



Research Paper

Studying the impact of manager's influence strategies on the development of empowerment of elementary school teachers

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Abstract

The present study was conducted with the aim of studying the effect of managers' influence strategies on the development of empowerment of elementary school teachers. The research method was descriptive-correlational. The statistical population of the study consisted of 257 elementary school teachers in Fereydounkenar city. 257 people were selected as the statistical sample by census sampling method. The data collection tools were the standard questionnaires of managers' influence by Kopnis and Smith (1982) and empowerment by Spreitzer (1995). Confirmatory factor analysis was used to confirm the validity of the research tools. The reliability of the research tools was confirmed by Cronbach's alpha coefficient. The structural equation technique was used by the SmartPLS statistical software to analyze the data. The research findings indicated that managers' influence strategies have a positive and significant effect on the development of teachers' empowerment. The research results showed that the components of assertiveness and negotiation had the greatest effect on teachers' empowerment.

Keywords:

Influence strategies, empowerment, assertiveness, negotiation.

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Extended Abstract

Introduction

Today's schools are trying to outpace their competitors in terms of rapid and increasing developments. In order for schools to achieve these goals, they must consider several factors (Abdallah, 2023). The issue that has currently attracted the most attention of schools is the issue of human resource management (teachers), who constitute the basis and real capital of a school, and through this vital factor, the school comes into existence (Kardoost, 2019). The main point that should be considered in strengthening teachers is the issue of teacher empowerment, which has been considered by management experts and experts under the title of career empowerment. In addition, teachers have a lot of talent, motivation, and latent power, and the emergence of these potential forces will be achieved with regard to the strategy of career empowerment of teachers, and ultimately lead to the growth and promotion of the organization, and ignoring this important matter will divert the school from the path of progress and advancement (Pasternak et al, 2023). Schools that are committed to empowering their teachers provide teachers with motivation and commitment. Teacher empowerment has been proposed as one of the management principles. Researchers and leaders around the world support employee empowerment (Molazadeh, 2018). Given that the education system is considered one of the most important complex social systems and plays a very important role in producing knowledge and training the country's future workforce, the level of empowerment of teachers working in this organization is of increasing and high importance (Ganji, 2017). In this regard, a number of studies have examined factors that lead to the creation and increase of organizational empowerment and encourage teachers to perform tasks beyond their official duties. This quality can be affected by various factors, including the type of performance of managers. It should not be overlooked that the implementation of any new plan or fundamental changes in social organizations requires strong, efficient and effective management, because management is undoubtedly the engine of development and in our time the key to the salvation, welfare and independence of nations, and the efficiency and effective performance of organizations depend on their effective management.

This research seeks to answer the question of whether managers' influence strategies have a significant impact on the development of empowerment of elementary school teachers in Fereydunkenar County?

Theoretical framework

Managerial Influence

According to (Ukel et al, 2005), influence techniques are the methods that people use to convert power into action. For example, using expertise to present facts and statistics to convince someone to use your solution or to allow you to make a decision is one of these. In short, influence techniques are behaviors and actions that allow people to exercise power (Chiu et al, 2017).

Empowerment

Empowerment is: creating a set of necessary capacities in employees to enable them to create added value in the organization and play roles and responsibilities with efficiency and effectiveness. Empowerment means giving power (Aquino et al, 2023). This means helping people improve their sense of self-confidence and overcome their feelings of helplessness or helplessness. Empowerment means delegating formal authority and delegating power to employees so that they can contribute to the achievement of the organization's goals and participate in decision-making. Empowerment means that employees can understand their tasks well before you tell them what to do (Solymani, 2020).



(Arabahmadi et al, 2024) In a study conducted on elementary school teachers in Miami County, they concluded that transformational leadership has a positive and significant effect on the creativity and psychological empowerment of elementary school teachers in Miami County. (Späth & Scolobig, 2020), in their research, they evaluated employee empowerment and acknowledged that developing employee empowerment also improves their job effectiveness. (Morshedi Tonekaboni, 2020) In their research conducted among employees of Ilam University of Medical Sciences, they concluded that empowering behaviors of managers have improved employee performance.

Research Methodology

The present research method is descriptive-correlational in nature and applied in purpose. The statistical population of the study consisted of all elementary school teachers in Fereydunkenar County, 257 people. Due to the limited statistical population, census sampling method was used. Library and field methods were used to collect data. The data collection tools were standard questionnaires. Confirmatory factor analysis was used to determine the validity of the research tool, and Cronbach's alpha coefficient was used to determine the reliability of the research tool. Structural equation modeling was used to analyze the data using SmartPLS statistical software.

Research Findings

Descriptive statistics related to demographic information showed that there were 44 male teachers and 213 female teachers. 59 were in the age range (20-30 years), 128 in the age range (31-40 years), 52 in the age range (41-50 years) and 18 in the age range (6-51 years). 161 had a bachelor's degree and 96 had a master's degree or higher. 77 had less than 10 years of work experience, 139 had work experience (11-20 years) and 41 had work experience of more than 20 years. Descriptive statistics related to research variables showed that the highest average of the components of managers' influence strategies related to the assertiveness component was 17.21 with a standard deviation of 2.806, the lowest average of the components of managers' influence strategies related to the negotiation component was 16.46 with a standard deviation of 2.597, the average of teachers' empowerment was 57.63 with a standard deviation of The criterion is 2.026. To use parametric tests, the normality of the distribution of the variables of influence and empowerment strategies is first examined using the Kolmogorov-Smirnov test.

Conclusion

The main question examined the effect of managers' influence strategies on the empowerment of elementary school teachers in Fereydunkenar County. The results show that managers use various tools to ensure that teachers follow their instructions. For example, during meetings with their teachers, they remind them that if teachers perform their assigned tasks correctly, they promise to cooperate with them and follow up on their work problems more carefully, or even provide them with better educational tools, or delegate more authority to them. The first specific research question examined the effect of managers' negotiation strategies on the development of elementary school teacher empowerment. In explaining this question, it can be stated that when school administrators use the negotiation strategy in their organizational communications with teachers, they can stay informed about their teachers' activities and be more aware of their work problems. In this way, by interacting and talking to their teachers in various work meetings, administrators promise them that they are willing to use all their management tools to solve teachers' organizational problems. The second special research question examined the effect of the leadership of managers' assertiveness on the development



of empowerment of elementary school teachers. The result of testing this question is explained as follows: Organizational administrators try to manage their subordinates in the best possible way based on written instructions. They use indirect methods to have their orders implemented by teachers. These methods are based on organizational rules and regulations, but the way they are implemented depends on the conditions at that time in the school. The third special question examined the effect of managers' encouragement and punishment strategies on the development of empowerment of elementary school teachers. The result is explained as follows: In this strategy, school administrators use various incentive tools to improve teachers' performance and, based on the conditioning of rewards and salary increases, convince them to pay attention to the administrators' orders and try to carry them out. Administrators also use punishment systems for teachers who do not pay enough attention to their orders. In these situations, teachers try to implement the orders of their administrators because in these situations they can be safe from their punishment and poor evaluation or even reach a level where they receive incentives. The fourth special question of the research examined the effect of the managers' reasoning strategy on the development of the empowerment of elementary school teachers. The result is explained as follows: In this strategy, administrators try to encourage teachers to carry out their orders by presenting logical reasons and various arguments. In this regard, school administrators try to convince their teachers by logical arguments and presenting various reasons that following the organizational orders provided by the administrators will lead to their empowerment and career advancement, and they should obey these orders. The results of the study are consistent with and supported by the findings of (Morshedi Tonekaboni, 2020). The results of the study indicated that the empowering behaviors of managers have improved employee performance. Based on the results of the study, it is recommended that school managers do something for teachers in return for doing something for them and ask teachers to express their demands. Also, in response to the work of teachers, they suggest that they do better work in the future. It is recommended that managers create a space in schools for teachers to express their demands, respect teachers' values and pay attention to them. Provide an appropriate response to teachers' efforts. Respect their values. One of the limitations of the present study was that this study was conducted in elementary schools with a distinct organizational structure and teachers of that period with completely unique job characteristics, so generalizing the results to other levels of schools should be considered. Accordingly, future researchers are advised to conduct a similar study to the present study in other educational levels.