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The relationship between dimensions of empowerment and performance of physical education teachers of the city of Tehran

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ABSTRACT

The aim of this research was to investigate the relationship between two variables (empowerment and performance) among physical education teachers, so as to identify ways of promoting the performance of this group and to help improving the training quality. The tools of collecting information were Spreitzer's empowerment questionnaire [1], Afsharnejad Rodsari's performance questionnaire (2009), and research-made personal information questionnaire. Among all 1596 physical education teachers of the city of Tehran, 310 people in the elementary, guidance, and high school levels in 2012 were selected by stratified random sampling as the sample research. The Pearson's correlation coefficient and multiple regression analysis (by simultaneous entry method) were used for testing research hypotheses. The research results showed that there is a positive and significant relationship between empowerment and performance of physical education teachers, and there is a positive and significant relationship between indicators of sense of efficacy, sense of authorization, sense of meaningfulness, sense of competence, and sense of trust and performance. Regarding the research results it can be said that teacher's empowerment results in improving their performance.

Keywords: Empowerment, Performance, Physical Education Teachers

INTRODUCTION

Achieving the overall goals, from organizational level and in small business enterprises to the national and governmental level, depends on human resources and this important organizational source is regarded as the center of any progress and evolution. Thus, in order to create positive performance in such organizations, the tools of employees' motivation should be recognized and implemented in this respect. Human resources empowerment is defined as a process whereby the employees are helped to improve their self-confidence and to overcome their sense of helplessness and inability [2]. By promoting the employees' position in today's organizations, they are no longer the manager's success tool, but they, as the capitals of organization, are converted into the main administrators of workflow and the organization's partners [3]. The success ratio in achieving the organizational goals is related to the performance method of human resources working in the organization. It is important for the organizations to have employees who perform their works properly to improve organizational productivity [4]. Therefore, the employees require self-directed methods training in order to show their own initiative, and act rapidly to solve a problem and play the role in the completely autonomous groups, and can show better performance of themselves. Hence, regarding the need of today's organizations, it might be argued that performing empowerment procedures can be followed by increase of employees' performance. Thus, this hypothesis can be raised that empowerment can be related with their better performance.

Based on the Fourth and Fifth Development Programs of Iran, the improvement of employees' performance is regarded as one of the priorities of public section. On this basis, the managers of public organizations such as Education and Training and its affiliated schools are required to provide conditions for realizing this important goal.

Therefore, investigating physical education teachers' performance and its related factors can be one of the important issues existing in the physical education domain of Education and Training.

It seems that performing systematic and continuous empowerment procedures in the physical education section of Education and Training can help realizing this goal by offering an opportunity for emergence of creativity and innovation of physical education teachers. Hence, the present research, while studying these two important organizational variables, is seeking to answer to this question that what relation is there between performing physical education teachers' empowerment procedures and their performance?

Literature

Empowerment includes five indicators of sense of meaningfulness, sense of authorization, sense of competence, sense of efficacy, sense of trust. The physical education teachers' performance also includes five dimensions of career behaviors, specialized knowledge, human and social characteristics, professional ability, and how to perform physical education course. In this research, the relationship between empowerment dimensions and physical education teachers' performance is investigated.

Empowerment: There is not a definite and accepted definition concerning empowerment in its literature and writings agreed by anyone. The definition of empowerment among scholars is drastically different, and many studies define it as motivation for performing major duties [5] or plans based on the commitment or participation [6]. This variable has five indicators that are described as follows:

Sense of Authorization (or Choice Right): The sense of autonomy or having choice right means having the experience of sense of choice at the beginning of activities and arranging personal activities [7].

Sense of Efficacy: Efficacy or as [8] say admitting personal result is the degree that one can influence on the job directional, administrative, and operational results and consequences. Efficacy is the reverse of helplessness [1]. Sense of efficacy refers to the degree that one's behavior is observed differently in performing job objectives, namely the desired results are obtained in the job environment [5].

Sense of Competence: Competence refers to the extent of ability that one can perform the job duties skillfully [5]. In the psychological literature this concept refers to Bandura's social cognition theory [9] and concepts of self-efficacy, personal dominance, and expected effort performance.

Sense of Meaningfulness: Meaningfulness is an opportunity that people feel that they are seeking important and valuable job objectives, meaning that they feel they are working in an environment that their time and force is considered valuable [10].

Sense of Trust: Empowered people have a sense called trust. They are sure that they will be behaved fairly and equally. In other word, trust means having the sense of personal security. Implicitly, trust also indicates that people place themselves in a vulnerable position. As a result, the empowered people believe that they will not ultimately receive any harm resulting that trust.

Since the trusting environments permit people to grow and to educate, empowerment is drastically linked with the sense of trust. Trusting in others permits them to try to reveal hidden methods or politics by self-confidence and an accurate method without wasting any force to protect themselves. In summary, the sense of trust empowers people [11].

Performance: Performance means achieving or surpassing the social goals or responsibilities in supervisor's viewpoint [12].

This research is seeking to study the relationship between these two variables (empowerment and performance) among physical education teachers, whereby help identification of the ways of promoting the performance of this group and improving the training quality. One of the solutions that the senior principals of organizations can use to improve their employees' performance is to empower them. Widespread studies of organizational behavior research texts showed that empowerment promotes employees' perceptions and behaviors such as their use of innovation [13]. The studies performed in this field are given in table 1.

Table 1: Research Performed Concerning Empowerment and Performance

Researcher (Year)	Research Results
[14]	There is a direct and significant relationship between empowerment and employees' performance.
[11]	Self-efficacy has a determinant role in employees' self-motivation and empowerment.
[15]	There is a significant relationship between employees' empowerment and their performance. There is a significant relationship between self-reliance and employees' ability. There is not a significant relationship between independence and the ratio of wastes. There is not significant relationship between job meaningfulness and the employees' work discipline. There is empowerment atmosphere in the General Office of Culture and Islamic Guidance of Ardabil Province.
[16]	Empowerment in general, and all of its four dimensions (sense of competence, choice right, sense of efficacy, and sense of meaningfulness) has significant impact on the employees' performance. In this respect, the sense of independence or choice right has the highest impact on the employees' performance.
[17]	Delegating authority to the employees has positive impact on their motivation for success and performance.
[18]	Having the choice right and the sense of efficacy (having role in decisions) are named as two important indicators of empowerment that have direct relationship with the employees' performance. According to Emerson performing empowerment procedures can make the organization more successful in the competition arena, and help the organization to experience more profitability and innovation.
[19]	More empowered employees have more decision-making power in their work and offer more qualified outputs. They also concluded that, from employees' viewpoint, the existence of empowerment procedures should be put into priority.
[20]	Empowering teachers including educational competencies, preparation processes, RPP, and also writing scientific articles about teachers has positive impact on the teachers' performance.
[21]	Responsible decision-making requires that the employees achieve to the managerial knowledge level and the information related to the company. They also require opportunities to learn new skills, so that they can interpret and use this information. All these are achievable through empowerment process. They also concluded that empowerment generally has positive and significant impact on the performance of organization.

H: There is significant relationship between empowerment and performance of physical education teachers of the city of Tehran.

H₁: There is a significant relationship between sense of competence and performance of physical education teachers of the city of Tehran.

H₂: There is a significant relationship between choice right and performance of physical education teachers of the city of Tehran.

H₃: There is a significant relationship between sense of efficacy and performance of physical education teachers of the city of Tehran.

H₄: There is a significant relationship between trusting in colleagues and performance of physical education teachers of the city of Tehran.

H₅: There is a significant relationship between job meaningfulness and performance of physical education teachers of the city of Tehran.

H₆: Indicators of empowerment (sense of competence, choice right, sense of efficacy, sense of trust, sense of job meaningfulness) are significant predictor for the performance of physical education teachers of the city of Tehran.

MATERIALS AND METHODS

This research is a correlation research performed as fieldwork in respect of used strategy type. This research is placed in the applied research category in respect of goal.

Participants

The statistical population of this research was composed of all physical education teachers of the city of Tehran, the number of which was 1596. These teachers were serving in three educational levels, 310 of whom were selected by stratified random sampling as the sample research. From distributed questionnaires, 298 questionnaires were returned.

Measures

The tools of collecting information were the Spreitzer's empowerment questionnaire [1], the Afsharnejad Rodsari's performance questionnaire (2009), and the research-made personal information of teachers and principals' questionnaire. For physical education teachers' empowerment, the Spreitzer's questionnaire [1] including 14 questions and five indicators of sense of meaningfulness, sense of authorization, sense of competence, sense of efficacy, sense of trust was used. The performance of physical education teachers was also evaluated by the Afsharnejad Rodsari's questionnaire (2009) including 28 questions and five dimensions of career behaviors, specialized knowledge, human and social characteristics, professional ability, and how to perform physical education course. The measurement scale of both questionnaires is Likert's five values. The face and content validity of the questionnaires were confirmed by the professors and PhD. students of sport management course. Their reliability was also confirmed by 0.84 and 0.79 alphas respectively by using the Cronbach's alpha method in the introductory studies.

Data Analysis

In order to analyze the data, the mean, standard deviation, frequency, and the percent related to the variables were used in the descriptive statistics section in the format of tables and diagrams. In the inferential statistics section, after confirming normal distribution of the data by using Kolmogorov–Smirnov test, the Pearson's correlation coefficient and the multiple regression analysis (by simultaneous entry method) are used for testing research hypotheses. The significance level was considered 0.05 and two strains. To analyze the data, the SPSS software version 18, and to draw diagrams, the EXCEL software were used.

RESULTS

The results showed that the mean score of empowerment of physical education teachers of the city of Tehran, in a scale from 1 to 5 is equal to 4.22 with 0.54 standard deviations. All the empowerment indicators (except sense of trust) had the mean higher than 4 too, which indicated a high level. The mean score of physical education teachers of the city of Tehran, from the principals of their schools, in a scale from 1 to 5 was reported equal to 4.43 with 0.49 standard deviations. The means of all performance indicators of these teachers were higher than 4, indicating their good performance. Meanwhile, their career behaviors with the mean 4.51 had the best condition compared to other indicators (table 2).

Table 2: Description of Sample Demographic Variables

Variables	Indicators	Number	Mean	Standard Deviation
Empowerment	Sense of Meaningfulness	298	4.61	0.51
	Sense of Competence	298	4.45	0.51
	Sense of Authorization	298	4.14	0.84
	Sense of Efficacy	298	4.09	0.79
	Sense of Trust	298	3.83	0.96
Performance	Career Behaviors	298	4.51	0.46
	Specialized Knowledge	298	4.30	0.67
	Human and Social Characteristics	298	4.16	0.57
	Professional Ability	298	4.43	0.53
	Implementation of Method Class	298	4.21	0.58
	General Performance	298	4.43	0.49

In order to investigate the relationship of research variables, at first by using Kolmogorov–Smirnov test, the normality of data was investigated. Considering table 3, the Pearson's correlation coefficient is equal to $r=0.51$ and $p=0.001$. Thus, it can be said with 95% assurance coefficient that hypothesis zero is rejected and consequently there is a significant relationship between two variables of empowerment and teachers' performance. It means that by improving physical education teachers' empowerment, their performance improves too (main hypothesis). The results of Pearson's correlation test showed that there is a significant relationship between empowerment indicators (sense of meaningfulness, sense of competence, Sense of Authorization, sense of efficacy and Sense of Trust) and performance. It means that by improving each one of these empowerment indicators, their performance improves too (table 3). (Hypothesis 1 to 5)

Table 3: Correlation between Empowerment Indicators and the Performance of Physical Education Teachers of the City of Tehran

Indicator Research Statistical Variable	Number	Pearson's Correlation Coefficient	Significance Level
Empowerment of Performance	298	0.51	0.001*
Sense of Meaningfulness of Performance	298	0.33	0.001*
Sense of Competence of Performance	298	0.37	0.001*
Sense of Authorization of Performance	298	0.32	0.001*
Sense of Efficacy of Performance	298	0.52	0.001*
Sense of Trust of Performance	298	0.37	0.001*

* $P < 0.05$

Hypothesis 6: Empowerment indicators are not significant predictors for the performance of physical education teachers of the city of Tehran.

To test the above hypothesis, the multivariate regression test by simultaneous variables entry method was used, the results of which are presented in tables 4 and 5.

Table 4: The Results of Multivariate Regression and F Value of Regression Test

Model	R	R ²	F	P
Simultaneous Variables Entry	0.55	0.30	9.59	0.001

The results obtained from multivariate regression by simultaneous variables entry showed that the empowerment indicators explain 30 percent of variance of physical education teachers' performance (table 4). Meanwhile, the indicators of sense of competence ($t=2.81$, $p=0.001$) and sense of efficacy ($t=3.30$ and $p=0.001$) are significant predictors for teachers' performance, and other indicators lack such conditions. The regression coefficients of indicators of sense of competence and sense of efficacy are equal to $\beta = 0.17$ and $\beta = 0.39$ respectively. The beta coefficients of these variables showed that the indicator of sense of efficacy compared to sense of competence is a more important predictor for the performance of physical education teachers of the city of Tehran. With regard to these results, the hypothesis zero is rejected, and the ruling hypothesis is confirmed (table 5).

Table 5: The Results of Regression between Indicators of Empowerment and Performance of Physical Education Teachers

Model	B	S.E	B	T	P
Constant Value	2.4	0.43		5.62	0.001
Sense of Meaningfulness	0.052	0.10	0.05	0.52	0.60
Competency	0.19	0.09	0.17	2.81	0.04
Efficacy	0.14	0.07	0.39	3.30	0.001

DISCUSSION AND CONCLUSION

This research was performed with the aim of determining the relationship between empowerment and performance of physical education teachers of the city of Tehran.

In the first hypothesis concerning the relationship between indicator of sense of competence and the performance of physical education teachers, the results of this research showed that there is a positive and significant relationship between these two variables. It means that if the teachers feel that they have the required capability and conversance to perform their work successfully, the ratio of their performance will be at high level. It can be deduced that having the sense of competence results in the sense of assurance to perform the work with high competence, and sense of competence determines that people will try to perform hard works and no external obstacle will prevent them to perform desired work. The present research findings in the second hypothesis showed that there is a positive and significant relationship between indicators of choice right and performance of physical education teachers. It means that if the physical education teachers feel that they do not have necessary freedom to perform and make activities related to their job systematic, the ratio of their performance will be at high level. It might be claimed that the sense of having choice right makes people to feel responsibility about their activities, and observe themselves as leading, initiator, and independent individuals. This can lead to the point that they perform their works in a better way and their performance increases. The research findings in the third hypothesis showed that there is a positive and significant relationship between indicator of sense of efficacy and the performance of physical education teachers. It means that if the physical education teachers feel that they have the ability to influence their strategic, administrative, or operational work consequences, the ratio of their performance will be at high level. This finding is consistent with [20]. Sumarno concluded in his research that teachers who participate in the process of educational decision makings, know themselves more committed to achieve raised goals and results and show more effort of themselves in this direction. Thus, this probability can be raised that teachers' participation in the process of decision-making can lead to the teachers' more effort to improve their knowledge level and practical abilities. This point in its turn can help performing physical education course better and offering more appropriate career behaviors to achieve taken decisions. The research findings in the fourth hypothesis showed that there is a positive and significant relationship between indicator of sense of trust in colleagues and performance of physical education teachers. It means that if the physical education teachers are sure that they will be behaved fairly and equally and from an impartial perspective, the ratio of their performance will be at high level. Provided that the people in the organization trust in each other, and this probability is provided that this sense is strengthened in the empowerment process, it can be claimed that their performance will be improved. Trusting in others creates this sense in the people that their behavior is associated with honesty and integrity, and this point results in performing accurate works, and frequently leads to accurate result. Thus, by empowering people, pretension and illiteracy are replaced by honesty and intimacy that provide desirable environment for work. By motivating physical education teachers more, this issue can result in their better performance. The present research findings in the fifth hypothesis showed that there is a positive and significant relationship between indicator of sense of meaningfulness and the performance of physical education teachers. It means that if the physical education teachers valorize the goals or activities which they are employed for and observe their intellectual ideals and standards congruent with what they are performing in their job, the ratio of their performance will be at high level. According to [16] the empowered people have the sense of meaningfulness and valorize the goals or activities which they are employed for. Their ideals and standards are congruent with what they are performing; activity is considered important in their value system, and they believe in what they perform. Thus, being important is directed towards value attitude which leads to increase of individual's commitment and it can improve his/her performance. Hence, it is suggested that in order to increase the performance

ratio of the physical education teachers, while explaining the accurate and real organizational goals and values, by making useful and effective relationship with them, their goals and values are recognized and make these goals close and alignment with organizational goals and values, so that the physical education teachers feel responsible and show more appropriate career behaviors of themselves. The results obtained from the main hypothesis of research showed that there is a positive and significant relationship between empowerment in general and the performance of physical education teachers. This finding means that when the physical education teachers become more empowered, their performance improves too. It might be concluded that the empowered employees are more satisfied and more creative. Thus, what the teachers perform as the duty in their job will have higher quality. In fact the physical education teachers who have required empowerment will have necessary knowledge and theoretical and practical abilities to hold physical education classes. They can properly manage groups related to their job by observing ethical and human issues. In other word, they will show more appropriate performance and improve the realization of compiled goals. The results obtained from regression analysis in the sixth hypothesis showed that empowerment indicators are significant predictors for the performance of physical education teachers of the city of Tehran, indicating 30 percent of its variance totally. Of course in this research, among the empowerment indicators, solely the sense of competence and the sense of efficacy are significant predictors for the performance of physical education teachers. These findings mean that issues like the teachers' sense indicating that they have the required ability and capabilities for success in performing the work, using their viewpoints in the school and inducing the sense of efficacy in the job consequences can have positive impact on their performance.

Table 6: Aligned Research

Hypotheses	[14]	[11]	[15]	[16]	[22]	[17]	[18]	[19]	[20]	[21]	[5]
Hypothesis1	*	*		*	*						
Hypothesis2	*		*	*	*	*	*				
Hypothesis3	*			*			*	*	*	*	
Hypothesis4	*								*		*
Hypothesis5	*			*	*						*
Main Hypothesis	*	*	*	*	*	*	*	*		*	
Hypothesis7	*			*	*						

Considering the importance of empowerment and its significant relationship with the performance of physical education teachers, it is suggested that in order to improve the performance of physical education teachers, the senior managers of physical education in the Ministry of Education and Training perform the empowerment process with respect to its meta-psychological dimensions, and consider tools and cases such as delegating authority, providing and making useful and essential information available, using participation management style, composing working teams, giving independence to the physical education teachers in the schools, and so on. In this way, a solution is provided to promote and improve the performance of physical education teachers. Considering the impact of the indicators of sense of competence and the sense of efficacy of teachers on their performance, it is suggested that the school principals emphasize on the teachers' abilities, and also involve them in the decision-makings of school, so that they find the required self-confidence for using their capabilities. On this basis, it can be suggested that the Ministry of Education and Training hold procedures as seminars and training workshops for principles and even physical education teachers.

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