Relationship between Psychological Empowerment and Job Satisfaction, Organizational Culture and Performance of Primary School Teachers in Public Schools of District I of Urmia city in academic years of 2013-2014

Sepideh Sazgar[1], Mohammad Hssaani[2], Afshar Kabiri[3]
[1] MSc., Education Management Department, Urmia University, Iran
[2] Associate Professor, Education Management Department, Urmia University, Iran
[3] Assistant Professor, Education Management Department, Urmia University, Iran

Abstract
The main objective of this thesis was to investigate the relationship between psychological empowerment, job satisfaction, organizational culture and performance of primary school teachers in public schools in Urmia city in academic years of 2013-2014. The population of this research is the study of all primary school teachers in the public school district I of Urmia city who were 794 people that among research sample consisted of 260 subjects were selected by simple random sampling. Method in this study was cross - correlation by using structural equation modeling. For questionnaires and psychological empowerment Spreitzer, Denison organizational culture, job satisfaction Brifildworth and Hajizadeh's job performance were used. The questionnaire using Cronbach's alpha reliability coefficients respectively psychological empowerment 0.75, organizational culture 0.79, job satisfaction 0.82, performance 0.78. To analyze the data in this study, structural equation modeling using LISREL software is used. Structural equation modeling results showed that there is a significant positive relationship betwen psychological empowerment, job satisfaction and organizational culture and performance of primary school teachers in the public school of Urmia city.

Keywords: psychological empowerment, organizational culture, job satisfaction, performance, primary school teachers

Introduction

In today's world is the world of human resources as the most valuable corporate resources, organizational activities are centered approaches and the important role it plays in improving organization's goals and objectives. Human Resources organizations give meaning and context to provide organizational goals. Leicester taro, the most important competitive advantage of organizations in the third millennium of intellect and knowledge of human wisdom knows. He believes that the natural resources of oil can be sources of wealth creation, but also human intellect that can move society to the growth and excellence If the people want in this new challenge, the international process involved, no no way, unless the wisdom and intelligence role in the development of their community, they are full of ideas(Lu, 2012). As a result, many organizations, the need for human resource capacity and implementation of programs to recognize their efforts to implement the programs, empowering employees to create the basis for breeding. The ability known as life-saving tools in the management of one of the most important issues of the day emerged and has become that at successful organizations can guarantee the truth, empowerment philosophy states that the organization can satisfy your buddies at the same time, what needs to Vrd.ayn relationship can be a win – win relationship (Lent,2011).

Variable empowerment can not act independently of the corporate culture. If you look after staff empowerment dimensions of organizational culture in order to strengthen it, the people in the organization work more enthusiastically. The relationship enabling identification (as an internal variable) with dimensions of organizational culture important cultural factors affecting empowerment. With the identification of staff and increase productivity in order to strengthen these organizations from the so-called step Brdasht.astfadh the organizational culture of the early eighties of the twentieth century intensified(Irene & Meeks,2009)

At the beginning of this century, the study of organizational problems began, in other words to be used. Different definitions of corporate culture is expressed. Some organizational culture a belief system you know that the members of a common organization of shared values. Some of them know that the symbolic concepts such as stories, myths and rely on word of pass.

Shine complete definition of organizational culture is as stated, "Organizational culture is a pattern of basic assumptions that a certain group has been discovered or developed, so that compliance with the internal coherence foreign environment teaches them." (Shaymy Barzoki et al., 2013, p. 632).

Today, productivity and job satisfaction of their employees who are dissatisfied with their work, have been discussed by experts.

Researchers who are concerned with human values, argue that job satisfaction among employees should be main goals of organization and organization must provide conditions that keep employees happy and the ways in which the discontent of employees in the organization are identified and due to their productivity(Weiss,2002).

Empowerment is one of the most important tools that lead to these features in their own ability to cope at work. Today, the main source of competitive advantage in the use of technology not only in the dedication, innovation, positive thinking, quality, commitment, responsibility and ability rooted workforce. About job satisfaction have been many definitions, some definitions focus on the job itself, including factors related to job definitions. Job satisfaction is an emotional response or feeling that many aspects of a person's job is, in other words, job satisfaction is not a single concept and incorporated, as a person as well as in the one aspect of the job can be satisfied with one or more other aspects can be satisfied (Kangas, 1999). Mirkamaly job satisfaction for the individual a sense of satisfaction with their job satisfaction in the organization knows that by working effectively with talent, success in jobs, provide reasonable needs, talents, career advancement, and successful experiences related to climate (Mirkamaly et al., 2010, p. 19).

The effective life performance organizations through staff knowledgeable, skilled and capable is possible. Efficiency is doing things right. Performance with little time or energy for the greatest work that has been done. Performance of amount of resources spent to produce unit of product and it can be calculated in terms of use of the product or the ratio of the amount of work done to amount of work to be done. If an organization can be compared with other organizations to spend less resources to reach a certain goal, say that it is more efficient. Improve efficiency, productivity,

and help will be effective in achieving organizational goals (Chadiha,2004). With respect to professional development programs focus on increasing the efficiency of the staff, can be empowering programs can cause performance staff satisfactory results.

Strengthening human resources in educational institutions play an important role in the development of society in many aspects, it is very important. Staff training environment of independence and self-esteem, high levels of motivation to do the work and participation in the social and emotional levels are high. People with such characteristics tend to self-determination and self-discipline in their work and expect that in their work environment, their freedom of action. Thus the effectiveness and efficiency of higher education depends on the quality of its employees. Therefore, it is essential that managers in order to maintain and improve the effectiveness of their education by identifying the factors facilitating empowerment and the elimination of factors that could lead to a feeling of inability to provide the basis for the development of empowerment(Cowin,2008).

This study intends to examine relationship between psychological empowerment, job satisfaction and organizational culture in public schools as well as primary school teachers to evaluate their psychological ability. The results of this research will be necessary feedback for Education officials and school administrators to determine the effects of psychological empowerment of teachers provided so that they can make plans to strengthen the positive performance of the education system and schools.

Therefore, in this study it is examined between psychological empowerment and job satisfaction and organizational culture efficiency of primary school teachers in public schools in Urmia city in academic years of 2013-2014.

Method

Implementation method of the research is descriptive research design is structural equation modeling correlation.

The population and sampling

The population in this study consisted of all primary school teachers in the school district I of in Urmia city in academic years of 2013-2014, which, according to the education area, a number of primary school teachers in public schools are part of a 794 people.

The sample size of 260 teachers were determined based on Morgan table. Sampling was stratified cluster. Thus, given the extent of the population, in first stage of public school districts total of 10 rural school and 20 metropolitan school randomly selected, and in the second phase in selected schools, 7 cases were selected randomly and questionnaires were distributed among them.

Tools

Psychological Empowerment Questionnaire: in order to measure psychological empowerment of the short form of psychological empowerment questionnaire by Spreitzer (1995) was designed. The questionnaire included 15 items and 5 contain significant components, confidence, competence, autonomy and influence that the Likert scale (from 1 = strongly disagree to strongly agree = 5) were measured.

Scale Organizational Culture: organizational culture short form questionnaire to measure organizational culture by Denison (2000) made was used. The questionnaire included 27 items and 4 components of mission, engaging in work, adaptability and compatibility with the Likert scale (from 1 = strongly disagree to strongly agree = 5) were measured.

Performance Inventory: In order to measure the performance of the short-form questionnaire that staff performance Hajizadeh (2005) was built, was used. The questionnaire included 16 items and 4 components, including equality, the hand, the use of the equipment and the speed at which the Likert scale (from 1 = strongly disagree to strongly agree = 5) were measured.

Data analysis

To analyze the data in this study using SPSS software, descriptive indicators and correlation matrix of variables were calculated, and then to determine causal relationships between variables were analyzed using structural equation modeling.

Results

Table 1. Kolmogorov - Smirnov Test for research's variables

Group	Test	P – value

Empowerment	1.01	0.26
Satisfaction	1.3	0.051
Culture	0.89	0.40
Performance	1.32	0.06

Table 2. covariance matrix of hidden variables

Variables	1	2	3	4
1. Empowerment	1			
2. Satisfaction	0.518[**]	1		
3. Culture	0.65[**]	0.32[**]	1	
4. Performance	0.76[**]	0.52[**]	0.73[**]	1

The correlation between the variables is presented in Table 2. As seen in Table 6, the correlation between the variables with the consent of empowerment, culture and performance are positive and significant. The intensity of this correlation pair from is 0.32 to 0.76. The correlation coefficient between empowerment and performance r =0.76.

Correlation analysis between exogenous and endogenous variables can be concluded that any increase in satisfaction scores associated with increased psychological empowerment, culture and performance.

To understand better the relationships and the psychological effect the empowerment of its possible consequences, path analysis was conducted using structural equation modeling. The findings of this study confirm the results and findings of the path analysis show the structural model of the research hypotheses. As the software estimates the standard output (Figure 1) as well as significant numbers of path analysis of research hypotheses (Table 2) seen fit indices showed values of goodness of fit for the model. Structural equation modeling and confirmatory factor analysis to assess the goodness of fit of the model to test this method, LISREL software supplied.

Several LISREL goodness of fit test provides a view of some experts, at least three tests is necessary (Lu et al,2007). In this study several indicators used to evaluate the structural model: 1) Chi 2) the ratio of the square roots of freedom 3) goodness of fit index (GFI) 4) of (NNFI) 5) adaptive fitness index (CFI) 6) increase fitness index (IFI) and 7) root mean square error of approximation (RMSEA) (Spreitzer, 1990). The structural equation modeling, Chi-square indicates that the covariance structure corresponds with the theoretical model. Smaller numbers indicate the goodness of fit for the model Chi-square test. Some sources suggested to accept the model, the Chi-square with degrees of freedom should be less than 3 (Liden et al, 2010).

GFI covariance parameters were consistent with theoretical models of covariance. The index is a number between zero and whatever the resulting number is closer to a model more appropriate and more graceful. CFI also known as Bentley comparative fit index, the index covariance matrix predicted by the model with zero covariance model (theoretical model) compares. This indicator also is between zero and one, and as close to a perfect fit is indicated (Laschinger, 20011). RMSEA index measures the fit of the model and it's smaller, indicating a better fit (Judge & Larsen, 2011). NNFI and IFI indicators which show any aspect of the model structure, variable amounts of between zero and one and no matter how much the index closer to one, the better the fit of the model indicate.

Chi-square value was obtained ton judge linearity of relationship between latent structures equal to 1195.5 of a significant level of p <0.01. Chi-square value of the degrees of freedom is 208. According to this index number which this ratio should not be more than 3 to confirm the model (Klein, 2001). Because Chi-square ratio is less than 3 degrees of freedom, we can say that the data are consistent with the theoretical model. The root mean square error of approximation is equal to 0.073. The index is equal to 0.10 or more to fit if RMSEA value implies weaker (Fisher, 2009). Other indicators NNFI, IFI, GFI, CFI, each aspect of the model structure are shown in Table 3.

According to the assessment of overall fitness model (Table 3), especially with respect to the degree of freedom chi-square value of 2.30, CFI index equal to 0.86, 0.84 index of GFI, IFI index equal to 0.85 NNFI index equal to 0.87, 0.073 to RMSEA index and other indicators, we can say that the final model is a good fit:

Table 3. Structural model of fitness indicators

Index	X2	df	IFI	RMSEA	NNFI	CFI
GFI Final model	712.37	249	0.85	0.73	0.87	0.85

Significant structural model using the path coefficient t is determined. If the value of t between 1.96 to 2.57, the relationship between two structures at level of p<.05 was significant. If the t-value is greater than 2.57, meaningful relationship at p <.01
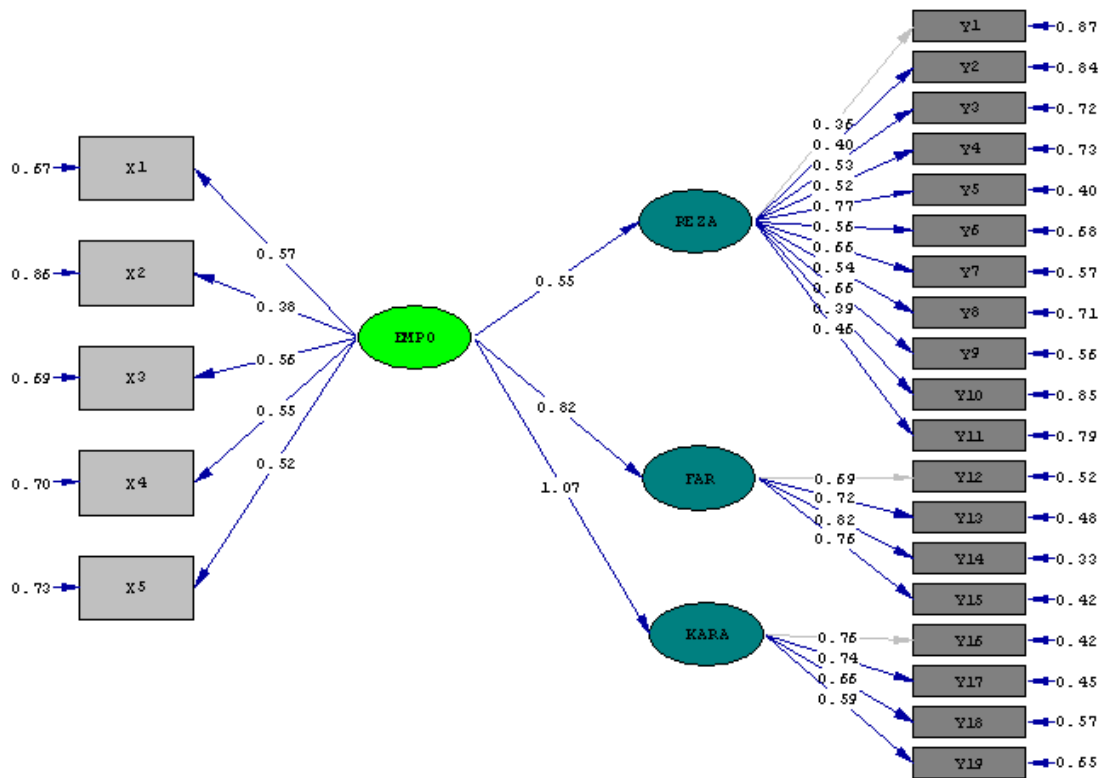

Figure 1. Output software based on standard coefficients

- X1 to X6 is as a significant, trustworthiness, competence, efficiency and effectiveness.

- Y12 to Y15 is respectively components: mission, conflict, adaptation and compatibility.

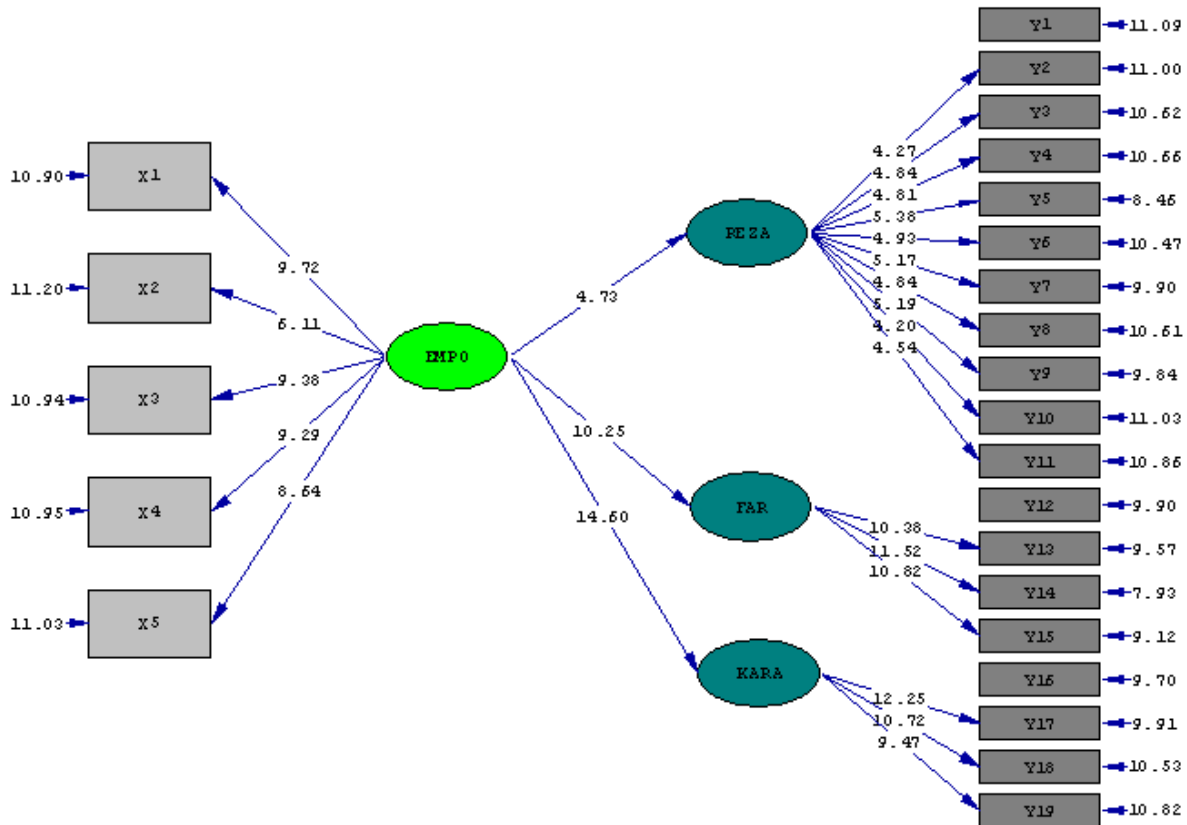- Y16 to Y19 is respectively components: equity, the hand, the equipment and rate

Figure 4. Software output coefficients based on t

Discussion and Conclusion

Conclusion In this part of the hypothesis of the present study and its relation to similar studies on the relationship of psychological empowerment, job satisfaction and organizational culture and performance will be discussed.

According to the results of the first hypothesis, it was determined that a significant positive relationship between psychological empowerment and job satisfaction there. It can be said that psychological empowerment and organizational culture are in same line. So that by increasing the psychological empowerment, job satisfaction increases and decreases with decreasing satisfaction.

This may are consistent with findings and Ravari & Vanaki (2009), Bogler and Somech(2004), Seibert (2004), Kenneth (2009), Luks et al(2001), Mir Kamaly and Nast zaei (2010). They concluded in their research found that staff in their working environment and internal capabilities can be dangerous as well as more efficient job satisfaction will be felt.

According to the results of the second hypothesis, it was determined that a significant positive relationship between psychological empowerment and organizational culture. Organizational culture had a great impact on the empowerment of employees. It was always the organizational thinkers believed that a strong and positive culture about what they are doing makes people feel better. The best things do to lead to better performance and greater efficiency of the organization. The present findings are somewhat consistent with similar results.

Bishob et al (2006) found that organizational culture as significantly associated with empowerment. Corporate culture helps to change and fluctuations in perceptions of empowering employees to understand the certain result with the result of this research is consistent with Nazari and Emami (2013), Barzoki et al (2013), Abboudi and colleagues (2012), Naami (2010), Mazid Abadi et al. (2010) is consistent.

They concluded in their investigation of all components of organizational culture has a direct and significant relationship with the teachers' capabilities for research.

The results Nassiri et al 2011also showed that organizational culture in order to empower employees by strengthening the ability of employees can be best used. .

According to the findings of the third hypothesis was found that a significant positive relationship between psychological empowerment and performance is variable. School teachers are capable of any size in terms of the various components can therefore perform their duties efficiently and in shorter time to show the highest yield. The findings and results Amini et al (2010), Alvani et al (2012) is in line should be noted, however, because in this area there has been less research result cannot be expressed with confidence, so it is necessary further research in this area.

The overall result is that the psychological empowerment, organizational culture, job satisfaction and efficiency of teachers and there is a positive direction. In general, the main message of this study is to develop and institutionalize programs to enable teachers to climate prevailing schools that teachers feel freedom, respect, motivation and take and ethical values such as authenticity, trust and confidence placed in front of schools and teachers in which productivity and job satisfaction and organizational commitment and performance of schools is guaranteed.

Workshops and courses, as well as in-service training managers can develop ways of more familiar components of the corporate culture in schools,with measures such as proper use of the reward system and the identity of the staff, the teachers provide the capability of risk.

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