

Relationship between Application of Empowerment Management of Principals and Create Job Motivation of Secondary Schools Employees in Hamedan Education

Bahareh Saadat Ebrahimi¹, Dr. Mehrnaz Azad Yekta^{*2}, Dr. Amir Hossein Mehdi Zadeh³

¹ Graduate student at Islamic Azad University Branch, Islamshahr, Iran

² Department of Guidance and Counseling, Faculty of Education and Psychology, Islamshahr Branch, Islamic Azad University, Iran

³ Department of Educational Administration, Faculty of Psychological and Educational Sciences, Islamic Azad University of Islamshahr Branch, Islamshahr, Iran

*Corresponding author's Email: m.azadyekta@yahoo.com

ABSTRACT: Empowering principals to flourishing educational organizations and inconsistency of individual and organizational purpose. Hence, this study attempted to emphasize national factors such as: job base, self-efficacy, autonomy emphasize on job motivation to explain and describe the subject. The study is functional and quantitative in terms of objectives and data, respectively, and in terms of methodology and the nature is correlative. Population of the research composed of all principals (n = 120) and the teachers and staff (1600) of high schools of Hamadan that based on simple random sampling of HS formulas Bula 90 principals and 370 teachers and staff were selected. Data collection tools is empowerment questionnaire was made by Shourt and Reinhardt and translated by Asghari in Persian, and is based on a Likert Cronbach's alpha coefficient of 0.94. Maslow's motivation questionnaire which has been standardized by Alvani for Iranian community and is with Cronbach's alpha coefficient 0.97. Data analysis were performed at two descriptive statistics (frequency, tilt and standard deviation) and inferential statistics levels (Pearson, Spearman correlation and multivariable regression) using SPSS software. Results showed that the relationship between empowerment management and staff's physiological motivation is significant. That is, with increased empowerment management, employee's physiological motivation is reduced. However, there is no significant relationship between empowerment management of principals and safety motivation of the staff. Well as relationship between empowerment management and providing society incentives, respect and self-actualization of employees is significant. This means that the increase in empowerment management of the principals cause to increases providing society incentives, respect and self-actualization of employees.

Key words: Management, Empowerment, Job Motivation

ORIGINAL ARTICLE
Received 21 Oct. 2014
Accepted 30 Oct. 2014

INTRODUCTION

Empowerment is an important topic that has already been considered in many public and private organizations, it in educational institutions, especially education is more important, and is one of the state programs and is agenda of the State Service Management. Important goals of educational management are: create desirable human relations and respect between staff of educational organization. Training Manager shall as far as may be appropriate sabbatical training to improve teachers' ability to provide jobs and higher education roles. Given the importance of motivation, it is necessary to examine the motivational factors of human resources and staff to continue to work with enthusiasm and so the same amount has creativity, productivity and effectiveness.

Any organization has a specific mission and objectives that identifies the reason for its existence. Schools are one of the most ideal and vital strategic institutions of a society and in fact the key to bringing people and major step in transforming human resources into human capital is schools. In other words, the mission of the schools is a personality comprehensive development of today's students and those who at future. Schools has a great role in the education of children, adolescents

and today youth and those who at future (Khorshidi, 2003).

Statement of the problem and the need

If educational principals of a community have necessary knowledge and capabilities, staff (teachers) have greater intrinsic motivation and the power of work and undoubtedly the education system will has a high performance and reliability (Mirkamaly 2008).

Teachers who their principals have abilities and management skills and respect them, establish a deep emotional correlation with their students and their learning become profoundly consistent. As well the motivated teachers are more patient in dealing with problems learning environment and their enthusiastic and initiative to solve them is further. Job motivation is essential for continued employment. If people are not interested in the job and the job dose not motivate the person, continued employment will be tedious and even impossible.

Educational Leadership or management is one of the major factors in the formation and proper motivation among teachers in the school. In short, what we do to desired behaviors in the Staff appeared to workspace become desirable. Educational manager using management skills in educational organizations can determine the motivation creation as a creator factor and a desired effect in his work area to act to

establish adequate performance through the identification of areas to motivate the workforce and helping it. In the capable organization, staff with a sense of excitement and pride and ownership implement their best innovations and thoughts. Moreover, work passionately and prefers organization resources to his benefit. Because of the importance and influence of principals, enabling them is a priority of the enterprise. Purpose of enabling is deployment maximum capability of employees to achieve the goals of the organization. Empowerment management gives practical and easy concepts that senior principals and executive principals in each position of the organization (whether public or private) can implement in their own environment (Blanchard et al., 2002).

One of the factor in shaping and creating appropriate incentives for teachers is educational leadership and school management, educational manager can create motivation as a factor using its capabilities in the educational organization and make favorable effects in his environment through understanding the motivational background in human resources and facilitate it to create the desired function, thus motivating human depends on attention to the organization members, educational principals are the most vital and effective management of social beings, because school is a place where everyone enter into society, thus leadership in schools is more vital, more sensitive, idealist and more important than leadership in other organizations.

Empowering human resource is a highly efficient tool on basis of the changeable attitude of the management, so that using it organizations can be developed rapidly on the path of development and rise. In this approach, principals provide especial opportunities by impose certain measures to all employees at all levels using their own valuable thoughts and experiences act organized.

Many theorists of management science argues that in following the task of guiding and leadership of principals, motivate employees is one of the important tasks of principals. Hawthorne studies in this field followed by the emergence of the human relations school have been doing considerable research and close relationship between motivation and the issue of productivity has increased its importance. In today's changeable world that strategic management and planning (strategic) are raised increasingly in the organizations, regard to motivation and its role in the advance of these programs is important. Introduction to the theories which explaining the causes of human motivation in general and workers in particular is the first step on acquiring the pyramid for the organization's objectives. Effectiveness of the

management process depends on how to motivate people to do their jobs. In addition, all human behavior is purposeful. So we can say that two main factors shaping human behavior as follows: "The motivation and objective". For this reason, employee motivation to perform organizational tasks and make their objectives consistent with organizational goals is very important. Of course the individual to achieve to the high level of motivation should decide to do the work (motivation), he be can do (abilities) and environmental conditions to be consistent with her performance. Lack of each this area hurts performance so the manager must ensure that the above conditions are achieved (Asghari, 2007).

A review of the research literature

Today empowerment is deemed as a useful tool for improving the employees' quality and increasing the effectiveness of organizations. In order to succeed in today's changing business environment, organizations need to the knowledge, ideas, energy and creativity of all employees, including frontline employees and top principals. So find ways to increase the efficiency and maximum deployment of capability staff in order to achieve organizational goals is one of the perennial issues and concerns of principals and experts in the science of management, to the extent that in recent years the term empowerment has been become a part of management of the everyday language. Researchers have looked at empowerment from different angles. Concepts like control, personal work, independence in performing tasks, work group, pay systems associated with performance, job enrichment, etc. Some criteria for the definition of empowerment are defined on ability of people and other on the desire to empowerment (MohadesKassaei, 2008).

There is not available detailed information of history the use of the term in the Literature of Humanities, but prior to its entry into the field of management was extend in the various fields of science including in technical sciences (with an attitude of refine and improve of the systems). Its application in the Humanities utilizing the concepts of power and authority is coordinated (Afjeh, 2007).

As well, the results of some studies inside and outside of Iran showed as follows;

Jafari (2001) in an article entitled "the ways of empowerment" he writes, potential synergies of principals (principals who are eager to make a major change), allowing that take advantage of the knowledge, skills, experience and motivation all those who in organizations. Principals, who can foster individuals' power, actually increase their burden to obtain a better result. Javanmard (2001) in a study entitled "investigate the perception of principals and

teachers about the principals' skills of human relations in high schools of Esfahan city", the results showed that more experienced principals measured their ability on the staff motivation and self-assessment more than their own less experienced colleagues. Karbalaei (2002) in a study entitled "Identify and describe the effects of two factors of training and the physical conditions of the workplace on motivation of staff of the company of Azarab" indicated that:

A) 85.4 % of employees believe that conditions of the workplace influence high and very high on motivation.

B) 72.3 % of employees believe that training can be effective high and very high in motivating.

Moradi (2007) in a study entitled "Factors Affecting Teachers' job Motivation" showed that the factors of success, gratitude, growth and development caused to motivating teachers, but the factors of job security, supervisory relationships and salaries and bonuses has no impact on their job motivation and acted as a health factor. Inanlou, (2011) in a study entitled "relationship between Human Relations of principals and increase their teachers' motivation in secondary school of the education in the city of Tehran". The results show that the correlation between human relations of principals and physiological, security, self-esteem and self-actualization needs of teachers is significant statistically at the level 0.10. As a result, human relations of principals and physiological, security, self-esteem and self-actualization needs of teachers are related. The relationship between human relationships and the physiological and security needs is inverse and relationship between human relations and self-esteem and self-actualization needs is direct. Taherodini (2013) in a study entitled "Evaluation of relationship between management skills and job motivation of Girls High School teachers in Tehran" concluded there is a direct relationship between the human skills, conceptual skills and the technical skills of principals and Girls High School Teachers' job Motivation in Tehran. Overall, this study showed that principals' skills are effective on their teachers' motivation. Fockand Chiang (2011) in a study entitled "the effect of collectivism moderated on psychological empowerment and job satisfaction concluded that the multidimensional effects of empowerment (competence and autonomy) differ in job satisfaction. Data which obtained from test was conducted in Canada on 193 people and in China on 371 employees of the hotel, showed that if the direction of the effect of autonomy is high, job satisfaction and motivation is low and if the competence of principals is high, results were significantly and positively associated with job satisfaction and employee motivation. Fang, (2012) in

a study entitled "The impact of perceived organizational support and psychological empowerment on job performance" showed that manages empowerment influence on employee job performance and organizational behavior is raised as a mediator between perceived organizational support and job performance. Sut Wong, (2013) in a study entitled "mutual relations of empowering expectations of in the hands of leaders: its effects on role ambiguity and intrinsic motivation" indicated when empowerment leaders is at low levels, role ambiguity is high and intrinsic motivation on employee is low, too. But when empowering leaders is at high levels, role ambiguity is low and intrinsic motivation on employee is high.

MATERIAL AND METHOD

The research methodology of this study is functional in terms of objectives and in terms of data is quantitative, and in terms of nature and the way Pearson correlation method will be used given that a scale of variables in the study is interval, and multiple regression analysis methods are used to predict the level of motivation of employees. Population of the study composed of all directors and employees of high schools of education in the city of Hamedan, 120 principals with 65 females and 55 males, and a number of 1600 employees who were (900) women and (700) men. Method of this study is simple random sampling that is by HS Bula Translated by KhodayarAbili (1996). This table is based on 90 principals and 370 staff. Instrument for measuring the study is two questionnaires. An empowerment questionnaire consisting of 38 items and 6 dimensions was made by Shourt and Reinhardt in 1992 and was translated into Persian by Asghari in Iran in 2006. The total reliability for test by Cronbach's alpha 0.94 was obtained and Likert scale was used for scoring each of the 5-point. (Strongly disagree = 1 to strongly agree = 5). The second questionnaire with 60 questions by Maslow (1970) which standardized by Alvani (2008) for the Iran's community and its reliability was calculated using Cronbach's alpha 0.97. Analysis of data is in two levels of descriptive statistics (frequency, tilt, and standard deviation) and inferential statistics (Pearson, Spearman regression, multivariate) using SPSS software.

RESULT

The main hypothesis of this study is: there is a relationship between the empowerment management application of principals and employees' job motivation of secondary schools of education of Hamadan.

To determine the relationship empowerment management application of principals and employees' job motivation, Pearson correlation test was used. It is noteworthy that employees' job motivation has been investigated at five levels of Physiological impulses up to motives of self-actualization and the correlation coefficient for each of the types of incentives have been provided separately.

Table 1. Correlation between empowerment management and job motivation

Variables	The correlation coefficient	Significance level
Empowerment management and physiological motivation	-0.46	0.0001
Empowerment Management and Safety motivation	-0.14	0.11
Empowerment Management and social motivation	0.39	0.0001
Empowerment Management and respect motivation	0.49	0.0001
Empowerment Management and self-actualization motivation	0.51	0.0001

According to the figures in the table above, the relationship between applications of empowerment management of principals and create employees' physiological motivation is -0.46 that this relationship is significant at the level $P \leq 0.01$. Therefore, it can be stated that if empowerment management of principals enhance, employees' physiological motivation reduced. The relationship between applications of empowerment management of principals and create employees' safety motivation is -0.14 that this relationship is not significant at the level $P \leq 0.01$. Therefore, it can be stated that there is no significant relationship between empowerment management of principals and employees' physiological motivation. The relationship between applications of empowerment management of principals and create employees' social motivation is 0.39 that this relationship is significant at the level $P \leq 0.01$. Therefore, it can be stated that if empowerment management of principals enhance, employees' social motivation increase, too. The relationship between applications of empowerment management of principals and create employees' respect motivation is 0.49 that this relationship is significant at the level $P \leq 0.01$. Therefore, it can be stated that if empowerment management of principals enhance, employees' respect motivation increase, too.

The relationship between applications of empowerment management of principals and create employees' self-actualization motivation is 0.51 that this relationship is significant at the level $P \leq 0.01$. Therefore, it can be stated that if

empowerment management of principals enhance, employees' self-actualization motivation increase, too.

The first sub-hypothesis

There is relationship between job base of principals and create employees' job motivation of a high school education of Hamadan city. The Pearson correlation test was used to determine the above relationship.

Table 2. Correlation between job sites and job incentives

Variables	The correlation coefficient	Significance level
Job base and physiological motivation	-0.10	0.29
Job base and safety motivation	0.09	0.33
Job base and social motivation	0.43	0.0001
Job base and respect motivation	0.41	0.0001
Job base and self-actualization motivation	0.27	0.001

According to the figures in the table above, the relationship between job base and employees' physiological motivation is not significant. Therefore, it can be stated that there is not significant relationship between job base and employees' physiological motivation.

The correlation coefficient of principals' job base with social, esteem and self-actualization motivation of employees are equal to 0.43, 0.41 and 0.27, respectively, and these correlations are significant at level $P \leq 0.01$. Therefore, it can be stated that if the job base of principals enhance, social, respect and self-actualization motivation of employees increases, too.

The second sub-hypothesis

There is relationship between self- efficacy of principals and create employees' job motivation of a high school education of Hamadan city. The Pearson correlation test was used to determine the above relationship.

Table 3. Correlation between self-efficacy and job incentives

Variables	The correlation coefficient	Significance level
Self-efficacy and Physiological motivation	-0.32	0.0001
Self- Efficacy and safety motivation	-0.29	0.0001
Self - Efficacy and social motivation	0.26	0,001
Self- Efficacy and respect motivation	0.36	0.0001
Self- Efficacy and self-actualization motivation	0.40	0.0001

According to the figures in the table above, the relationship between self- efficacy and all kind of employees' motivations is significant. The relationship between self- efficacy and employees' physiological and safety motivation is inverse and significant, and the relationship between self- efficacy and employees' social, respect and self- actualization motivations is direct and significant.

A correlation coefficient of self- efficacy of principals and create employees' physiological and safety motivations are equal to - 0.32 and - 0.29, respectively, that this relationship is significant at the level $P \leq 0.01$. Therefore, it can be stated that an increase in principals' self-efficacy, physiological and safety motivation of employees is reduced.

A correlation coefficient of self- efficacy of principals and create employees' social and respect and self-actualization motivations are equal to 0.26, 0.36 and 0.40, respectively, that this relationship is significant at the level $P \leq 0.01$. Therefore, it can be stated that an increase in principals' self-efficacy, employees' social and respect and self-actualization motivations is reduced.

Third sub hypothesis

There is relationship between autonomy of principals and create employees' job motivation of a high school education of Hamadan city. The Pearson correlation test was used to determine the above relationship.

Table 4. Correlation between autonomy and job incentives

Variables	The correlation coefficient	Significance level
Autonomy and psychological motivations	-0.09	0.34
Autonomy and Safety motivation	-0.08	0.39
Autonomy and social motivation	0.05	0.53
Autonomy and motivation	0.12	0.19
Autonomy and self-actualization motivation	0.11	0.21

According to the figures in the table above, the relationship between autonomy and all kind of employees' motivations is not significant. Therefore, there is no relationship between autonomy of principals and employees' job motivation.

DISCUSSION AND CONCLUSION

The aim of this study was to determine the relationship between empowerment management of principals and employees' job motivation of Hamadan high school. The results show the relationship between applications of empowerment management of principals and create employees' physiological is -

0.46 and this relationship is significant at the $P \leq 0.01$. Therefore, it can be stated that if empowerment management of principals is enhanced, employees' physiological motivation reduce.

The relationship between applications of empowerment management of principals and create employees' safety motivation is -0.14 and this relationship is not significant at the $P \leq 0.01$. Therefore, it can be stated that there is no relationship between empowerment management of principals and create employees' safety.

The relationship between applications of empowerment management of principals and create employees' social motivation is 0.39 and this relationship is significant at the $P \leq 0.01$. Therefore, it can be stated that if empowerment management of principals is enhanced, employees' social motivation increase.

The relationship between applications of empowerment management of principals and create employees' respect motivation is 0.39 and this relationship is significant at the $P \leq 0.01$. Therefore, it can be stated that if empowerment management of principals is enhanced, employees' respect motivation increase.

The relationship between applications of empowerment management of principals and create employees' self-actualization motivation is 0.51 and this relationship is significant at the $P \leq 0.01$. Therefore, it can be stated that if empowerment management of principals is enhanced, employees' self-actualization motivation increase.

Therefore, according to the results obtained and confirm the results can be stated that empowered principals are capable to motivate a higher-level needs in employees. Naturally, when people think their higher level of need, basic psychological needs of them will be eased. Incentives such as social, respect, belonging and self-actualization motivations which directly affects the job motivation of a person, is motivated.

Existence of capable principals in learning environments followed by enthusiasm and motivation of the staff. Increase high level motivations will increase its performance. If teachers do not have a strong incentive to perform their professional functions, transmit information to their students minimally. Therefore, having regard to the needs, interests and motivations of teachers and action on this matter is important.

REFERENCES

- Afjeh, S. A., Miri, A. (2007). A psychological approach, a new vision of empowering employees, Institute for Humanities and Cultural Studies

- Asghari, J. (2007). Principles of Organization and Management, Tehran, publication: Safar Eshraghi
- Blanchard, C. and Randolof (2002). Managing employee empowerment, translated by Mehdi Iran NejadParizi, Modiran press, Second Edition
- Chun Fang. (2012). the impacts of perceived organizational support and psychological empowerment on job performance. Available: www.archiveisi.com
- Henry Fock & Flora Chiang. (2011). the moderating effect of collectivistic orientation in psychological empowerment and job satisfaction relationship. Available: www.archiveisi.com
- Inanlou, A. (2011), Evaluation of human relations of principals and increase teachers' incentives of secondary education in the of Tehran province, MS Thesis, Islamic Azad University of Islamshahr Branch
- Jafari, B. (2001). The ways of employees empowerment, *Tadbir*, No. 119, p 36
- Javanmard, M. (2001). Examine the perceptions of principals and teachers about the Human Relations skills of the principals of secondary schools of Isfahan city, Master Thesis, University of Isfahan,
- Karbalaei, N. (2002), identify and describe the effects of two factors of education and the physical conditions of the workplace on motivating staff of Azarab Co., MS Thesis, Tarbiat Modarres University
- Khorshidi, A. (2003), Management and Leadership Training, Tehran, Ystoroun press
- Mirkamaly, S. M., (2008). Leadership Training, Tehran, Yastoroun press
- MohadesKassaei, (2008), identify the factors affecting the empowerment of human resources at the Iranian National company for Oil Products Distribution, MS Thesis, Tehran University
- Moradi, S. (2007), investigate Factors Affecting Teachers' job motivation based on views of the teachers of Sanandaj, MS Thesis, University of Urmia
- Sut Wong H. (2013). Mutuality in leader_subordinate empowerment expectation: Its impact on role ambiguity and intrinsic motivation. Department of leadership and organizational behavior. BI Norwegian Business School. Available: www.archiveisi.com
- Taherodini, Minou (2013). Relationship between management skills and career motivation of female college teachers in Tehra, Azad University Branch MS Thesis