The Effect of Sustainable Educational Leadership on Employees Productivity with the Mediating Role of Psychological Empowerment

Nahid Naderibeni[1], Mohamad Mehdi Mohebi[2], Masomeh Hashemi*[3], Salaheddin Ebrahimi[4]

Abstract

The aim of this study was to investigate the effect of sustainable educational leadership on teacher productivity with the mediating role of psychological empowerment of primary school teachers in Qom province. This research is applied in terms of purpose and descriptive-correlational in terms of method. The study population in this study were all primary school teachers in Qom. Multi-stage cluster random sampling method was used to select the sample. At each stage, a school was randomly selected from the list of schools and by referring to that school, the teachers were surveyed; this process was repeated until the sample size was completed and finally 317 people were studied. The collecting tools include questionnaires of sustainable educational leadership, questionnaire of factors affecting human productivity and the standard questionnaire of Spreitzer psychological empowerment. The content validity of the questionnaires has been approved by 8 professors and experts in leadership and educational management. The reliability of the instruments was also confirmed by Cronbach's alpha method. In this study, confirmatory factor analysis, Pearson correlation coefficient and structural equation analysis were used to analyze the data. The results showed that sustainable educational leadership style with a mediating role of psychological empowerment has a positive and significant effect on teacher productivity, there is a positive and significant relationship between sustainable educational leadership style and psychological empowerment and with increasing sustainable educational leadership style, teachers' psychological empowerment increases; The results also showed that there is a significant relationship between psychological empowerment and teacher productivity and this relationship is direct and positive.

1. Assistant professor of Educational Management, College of Farabi, University of Tehran, Qom, Iran.
2. Assistant professor of Management, Payam Noor University, Iran.
3. Educational Management (MA), College of Farabi, University of Tehran, Qom, Iran.
   *Corresponding Author: Email: m.hashmi.b@ut.ac.ir
4. Ph.D., Educational Management, College of Farabi, University of Tehran, Qom, Iran.

Introduction

Educational researchers and policy makers have always believed that leadership is the main pillar of school improvement and in order to explain and interpret this term, they have stated that educational leadership is different from other common leadership terms in other organizations (Heikka et al, 2021) The manager in the role of educational leader only helps to provide the right conditions for the formation of learning (Liu, 2020). Accordingly, leadership is a collective effort that is carried out within the educational organization with the help of various educational leaders in order to improve teaching-learning activities (Sammut, Briffa, & Curtis, 2021). Educational leadership emphasizes improving teaching and learning processes at the school's technical core. Educational leaders try to change factors in school, such as curriculum content, teaching method, evaluation strategies, and cultural norms of academic achievement. This type of leadership can come from a variety of resources, including school administrators and other teaching staff, teachers, parents and students themselves (Oliveira & Cunha, 2021). In other words, 21st century educational leaders should seek sustainable education and learning. Sustainable education plays a role in learning and education in the 21st century. Sustainable education is the integrity of the research system that combines the best focal methods of learning and teaching and learning with the content, core skills and mental habits required by learners; so that they can dynamically pursue a sustainable future. It can also be conceptualized as a process of interaction learning that familiarizes all stakeholders of an educational system with the knowledge and methods of thinking that society needs to achieve sustainability and responsible citizenship (Clioud, 2020). In fact, it can be added that sustainable education is a learning process that develops the capacity and ability to re-open, talk, propose various solutions to the problem and the ability to choose the right solution to learners (Merck & Beermann, 2015; Bush, 2018). Sustainable leadership creates and maintains sustainable learning, ensures success over time, retains good teachers, deals with social justice issues. Sustainable leadership develops rather than a lack of human and material resources, and creates diversity and environmental capacity (Chitpin, 2020; Hashemi, 2020).

Education plays the most important role in training human resources and teachers are one of the most important factors affecting the quality and content development of education, because human education is the result of a mutual interaction and finally the result of the coach's action and the student's reaction, which cannot be achieved in the absence of the necessary trust. Teacher as teacher and educator can play a critical and key role in this regard in order to train efficient and creative human resources for the community, this manpower provides the ground for the growth of society and the excellence of the society (Oliveira & Cunha, 2021). And as sustainable educational leadership seeks to combine the best focal methods of learning and teaching and learning with

the content, core skills and mental habits required by learners; So that they can dynamically pursue a sustainable future; and responsible citizenship (Clioud, 2020). Therefore, every country needs to focus on education and teachers play a special role in this educational system. Therefore, increasing productivity in teachers can lead to better performance of the educational system. This is not possible except by recognizing and analyzing the factors affecting teachers' productivity and find out where to look for opportunities to increase productivity. Now, considering the issues, we want to discuss the effect of sustainable educational leadership on teachers' productivity with the mediating role of teachers' psychological empowerment.

Theoretical Foundations and Empirical Background

Nowadays, the role of school principals in the performance of teachers and their morale and other attitudinal variables that will have direct effects on teaching quality and teaching-learning process, has become more obvious and has attracted more attention of educational experts and policy-makers towards nurturing managers and paying attention to their affairs (Nemati, Shirbagi & Ibrahim, 2020). becoming a successful and sustainable school educational leader is the beginning of a long and rugged journey, which means the need for investment, commitment and intellectual and emotional conflict (Chitpin, 2020). Planning and implementing performance improvement and teachers' productivity is one of the organizational processes that managers and educational leaders

can positively influence on school results and students. Aspiring managers usually apply course-based learning and implement important data-based decision-making skills in context-based school improvement projects (Bickmore, Roberts & Gonzales, 2021). The effect of school principals on learning can be two different types. On the one hand, there is a "direct" effect, related to management activities to create good educational conditions in school - such as better processes, the organization is more efficient, paying attention to quality assessment and assurance, etc. However, there is also an "indirect" effect of managers, which relates to the work done with teachers in improving educational activities (Agasisti, Falzetti & Soncin, 2021).

Productivity of teachers

Most of the time, teachers are responsible for the success or failure of the educational organization, as their productivity reflects the efficiency of the system. Teachers are more important than any other factor that contributes to the quality of education at every level of our education system. Teacher productivity is the ratio of returns generated by teachers, here output to the quality and quantity of students is generated by teachers (Chitpin, 2020), Alazmi (2020) It stated that variables of teachers' productivity including effective teaching, preparing curriculum, efficiency of work plan, effective supervision, supervision of students' work and disciplinary ability are virtues that teachers should effectively support. In the school system he also explained that productivity is determined by teachers considering their

participation in the school's day-to-day work, regularity in school, class attendance and the level of student discipline, and the correct use of educational materials. Nevertheless, teachers' productivity can be described as tasks that the teacher performs in a specific period of the school system to achieve the desired goal, it can also be described as teachers' ability to combine relevant inputs to strengthen teaching and learning processes. However, productivity on behalf of teachers according to their participation in the school's day-to-day work, Regularity in school, class attendance, students' level of discipline, proper use of educational materials are determined to facilitate the learning process (Orodo, 2013).

Empowerment

Empowering human resources as a new approach of job internal motivation means releasing the internal forces of employees as well as providing platforms and creating opportunities for flourishing people's talents, abilities and competencies. In addition, it causes employees to have a positive attitude toward their job and organization. Empowerment starts with changes in employees' beliefs, thoughts and attitudes. This means that they must believe that they have the ability and competence to perform their duties successfully and feel able to influence and control career outcomes, feel that they pursue meaningful and valuable career goals and believe that they are treated honestly and fairly. Bill Lamps (2004) Bill in his studies empowerment strategies in educational organizations (schools) to engage teachers in information, Participation in decision-

making, practicing collective decision-making, creating shared insight, creating common beliefs, Providing professional development of teachers and understanding the needs of students. The organizational learning is one of the multiple strategies for employee empowerment. Employees should be raised who are looking to learn so that the organization achieves its high goals as a result of their efforts. Organizations should learn the knowledge and skills and strategies that are important for their victory in the present and future, learn from the internal and external experiences of the organization in different areas and use them in practice (Soleimani, Zahmatkash & Fayed, 2011).

The theoretical framework of the current study is based on Spritzer's (1995) psychological empowerment model, which includes the four dimensions of meaning, competence, autonomy, and effectiveness.

1- Meaning refers to the degree to which an employee feels a sense of purpose or personal attachment to work.

2-Competence: the degree to which the employee believes that he has the necessary skills and abilities to do his job properly.

3- Self- Determination includes the feeling of freedom in the way of doing one's work.

4-Impact refers to the degree of influence of the individual in the organization.

Education and Sustainable Leadership

Sustainability means the planet's ability to support all forms of life and includes the ability of communities to

ensure the well-being of all its citizens (Merkel & Leighton, 2007). (Agasisti, Falzetti & Soncin, 2020) The term "sustainability" means living in the present in a way that does not put the ability of future generations to meet their needs at risk. Sustainability should include environmental, social and economic elements because they are interconnected. "Sustainability training", "education for sustainable development" and "education for sustainability" are terms that are often used reciprocally and they actually reflect many of the same goals (UNESCO, 2008)

The Sustainable leader is interested in creating current and future profits for an organization while improving the lives of everyone concerned (McCann & Holt, 2011). The seven principles of sustainable leadership are:

1) Sustainable leadership creates and maintains sustainable learning.

2) Sustained leadership ensures success over time.

3) Sustained leadership maintains the leadership of others.

4) Sustainable leadership addresses issues of social justice.

5) Sustainable leadership develops rather than a lack of human and material resources.

6) Sustainable leadership creates diversity and environmental capacity.

7) Sustainable leadership has an active engagement with the environment.

Establishing sustainable high-quality educational leadership is essential to the continued growth of schools beyond the leader's tenure at the school. In order to achieve sustainable educational leadership, the headmaster of the school, faculty, school board and stakeholders must rely on the development of school culture. Sustainable educational leadership extends and lasts deep learning for everyone in a way that does no harm and actually creates positive benefits for others around us, now and in the future.

Table 2: Some Studies of Sustainable Leadership

Row	Research Title	Researcher(s)	Research Methodology and Tools	Findings
1	Impact of Sustainable Leadership on employee's performance with the moderating effect of organizational culture	Chaudhry, et al.(2020)	Correlation	The sustainable leadership has positive relationship on the employee performance
2	Stimulating teachers' commitment to change through sustainable educational leadership in China's urban primary schools	Liu, p (2020).	Survey	The results of path analysis showed that different dimensions of sustainable educational leadership, including collaboration and cooperation, responsibility and accountability, and values and beliefs, have a significant impact on group competency. Collaboration, cooperation and decision making had a significant relationship with task analysis.
3	Designing and providing a training course for sustainability	Lozano et al, (2015).	Qualitative	They emphasized the need for a more complete, systematic, stronger and more focused approach to implementing education for sustainable development using theories of education and learning and establishing a relationship between lesson objectives, providing and evaluating the integration of education for sustainable development in all courses and lesson contents, especially in the design and presentation stage.
4	Teachers' commitment to sustainable leadership: a new story of educational leadership	Cherkowski (2012).	Qualitative (Phenomenology)	Understanding how school leaders can strengthen and sustain passion and commitment in teachers, as well as the impact of emotions on leadership has been evident as an important point for strengthening conditions for sustainable learning communities.
5	Implementing Sustainable			Sustainable leadership has been explored as a concept in

	Leadership Strategies in Education Faculties	Lambert (2006).	Qualitative (Phenomenology)	its infancy as well, with much of the previous work in the area focused solely on the compulsory sector.
6	The Effect of Sustainable Educational Leadership on Teachers' Productivity	Hashemi (2020)	correlation	The results showed that sustainable educational leadership style has a positive and significant effect on teachers' productivity.
7	Designing a Sustainable University Evaluation Model: A Study by The University of Tehran	Melkinia (2014)	Mixed Method	From the viewpoint of faculty members and postgraduate students, the status of University of Tehran in sustainability factors and criteria is significantly lower than the desired situation.

According to the research done and the above content, although educational leadership is a universal concept and the underlying attitudes are somewhat the same as leadership in all societies, the experiences of different organizational socialization by each teacher, manager and employee affect the aspects of educational leadership. Consequently, considering the role of employee empowerment in productivity, recognizing the effects of educational leadership on teachers' productivity with the mediating role of teachers' empowerment is essential. Therefore, the main purpose of this study is to influence sustainable educational leadership on productivity of teachers with the mediating role of teachers' psychological empowerment. So far, less attention has been paid to researchers in the field of leadership and educational management.

Research Methodology

Materials and Methods: The method of this research is descriptive (non-experimental) and the research design is a correlation of structural equation analysis. In researches that aim to test a specific model of relationships between variables, structural equations model analysis or models are used. The purpose of this research is an applied research.

Population and Sample: The study population in this study was all primary teachers in Qom in the academic year of 1400-1401, of which 1801 were. A random multi-stage cluster sampling method was used to select the sample. Each time, teachers were randomly selected from a list of schools and referred to that school; This process was repeated until the completion of the desired sample size. Finally, 317 subjects were studied. In this study, age limit was not considered for participants.

Data collection and information: In this study, library studies were used to collect information about the literature of the subject and the background of the research, and the data collection tool was a questionnaire. To measure the

questionnaires, a 5-degree Likert spectra (1-5) with the number of one indicating the lowest score and number five indicating the highest score were used. 1- Sustainable Educational Leadership Questionnaire: This researcher-made questionnaire is designed in 38 questions and examines 7 dimensions (depth, duration, breadth of opinion, justice, diversity, empowerment, protection). In this study, the content validity of this questionnaire was collected and refined in several stages of variables and indicators and confirmed by supervisor. In this study, the content validity of this questionnaire was collected and refined in several stages of variables and indicators and confirmed by supervisor. 2- Human Resources Productivity Questionnaire: This questionnaire consists of 26 questions including dimensions of ability (question 1 to 3), comprehension and cognition (question 4 to 7), organizational support (question 8 to 11), motivation (question 12 to 15), feedback (question 16 to 19), validity (question 20 to 23) compatibility (question 24 to 26). In the study conducted in Mehri (2013) the validity of the content of this questionnaire has been confirmed by supervisors and advisors and some experts. In other words, this questionnaire has the necessary validity. 3- Standard Questionnaire of Psychological Empowerment Spritzer (1995): This questionnaire examines 12 questions and 4 dimensions of job meaningfulness, sense of competence, feeling of effectiveness, feeling of having the right to choose and based on the pennant spectrum, Likert's option measures psychological empowerment with questions like (what I'm doing is very important to me).

Table 4: Dimensions of empowerment variable with its items number

Row	Variable dimensions	Number of items
1	Meaningful sense of occupation	1-6-11
2	Feeling competent	2-5-7
3	Feeling effective	4-9-12
4	The feeling of having a choice	3-8-10

Reliability of the measurement tool was measured using Cronbach's alpha. In this study, to determine the reliability of the first questionnaire, 30 questions were distributed as pre-test and Cronbach's alpha coefficient for the research variables was higher than 0.7 and confirmed.

Table 5: Cronbach's Alpha Coefficients for Research Variables

Variable	Cronbach's alpha
Sustainable Educational Leadership	0.892
productivity	0.789
Psychological Empowerment	0.833

Analysis: For data analysis using descriptive analysis methods, correlation analysis with SPSS software, Factor analysis of confirmation and analysis of structural equations using Amos software has been used.

Findings

In this section, we present descriptive indicators of research variables. In Table 5, these indicators are presented. The mean and standard deviation indices of variables indicate the appropriate dispersion of data and skewness and elongation indices indicating the normality of distribution.

Table 5: Descriptive Indicators of Research Variables

Variables	Average	Standard deviation	N
Sustainable Educational Leadership	3/13	67/·	317
Psychological Empowerment	2/78	89/·	317
Employee Productivity	3/04	86/·	317

Kolmogrov Smirnov test was used to evaluate the normality of the research data.

Table 6: Kolmogrov Smirnov test to assess the normality of research variables

Variables	Z	Significant level
Sustainable Educational Leadership	1/131	1/155
Psychological Empowerment	1/044	0/201
Employee Productivity	1/019	0/255

The results of Kolmogrov Smirnov test were non-significant for all variables, so the research variables are normal. Therefore, Pearson correlation and structural equation model will be used to investigate the research hypotheses.

As can be seen in Figure 1, the output of Amos standardized coefficients for psychological empowerment variable has been reported. All questions with factor loads are higher than 0.3 and significant.
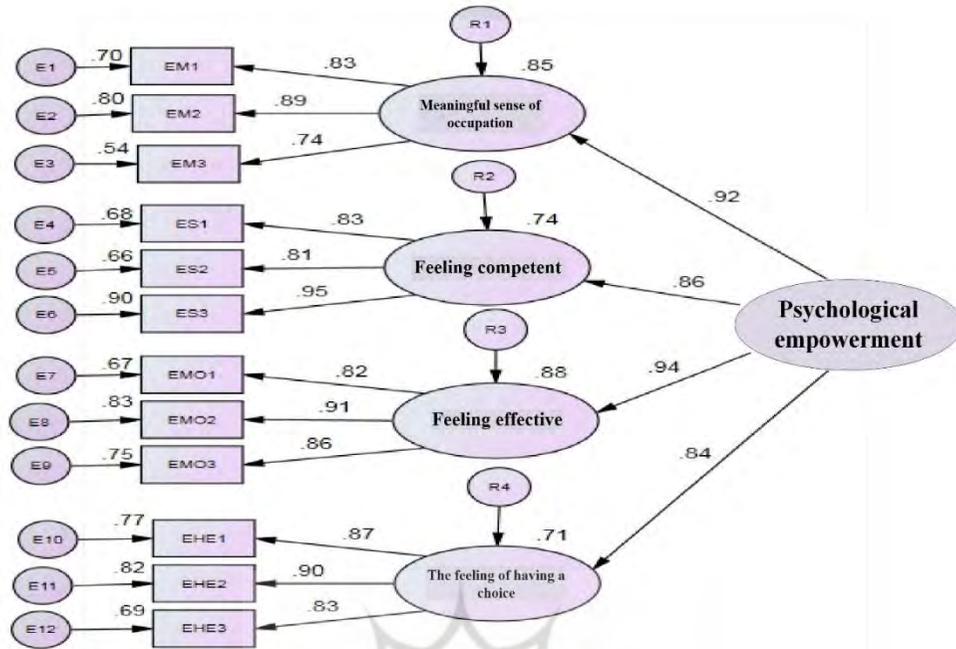
Figure 1: Amos output for psychological empowerment variable

According to the Amos output in Table 7, the calculated df/2x value is 1.85, Also, the estimation of approximate error variance (RMSEA) is 0.052. GFI, AGFI, CFI and NFI indices were also higher than the specified rates, respectively.

Therefore, the data of this research fits well with the factor structure of this scale and this indicates the alignment of questions with the psychological empowerment variable.

Table 7- Indicators for fitting confirmatory factor analysis of psychological empowerment variable

Characteristic	Estimation	Criterion
Ratio of Squared Xi to Degree of Freedom ($\chi2/df$)	1/85	$\chi2/df<3$
Estimation of Approximate Error Variance (RMSEA)	0/052	RMSEA<٠/٠٨
Fitness Index (GFI)	0/97	GFI>0/9
Adjusted Fitness Index (AGFI)	0/95	AGFI>0/9
Adaptive Fitness Index (CFI)	0/99	CFI >0/9
Softened Fitness Index (NFI)	0/98	NFI>0/9

As can be seen in Figure 2, standardized Amos coefficients for teachers' productivity variable have been

reported. All questions with factor loads are higher than 0.3 and significant.
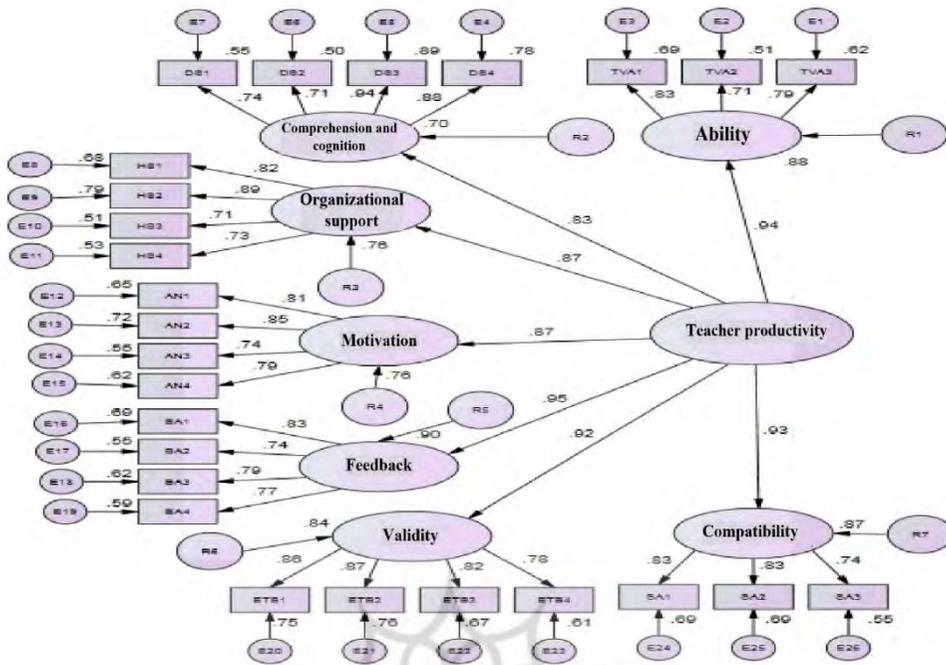
Figure 2: Amos output for teachers' productivity variable

According to the Aimos output in Table 8, the calculated df/2x value is 29.2, Also, the estimation of approximate error variance (RMSEA) is 0.064. GFI, AGFI, CFI and NFI indices Therefore, the data of this study fits well with the factor structure of this scale and this indicates the alignment of questions with teachers' productivity variable.were also higher than the specified rates, respectively.

Table 8: Indicators for Fitting Factor Analysis confirmatory factor analysis of teachers' productivity variable

Characteristic	Estimation		Criterion
Ratio of Squared Xi to Degree of Freedom (χ2/df)	2/29		χ2/df <3
Estimation of Approximate Error Variance (RMSEA)	0/064		RMSEA<0/08
Fitness Index (GFI)	0/94		GFI>0/9
Adjusted Fitness Index (AGFI)	0/93		AGFI>0/9
Adaptive Fitness Index (CFI)	0/98		CFI>0/9
Softened Fitness Index (NFI)	0/96		NFI>٠/٩

After determining the validity of the measurement tools, identifying the relationship between variables is the next step to enter into the structural equations discussion. According to the results of Pearson correlation coefficient

between the research variables, it can be said that there is a significant relationship between the research variables.

Table 9: Correlation Matrix of Research Structures

Variables	Sustainable Educational Leadership	Psychological Empowerment	Employee Productivity
Sustainable Educational Leadership	1		
Psychological Empowerment	0/57**	1	
Employee Productivity	0/44**	0/50**	1

* $p < 0.05$ ** $p < 0.01$

In Figure 3, the tested model for research hypotheses is presented along with standardized values on each path. The findings show that sustainable educational leadership is positive and significant on psychological empowerment and employee productivity. The effect of psychological empowerment on employee productivity is positive and significant.
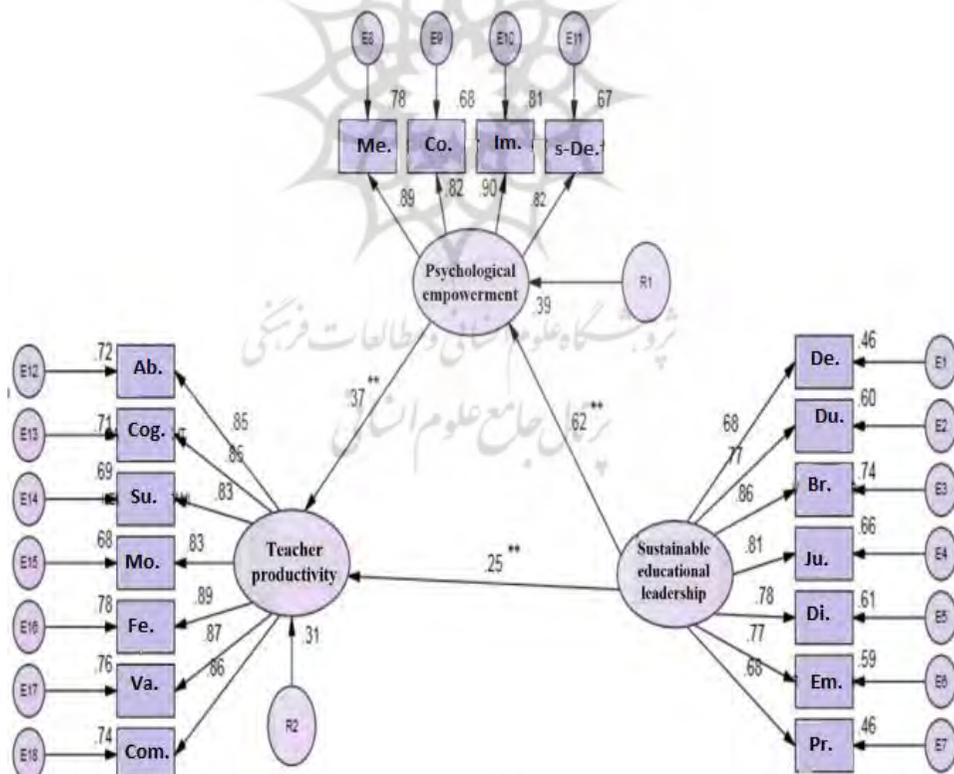

Figure 3: The tested model of the research

The fitness indicators obtained for the model tested in Table 10 show that the RMSEA index has an acceptable level in the estimated model with an estimated level of 0.053. And other fitness indicators such as CFI, GFI, NFI, and AGFI are 0.98, 0.95, 0.97, 0.94, respectively. And these good-fit characteristics show that the data of this research fits well with the factor structure of this model.

Table 10: Fitted Model Fitting Features

Characteristic	Estimation	Criterion
Ratio of Squared Xi to Degree of Freedom (χ^2/df)	1/89	χ^2/df <3
Estimation of Approximate Error Variance (RMSEA)	0/053	RMSEA<0/08
Fitness Index (GFI)	0/95	GFI>0/9
Adjusted Fitness Index (AGFI)	0/94	AGFI>0/9
Adaptive Fitness Index (CFI)	0/98	CFI>0/9
Softened Fitness Index (NFI)	0/97	NFI>0/9

Main hypothesis: Sustainable educational leadership style with the mediating role of psychological empowerment affects teachers' productivity.

Table 11: Path coefficients, t-statistics

Predicting variable	Mediator	Affiliate	Path coefficient (β)	It's statistics t
Sustainable Educational Leadership	Psychological Empowerment	Teachers' productivity	0/23	4/670

Considering the path coefficient of 0.23 and also the t statistic of 4.607, it can be said: At the confidence level, 99% of sustainable educational leadership style with the mediating role of psychological empowerment has a positive and significant effect on teachers' productivity; Therefore, the main hypothesis of the research is significant and confirmed.

First hypothesis: Sustainable educational leadership style affects teachers' productivity.

Second hypothesis: Psychological empowerment affects teachers' productivity.

Table 12: Path coefficients, t statistics and coefficient of determination (Dependent Variable: Teachers' Productivity)

Predicting variable	Path coefficient (β)	It's statistics t	Total Determination Coefficient (R^2)
Sustainable Educational Leadership	0/25	3/474	0/31
Psychological Empowerment	0/37	5/283	

Considering the path coefficient of 0.25 and also the t statistic of 3.474, it can be said: At the confidence level, 99% of sustainable educational leadership style has a positive and significant effect on teachers' productivity; Therefore, the first hypothesis of the research is significant and confirmed. Considering the path coefficient of 0.37 and also the t statistic of 5.283, it can be said: At the confidence level, 99% of psychological empowerment has a positive and significant effect on productivity of teachers. Therefore, the third hypothesis of the research is significant and confirmed. The value of multiple determination coefficient (R^2) is 0.31. This coefficient examines the ability to predict the dependent variable by independent variables. Accordingly, predictive variables have been able to predict 31% of teachers' productivity variance.

Third hypothesis: Sustainable educational leadership style affects teachers' psychological empowerment.

Table 13: Path Coefficients, T Statistics and Coefficient of Determination (Dependent Variable: Psychological Empowerment of Teachers)

Predicting variable	Path coefficient (β)	It's statistics t	Total Determination Coefficient (R^2)
Sustainable Educational Leadership Style	٠/٦٢**	٩/۴١٧	٠/٩٩

Considering the path coefficient of 0.62 and also the t statistic of 417.9, it can be said: At the confidence level, 99% of sustainable educational leadership style has a positive and significant effect on teachers' psychological empowerment; Therefore, the **third** hypothesis of the research is significant and confirmed. The value of multiple determination coefficient (R^2) is 0.39. This coefficient examines the ability to predict dependent variables by independent variable. Accordingly, predictive variables have been able to predict 39% of psychological empowerment changes.

Discussion & Conclusions

The aim of this study was to investigate the effect of sustainable educational leadership on teachers' productivity with the mediating role of teachers' psychological empowerment. The results indicate that sustainable educational leadership style with the mediating role of psychological empowerment has a positive and significant effect on teachers' productivity. The results of current research are consistent with studies conducted in (Mehrabian et al., 2011; Taheri et al., 2014).

Mehrabian et al. (2011) It was concluded that among other factors affecting human resources productivity such as motivational factors, organizational culture and environmental conditions, leadership style is also one of the factors to improve human resources productivity. Taheri et al. (2014) it was shown that leadership has a positive and significant relationship with both structural empowerment and psychological empowerment. In explaining this finding, it can be said that sustainable educational leadership style affects teachers' productivity and this relationship with the mediating role of psychological empowerment increases. This suggests that leadership alone is not enough to optimize the productivity. Other factors affecting teachers' productivity will also be necessary. Therefore, considering the proof of this hypothesis, it can be stated that the organization should strengthen the sustainable educational leadership style in its managers, because these leaders are the leaders of change, they increase

organizational performance. In fact, sustainable educational leadership style takes into account the interests of teachers in contrast, ensure the interests of the organization (Liu, 2020). The main responsibility of managers is to play leadership roles in organizations in order to achieve more effective and better productivity of financial and human resources. On the one hand, educational leadership through guiding-supportive communications and establishing a relationship between abilities of teachers and future goals provide the necessary context for strengthening performance of teachers. The surrounding conditions of today's organizations are such that solving problems and bottlenecks and improving the productivity of organizations require new solutions and different resources. Optimal productivity cannot be achieved only by changing structures, adding technology, formulating agendas and issuing directives. Rather, human is the centerpiece of any individual, social and organizational productivity (Heikka, Pitkäniemi, Kettukangas & Hyttinen, 2021). The results indicate that there is a significant relationship between sustainable educational leadership style and teachers' productivity and this relationship is directly and positively. And it means that with the increase of sustainable educational leadership style, the productivity of teachers increases. And it can be said that teachers' productivity is predictable through a sustainable educational leadership style of change. The results of current research are consistent with studies conducted in (Ahmadi & Eskandarimakvand, 2015;

Soheilianaraki, 2016). Ebrahimi (2019), Ahmadi et al. (2015) concluded that there is a significant relationship between leadership styles on productivity. As the most influential person in guiding and determining the fate of the organization by choosing the appropriate leadership style in planning, decision making, communicating with individuals, and controlling conflicts, the leader can accelerate access to the organization's goals and aspirations and make the organization a coherent place to achieve a common goal. The results of this study confirm the high dependence of human resource productivity and the whole organization in the correct style of leadership adopted in the organization. It is possible to take great steps towards utilizing human resources and organizations by adopting appropriate methods and create a brighter future for the organization and its excellence. In the multifactor theory of productivity and systematic model of selection and application of human resources effectiveness in the organization, the most important factor that can provide the necessary tools to increase human resources productivity is the existence of effective leaders in organizations (Nawab & Mujtabaasad 2020).

The results indicate that there is a significant relationship between sustainable educational leadership style and psychological empowerment. And this relationship is directly and positive and means that with the increase of sustainable educational leadership style, the psychological empowerment of teachers increases. And it can be said that the psychological empowerment of teachers through sustainable educational

leadership style is predictable change. The results of current study are consistent with studies conducted in (Hamidi & Saadati, 2013; Mirhosseini, Mohammadi, Shiri, & Nasrollahi, 2015; Liu, 2020). In a research titled the effect of leadership functions on teachers' empowerment, they concluded that managers' leadership functions can increase teachers' empowerment. Mir Hasani and partnerss (2014) concluded that between empowerment and leadership style dimensions that include exceptions, conditional bonuses and contingent rewards There is only a significant relationship between conditional rewards and contingent rewards and empowerment, while there is no significant relationship between exception dimension and empowerment. Among the dimensions of transformational leadership style with empowerment, there is a significant relationship between ideal characteristics and individual considerations with empowerment and there was no significant relationship between motivational dimension as transformational leadership style and empowerment. Liu (2020) concluded that all aspects of leadership have a significant effect on employees' psychological empowerment. In explaining this finding, it can be said that due to the human-social nature of empowerment processes and the role of leadership in creating a suitable context for increasing teachers' empowerment with a motivational and psychological approach and according to the findings of this study, it is possible to improve and increase the empowerment of the organization's teachers with the

leadership of managers. The correct behavior of the principal can provide the grounds for the maturity and empowerment of teachers. In fact, it is the manager who can adopt the appropriate style, encourage people to accept more and heavier responsibilities and lead teachers to be empowered. Therefore, successful organizations need leaders who look deeply to determine the appropriate direction and future direction of the organization, leading people to that path and motivating teachers to create change, educational leaders create new ideas and visions to put a new path of growth and prosperity on organizations and promise to improve the performance of organizations. In fact, sustainable educational leadership creates a kind of empowerment in school teachers that reflects the interests of teachers so that the employees can mutually guarantee the interests of the organization (Heikka et al, 2021).

The results indicate that there is a significant relationship between psychological empowerment and productivity of teachers. This relationship is directly and positive and means that by increasing psychological empowerment, teachers' productivity increases and it can be said that teachers' productivity is predictable through psychological empowerment of change. The results of current study are consistent with studies conducted in (Shipira and Zamak, 2014; Roham, 2009; Yang and Choi, 2009; Jose and Mampili, 2014). It can be acknowledged that without efficient people, achieving organizational goals is impossible. Human resources play an essential role

in the growth, dynamism, development or failure and destruction of organizations (Shapira and Zamak, 2014). Roham (2009), in a European study on health and management productivity, achieved the results that working lifestyle as a psychological factor in the workplace can increase employee productivity. Yang and Choi (2009) believe that psychological empowerment has a positive and significant relationship with factors affecting productivity. In fact, they point out that empowerment causes internal motivation and intrinsic motivation promotes factors affecting productivity. Briding (2008), during his research, concluded that self-efficacy feeling (one of the dimensions of psychological empowerment) was related to factors affecting human resource productivity. In fact, a person who feels self-effective is capable of doing things in a more capable, skillful, effective and efficient way. And in the end it proposes empowering employees to improve performance. Jose and Mampili (2014) concluded that considering the relationship between psychological empowerment and factors affecting human resource productivity, it can be accepted that efforts to improve the empowerment of employees can become a valuable strategy for improving productivity. In explaining this finding, it can be said that by giving school administrators the freedom to act, effective management, promotion of motivation and the abilities of self-management, in-service training and division of work based on competence, provide conditions that employees consider their jobs valuable and have an

inner interest in it, believe in their ability and capacity to perform tasks and feel trust, interest, competence, openness, which increases the productivity of the individual. Informing human resource managers about empowerment as a tool to increase satisfaction of teachers is vital and leads to more effectiveness and productivity. When it comes to quality and productivity, power-enhancing programs are inseparable and undoubtedly subjective components. The relationship between empowerment and factors affecting the productivity of teachers can be considered as a two-way relationship.

According to the results of the research, the executive proposals can be expressed as follows:

- Since teachers are the social capitals of the educational system in each country, their empowerment ensures the prosperity of the next generation of the country. This is possible with the careful functions of educational managers in schools.

- It is recommended that managers provide productivity in the organization by increasing the delegation of authority to employees and rewarding them.

- Based on the nature of teachers' duties, the predictive tasks for each individual have become quite standard and minor, but the maximum effort is made to design teacher tasks in a way that is challenging and important so that teachers consider their work meaningful and valuable.

- It is suggested that managers, in order to prevent the lack of growth of competency feeling for this feeling among teachers, the organization through holding specialized and practical courses in the service, use the abilities and skills of the staff to carry out activities related to their teacher's job in order to increase this feeling.

- The scope of employees' work, determining the scope of work includes specifying the goals, roles, values and regulations that underpin performance improvement and productivity measures that support empowerment.

- In the education system, necessary measures should be taken in the field of executive, research, financial and scientific to establish sustainable educational leadership and improve teachers' empowerment.

Based on the findings of this study, some suggestions can be considered for future researchers:

- The subject of this study was to investigate other factors (individual, occupational, environmental).

- The relationship between each of the leadership styles and each of the productivity indicators is also investigated.

- In investigating the factors affecting teachers' productivity, other indicators for productivity should be considered.

- Because of its innovative model, it is evaluated with different statistical communities and in different organizations.

- In addition to the questionnaire, other tools such as interviews and personal reports should be used.

- In other researches, samples with larger volumes should be used.

-    Identifying cultural and social factors affecting sustainable educational leadership.

Also, the most important limitations of this research are:

✓   In this study, a questionnaire was used to measure the viewpoints of the statistical sample, and some people may have refused to provide real answers and gave unrealistic responses.

✓   This study was conducted on teachers of Qom schools and cannot be generalize to other teachers.

Sponsorship

The study was funded by the authors of the manuscript.

Conflict of interest

According to the authors of the article, there was no conflict of interest.

References

Agasisti, T., Falzetti, P., & Soncin, M. (2020). School principals' managerial behaviours and students' achievement: An empirical analysis of Italian middle schools. *International Journal of Educational Management*, 34 (5), 937-951.

Ahmadi, S. A. A., & Eskandarimakvand, M. (2015). The Effect of Leadership Styles on Productivity of Organizational Units Case Study: Operations and Production Unit of Iranian Offshore Oil Company, *5th National and 3rd International Conference on Accounting and Management*. Tehran: Top Services Company.

Bickmore, D. L., Gonzales, M. M., & Roberts, M. B. (2021). Exploring School Leaders Communities of Practice and School Improvement. *NASSP Bulletin* 1-19.

Burks, K. (2020). International school leaders: finding success through distributed leadership practices. *Kappa Delta Pi Record*, 56 (2), 52-54.

Bush, T. (2018). Prescribing distributed leadership: Is this a contradiction? *Educational Management Administration & Leadership*, 46 (4): 535–537.

Chaudhry,M, J., Binti Ahmed, J., & Noureen, S. (2020). Impact of Sustainable Leadership on employee's performance with the moderating effect of organizational culture. *Arabian Journal of Business and Management Review*, 9(1): 32-37.

Cherkowski, S. (2012). Teacher commitment in sustainable learning communities: A new "ancient" story of educational leadership. *Canadian Journal of Education,* 35(1), 56-68.

Chitpin, S. (2020). Decision making, distributed leadership and the objective knowledge growth framework. *International Journal of Educational Management*, 34 (2), 217-231.

Clioud, J. (2016). Education for a Sustainable Future: Benchmarks for Individual and Social Learning‖. *Journal of Sustainability Education*, 18 (2), 43-68.

Crawford, M. (2012). Solo and Distributed Leadership: Definitions and Dilemmas. *Educational Management Administration & Leadership*, 40 (5) 610–620.

Ebrahimi, S. (2019). Designing a model of competencies of education managers for use in evaluation centers.

Doctoral dissertation on Educational Management, University of Tehran.

Filho, W., Brandli, L. L., Kuznetsova, O., & Paço, A. M. F. D. (2015). Integrative Approaches to Sustainable Development at University Level, *World Sustainability Series*, 1 (15), 19-25.

Hamidi, F., & Saadati, R. (2013). The Effect of Managers' Leadership Functions on Teachers' Empowerment. *Quarterly Journal of Educational Innovations*, 54 (14), 1-18.

Hashemi, M. (2020). The effect of sustainable educational leadership on teachers' productivity with the mediating role of psychological empowerment of teachers in girls' primary schools in Qom province. *Master's Thesis in Educational Management*, University of Tehran.

Heikka, J., Pitkäniemi, H., Kettukangas, T., & Hyttinen, T. (2021). Distributed pedagogical leadership and teacher leadership in early childhood education contexts. *International journal of leadership in education*, 24 (3), 333–348.

Homayeni Demirchi, A., Mirkamali, S.M., & Ezzati, M. (2015). Investigating the Relationship between Distributed Leadership and Scientific Optimism of Elementary Teachers in Public Boys' Schools in Tehran. *Journal of Educational Leadership and Administration,* 9 (4): 127-148.

Khanifar, H., Naderi Beni, N., Ebrahimi, S., Fayazi, M., & Rahmati, M. H. (2019). Identify the competency of school managers for use in the assessment center. *Journal of Management of school*, 7(1): 105-125.

Lambert, L. (2006). Lasting leadership: A study of high leadership capacity schools. *The Educational Forum*, 70 (3): 238-254.

Liu, P. (2020). Motivating teachers' commitment to change through distributed leadership in Chinese urban primary schools. *International Journal of Educational Management*, 34 (7), 1171-1183.

Lozano, R. K., Ceulemans, M., Alonso-Almeida, D., Huisingh, F.J., Lozano, T., Waas & Hugé, J. (2015). A Review of Commitment and Implementation of Sustainable Development in Higher Education: Results from a Worldwide Survey. *Journal of Cleaner Production*, 108: 1-18.

Malekinia, E., Bazargan, A., Vaezi, M., & Ahmadian, M. (2014). Identifying and prioritizing the components of sustainable university. *Quarterly Journal of Research and Planning in Higher Education*, 20 (3), 1-26.

Mard, S. M., Zeinabadi, H. R, Abdollahi, B., & Arasteh, H. (2017). Indicators of a successful educational leader: the findings of a phenomenological study. *School Management*, 5(2), 109-128. doi: JSA-1707-1182 (R3)

Mehrabian, F., Nasiripour, K., & Mohammadian, A. A. (2011). The importance of identified components of human resources productivity from the viewpoints of staff and faculty members of guilan university of medical sciences. *Scientific Journal of Zanjan University of Medical Sciences*, 19 (75), 106-94.

Mirhosseini, A., Mohammadi, E., Shiri, A., & Nasrollahi, A. (2015). The relationship between transformational and exchangeable leadership styles with empowerment of hospital staff in Ilam.

Scientific Journal of Ilam University of Medical Sciences, 23(3), 1-7.

Mirkamali, S. M., & Gholamzadeh, H. (2012). Investigating the Relationship between Organizational Commitment and Willingness to Leave School Teachers. *Journal of Educational Leadership and Management*, 6(1): 127-143.

Nastizai, N., Kashanian, M., & Ghaeninejad, Z. (2018). The relationship between distributive leadership style and teachers' job performance and academic optimism. *Journal of Career and Organization Counseling*, 9 (31), 107-123.

Nemati, S., Shirbagi, N., Azizi, N., & Ibrahim, A. (2020). Representation of educational management degree identity in Iran with emphasis on articles published in specialized journals. *Management and Planning in Educational Systems*, 13 (1), 225-262.

Oliveira, P., & Cunha, M. P. E. (2021). Centralized Decentralization, or Distributed Leadership as Paradox: The Case of the Patient Innovation's Cvid-19 Portal. *Journal of Change Management: Reframing Leadership and organizational practice*, 21 (2), 203–221.

Rasouli, S., Nikpay, I., & Farahbakhsh, S. (2018).The Effect of Principals' Distributed Leadership on Organizational Commitment of Teachers with Mediating Role of Organizational-based Self-esteem in Khorramabad Elementary Schools. *Journal of Management and planning in educational systems*, 10 (1), 103-132.

Salimi, J., & Abdi, A. (2017). The study of the relationship between psychological empowerment and job satisfaction of teachers: investigating the mediating role of organizational citizenship behavior. *School Psychology*, 6 (4), 70-98.

Sammut, R., Briffa, B., & Curtis, E. A. (2021). Distributed leadership and nurses' job satisfaction: a survey. *Leadership in Health Services*, 34 (1), 37-51.

Soheilianaraki, R. (2016). The Effect of Leadership Style on Human Resource Productivity in Organizations, *5th International Conference on Accounting and Management with New Research Sciences Approach*, Tehran: Erteba Arghavan Iranian Company.

Soleimani, N., Zahmatkash, M., & Fayed, A. (2011). The relationship between Employees empowerment and organizational learning in education departments. *Quarterly Journal of Educational Sciences.* 6 (1), 37-51.

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of management Journal*, 38(5), 1442-1465.

Sun, A., & Xia, J. (2018). Teacher-perceived distributed leadership, teacher self-efficacy and job satisfaction: A multilevel SEM approach using the 2013 TALIS data. *International Journal of Educational Research*, 9 (2), 87-97.

Author 1 Name: Nahid Naderibeni
Email: n.naderi.b@ut.ac.ir

Author 2 Name: Mohamad Mehdi Mohebi
Email: mohebi@pnu.ac.ir

Author 3 Name: Masomeh Hashemi ✳
Email: m.hashemi.b@ut.ac.ir

Author 4 Name: Salaheddin Ebrahimi
Email: S.ebrahimi@ut.ac.ir