

Empowering Leadership and Teaching Creativity : 心裡賦權、內在動機、創新歷程投入之 中介效果 / 周純萍 撰 .- 彰

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ABSTRACT

Based on the theory of leadership, empowerment, and creativity, the purpose of this study is to extend an integrated model of the antecedents that help explain and predict teaching creativity in relation to empowering leadership behaviors via psychological empowerment. For this purpose, we examine the intervening roles of intrinsic motivation and creative process engagement in the relationship between empowering leadership and performance. Drawing on a cross-work unit sample of 340 supervisor (teaching chair)-subordinate (class teacher) dyads from 15 elementary schools, we measured constructs with different sources in order to reduce the possibility of same source bias. In this study constructs with two sources (e.g., class teacher rated teaching chair 's empowering leadership behaviors, their own psychological empowerment, in-trinsic motivation and creative process engagement, while teaching chair rated teacher 's teaching creativity) were measured in order to reduce the possibility of same source bias. Confirmatory factor analysis and multiple regressions were used for data analysis. Results showed that that intrinsic motivation and creative process engagement, respectively, mediated the relationship between psychological empowerment and teaching creativity., and is willing to devote in the teaching process of creative performance in order to strengthen teaching creativity positively. From a practical standpoint, teaching chair with empowering leadership hopes to increase teaching creativity of class teacher. Class teacher from the innermost feelings with approval teaching profession is meaningful. Intrinsic motivation and creative process engagement could take actions to enhance teaching creativity of class teacher.

Keywords : empowering leadership、intrinsic motivation、psychological empowerment、creative process engagement、teaching creativity

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