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Research Paper

Towards the Analysis of Moral Intelligence and Quality of Teacher Learning through structural equation modelling (SEM) approach

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Abstract

The purpose of this research was to Analysis of Moral Intelligence and Quality of Teacher Learning On professional development by mediating Individual creativity and Institutionalizing team creativity. The method of the current research was descriptive-correlation with emphasis on structural equation modelling. The statistical population of the research consists of all the employees of the Social Security Organization of Tehran (650). Based on Cochran's formula, 240 people were selected as the statistical sample of the research using simple random sampling. Data collection was based on three questionnaires of the quality of teachers' learning, the questionnaire of moral intelligence, individual creativity and the institutionalization of team creativity by Mai et al. (2019) and the professional development questionnaire of the Nova Standard Questionnaire (2008), which Cronbach's alpha coefficient for Teachers' learning quality (0.81), moral intelligence (0.89), individual creativity (0.92), institutionalization of team creativity (0.92) and professional development (0.88) were obtained and face validity and Their content was confirmed using experts' opinions. Data analysis was done with SPSS 24 and SPLS 2 software. The results of the research showed that moral intelligence has a positive and significant effect on individual creativity and the institutionalization of team creativity. Also, the findings of the research showed that the effect of teachers' learning quality on individual creativity and the institutionalization of team creativity is positive and significant, and the direct effect of individual creativity and the institutionalization of team creativity on the professional development of employees is positive and significant at the level ($P<0.01$).

Key Words: moral intelligence, Quality of teacher learning, professional development, individual creativity, institutionalization of team creativity employees.

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Introduction

Currently, development has become one of the biggest challenges for organizations; organizations, both private and public, find the development of their employees more and more difficult. Considering the rapid development of technologies, increasing innovations and knowledge in economic and social sectors, competencies required by organizational people must also change. In proportion to extra-organizational and intra-organizational changes, these changes are made possible by cultivating, strengthening the insight, knowledge and specialized skills of employees (Nwako et al, 2023). Human resource development ensures individual and organizational consequences. As a result of development, the individual becomes an intellectual, emotional, or social asset; following development of its human resources, the organization achieves sustainable development, competitive advantage, and success (Tallon et al., 2016; Dunn & Doolittle, 2020).

The continuous emergence and evolution of information technology provides an opportunity for any organization to achieve competitive advantage and performance improvement (Khurniawan et al, 2020) and this requires Moral Intelligence of employees. Moral Intelligence addresses ethical problems that arise in various professions, as well as how to use this knowledge when providing services to the community. Other authors define Moral Intelligence in ways that are common among professionals; Moral Intelligence is one's action while doing professional work or Moral Intelligence is a field of ethical knowledge that studies job relationships. Ethics in the organization is defined as a system of values and do's and don'ts, based on which the good and bad of the organization are identified and bad action is distinguished from good. In general, human beings have special ethical characteristics in the individual and personality dimension that shape their thoughts, speech and behavior. When these same people are in the same position in the organization, factors may cause different ideas, speeches and behaviors from the individual dimension that these human characteristics affect the efficiency and effectiveness of the organization. Different ethical behaviors of people as employees of the organization can be analyzed in a linear spectrum, one end of which is administrative health and the other end is corruption. Administrative health plays an important role in the success of the organization in carrying out missions, implementing strategies and programs, and ultimately achieving organizational goals (Ismailian, 2019).

Ethics are closely related to values and are seen as a tool that translates values into action. Experts consider work ethics to indicate the extent to which one believes in work. Strong work ethics implies the belief that hard work is the key to success and happiness. Scholars have found that

a strong work ethics is associated with productivity, initiative, the need for success, job satisfaction, higher incomes, and more conservative attitudes and beliefs (Mai et al, 2020). Because organizational ethics is considered as one of the fields of management knowledge and ethical management practices in organizations not only have good direct and intraorganizational results but also good ethics and behaviors of managers and employees can strengthen the work conscience and create a sense of interest in people towards work and organization and reduce turnover and costs, appropriate behavioral pattern of the manager in any organization creates a strong morale and motivation in employees and increases their satisfaction with their job (Latan et al, 2019).

One of the factors that affect the professional development of employees is individual and team creativity. Creativity is one of the most prominent cognitive abilities and one of the most beautiful manifestations of divergent thinking. This very high human characteristic plays a very major role in innovation and solving human problems, from the smallest and most primitive to the most advanced human findings, in various fields of philosophy, culture, science, technology, art, etc. Creativity has received considerable attention in the last two decades, especially after Guilford's work; but the main question about the definition of creativity remains somewhat unresolved because each of the thinkers has defined creativity in some way. In Weber's psychological dictionary, creativity is the capacity to see new relationships, to generate unusual ideas, and to distance oneself from the traditional pattern of thinking. According to Eysenck (2000), creativity is a psychological process that leads to problem solving, idea generation, conceptualization, art formulation, and theorizing that is innovative and unique (Rigizadegan et al, 2017).

In general, creativity is an intellectual and psychological process and the product of creativity is new phenomena and, at the same time, it has value. However, creativity is a general ability and is present in almost everyone. The creativity process is a purposeful or directional process, either for personal benefit or for the benefit of the social group. Creativity is one of the ways of thinking and is the result of divergent thinking and is not synonymous with intelligence that includes mental abilities. Creative people have characteristics such as high level of motivation for progress, great curiosity, great interest in order, assertiveness and self-sufficiency, unconventional and happy personality, perseverance and discipline in work, independence and critical mindset and intuitive thinking.

Research shows that professional employees are more productive, more satisfied and more innovative and create products and services with higher quality than disabled employees. When there is a more developed workforce, organizations

are more efficient (Brogi et al, 2022). We define professional development as the use of formal and informal learning opportunities that lead to the deepening and expansion of professional competence, including knowledge, beliefs, and motivations. Human capital refers to the knowledge, skill sets, and experience that workers have in an economy. The results of many researches about the role and importance of human resources in the growth and development of organizations and sometimes in the development of human societies emphasize the point that no society develops unless it develops its human resources. Many efforts have been made in this field, which started with the human relations movement and continue until today, some of which lead to the creation of methods, procedures, standards and patterns in order to improve and develop human resources. The main research question is that Towards the analysis of Moral Intelligence and Quality of teacher learning, and Employee Professional Development: A mediating role of Creativity.

2. Literature Review

Borba (2001) defined moral intelligence as the capacity to understand right from wrong, to have strong ethical convictions and to act on them to behave in the right and honorable way. Lennick and Kiel (2005) defined moral intelligence as, "the mental capacity to determine how universal human principles should be applied to our values, goals, and actions". Moral intelligence gives purpose to an individual's life. It directs other forms of intelligence to do something meaningful. Moral intelligence help an individual acknowledge what difference our existence makes in the great cosmic scheme of things. Overall, moral intelligence increases an individual's survival chances and wellbeing. One study confirms that moral intelligence reinforces good behavior and enables social life to be sustainable over time (Farhan et al, 2015).

Beijaard, Korthagen, and Verloop (2007) consider the question of how teachers learn to be of utmost importance, since such knowledge may lead to improvements of both initial teacher education and further PD of teachers. Teacher learning is conceptualized in different ways in the literature. Here, we build on Vermunt and Endedijk (2011) and conceptualize teacher learning as a process in which teachers attain learning outcomes (changes in knowledge, beliefs, skills, attitudes) through the use of cognitive, affective, regulative and social learning activities. This process is influenced both by contextual factors (for example PD, school culture) as well as personal factors (for example, motivation, beliefs about learning, teaching experience, professional identity, and agency) (Vermunt et al, 2019).

Moral intelligence and the quality of learning of teachers have a great role in their professional development. In fact, professional development of employees is an organized and purposeful process to achieve career growth and development. The inherent problem in this process is acquisition of

skills that lead to development of employees in the fields of education, application, and research. According to Imants and Van der Wal (2020), employee development is about raising talent, expanding interests, improving competencies, and in other words, facilitating their personal and professional growth. This definition is so broad that it includes any type of activity that ultimately leads to personal and professional development of employees. From another perspective, employee development is part of lifelong employee learning and is in fact a fundamental component of changes and transformations that are taking place in organizations. Employee development is a professional training or retraining process that employees are committed to. In another definition, employee development includes "a range of activities used by institutions to update employees and assist them in fulfilling their roles, and to facilitate the entry of new professors into the organization" (Imants & Van der Wal, 2020).

Amor et al (2020) addressed transformational leadership and work engagement through mediating role of professional development. The purpose of this study is to investigate the mediating role of professional development in the positive relationship between transformational leadership and work engagement. Based on self-report questionnaires from 240 employees in the tourism sector in Galicia (northwestern Spain), the findings show that the significant relationship between transformational leadership and work engagement is mediated by professional development. These results suggest that transformational leaders reinforce work engagement by providing access to information, opportunities, support, and adequate resources (Amor et al, 2020).

Bavik et al (2018) in a study examined the relationship between ethical leadership and knowledge sharing. This was a field study on 337 full-time employees. Based on the results, the mediating effects of controlled motivation and ethical identity were confirmed in the relationship between ethical leadership and knowledge sharing (Bavik et al, 2018).

In a study on ethical leadership of executives, ethical climate, ethical strength and collective organizational citizenship behavior, Shin (2012) examined the relationship between independent variable, ethical climate, and dependent variable, organizational citizenship behavior, in 401 companies of different sizes with the help of the dependent variable, organizational climate. In this study, it was assumed that ethical climate of the organization has a positive and significant relationship with organizational citizenship behavior. It was also assumed that there is a relationship between ethical climate and individual and organizational citizenship behavior; when ethical climate is stronger, this relationship will be stronger. The results confirmed all the hypotheses (Shin, 2012).

Güçel and Turgut (2012) examined

the relationship between ethical leadership, organizational trust, emotional commitment and job satisfaction in a private university in Turkey and analyzed the collected data by statistical analyses. Their results showed that there is a positive relationship between ethical leadership, organizational trust, emotional commitment and job satisfaction (Güçel & Turgut, 2012).

According to Cockrell (2011), employee development refers to the skills and knowledge that result from personal and professional development. The results of employee development are also reflected in improvement of employee knowledge, promotion of teaching as well as the results of employee learning (Cockrell, 2011). Redmon (2012) defines employee development as "any organized, formal, or informal program that tends to help employees improve the quality of teaching." Redmon sees employee development as continuous learning as professionals. By reviewing literature, there may be confusion between employee development and other types of development. Employee development, organizational development, and curriculum development are four common terms in the research literature. While all four of these terms are associated with continuous improvement in teaching and learning, though there are some conceptual and operational differences between them (Kirsch et al, 2020).

Obviously, relatively different definitions and interpretations have been provided by different theorists for the concept of employee development. These definitions are summarized in Table 1.

Table 1: definitions of development according to different theorists

theoristyear	definition of professional development
Cockrell 2011	Skills and knowledge resulting from personal and professional development and improving employee knowledge, improving the teaching and learning outcomes of employees
Piercy 2018	A range of activities designed by institutions to update employees to help them fulfill their roles
Frawley 2020	Any organized, formal or informal program that tends to help employees improve the quality of teaching = continuous employee learning
Dunn & Doolittle 2020	Part of lifelong employee learning
Kirsch et al 2020	Organized and purposeful process to achieve career growth and development

Creativity is one of the most prominent cognitive abilities and one of the most beautiful manifestations of divergent thinking. This very high human characteristic plays a very major role in innovation and solving human problems, from the smallest and most primitive to the most advanced human findings, in various fields of philosophy, culture, science, technology, art, etc. Creativity has received considerable attention in the last two decades, especially after Guilford's work; however, the main question about definition of

creativity remains somewhat unresolved because each of the thinkers has defined creativity in some way. In Weber's psychological dictionary, creativity is the capacity to see new relationships, to generate unusual ideas, and to distance oneself from the traditional pattern of thinking. According to Eysenck (2000), creativity is a psychological process that leads to problem solving, idea generation, conceptualization, art formulation, and theorizing that is innovative and unique (Frawley et al, 2020).

In general, creativity is an intellectual and psychological process and the product of creativity is new phenomena and, at the same time, it has value. However, creativity is a general ability and is present in almost everyone. Achieving creativity affects all aspects of the organization, from culture to structure and system, its products and services. Creativity or lack of it is not a single problem that can be examined separately and organized easily. Rather, it is something that operates in organizations in a dynamic, skillful and complex way. To create creativity in the organization, the following should be considered, 1) teamwork and effective cooperation; 2) specialized education; 3) morale and motivation; 4) work and management style (Rerke, 2020).

Moral Intelligence addresses ethical problems that arise in various professions, as well as how to use this knowledge when providing community service. Other authors define Moral Intelligence in ways that are common among professionals; Moral Intelligence is one's action while doing professional work or Moral Intelligence is a field of ethical knowledge that studies job relationships. In the dictionary of behavioral sciences, professional ethics is defined as a field of ethical knowledge that studies job relationships. Professional ethics is: "a set of accepted ethical actions and reactions that are prescribed by organizations or professional associations to provide the most desirable social relationships possible for their members in performing their professional duties. This ethic includes a set of value judgments, tasks, behaviors, and instructions for carrying them out." According to Daniel and Sapo (2020), "professional ethics is concerned with one's behavior, manners, and actions when doing professional work. This can be consulting, research, teaching or writing" (Daniel & Sapo, 2020).

In comparison, work ethics emphasizes the work environment and seeks ethics from this environment, without having a direct view of the job and profession practiced in that environment; while professional ethics is only related to profession and does not have a direct opinion and emphasis on its implementation environment (work environment). In other words, work ethics deals with the work capacity and expresses its problems, while professional ethics deals with its content and problems. It should be noted, however, that problem of professional ethics arises when

professions have become specialized and quite distinct from one another. Therefore, professional ethics can be considered as an advanced and updated version of job ethics; as discussions such as ethical codes and compilation of ethical charter, etc. are problems that are raised in professional ethics and have come into existence. It is worth mentioning that some recent scholars have tended to define professional ethics in a way that includes management ethics; although this definition is not very popular, professional ethics discussions are very much intertwined with organizational and management ethics problems. Logically speaking, job ethics and professional ethics are considered as a class of ethics science that retrieve the propositions of ethics science in different jobs and professions, with the difference that professional ethics is an up-to-date version of job ethics.

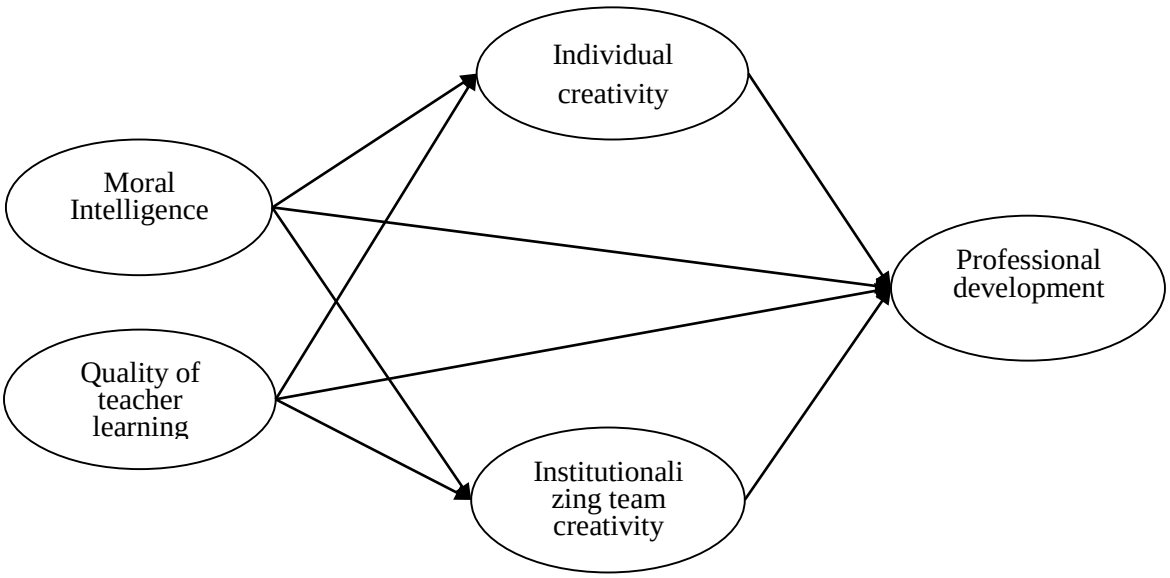

Figure 1: conceptual model

Method

This research is looking for the effect of moral intelligence and the quality of teachers' learning on the professional development of employees with the mediating role of individual creativity and the institutionalization of team creativity. The current research can

be considered in the category of applied research in terms of the purpose and nature of the research; Because the purpose of applied research is to develop applied knowledge in a specific field. The method of conducting the present research is a descriptive survey and the correlational research design is of the structural equation model type.

Chin et al (1996) suggest this approach in different management fields, where data is very extensive but there is not enough theoretical knowledge and well-matured measurement instruments, due to its high flexibility and less limitations than LISREL. The present study used partial least squares method due to its advantages over the covariance-based approach. According to Chin et al (1996), partial least squares method is more relevant to objectives of this study because of its applicability.

Participants were employees of the Social Security Organization of Tehran (N = 650). Based on Cochran's formula, 240 people were selected as statistical sample using simple random sampling Then, 240 questionnaires were distributed among them, of which 238 were answered; of them, 4 questionnaires were removed from the analysis because a large number of questions were unanswered. Finally, 238 questionnaires were included in the analysis.

The Inventory of Teacher Learning section contained 45 statements about teachers' learning in the context of their profession. The items were derived from a model of teacher professional learning (Vermunt & Endedijk, 2011) and qualitative quotes from the Bakkenes et al. (2010) empirical study about teacher learning. The questionnaire developed by Lennick and kiel (2005) was used to measure Moral Intelligence, individual creativity and institutionalization of team creativity. The standard questionnaire developed by Noah (2008) was used to measure employee professional development. The questions were scored on a 5-point Likert scale from strongly disagree (1) to

strongly agree (5). One of the questions is shown below.

The measurement model testing includes checking the reliability (internal consistency) and validity (discriminant validity) of constructs and instruments. Table 2 presents the factor loading, ρ_c, and AVE of the variables. These values indicate sufficient and appropriate reliability of the constructs.

Table 1: alpha, CR and AVE

variable	α	ρc	AVE
Moral Intelligence	0.87	0.89	0.53
individual creativity	0.89	0.90	0.55
institutionalization of team creativity	0.91	0.81	0.52
employee professional development	0.86	0.90	0.51
Quality of teacher learning	0.89	0.86	0.55

To examine validity or discriminant validity of constructs, Chin (1988) recommends two criteria: 1) Items of a construct should have maximum factor load on their construct; that is, they must have a small cross-sectional load on other constructs. Gefen and Straub (2005) suggest that the factor load of each item on its own construct should be at least 0.1 more than the factor load of the same item on other constructs. 2) Square root of AVE of a construct must be greater than the correlation of that construct with other constructs; that is, the correlation of that construct with its markers is greater than its correlation with other constructs.

Results and Discussion

Based on demographic findings of the study, the highest percentage of statistical samples were in the age range of 41 to 50 years (41.63%). In the statistical sample, 69.89% were male managers and 30.10% were single women. The highest frequency in terms of education was related to the bachelor's degree (64.87%) and the lowest frequency was related to the doctoral degree (1.07%).

Before testing the hypotheses, it is necessary to see whether the data is normal to determine the tests to be used.

Table 2: Kolmogorov-Smirnov test for variables

variable	value	sig.	result
Moral Intelligence	1.748	0.001	non-normal
individual creativity	2.145	0.001	non-normal
Institutionalizing team creativity	1.826	0.001	non-normal
Employee professional development	1.857	0.001	non-normal
Quality of teacher learning	2.358	0.001	non-normal

p-value<0.05 indicates that the data collected for variables is non-normal. Thus, partial least squares (PLS) method was used for testing the model. Table 4 reports the correlation and second criterion of validity (square root of AVE).

Table 3: matric of correlation and square root of AVE

variable	1	2	3	4	5
1. Moral Intelligence	1				
2. Quality of teacher learning	0.30**	1			
3. individual creativity	0.31**	0.35**	1		
4. institutionalization of team creativity	0.33**	0.34**	0.29**	1	
5. employee professional development	0.28**	0.30**	0.32**	0.34**	1

**P<0.01

According to Table 3, square root of AVE of all variables is greater than their correlation with other variables. Therefore, the second criterion of discriminant validity applies. In addition, numbers below the diagonal of the correlation matrix are reported to investigate the relationship between the variables. Obviously, the coefficient of correlation between the variables is positive and significant.

To predict the professional development of employees, the proposed conceptual model was examined through the structural equation modeling; according to the hypotheses, partial least squares method was used to estimate the model. Bootstrap method was also used to calculate t-values to determine the significance of path coefficients. Figure 2 shows the tested model of the relationship between the variables.

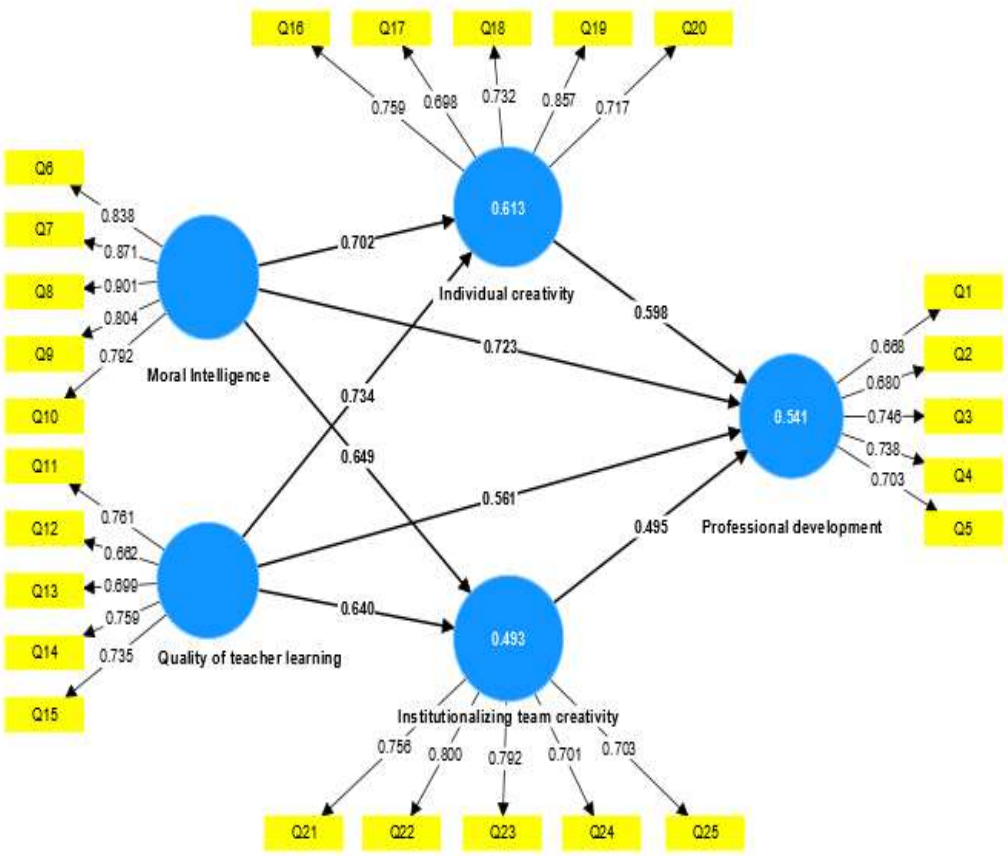

Figure 2: The tested model

Figure 5 shows t-values for the paths. T-values above ±1.96 to ±2.58 are significant at p-value<0.05 and T-values above ±2.58 are significant at p-value<0.01. Path coefficients are positive and significant at p-value<0.01. Table 5 also reports the estimated coefficients and variance explained of the variables.

Table 4: summary of the results of structural model

path	β	t-value	p-value
Moral Intelligence → individual creativity	0.702	7.897	0.001
Moral Intelligence → institutionalization of team creativity	0.649	6.785	0.001
Quality of teacher learning → individual creativity	0.734	8.264	0.001
Quality of teacher learning → institutionalization of team creativity	0.640	5.874	0.001
individual creativity → employee professional development	0.598	5.263	0.001
institutionalization of team creativity → employee professional development	0.495	4.467	0.001

Moral Intelligence → employee professional development	0.723	8.12	0.001
Quality of teacher learning → employee professional development	0.561	5.01	0.001

As shown in Table 5, the direct effect of Moral Intelligence on individual creativity (β = 0.70) and institutionalization of team creativity (β = 0.64) is positive and significant (P<0.01). The direct effect of Quality of teacher learning on individual creativity (β = 0.73) and institutionalization of team creativity (β = 0.64) is positive and significant (P<0.01). Moreover, the direct effect of individual creativity (β = 0.59) and institutionalization of team creativity (β = 0.49) on employee professional development is positive and significant (P<0.01).

There are methods to check validity of the model in PLS. These methods, called cross-validation, include CV-communality and CV-redundancy. CV-communality measures the quality of the measurement model of each block. CV-redundancy, also called Stone (1974) and Geisser (1975) Q2, measures the quality of the structural model for each endogenous block by considering the measurement model. Their positive values indicate the good and acceptable quality of the measurement and structural model. As shown in Table 5, positive values of CV-communality and CV-redundancy for all variables indicate the good and acceptable quality of the measurement and structural model.

Table 5: CV-communality and CV-redundancy of variables

variable	CV-Redundancy	CV- Communality
1. Moral Intelligence	-	0.341
2. Quality of teacher learning	0.357	0.359
3. individual creativity	0.329	0.345
4. institutionalization of team creativity	0.347	0.367
5. employee professional development	0.352	0.350

In addition to indices listed in Table 6, the overall model fit index in PLS is goodness of fit (GOF) index and it can be used to check the

validity or quality of the PLS model in general. This index examines the overall predictive power of the model and whether the tested model has been successful in predicting endogenous latent variables. In the present study, GOF = 0.51 indicates the good fit of the tested model

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Discussion and Conclusion

The purpose of this study was to examine the effect of Moral Intelligence and Quality of teacher learning on employee professional development with the mediating role of individual creativity and institutionalization of team creativity using structural equations. Teachers' professional development is realized in terms of 'learning, development, socialization, growth, improvement, implementation of something new or different, cognitive and affective change, and self-study. Successful programs are those developed according to teachers' needs and provide ongoing support and feedback by experts or mentors for sustainable change. Furthermore, effective teacher development is not limited only to instructional skills but further aims to develop teachers' research and inquiry skills empowering them to become reflective practitioners. The importance of professional development programs is currently recognized throughout the globe, thus, in many countries there is a tendency toward in-service programs that are, in many cases, mandatory.

The results of structural equations showed that Moral Intelligence has a positive and significant effect on individual creativity and institutionalization of team creativity. In explaining this finding, it can be claimed that Moral Intelligence has been traditionally human-centered and with motivation to serve others, which has evolved throughout history; but sometimes man serves profession and profession has become a tool for purely material goals of man. In Western systems, ethical schools such as

utilitarianism, distributive justice, individual liberty, and conscientiousness have sought to bring happiness to man. While in the Islamic ethical system, the final criterion and true happiness of human beings is closeness to "God" and man as the caliph and divine successor on earth is the focus of ethical attention. Examining the various ethical systems in Moral Intelligence helps us to have a deeper understanding of the science of Moral Intelligence. Ethics flows through ethical principles in the organization. These principles are the guidelines on which decision-making in the organization is based. Organizations basically make their decisions, particularly strategic decisions, based on their values and principles, taking into account the external factors and internal requirements of their organization. The organization can influence the ethical behavior of its members; one of the key sources of organizational effect is the degree to which the leader of the organization commits to ethical behavior. In the age of knowledge-based economics, value-added activities of the organization do not rely solely on their tangible assets. Currently, knowledge and capabilities of employees, customer relationships, suppliers, quality of products and services, information technology, organizational culture are more valuable assets than physical assets, and the ability of organizations to use these intangible assets is their main value-creating power.

The findings also showed that the effect of Quality of teacher learning is positive and significant on individual creativity and institutionalization of team creativity and the direct effect of individual creativity and institutionalization of team creativity is positive and significant on employee professional development ($P<0.01$). Creativity is an intellectual and psychological process and the product of creativity is new, while valuable, phenomena. However, creativity is a general ability and is present in almost everyone. The creativity process is a purposeful or

directional process, either for personal benefit or for the benefit of a social group. Creativity is one of the ways of thinking and is the result of divergent thinking and is not synonymous with intelligence that includes mental abilities. Creative people have characteristics such as high level of motivation for development, great curiosity, great interest in order, assertiveness and self-sufficiency, unconventional and successful personality, perseverance and discipline in work, independence, critical mindset and intuitive thinking. Creativity-based teaching and learning is one of the new ways of learning that has been able to raise the level of knowledge in society. A society in which the flow of affairs is based on scientific achievements, information, and indicators is a knowledge-based society, the manifestation of which is evident in many modern societies. To create constructive connections between different meanings means to lead to creation of a new concept, action and relationship or creation of a new or unique work and situation. This type of thinking contributes to professional development and appropriate decision making. Using this type of thinking, different solutions and consequences of each are examined. This skill enables one to understand issues beyond his own direct experiences, and to deal with daily life with greater adjustment and flexibility, even when there are no problems and no specific decisions are made. Professional development provides potential capacities to exploit the source of human potential that is not fully utilized. Capable employees benefit the organization and themselves. They find their jobs and work lives more purposeful, and their involvement directly translates into continuous improvement in systems and work processes. In a capable organization, employees implement their best innovations and ideas with a sense of excitement, ownership and pride; in addition, they work with a sense of responsibility and prefer the interests of the organization to their own. Findings of the present study in this field are consistent with

Dunn and Doolittle (2020), Kirsch et al (2020), Mai et al (2019), Bavik et al (2018), Semuel et al (2017) and Güçel et al (2012).

Conclusion

According to the results of the research, one of the indicators of the success and growth rate of the organizations is the professional development of the human resources in the organization, which makes people perform the assigned tasks with a higher quality and do their best in the direction of achieve the goals of the organization, in which the use of technology and individual and group creativity play a significant role. According to the research results, employees can use the research model to create and expand professional development in the organization. In this regard, the following suggestions are provided for employees:

1. Officials, policy makers and planners of the social security organization can use the findings of this research to identify the most important challenges and problems of the professional development of employees and consider the proposed solutions to improve the professional development process;

2. It is suggested that this research be carried out in other industries and companies and its results be compared with this research;

3. It is suggested to design long-term and structured programs for the professional growth and development of employees and to measure the results and strengths and weaknesses of these programs in a research using the pre-test and post-test method.

Research limitations are aspects of research that can affect research results and limit the generalizability of research findings. It was difficult for people to participate in the research and fill and complete the questionnaires due to the changing conditions. The outbreak of the Corona disease was another limitation that caused the collection of information to proceed slowly.

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