		0.947	
marital paragraphs	34		0.939	
Half-resolution correlation coefficient			0.784	
Spearman Brown Laboratories			0.933	
Guttman's Hash Factor			0.933	

Source: SPSS V.26 output.

Second: Descriptive statistics: description, diagnosis & analysis of the study variables: Here, it aims to identify the reality of the study's variables (empowering leadership behaviors, psychological empowerment, Workforce agility) in a number of private schools in Al-Diwaniyah Governorate in the light of the answers of the study sample (273) observations. The relative importance, and (T) values of each paragraph of the scale, whether at the sub-level or at the level of dimensions, and the main variables investigated, as shown in table (7):

Table (7) arrange the variables according to the relative coefficient of variation

Variables	Arithmetic mean	Standard deviation	Variation coefficient %	Relative importance%	Ranking
Empowering leadership behaviors	3.87	0.558	14.42	77.4	Second
psychological empowerment	3.89	0.662	17.01	77.8	Third
Workforce agility	3.92	0.505	12.88	78.4	First

THIRD: TESTING AND ANALYZING THE HYPOTHESES OF THE STUDY:

Check the effect hypothesis:

First: The researcher went to test the validity of the first main hypothesis (**empowering leadership behaviors in their dimensions do not affect leadership by example, Participative decision making, training, information exchange, Showing concerning combined in Workforce agility and its dimensions, Resilience, adaptation, and proactivity**) and the hypotheses emerged from them. the following sub: **The first sub-hypothesis: Empowering leadership behaviors do not have a significant impact on Resilience**

As shown in the results of table (8):

Table (8) The effect of the dimensions of empowering leadership behaviors combined on Resilience (n=273)

Dimensions	Resilience							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Lead 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				-0.985		0.326
Exchange of information		-.106				-2.256		0.025
Showing concerning		0.153				3.089		0.002

Source: SPSS V.26 output.

Second sub-hypothesis: Empowering leadership behaviors, in their dimensions, do not have a significant effect on adaptation

As shown in the results of table (9):

Table (9): 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.
Lead by example	-0.096	-.009	0.866	0.863	0.000	-.305	333.804	0.760
participatory decision making		0.458				12.793		0.000
training		0.172				3.552		0.000
Exchange of information		-.059				-1.543		0.124
Showing concerning		0.451				11.221		0.000

Source: SPSS V.26 output.

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

As shown in the results of table (10):

Table (10) 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.
Lead by example	0.991	-.001	0.615	0.608	0.000	-.012	82.855	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 concerning		0.574				8.801		0.000

Source: SPSS V.26 output.

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

As shown in the results of table (11):

Table (11) 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.
Lead by example	0.658	0.088	0.882	0.880	0.000	3.774	387.334	0.000
participatory decision making		0.317				11.754		0.000
training		0.050				1.384		0.168
Exchange of information		-.015				-.537		0.592
Showing concerning		0.393				12.999		0.000

Source: SPSS V.26 output.

Second: The researcher went to test the validity of the second main hypothesis (**empowering leadership behaviors in their dimensions do not affect leadership by example, Participative decision making, training, exchange of information, Showing concerning in psychological empowerment and its dimensions of meaning, competence, impact, a moral effect**). The following sub-hypotheses emerged from it. :

The first sub-hypothesis: Empowering leadership behaviors, in their dimensions, do not have a significant effect on meaning.

As shown in the results of table (12):

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

Dimensions	meaning							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Lead by example	0.484	0.023	0.504	0.494	0.000	0.307	52.615	0.759
participatory decision making		-.059				-.687		0.493
training		0.097				0.841		0.401
Exchange of information		0.198				2.186		0.030
Showing concerning		0.612				6.381		0.000

Source: SPSS V.26 output.

Second sub-hypothesis: **Empowering leadership behaviors, in their dimensions, do not affect ability significantly**

As shown by the results of table(13):

Table (13) The effect of the dimensions of all empowering leadership behaviors on competence (n = 273)

Dimensions	Competence							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Lead by example	0.461	0.044	0.501	0.492	0.000	0.648	19.650	0.517
participatory decision making		0.169				2.148		0.033
training		0.187				1.755		0.080
Exchange of information		0.115				1.376		0.170
Showing concerning		0.367				4.150		0.000

Source: SPSS V.26 output.

The third sub-hypothesis: **Empowering leadership behaviors do not have a significant effect on the impact**

As shown in the results of table (14):

Table (14)The effect of the dimensions of the empowering leadership behaviors combined on the impact (n=273)

Dimensions	impact							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Lead by example	-0.063	0.248	0.519	0.510	0.000	3.376	55.989	0.001
participatory decision making		0.121				1.427		0.155
training		0.165				1.441		0.151
Exchange of information		0.050				0.562		0.574
Showing concerning		0.418				4.404		0.000

Source: SPSS V.26 output.

The second main hypothesis: **Empowering leadership behaviors do not have a significant effect on psychological empowerment**

As shown in the results of table (15):

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

Dimensions	psychological empowerment							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Lead by example	0.294	0.105	0.659	0.653	0.000	2.018	100.244	0.045
participatory decision making		0.077				1.286		0.200
training		0.150				1.847		0.066
Exchange of information		0.121				1.906		0.058
Showing concerning		0.466				6.921		0.000

Source: SPSS V.26 output.

Third: Finally, the researcher went to test the validity of the third main hypothesis (**psychological empowerment in its dimensions does not affect meaning, competence, impact on Workforce agility and its dimensions, Resilience, adaptation, proactiveness, morally impact**), and the following sub-hypotheses emerged from it:

The first sub-hypothesis: **Psychological empowerment in its dimensions does not have a significant effect on resilience..** As shown in the results of table (16):

Table (16) The effect of the dimensions of psychological empowerment combined on Resilience (n = 273)

Dimensions	Resilience							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Meaning	2.193	0.052	0.342	0.334	0.000	1.066	45.202	0.287
competence		0.225				4.274		0.000
Impact		0.180				4.116		0.000

Source: SPSS V.26 output.

Second sub-hypothesis: **Psychological empowerment in its dimensions does not have a significant effect on adaptation**

As shown in the results of table (17):

Table (17) The effect of the dimensions of psychological empowerment combined on adaptation (n = 273)

Dimensions	adaptation							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Meaning	1.120	0.180	0.551	0.546	0.000	3.707	106.898	0.000
competence		0.261				4.922		0.000
Impact		0.266				6.067		0.000

Source: SPSS V.26 output.

The third sub-hypothesis: **Psychological empowerment, in its dimensions, does not have a significant effect on anticipation**

As shown in the results of table (18):

Table (18) The effect of the dimensions of psychological empowerment combined on proactivity (n = 273)

Dimensions	proactivity							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Meaning	0.861	0.550	0.851	0.850	0.000	20.502	498.737	0.000
competence		0.222				7.583		0.000
Impact		0.009				0.360		0.719

Source: SPSS V.26 output.

The third main hypothesis: **Psychological empowerment in its dimensions does not affect Workforce agility a significant effect**

As shown in the results of table(19):

Table (19) The effect of the dimensions of psychological empowerment combined on Workforce agility (n = 273)

Dimensions	Workforce agility							
	α	β	R ²	AR ²	Sig	T β	F	Sig.
Meaning	1.391	0.261	0.726	0.729	0.000	8.595	234.030	0.000
competence		0.236				7.139		0.000
Impact		0.152				5.537		0.000

Source: SPSS V.26 output.

From the researcher’s review of the results of the third topic, you find that the empowering leadership behaviors have achieved a direct impact on Workforce agility, as well as their direct impact on the mediating variable, psychological empowerment directly, in addition to that there is a direct impact relationship between the mediating variable psychological empowerment and the approved variable workers agility.

The direct effect relationships between the independent variable (empowering leadership behaviors) and the dependent variable (workers agility), the relationship (empowering leadership behaviors) and the mediating variable (psychological empowerment), as well as the relationship (psychological empowerment) and (workers agility). All of them are significant, according to Table (20):

Table (20) direct impact relationships between the investigated variables

			Impact value	standard error	critical value	significant	F. value	constant value	sample
Y	<---	X	0.829	0.022	37.134	0.000	1378.952	0.673	273
M	<---	X	0.939	0.045	20.992	0.000	440.685	0.218	
Y	<---	M	0.648	0.025	26.162	0.000	684.465	1.394	

Source: SPSS V.26 output.

FOURTH: PATH ANALYSIS METHOD TO MEASURE THE INDIRECT IMPACT RELATIONSHIPS BETWEEN VARIABLES:

The researcher analyzes and tests the causal relationships between the main variables (empowering leadership behaviors) as an influential independent variable, and the dependent variable (Workforce agility) by mediating (psychological empowerment with its deportation), by adopting the statistical method, path analysis by structural modeling, Barron and Kenny's method, and Sobel's criterion, which Accordingly, the direct impact of the independent variable is determined by the empowering leadership behaviors in the dependent variable, Workforce agility through psychological empowerment.

The researcher tested the fourth main hypothesis (the effect of empowering leadership behaviors on Workforce agility does not increase through the mediation of psychological empowerment), and in order to test it, it is necessary to use the path analysis overall and at the level of distance, in light of the expectation that the effect of empowering leadership behaviors on Workforce agility through the mediation of psychological empowerment My agencies:

Table (21) Relationships effect coefficients for the mediation model

subordinate		independent	Impact value	standard error	critical value	significant
Workforce agility	<---	Empowering leadership behaviors	0.590	0.031	18.819	0.000
psychological empowerment	<---	Empowering leadership behaviors	0.939	0.045	21.032	0.000
Workforce agility	<---	psychological empowerment	0.255	0.026	9.628	0.001
Y<---M<---X			0.230	0.088	5.243	0.000

Source: AMOS V.26 output.

It is clear to the researcher from the mediation test at the total level of the study variables from the outputs of the (AMOS V.26) program and the results of Table (21), that there is a direct effect relationship between the empowering leadership behaviors and Workforce agility, while the relationship of the effect of the empowering leadership behaviors on psychological empowerment, while it was The relationship of the effect of psychological empowerment on Workforce agility, which generated an indirect impact relationship of empowering leadership behaviors on Workforce agility, partially mediated by psychological empowerment. From all of the above, the null hypothesis is rejected, and the alternative hypothesis is accepted (the effect of empowering leadership behaviors on Workforce agility increases by mediating psychological empowerment).

At the level of dimensions as a model, the independent variable represents a chain that allows learning in its combined dimensions (leadership by example, Participative decision making, training, information exchange, Showing concerning), through psychological empowerment through its dimensions (meaning, competence, impact), to impact the dependent variable lightness The movement of workers, it was as follows as in table (22):

Table (22) Summary of the effects of path analysis variables

			Estimate	S.E.	C.R.	P
m1	<---	x1	0.023	0.073	0.310	0.756
m2	<---	x1	0.044	0.068	0.655	0.513
m1	<---	x2	-0.059	0.085	-0.693	0.488
m2	<---	x2	0.169	0.078	2.169	0.030
m3	<---	x2	0.121	0.084	1.440	0.150
m1	<---	x3	0.097	0.114	0.850	0.396
m2	<---	x3	0.187	0.105	1.772	0.076
m3	<---	x3	0.165	0.113	1.455	0.146
m1	<---	x4	0.198	0.090	2.207	0.027
m2	<---	x4	0.115	0.083	1.389	0.165
m3	<---	x4	0.050	0.089	0.568	0.570
m3	<---	x5	0.418	0.094	4.447	0.000
m1	<---	x5	0.612	0.095	6.443	0.000
m2	<---	x5	0.367	0.088	4.189	0.000
m3	<---	x1	0.248	0.073	3.409	0.000
Y	<---	m1	0.195	0.015	12.563	0.000
Y	<---	m2	0.065	0.017	3.903	0.000
Y	<---	m3	-0.035	0.015	-2.435	0.015
Y	<---	x1	0.090	0.017	5.281	0.000
Y	<---	x5	0.265	0.024	11.258	0.000
Y	<---	x3	0.025	0.026	0.964	0.335
Y	<---	x2	0.321	0.019	16.488	0.000
Y	<---	x4	-0.060	0.020	-9.907	0.004
Y<---M1<---X4			0.063	0.017	2.173	0.029
Y<---M1<---X5			0.116	0.020	5.772	0.000

Source: AMOS V.26 output.

SECTION FOUR: CONCLUSIONS AND RECOMMENDATIONS:

First, the conclusions:

1. It became clear that the administrations of the private schools of the city of Al-Diwaniyah were interested in the empowering leadership behaviors, and worked to improve them through their adherence to leadership by example, as these departments worked 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 administrations of private schools in the city of Al-Diwaniyah relied on psychological empowerment in the performance of their administrative and leadership tasks, and they were keen to improve it through their adherence to meaning, especially as it provides great opportunities to consolidate independence and freedom in how to perform their school activities and enabling them to make decisions themselves about the mechanisms of performance.

3. The administrations of private schools have shown their adaptation to various environmental conditions, which increases the agility of their employees, as a result of their good communication with people of different backgrounds, in light of their ability to adapt with individuals of multiple cultures within the school work environment.

4. The administrations of private schools in the city of Diwaniyah proved to be interested in improving the level of Workforce agility, so they resorted to directing empowering leadership behaviors directly in that presentation, and indirectly through psychological empowerment through partial mediation, as they were able to direct the exchange of information to impact Workforce agility through Meaning, and redirected to show interest and interaction with others in improving Workforce agility partially mediated by meaning.

Second: Recommendations:

1. The necessity for private school administrations to rely on empowering leadership behaviors to improve their level of interest in psychological empowerment overall by directing leadership by example and Showing concerning to achieve that purpose, as well as adopting information exchange and showing concerning in improving the level of meaning, investing Participative decision making and Showing concerning To strengthen the level of ability, employ leadership by example and show interest in others in improving the level of impact.

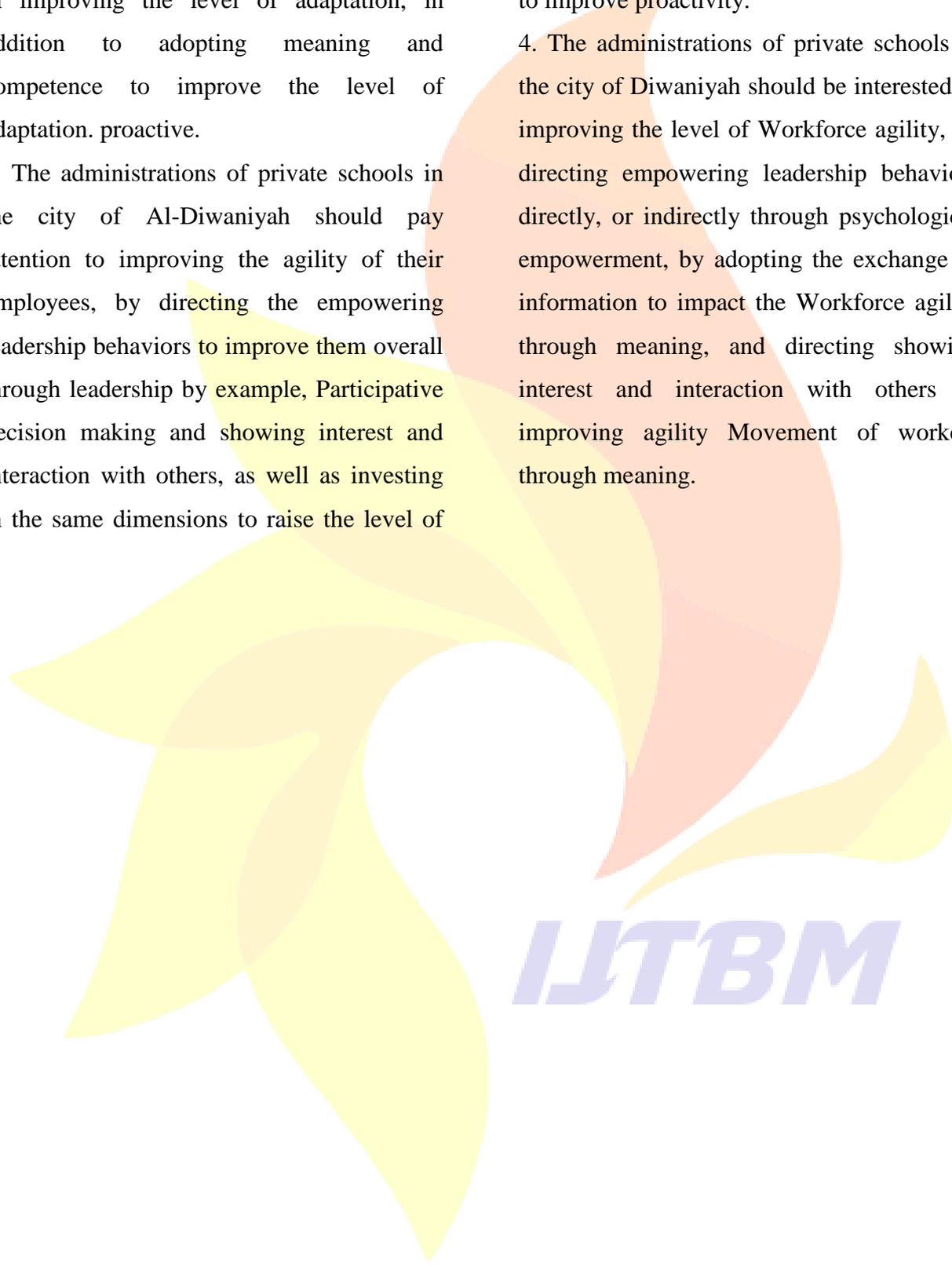
2. The administrations of private schools should rely on psychological empowerment to raise the level of Workforce agility in general by directing meaning and the competence to improve it, and working to improve the level of Resilience by adopting

competence and impact, as well as employing meaning, competence and impact in improving the level of adaptation, in addition to adopting meaning and competence to improve the level of adaptation. proactive.

3. The administrations of private schools in the city of Al-Diwaniyah should pay attention to improving the agility of their employees, by directing the empowering leadership behaviors to improve them overall through leadership by example, Participative decision making and showing interest and interaction with others, as well as investing in the same dimensions to raise the level of

adaptation and Resilience, in addition to directing Show interest in others individually to improve proactivity.

4. The administrations of private schools in the city of Diwaniyah should be interested in improving the level of Workforce agility, by directing empowering leadership behaviors directly, or indirectly through psychological empowerment, by adopting the exchange of information to impact the Workforce agility through meaning, and directing showing interest and interaction with others in improving agility Movement of workers through meaning.

The logo for IJTBM (International Journal of Transformations in Business Management) is a large, stylized graphic composed of overlapping, curved shapes in shades of yellow and orange. The letters 'IJTBM' are printed in a bold, blue, sans-serif font across the bottom right portion of the graphic.

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