WELSmain 2021 - Abstracts

29.09.2021, 15.30 – 16.30 CEST

R4 Teacher Professionalisation and Support of School Leaders (PhD Roundtable)

Fatema Habeeb Al Attar, United Arab Emirates University, United Arab Emirates and Dr. Ibrahim Duyar, Arkansas State University, USA

Title: Influence of Organizational Constraints on Teachers Affective Commitment to Change: Moderating Role of Leader-Member Exchange (LMX) in the UAE Public Schools

Organizations around the world find themselves in a constantly changing volatile environment. Like other organizations, educational organizations also find themselves in a constant battle of adaption and survival (Thien, 2019). Adaptation to change is a painful experience which requires leaders to address countess organizational constraints towards promoting employee's commitment to change (Voet et al., 2016). The purpose of the current study was to examine influence of organizational constraints on teacher's affective commitment to change and the moderating role of the Leader-Member- Exchange (LMX) in the United Arab Emirates (UAE) public schools. The context of change was teacher's affective commitment to the implementation of innovative technologies and smart learning at schools in response to the recent pandemic crisis. More specifically, the current study attempted to address the following two research questions: 1. Do schools organizational constraints influence teacher's affective commitment towards the implementation of innovative technologies and smart learning at schools? 2. Does leader-member exchange (LMX) moderate the relationship between organizational constraints and teacher's affective commitment to change? A causal comparative research design was employed to gather quantitative data through online questionnaires for principals and teachers. Preliminary findings showed that the lack of information constrain significantly influenced teacher's affective commitment to change. Preliminary findings also revealed a partial moderation of LMX. More specifically, contribution-professional-respect dimension of the LMX significantly moderated the relationship between constraints and teacher's affective commitment to change. The findings of the study are expected to contribute to the relevant literature of organizational constraints of change in the UAE.

Dr. Ayhan Ozturk, Ministry of Education-Turkey Ankara, Turkey and Dr. Ibrahim Duyar, Arkansas State University, USA

Title: Analyzing Influence of Authentic Leadership, Organizational Identification, and Perceived organizational Support on Teachers – Job-engagement and Commitment: A cross-National Study (PhD)

Today's competitive work environment requires engaged and committed employees (Vance, 2006). While there has been an increasing interest in employee work engagement and commitment, 70% of US teachers were not engaged in their work (Hasting &Agrawal, 2015). Similarly, Schaufeli (2018) found lower work engagement of Turkish employees compared to other European countries. To address the commonly shared educational issue, the current study comparatively examined whether principal's authentic leadership, teacher's organizational identification, and perceived organizational support influence teachers job engagement and commitment in two culturally distinct countries. The study employed causal-comparative and cross-national research designs to answer the following research questions: 1. Do authentic leadership behaviors of principals, perceived organizational support, teacher's organizational identification, work engagement, organizational commitment differ by country origin (i.e., Turkey and the United States)? 2. Do teachers' organizational identification, authentic leadership behaviors of principals, and perceived organizational support significantly influence (i) teachers' affective commitment, (ii) continuance commitment, and (ii) normative commitment in (a) Turkey and (b) the United States? 3. Do teachers' organizational identification, perceived organizational support, and authentic leadership behaviors of principals significantly influence (i) vigor, (ii) dedication, and (ii) absorption dimensions of teachers work engagement in (a) Turkey and (b) the United States after controlling for teachers' demographics? Findings showed that all study variables differed by country, indicating the presence of different dynamics between the study variables. Due to the word limitations for the proposal, detailed analyses for each research question will be presented in the full paper. Conclusions were drawn and implications for policy, practice, and research were discussed.

Christian Lazcano, Pontificia Universidad Católica de Chile, Chile

Title: School leadership and teacher turnover: Instructional keys to prevent it (PhD)

Teacher retention has represented a serious problem to be solved by different school systems around the world. In this context, instructional leaders are expected to manage schools not only by focusing on student academic progress but also by transforming schools into attractive spaces for teacher retention. We now know that factors such as burnout (B. Billingsley et al., 2020; Lavian, 2012) and job satisfaction (McCarthy et al., 2010; Shapira-Lischshinsky, 2009) would strongly explain teacher attrition. However, teacher attrition is an organizational problem, and therefore leadership can also influence it. Thus, teachers who perceive better leadership in their schools would be less willing to resign (Grissom, 2011; Ingersoll, 2001; Ingersoll & May, 2012; Da'as et al., 2020). Despite this, evidence on whether instructional leadership contributes to decreasing teacher attrition is sparse (Qadach et al., 2019). For this symposium, we present the results of a research paper exploring novice teachers' perceptions of the instructional leadership of their principals and management teams and the influence of leadership on teachers' intentions to stay in schools. We used a qualitative approach using the grounded theory method to analyze interviews of six Chilean novice teachers from different types of school organizations. The results show that teachers perceive a greater intention to remain in their schools when the leadership exercised in their schools is instructive, with a clear emphasis on trust and support for classroom work.

Dr. Ying Hu, East China Normal University Shanghai, China and Dr. Duyar Ibrahim, Arkansas State University, USA

Title: Paradigm Change in Learning through School Museums: A Closer Look at Influence of Principals toward Change, and Collaborative Learning Culture (PhD)

The purpose of this study was to explore the paradigm change from cognitive learning to competency-oriented learning in China in the context of school museums initiative. More specifically, it examined the influence of principals' instructional leadership, teachers' attitudes toward instructional paradigm change, teachers perceived instructional mission of school museums, and schools' collaborative learning culture on students' level of (a) cognitive competencies, (b) creative competencies, and (c) cooperative competencies in China. The following research questions were investigated: 1. Do principals' instructional leadership, teachers' attitudes toward instructional paradigm change, teachers perceived instructional mission of school museums, and schools' collaborative learning culture significantly influence students' level of (a) cognitive competencies, (b) creative competencies, and (c) cooperative competencies? 2. Do teachers' attitudes toward instructional paradigm change mediate the relationship between principals' instructional leadership and students' level of (a) cognitive competencies, (b) creative competencies, and (c) cooperative competencies? 3. Do teachers perceived instructional mission of school museums mediate the relationship between principals' instructional leadership and students' level of (a) cognitive competencies, (b) creative competencies, and (c) cooperative competencies? The sample included a random sample of 22 public schools with museums from four cities of China (Shanghai, Shaoxing, Hangzhou, and Foshan). Participants were 111 school teachers and 1171 students. Confirmatory factor analysis and multilevel structural equation modeling were employed to analyze the multisource survey data. The findings showed that instructional leadership, teachers' attitudes toward the new policy, and collaborative school culture were all significant predictors of students' different competencies. Detailed results will be presented in the full paper/presentation.