
Identifying and Evaluating the Indicators and Dimensions of Psychological Empowerment of the Faculty Members of the Azad University of East Azerbaijan Province

Ahad Shahbazian¹, Malikeh Beheshtifar^{*2}

1. PhD student of Human Resource Management, Department of Management, Rafsanjan Branch, Islamic Azad University, Rafsanjan, Iran.

2. Associate Professor, Department of Management, Rafsanjan Branch, Islamic Azad University, Rafsanjan, Iran.

Article history:

Received Date: 2020/08/26

Review Date: 2020/12/20

Accepted Date: 2021/01/03

Keywords:

Psychological Empowerment,
Organizational culture, Organizational
Structure

Abstract

Purpose: The purpose of this study was to identify and evaluate the indicators and dimensions of psychological empowerment of professors in the faculty members of the Azad University of East Azerbaijan Province.

Methodology: Research method in terms of applied purpose; In terms of data collection method, it was descriptive-survey and in terms of data type, it was a combination (qualitative-quantitative) of confirmatory type. The statistical population of the qualitative part of the research were experts familiar with the field of psychological empowerment of professors, and the quantitative part of the statistical population included members of the faculty of the Islamic Azad University of East Azerbaijan Province (450 people). The sample size in the qualitative section was determined using purposive non-random sampling method and the principle of theoretical saturation of 25 people and in the quantitative section using Cochran's formula, 207 people were selected as the sample. The data collection tool was a semi-structured interview in the qualitative part and a researcher-made questionnaire in the quantitative part. To ensure the validity of the interview, the triangulation method (three-way) was used. To ensure the reliability of the interview, the recoding method was used and to validate part of the experts' point of view, the content and structure validity was used to assess the validity of the questionnaire, which showed the validity of the instrument. Cronbach's alpha reliability coefficient was used to measure the reliability of the interview; Coding, factor analysis and univariate t-test using LISREL software were used to analyze the data.

Findings: The results showed that the variables of organizational culture, organizational structure, organizational monitoring system, organizational reward system, organizational management systems had a significant effect on the psychological empowerment of faculty members in the Islamic Azad University of East Azerbaijan Province.

Conclusion: Based on the research findings, paying attention to various structural, cultural and managerial factors can enhance the psychological empowerment of professors.

Please cite this article as: Shahbazian A, Beheshtifar M. (2021). Identifying and Evaluating the Indicators and Dimensions of Psychological Empowerment of the Faculty Members of the Azad University of East Azerbaijan Province, *Iranian Journal of Educational Sociology*, 4(2): 159-172.

* Corresponding Author: m.beheshtifar@iaurafsanjan.ac.ir

1. Introduction

Since human resources are the most valuable factor of production and the most important capital and the main source of competitive advantage and create the basic capabilities of any organization, one of the most effective ways to achieve competitive advantage in the current situation is to make professors more efficient. . What is important in the development of human resources is that the improvement of human resources cannot be achieved only with technical and specialized training, but must be developed in various ways, and this is important, except by implementing strategic plans in the field of human resource management. , Will not be possible. On the other hand, a definite organizational reality is that organizations today, unlike in the past, operate in a complex and dynamic environment (Nursalam, et al, 2018). In such an environment, rapid and drastic changes occur, and competition in this complex environment is a vital element. One of the important components for organizations to enter national and international arenas and compete in these arenas is capable human resources (Mir Mohammadi, et al, 2017).

Empowerment is the most central effort of managers in innovation, decentralization and elimination of bureaucracy in organizations. Empowering people allows managers and organizations to achieve their goals faster and without wasting resources. Empowerment makes people aware of the organization and the job and is proud to work in it. Without empowerment, neither managers nor organizations can be successful in the long run (Nazari, 2014). In fact, empowerment is considered as one of the useful tools to improve quality and increase organizational effectiveness. In order to succeed in today's changing business environment, organizations need the knowledge, ideas, energy and creativity of all people. To achieve this, organizations act through appropriate empowerment to encourage them to take the initiative without exerting pressure, respecting the collective interests of the organization with minimal oversight, and performing their duties as owners of the organization. Empowerment is important to maintain the hope and dependence of the remaining professors during times of downsizing the organization. Empowerment enables teachers to be more resilient and resilient in the face of challenges and threats. Therefore, it can be useful as a source to prevent professors' vulnerability and sow the seeds of hope in their hearts in critical situations such as the destruction of financial capital and the loss of human life (Motamed, et al, 2017).

Among the empowerment models, psychological empowerment is one of the most important goals of organizations and institutions. Psychological empowerment and giving freedom of action are among the basic strategies to increase performance and productivity in today's organizations, because the vast environmental changes in today's turbulent world have made the empowerment and flexibility of organizations necessary to ensure their survival. In order to increase productivity, most organizations focus a large part of their focus on empowering professors (Cheong, et al, 2019). Individuals can perform their tasks well when they have the necessary skills, knowledge and ability and know the goals of the organization well. The tool that can help managers in this regard is the process of psychological empowerment (Firoozbakht, Samanipour, 2017). Today, empowerment is recognized as a tool by which managers will be able to enable today's organizations that have features such as diversity of channels of influence, growing reliance on horizontal structure and partner networks, slight differences between managers and professors and reduce Are organizational affiliations, manage efficiently (Amiri, Beigi, 2017).

Nowadays, the topic of psychological empowerment has become so popular that it has been used by active social, political and economic groups, and learning to use the term psychological empowerment has had two important consequences: first, the definition and framework of this structure remain unclear; Second, the organizations working on this issue have been criticized for not having any criteria to prove that they have really been able to empower their members (Firoozfar, et al, 2017). Among educational organizations, the higher education system as a purposeful phenomenon has two dimensions, quantitative and qualitative, whose balanced and balanced growth must be considered in both quantitative and qualitative dimensions in parallel. Faculty members are among the most important factors in the structure of higher education in the country and their quantitative and qualitative decline has a direct impact on the

performance of the higher education system. Since the position and role of higher education in the economic, social and cultural development of the country is decisive and the specialized human resources required by different departments are trained by the higher education department, the strengthening and development of this department and especially faculty members as the soul and The soul of higher education is the foundation of the development of other sectors (Ahmadabadi, Karami, Ahanchian, 2016).

The university, as an educational center, needs specialized, trained and compassionate forces to achieve the goals of the university. University faculty members, as one of the main stakeholders in the university, are responsible for educating students, and in other words, the efficiency and effectiveness of the university is directly affected by the activity and quality of its faculty members and without faculty Active, persistent, knowledgeable and expert on the mission of the university will not be fully realized. On the other hand, with increasing attention to research along with education as the goals of universities, the need for capable professors who are interested in education and research and have the necessary standards for a faculty member will be more than ever. Faculty members have duties and characteristics that are the key to the success of the university, the student and the professors they. There are also problems and obstacles in the performance of members 'duties, which eliminate them and facilitate the process of members' activities, accelerate the process of achieving the goals of the university (Taghizadeh, 2012).

In line with the subject of the present study, Zinta (2019) in a study showed that there was a positive and significant relationship between psychological empowerment and its dimensions with organizational agility. The findings also showed that psychological empowerment is a significant predictor of organizational agility and among its dimensions, three dimensions of meaning, effectiveness and the right to choose 51% of the variance of organizational agility explain. The findings showed that the psychological empowerment of employees and organizational agility of state-owned banks in Barcelona, Spain was above average. - Cheong et al. (2019) also showed in a study that there is a positive and significant correlation between innovative organizational climate and psychological empowerment. Rad, et al (2017) in a study showed that all three variables (individual factors, group factors and organizational factors) have a decisive role in explaining the dependent variable (psychological empowerment). These three variables were consistent with the dependent variable. There was also a significant difference in the effect of factors. Organizational factors had the most and individual factors had the least effect on psychological empowerment. Bavlar, Orsova (2016) also showed in a study that psychological empowerment is a significant predictor of organizational agility Shariati, Valipour, Nobakht (2016), also showed in a study that the obtained model shows that the organizational culture governing the ideological organization NAJA policy, which includes: a suitable environment for teacher training, justice in the organization and job security, directly plays the most important role in shaping the characteristics of capable professors - as a central category. Of course, in the process of empowering professors, the monitoring system - as a contextual category - and the organizational reward system - as an intervening condition - affect the management system of the organization - as a category of action / reaction. Iranzadeh (2016) in a study showed that the components of "responsibility" and "attention to meritocracy" and the indicators of "education", "guidance of managers" and "participation of professors" are the most effective indicators of managerial empowerment. Avolio (2018) showed that the components of psychological empowerment of professors (delegation, reward and appreciation, value creation and wealth creation, risk-taking, and organizational identity) have a significant effect on crisis management due to the role of change management in Slovak universities. It was also found that the emphasis on improving the psychological abilities of professors can, in addition to further expanding their job and professional performance, affect their greater efficiency during job and professional changes in the organization and also in the event of organizational crises, which results in It can lead to greater productivity of Slovak universities on the one hand and reduce financial, human, social and political organizational losses. Morgeson (2018) showed that the components of organizational structure, processes and strategies, roles and tasks, increasing knowledge and skills, organizational justice, job security, peace of

mind and participatory management in these organizations are in good condition. It was also found that there is a positive and significant relationship between all the mentioned components with organizational entrepreneurship. Finally, organizational entrepreneurship is a good predictor of psychological empowerment of professors in service organizations. Jalali, et al (2017) showed that the effectiveness of management, knowledge and skills, risk acceptance, access to information, participation in decision making, organizational culture, and faith are all involved in psychological empowerment of teachers. Findings of Shariati, Valipour, Nobakht (2016) showed that the organizational culture governing the ideological and political organization of NAJA, which includes: a suitable environment for teacher training, organizational justice and job security, directly plays the most important role in shaping the characteristics of capable professors. It plays as a central category and in the process of empowering the professors; they monitor the monitoring system as a background category, the reward system as an intervening variable and the organizational management system as an active category. The results of Taghizadeh (2017) showed that "personal growth and job design", "formality and transparency of tasks", "attention to the environment and decentralization", "leadership style" and "attention to manpower and work team issues" as methods of empowerment. They are studied in order to improve the productivity of employees in the community. Hakkak, Shariat Nezhad, Saedi (2017) showed that inspiring capacity makers, thought provocateurs, motivators and motivators, spreading the moral atmosphere, competence advocates and interactive trust builders are the six main mentalities of managers in order to empower employees psychologically. For example, the thought pattern of thought providers is the dominant pattern in the minds of managers who bring psychological empowerment to their employees by creating questioning abilities, creating thinking desire, positive thinking, and the ability to think slowly.

The results of Walker (2018) research that psychological empowerment has a positive and significant effect on work-related fascination and organizational virtue. Also, work-related fascination has a positive and significant effect on organizational virtue and it was found that psychological empowerment has only a direct effect on organizational virtue. It was also shown that psychological empowerment and work-related fascination are good predictors of organizational virtue. Psychology and work-related fascination make people in the organization more responsible and increase their positive interactions to promote organizational virtue, so the organization should provide the necessary ground for training and strengthening these variables.

Careful studies at the Islamic Azad University of East Azarbaijan Province and conducting initial interviews with senior managers of the university showed that in recent years, one of the problems of the university has been the weakness of professors in the areas of behavior, decision-making and performance. Among other things, professors do not have the necessary commitment for their performance and are not accountable for their actions. At the same time, some professors do not have the necessary professional qualifications for the faculty job and are only executing the orders of university administrators, without paying attention to the fate of students.

Unfortunately, despite the recognition of such problems and the design and implementation of in-service courses for professors, quality courses are not held to enhance the professional competence of professors, and it seems that faculty members do not know the level to participate in these classes. At the same time, all over the world, professors enroll in in-service courses to improve their level and that of the university, and enjoy the benefits of these classes. Over the last three years, there has been no evidence of improvement or remediation of the aforementioned problems. Therefore, the senior managers of the Islamic Azad University of East Azerbaijan Province, as well as the dominant organizational advisors in the situation of this university, have come to the conclusion that the psychological empowerment processes in the Islamic Azad University of East Azerbaijan Province are problematic and therefore measures have been taken. In the field of psychological empowerment of professors, it has not been effective enough. Accordingly, the present study aims to identify and evaluate the existing indicators, to answer the following

main question: "What are the indicators of psychological empowerment of professors of the Islamic Azad University of East Azerbaijan Province?" It is hoped that the scientific answer to this important question, and the presentation of the model, as a guiding light in decision-making and formulation of strategies in the field of psychological empowerment of professors, with the help of senior managers of the Islamic Azad University of East Azerbaijan and some problems and weaknesses in this field. Eliminate management.

2. Methodology

Considering that the subject of this research was identifying and evaluating the indicators and dimensions of psychological empowerment of professors in the faculty members of the Azad University of East Azerbaijan Province, the research method was applied in terms of purpose; In terms of data collection method was descriptive-survey and in terms of data type was combined (qualitative-quantitative). Statistical population of the qualitative part of the research, including a) Documents, books, articles, Internet resources, dissertations and journals studied, articles and specialized texts from which files were taken. B) They are experts and experts and the interview with them continued until the theoretical saturation of the data. These experts and experts include university faculty members and university administrators. The sample size in the qualitative section was selected using a purposive method of 25 people. Also, a small part of the statistical population included all faculty members of the Islamic Azad University of East Azerbaijan Province (450 people), of which 207 people were selected using the Cochran's formula and stratified sampling.

Characteristics such as knowledge and experience in the subject, willingness, sufficient time to participate and effective communication skills, having scientific research and articles related to the research subject, availability, experience, suitability of the field of study, doctoral degree, teaching at the university must be In this study, in the design of an effective model of psychological empowerment of employees in the Islamic Azad University of East Azerbaijan Province, their views were used. The reason for choosing the community of professors of East Azerbaijan province was the knowledge, nobility and full access of the researcher to the professors and experts of this province.

Qualitative research tools included semi-structured interviews that were used to answer the question of identifying the main components of the research and its indicators. In the quantitative part of the research tool, a researcher-made questionnaire was developed, which was compiled by reviewing the theoretical and practical foundations as well as the results of exploratory interviews (with open and central coding of exploratory interview texts).

To determine the validity of the questionnaire used in this study, the content validity method was used. Therefore, the questionnaire developed in this study was provided to the relevant experts and experts, and their opinions were obtained in order to better obtain the validity and make the desired corrections. In addition to content validity, construct validity was also used to assess the validity of the questionnaire. For this purpose, the results of factor analysis were used, which showed the validity of the tool structure. In this study, the reliability of the retest and the method of intra-subject agreement were used to calculate the reliability of the interviews. To calculate the reliability of the retest, from the interviews conducted, several interviews were selected as a sample and each of them was coded twice in a short and specific time interval. The codes were then compared at two time intervals for each interview, which showed that the reliability of the retest was appropriate. Also, to calculate the reliability of the interview with the method of intra-subject agreement of the two coders, one of the management professors familiar with coding was asked to participate in the research as a secondary coder. The researcher coded three interviews with this research colleague and the percentage of agreement Calculated within the subject matter that is used as an indicator of the reliability of the analysis. The reliability of the two coders was obtained according to the calculations of 82.8, which indicates its suitability. Also, after confirming the content validity and structure of the research tool, in order to

ensure the reliability of the questionnaire, it was performed on a sample of 30 people from the statistical population and the data were analyzed using the method (Cronbach's alpha coefficient). The alpha coefficient of this questionnaire was calculated to be more than 0.7, it can be concluded that the researcher-made questionnaire had acceptable reliability. To analyze the data, statistical methods and tests were used at both descriptive and inferential levels such as Pearson correlation coefficient test, univariate t-test, Kolmogorov-Smirnov test, and exploratory and confirmatory factor analysis.

3. Findings

In this section, research data are analysed and evaluated using scientific methods. Given that the research is of the mixed type. Data analysis consists of two parts: qualitative data analysis and quantitative data analysis. In the following, the content of the interview data is analysed. What are the indicators and dimensions affecting the psychological empowerment of the faculty members of the Azad University of East Azerbaijan Province? After reviewing the theoretical foundations, these dimensions and indicators were studied in the first stage of the Delphi technique to the experts in the field, and these experts were asked to provide suggestions on the combination of some criteria in the form of a new criterion, and finally, no index was added to these sub-criteria.

One of the methods for measuring the proportionality of the sample size for factor analysis is the calculation of KMO (sample adequacy assessment index). If the value of this statistic is more than 0.5, the existing correlations are very suitable for factor analysis. Therefore, if you have collected a large amount of data using the KMO index, you will find the adequacy of the selected sample. The output of KMO test in this study is 0.860, so the existing correlations are suitable for exploratory factor analysis. In the next step, the correlation between the variance of the desired variable and the variance of other variables is examined. The first column of this table (initial) is the subscriptions extracted from the initial data, the high of which (maximum 1) indicates the use of factor analysis.

In the second column, the amount of subscriptions extracted from the factors is expressed. Here, too, a value greater than 0.5 is a confirmation of the appropriateness of the data in factor analysis. If this value is low for a variable, the question should be left out in the analysis. Table 1 shows these values for the effective model of psychological empowerment. As it is known, this amount is in the specified range for all variables. Therefore, the test outputs are standard and can be used for analysis.

The description of psychological empowerment indicators can be seen in the following table:

Table1. Structural Empowerment Structural Commons

| Row | questions | Initial | Extraction |
|-----|---|---------|------------|
| q1 | - The value of producing new knowledge in the organization | 1 | 0.594 |
| q2 | - Identify key professors to record and maintain their knowledge, experience and skills | 1 | 0.519 |
| q3 | - The amount of registration and maintenance of research and valuable experiences | 1 | 0.55 |
| q4 | - Prohibition of personal transactions in the workplace | 1 | 0.568 |
| q5 | - Awareness and sensitivity to ethical issues in the organization | 1 | 0.598 |
| q6 | Existence of mechanisms for resolving ethical problems in the organization | 1 | 0.608 |
| q7 | - Loyalty and sense of responsibility towards the organization | 1 | 0.566 |
| q8 | - Fair job responsibilities in the organization | 1 | 0.525 |
| q9 | - The manager does not have bias in organizational decisions | 1 | 0.501 |
| q10 | - Receive fair rewards in the organization | 1 | 0.563 |
| q11 | - No worries and worries about the future of the job | 1 | 0.574 |
| q12 | - No worries and worries about job degradation | 1 | 0.644 |
| q13 | - Having a sense of calm and comfort at work | 1 | 0.785 |
| q14 | - Existence of appropriate cooperation between different units in the organization | 1 | 0.55 |
| q15 | - Existence of consultation and dialogue between the units of the organization and the | 1 | 0.519 |

| board of directors | | | |
|--------------------|---|---|-------|
| q16 | - Information and awareness of important issues of the organizational unit | 1 | 0.678 |
| q17 | - Predicting new business developments in the organization | 1 | 0.644 |
| q18 | - Quality of educational and technical documents | 1 | 0.535 |
| q19 | - Individual competencies and potentials | 1 | 0.55 |
| q20 | - Creating a competitive spirit in the workplace | 1 | 0.597 |
| q21 | - Strengthen motivation and increase loyalty in employees | 1 | 0.594 |
| q22 | - Having the ability to work in a team | 1 | 0.519 |
| q23 | - The degree of mastery of work and acquisition of technical skills | 1 | 0.55 |
| q24 | - Volunteering to accept more plans | 1 | 0.568 |
| q25 | - Success in performing tasks | 1 | 0.598 |
| q26 | - Promotion of job rank and improvement of job position | 1 | 0.608 |
| q27 | - Volunteering for more responsibilities | 1 | 0.566 |
| q28 | - Solve work problems actively | 1 | 0.525 |
| q29 | - Creating mutual trust and understanding between professors and administrators | 1 | 0.501 |
| q30 | - Existence of new technologies to support the goals and strategy of the organization | 1 | 0.563 |
| q31 | - Quick highlighting and effective prioritization of challenges and threats | 1 | 0.574 |
| q32 | - Clear and visible attention to risk management in the behavior of senior managers | 1 | 0.644 |
| q33 | - Tolerating the risks and failures | 1 | 0.622 |
| q34 | - Flexibility in dealing with crises | 1 | 0.578 |
| q35 | - Enforce the law and avoid violations and crime | 1 | 0.545 |
| q36 | - Prohibition of inappropriate and abnormal behavior | 1 | 0.519 |
| q37 | - Predict credit for empowerment implementation | 1 | 0.521 |
| q38 | - Matching job benefits in Azad University | 1 | 0.572 |
| q39 | - Achieving organizational goals in line with developments | 1 | 0.515 |
| q40 | - Prepare and adjust the description of current tasks and methods | 1 | 0.654 |
| q41 | - Easy achievement and realization of organizational goals | 1 | 0.615 |
| q42 | - Eliminate and modify inefficient forces | 1 | 0.546 |
| q43 | - Use slang and proverbs during conversation | 1 | 0.562 |
| q44 | - Use of technical and specialized words when communicating with the other party | 1 | 0.582 |
| q45 | - Present and express your ideas in the form of general words | 1 | 0.607 |
| q46 | - Trust in God and prefer organizational relationships over individual relationships | 1 | 0.655 |
| q47 | - Special attention to the values and norms of professors | 1 | 0.534 |
| q48 | - Bold attitude of professors towards their work | 1 | 0.582 |
| q49 | - Creating inner peace through work-life balance | 1 | 0.603 |
| q50 | - Irresistibility and hard work of professors in performing job duties | 1 | 0.572 |
| q51 | - Suitable sports facilities for teachers | 1 | 0.546 |
| q52 | - Accommodation and entertainment facilities in other cities for professors | 1 | 0.511 |
| q53 | - Providing special facilities for managers | 1 | 0.561 |
| q54 | - Pay rewards and incentives | 1 | 0.561 |
| q55 | - Proportion of salaries and benefits to the workload | 1 | 0.57 |
| q56 | - Paying less than the professors' job entitlement | 1 | 0.566 |
| q57 | Proportion of organizational salaries and rewards in comparison with other professors | 1 | 0.645 |
| q58 | - Prompt encouragement and punishment | 1 | 0.549 |
| q59 | - Compensation of power deficit and reduction of delay statistics | 1 | 0.606 |
| q60 | - Investing in elite and capable people | 1 | 0.661 |
| q61 | - Resolving the problems and personal concerns of professors | 1 | 0.635 |
| q62 | - Feeling happy to see the result | 1 | 0.575 |
| q63 | - Attention of managers and supervisors to the ideas of professors | 1 | 0.59 |

| | | | |
|-----|--|---|-------|
| q64 | - Value and respect for the cultural diversity of professors | 1 | 0.501 |
| q65 | - Treating professors with courtesy and respect | 1 | 0.541 |
| q66 | - Preservation of valid religious, moral, social and cultural values | 1 | 0.571 |
| q67 | - Maintaining the lifestyle of professors and ensuring welfare and political stability | 1 | 0.572 |
| q68 | - Feeling of power and pride while doing work | 1 | 0.546 |
| q69 | - Having positive and satisfactory mental states of work | 1 | 0.511 |
| q70 | - Promoting participatory management and teamwork | 1 | 0.561 |
| q71 | - Creating grounds for comments from organizational critics | 1 | 0.561 |
| q72 | - Clear and accurate expression of expectations by the managers of the organization | 1 | 0.57 |
| q73 | - Correct communication and activation of the suggestion system | 1 | 0.566 |
| q74 | - Prevention of possible injuries | 1 | 0.657 |
| q75 | - Strengthening the human resources as the driving force of the organization | 1 | 0.641 |
| q76 | - Flourish and realize the potential talents of capable people | 1 | 0.811 |
| q77 | - Ability to deal logically with logical events | 1 | 0.731 |
| q78 | - Sense of ownership | 1 | 0.711 |
| q79 | - Job enrichment and targeted participation of professors | 1 | 0.597 |
| q80 | - Increase motivation and better understanding of tasks by professors | 1 | 0.577 |
| q81 | - Role-playing in any field | 1 | 0.544 |

Accordingly, the dimensions and indicators affecting the psychological empowerment of the faculty members of the Azad University of East Azerbaijan Province were introduced based on the criteria proposed by experts, including organizational culture, organizational structure, organizational monitoring system, organizational reward system and organizational management systems. Based on previous studies, a total of 21 indicators were identified in the interviews. In the first phase of the Delphi technique, these criteria were studied by experts in the field, and these experts were asked to submit a proposal if they had a proposal on combining some of the criteria into a new one, and finally no index was added to these sub-criteria. A description of the indicators of the effective model of psychological empowerment can be seen in Table 2:

Table2. Dimensions, components and indicators affecting the psychological empowerment of faculty members

| The main structure | Dimensions | Components |
|---------------------------|-----------------------------------|--|
| Psychological Empowerment | Organizational Culture | Increase knowledge and skills |
| | | Strengthen beliefs and ethics |
| | | Justice in the organization |
| | | Job security |
| | | Corporate identity |
| | Organizational Structure | Optimization of work processes and methods |
| | | Roles and tasks |
| | | Processes and strategies |
| | | Risk taking |
| | Organizational monitoring system | Terms and Conditions |
| | | Monitoring and control |
| | | Communication skills and interactions |
| | | Creating value and wealth creation |
| | Organizational reward system | Welfare facilities |
| | | Salary rate |
| | | Rewards and appreciation |
| | | Satisfaction and respect |
| | | Security and peace of mind |
| | Organizational management systems | Participatory Management |
| | | Granting responsibility |
| delegation of authority | | |

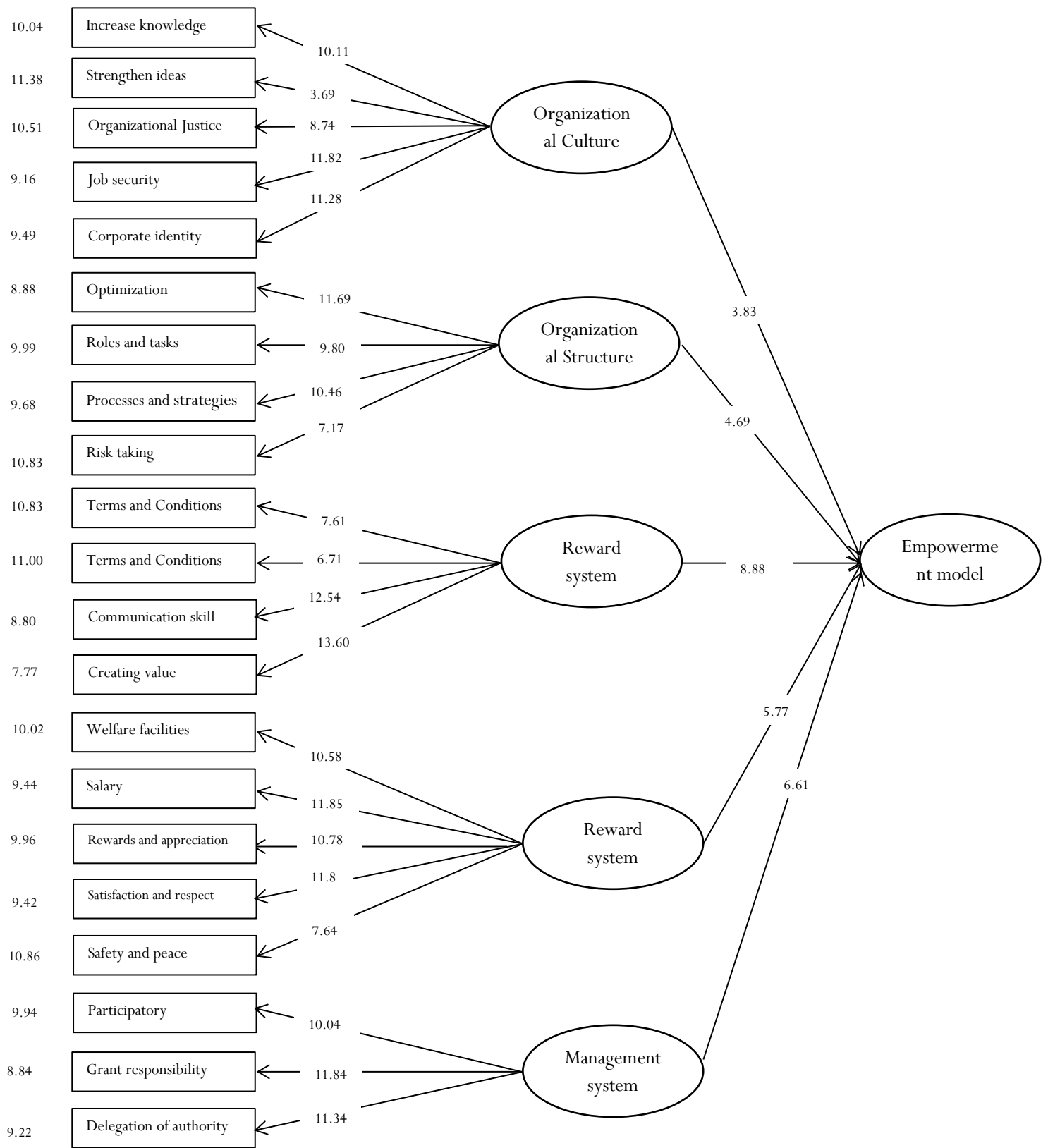
Investigation of the status of research variables in the statistical population in this section, using the T test, questions related to the status of research variables in the study population were examined, the results of this test are as follows. (Significance level in this section is considered 0.05).

Table3. Status of identified variables

| Variable | Average | Statistics t | Significance | Low limit | upper line |
|--|---------|--------------|--------------|-----------|------------|
| Organizational Culture | 3.567 | 16.501 | 0 | 0.499 | 0.635 |
| Increase knowledge and skills | 3.691 | 19.228 | 0 | 0.620 | 0.762 |
| Strengthen beliefs and ethics | 3.564 | 12.366 | 0.002 | 0.474 | 0.654 |
| Justice in the organization | 3.498 | 11.551 | 0 | 0.413 | 0.583 |
| Job security | 3.496 | 9.471 | 0 | 0.393 | 0.599 |
| Corporate identity | 3.582 | 12.03 | 0.001 | 0.486 | 0.677 |
| Organizational Structure | 3.704 | 21.42 | 0 | 0.640 | 0.769 |
| Optimization of work processes and methods | 3.628 | 14.874 | 0 | 0.545 | 0.711 |
| Roles and tasks | 3.546 | 12.29 | 0 | 0.458 | 0.633 |
| Processes and strategies | 3.785 | 20.135 | 0 | 0.708 | 0.861 |
| Risk taking | 3.839 | 21.396 | 0 | 0.762 | 0.917 |
| Organizational monitoring system | 3.279 | 7.28 | 0 | 0.204 | 0.355 |
| Terms and Conditions | 3.154 | 3.403 | 0.001 | 0.065 | 0.244 |
| Monitoring and control | 3.148 | 2.673 | 0.008 | 0.039 | 0.257 |
| Communication skills and interactions | 3.309 | 6.965 | 0 | 0.222 | 0.396 |
| Creating value and wealth creation | 3.506 | 12.807 | 0 | 0.428 | 0.584 |
| Organizational reward system | 3.57 | 19.903 | 0 | 0.513 | 0.626 |
| Welfare facilities | 3.687 | 15.04 | 0 | 0.597 | 0.776 |
| Salary rate | 3.51 | 13.783 | 0 | 0.437 | 0.582 |
| Rewards and appreciation | 3.637 | 14.986 | 0 | 0.553 | 0.720 |
| Satisfaction and respect | 3.432 | 10.542 | 0 | 0.351 | 0.512 |
| Security and peace of mind | 3.613 | 13.252 | 0 | 0.522 | 0.704 |
| Organizational management systems | 3.613 | 18.066 | 0 | 0.546 | 0.679 |
| Participatory Management | 3.705 | 19.892 | 0 | 0.635 | 0.775 |
| Granting responsibility | 3.382 | 8.359 | 0 | 0.292 | 0.473 |
| delegation of authority | 3.75 | 18.272 | 0 | 0.669 | 0.831 |

The results of the current status test show that given that - the value of the test (0.000) is less than the significance level (0.05), so the null hypotheses are rejected. In other words, according to the mean obtained for this variable, it can be said that the status of research variables is in the desired state.

The results of measuring the significance of the model data in Figure 1 are as follows:



Chi-Square=480.63, Df=260, P-Value=0.06705, PMSEA=0.018

Figure 1. T-value statistic is the result of confirming the final GPA of the relationship between the main constructs of the research

According to the chart above, the strength of the relationship between organizational culture and psychological empowerment is 0.38, the strength of the relationship between organizational structure and psychological empowerment is 0.48, the strength of the relationship between organizational monitoring system and psychological empowerment is 0.83, the strength of the relationship between organizational reward system and psychological empowerment is equal to 0.56 and the strength of the relationship between the management systems of the organization and psychological empowerment is equal to 0.68 which shows that the correlation is desirable. The t-test of the relationship test was obtained as high as 3.83, 4.69, 8.88, 5.77 and 6.61, respectively, which is greater than the critical value of t at the 5% error level, ie 1.96, and shows the correlation Observed is significant. Therefore, it can be said with 95% confidence that the effective model of psychological empowerment of employees in the Islamic Azad University of East Azerbaijan Province includes five components of organizational culture, organizational structure, organizational monitoring system, organizational reward system and organizational management systems.

Also, the output of LISREL software indicated the appropriateness of the proposed research model. So that the root value of the mean squares of the estimation error (RMSEA) is equal to 0.018, the value of the normalized chi-square (CMIN / DF) is equal to 1.848 and the value of the goodness of fit index (GFI) is equal to 0.97. Other indicators for fitting the proposed research model are given in Table 4.

Table4. Fits of the main research model

| Indicator | Reported value | Acceptable limit |
|---|----------------|------------------------------|
| Root of Mean Estimation Squares (RMSEA) | 0/018 | Equal to or less than 1 |
| Normalized Chi-square (CMIN / DF) | 1/848 | Equal to or less than 3 |
| Fit Goodness Index (GFI) | 0/97 | Equal to or greater than 0.9 |
| Modified Fit Goodness Index (AGFI) | 0/94 | Equal to or greater than 0.9 |
| Adaptive Fit Index (CFI) | 0/99 | Equal to or greater than 0.9 |
| Normalized Fit Index (NFI) | 0/97 | Equal to or greater than 0.9 |
| Tucker-Lewis Index (TLI) | 0/96 | Equal to or greater than 0.9 |
| Incremental Fit Index (IFI) | 0/95 | Equal to or greater than 0.9 |

4. Discussion

The present study was conducted with the aim. The results showed that the dimensions of organizational culture, organizational structure, organizational monitoring system, organizational reward system and organizational management systems are effective components on psychological empowerment of faculty members. These results are consistent with the findings of Avolio (2018) who showed the components of psychological empowerment (delegation, reward and appreciation, value creation and wealth creation, risk-taking, and organizational identity) on crisis management with respect to the role of change management in Slovak universities. It is significant and with the findings of Morgeson (2018) which showed the components of organizational structure, processes and strategies, roles and tasks, increasing knowledge and skills, organizational justice, job security, peace of mind and participatory management in these organizations. They are in good condition. Or the findings of Jalali, et al (2017) which showed that the effectiveness of management, knowledge and skills, risk acceptance, access to information, participation in decision making, organizational culture, faith are involved in psychological empowerment of teachers.

And even the findings of Shariati, Valipour, Nobakht (2016) which showed that the organizational culture governing the ideological and political organization of NAJA, which includes: appropriate training environment, organizational justice and job security, directly played the most important role in the empowerment process is aligned. Regarding the results of the research, it can be said that the higher education system and universities in societies play an important role in economic, social and cultural development, and in Iran, higher education and universities, especially Islamic Azad University, the task of

training specialized human resources, Responsible for the needs of different sections of society in the field of industry, agriculture and services. Due to all these missions, the quality of services in higher education has attracted increasing attention over the last two decades and has become an important goal. Universities strive for competitive advantage through quality education and reputation.

Recent studies have shown that higher education in developing countries not only plays an important role in accelerating their economic growth rate, but also that higher education is essential to achieving the goal of education for all and the development goals of the third millennium. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), the quality of education should be emphasized in any society, because in addition to economic rewards, non-economic benefits such as health promotion, crime reduction and social anomaly In today's competitive world, one of the most important tools for creating change and survival of the organization and achieving the desired goals and missions is the human element. In the meantime, what gives life to the category of transformation and ensures the survival of the organization is human resources. Capable manpower is one of the major indicators of an organization's superiority over other organizations. The fact is that if we lack creative, knowledgeable, opportunistic and problem-solving people in organizations, we will miss many opportunities and situations. The capability of human resources in universities, especially in the Islamic Azad University, is more important in terms of their important role in the development and progress of society in various dimensions. Therefore, it is necessary for universities, especially Islamic Azad University, with their conditions and requirements, to identify appropriate mechanisms to empower their students, and to mobilize all their facilities for it.

The first step to psychological empowerment is to empower the core of the university, the faculty members. Due to the importance of empowerment, it is necessary for the Islamic Azad University to try to improve the professional competence of its professors by correctly recognizing the factors affecting empowerment and adjusting the conditions. Psychological empowerment of professors should be considered as the most important issue of Islamic Azad University because the psychological empowerment of professors provides flexibility in the university. Empowering professors is, in fact, the most central effort of managers in innovation, decentralization and elimination of bureaucracy in the university. Empowering them will enable managers and universities to achieve their goals faster and without wasting resources. The university director is the most important factor in the psychological empowerment of faculty members, because the manager directly and indirectly affects all environmental and structural factors. Creating a strong organizational culture is very effective in this process. University management can expect professional professors and capable, value-oriented students if they create the right organizational climate for their professors' psychological empowerment.

The most important limitations were related to the subject and scope of the research. In the Islamic Azad University of East Azerbaijan Province, the negative attitude towards research on the problems of this university caused the problem of psychological empowerment of faculty members to be examined from a positive and accepted aspect of the organization. Also, in this research, a researcher-made interview and a questionnaire made by psychological empowerment have been used, and if other questionnaires are used in this field, different results may be obtained. In addition, this research was conducted on the faculty members of the Islamic Azad University of East Azerbaijan Province and the results of the research may be different on other statistical communities.

Based on the obtained results, the directors of the Islamic Azad University of East Azerbaijan Province are recommended to: 1. Improve the level of organizational culture, organizational structure, organizational monitoring system, organizational reward system and organizational management systems in their university because by strengthening these factors can increase the productivity of your organization in today's competitive environment. 2. The directors of the Islamic Azad University of East Azerbaijan Province are suggested to pay attention to increasing the professional qualifications of professors in order to

improve it through various programs. 3. It is suggested to strengthen the ideas and ethics of professors because paying attention to this can be in their loyalty and sense of responsibility to the organization, awareness and sensitivity to ethical issues in the organization, avoiding personal transactions in the workplace and mechanisms Ethical problems in the university play a key role. 4. By giving fair rewards to employees, not being biased in organizational decisions and job responsibilities, justice can be done well in their organization. 5. Pay attention to the development of employees' job security and save them from worries and worries about the future of the job, worries about job degradation and a sense of peace and comfort in the job, and thus improve their positive activities in the organization. 6. Through applications to develop organizational processes and strategies to actively solve work problems, build trust and mutual understanding between employees and managers, create new technologies to support the goals and strategy of the organization and improve job rankings and improve Pay for a job position.

References

- Ahmadabadi A, Karami M, Ahanchian M R. (2016). The role of professional development of faculty members in higher education institutions. The first conference on new approaches to business management.
- Amiri V, Beigi K. (2017). Investigating the Factors Affecting Empowerment in Employee Satisfaction (Case Study: Ayandeh Bank Staff), International Conference on Challenges and Strategies for Economic Management and Development, UAE-Dubai, Management and Development Research Institute of Culture and Arts Institute.
- Avolio B. (2018). Modeling the Effect of Employees' Psychological Empowerment on Crisis Management Considering the Role of Change Management in Slovak Universities. Origins, effects and development. San Diego, CA, Elsevier. 3: 155-182.
- Bavlar W, Orsova Y. (2016). Investigating the Relationship between Psychological Empowerment of Human Resources and Organizational Agility in Sri Lankan Governmental Organizations. Academy of management Executive, pp129.
- Cheong M, Yammarino F J, Dionne S D, et al. (2019). A review of the effectiveness of empowering leadership. The Leadership Quarterly, 30(1): 34-58.
- Firoozbakht M, Samanipour H. (2017). Investigating the Empowerment of Employees with the Establishment of Six Sigma, Quarterly Journal of New Research in Humanities, 3 (18): 48-37.
- Firoozfar F, Zam F, Mansouri E & et al. (2017). An Introduction to the Conceptual Literature of Psychosocial Empowerment, Journal of Psychological Development, 6 (2): 206-189.
- Hakkak M, Shariat Nezhad A, Saedi A. (2017). Identifying Managers' Mental Patterns in Relation to Psychological Empowerment of Employees, Using the Q-method. JMDP. 30 (2): 85-108.
- Iranzadeh S. (2016). Identify and level the relationships of empowerment components using the ISM approach. Journal of Human Resource Management in the Oil Industry, 7 (27): 25-4.
- Jalali R, Alwani S M, Hassanpour A & et al. (2017). Identifying and modeling the factors affecting the empowerment of marine managers, Journal of Marine Science Education, 4 (8): 29-14.
- Mir Mohammadi S M, Hosseinpour D, Ghasemi Bonaberi H R. (2017). Key Factors for Employee Empowerment Success, Journal of Improvement and Transformation Management Studies, 25 (83): 113-93.
- Morgeson F P. (2018). Designing a Model of Employee Psychological Empowerment Based on Organizational Entrepreneurship in Service Organizations in Toronto. European Management Journal, 25: 171-184.
- Motamed M J, Ferdowsi Sh, Esfandiari Nia M. (2017). Analysis of Employee Empowerment Dimensions in National Iranian Oil Company (Case Study: Bushehr Oil Company), International Conference on Green Supply Chain, Lahijan, Pishgaman Science Assessment Company.
- Nazari Y, Ramadan M, Sanghi M & et al. (2017). Architecture of Psychological Empowerment Strategies for Design Office Staff (Case Study of the Defense Industry of the Islamic Republic of Iran). Defense Strategy Quarterly, 15 (60): 138-163.
- Nursalam N, Fibriansari R D, Yuwono S R, et al. (2018). Development of an empowerment model for burnout syndrome and quality of nursing work life in Indonesia. International journal of nursing sciences, 5(4), 390-395.
- Shariati M, Valipour M, Nobakht O. (2016). Design of Employee Psychological Empowerment Model 13 (28): 75-96.
- Taghizadeh H. (2017). A Model of Employees' Empowerment Activities Aiming at Productivity Promotion in Small and Medium Industries. , 10(4(39)): 171-190.
- Tahazadeh M. (2012). Faculty and its position in the university. Wave, 4 (5), 56-23.
- Walker D. (2018). Investigating the Relationship between Psychological Empowerment and Organizational Virtue with the Mediating Role of Work-related Delight in Indian College Staff. ,International Business & Economic Research journal. 23(14): 89-123.
- Zinta S. (2019). Research methodology, the process of describing the processes, research techniques and tools. Human resource management international digest, 14(5): 13-35.