

Empowering Leadership and Teaching Creativity : 內在動機之中介效果與授權角色認同之調節效果 / 劉文琪 撰 .

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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 creativity in relation to empowering leadership behaviors via psychological empowerment. For this purpose, this study examines one intervening role of psychological empowerment in the relationship between empowering leadership and intrinsic motivation as well as the other intervening role of intrinsic motivation in the relationship between psychological empowerment and creativity. This study also examined the moderating effect of empowerment role identity on relationships between empowering leadership and psychological empowerment. Drawing on a cross-work unit sample of 350 supervisor (teaching chair)-subordinate (class teacher) dyads from 17 elementary school. In this study constructs with two sources (e.g., class teacher rated teaching chair's empowering leadership behaviors, their own psychological empowerment, intrinsic motivation and empowerment role identity, 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 psychological empowerment, respectively, mediated the relationship between empowering leadership and teaching creativity, and empowerment role identity is willing to moderate the empowering leadership and psychological empowerment. A practical implement of analysis result as well as conclusions are available and follow-up issues are suggested for followers.

Keywords : empowering leadership、 empowerment role identity、 psychological empowerment、 intrinsic motivation、 teaching creativity

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