The Study of Factors Pertaining to Administrators' Empowerment Kaleibar schools, Iran

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Abstract : The purpose of the present descriptive study was to analyze the factors associated with empowering administrators in Kaleibar schools, Iran. The population of the study includes all 114 administrators in Kaleibar region. The sample comprises 86 administrators who were selected based on stratified random sampling. Thomas and Woolthoss' empowerment questionnaires, as well as a questionnaire, measuring the factors influencing the empowerment, were employed to collect the data. Pearson Correlation Coefficient was used for analyzing the data. The results show that there is a significant relationship between education, job satisfaction, and information technology and administrators' empowerment. However, no significant relationship was observed between motivation and cooperativeness and the administrators' empowerment.
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1. Introduction

Nowadays, the survival and existence of any organization depends on the empowered, motivated and efficient personnel. Therefore, most organizations try to adopt different approaches to empower their personnel. For example, Stead and Lee (1996) have used two historical approaches for training their personnel. The first approach for training human resources is a sort of development in education, and its main focus is on organizational learning which contributes to the betterment of the skills, knowledge and cognition. The second approach has much deeper and widespread root and focuses on the mutual effects of the immediate organizational, national and global needs. Training human resources includes organized learning experiences offered to the personnel to bring about the possibility of improving their performance and/or their personal growth (Nadler, 1989). According to Horwitz et al. (1995), training human resources is closely related to using processes that help a nation attain knowledge and prerequisite skills to fulfill their specific professional duties and other social, cultural, political and intellectual roles. In modern organizations, administrators are responsible for not only providing the prerequisites, resources and opportunities for learning and empowerment, but also they aim at self-development and continuous development. Self development emphasizes on the main responsibility of the learner in identifying the needs, determining goals, selecting methods, instruments, place and time of learning, as well as assessing the results (Peddler, 1994). Training manpower either by the organization or by a person himself/herself should be aimed at empowering individuals.Though no single comprehensive definition has been offered for empowerment so far, it may be categorized into two sets. The first set includes the views of scholars who consider empowerment as a process of creating occupational motivation in an individual (Zimmerman, 1990). In the second set of definitions, empowerment is considered as an intellectual psychological pattern. Conger and Kanungo (1998) believe that any approach that promote the right for determining destiny and the feeling of being capable among employees would lead to their empowerment. Different approaches have been offered for empowering employees. In their field study, Quinn and Spreitzer's (1997) categorized them into mechanical and organic approaches. According to mechanical approach, administrators can empower employees if they share information with them, create appropriate organizational structure, replace traditional hierarchy with unity, provide educational opportunities and reward risks, innovations and creativities. In the organic approach, empowerment includes the following five dimensions: the sense of fitness, independence, effectiveness, significance and self-confidence.

Due to the significant role of education and training in educating the new generation for taking social responsibilities in the future, there is an urgent need to pay more attention to human resources involved in education and training. The improvement of working conditions and increasing the workers' satisfaction and sense of security and coordinating the efforts to organize the available facilities and resources in order to achieve the goals and reinforcing the morale of the workers and preparing them for flourishing creativity and innovation in the students' potential talents are among the responsibilities of

school administrators (Behrangi, 2004). An effective school comprises a group of innovative and thoughtful people who have common goals and cooperate with school sincerely via sharing their experiences and knowledge with their colleagues and school administrators. Moreover, the capable administrators do know that the employees' peculiar talents and capabilities can have a key role in increasing the learners' and school members' mental, moral, cultural and behavioral improvements. Thus, such administrators try to exploit all capabilities of their employees, teachers and students through creating an open organizational atmosphere and co-operational organizational culture.

Several factors are involved in empowering the personnel and administrators including education, motivation, participation, job satisfaction, and information technology.

The employees need new skills. They have to keep on learning and have opportunities for learning in order to be considered as the real stakeholders in the organization (Scott and Jaffe, 2004, p. 128). The only way to ensure success in long term is to teach people to grow in a mutual learning environment (Tichy and Cohen, 2002, p.128.). At schools, the administrators continuously improve their capabilities and skills by creating knowledge; they learn to change in the course of time and continuously improve their performance.

Generally, education has always been considered as a reliable means in improving the quality of operations and solving administrative problems, lack of which is considered as one of the basic and problematic issues in any society. Thus, in order to equip the personnel with the needed abilities, training them is among the most significant measures and factors constituting the improvement of the organizational affairs (Beheshti Ruy, & Shariatmadari 2010, p. 99). Studies by Abdoli (2010), Azizi et al. (2010), Sagnak (2011) and Karimi et al. (2011) indicate that there is a high correlation between education and increasing the capabilities of the personnel.

The human resources of an organization are capable of learning, innovation and creativity. If the motivation and interest are created in them in appropriate ways, long term survival of the organization is ensured (Bontis et al, 1999). Therefore, one of the most important duties and goals is the management of organizations in order to employ skillful, committed and motivated personnel and to retain them. Adelnejad (2007) mentions that respecting people is the best way to motivate them to do something. In a similar vein, Hodavand and Sadeghian (2007) state that respecting employees and treating them as a respectable human being as well as being flexible in meeting their needs can lead to the motivation. The results of study by David (2002) and Hanifi, & Rahimi (2009) confirm that there is a positive correlation between motivation and the administrators' empowerment. The organizations that encourage their employees' participation in different activities and create a sense of proprietorship and responsibility in them create commitment to their organization and increase the probability of their independence; such organizations continuously empower their employees and increase their capabilities at all organizational levels (Gillespie et al, 2007).

The empowered people posses authority, creativity and capability to manage their own affairs; the empowerment creates a sense of proprietorship and responsibility in the organization (Beach, 1996). Studies by Rasooli (2009), Spritzer (1992), (Emam Gholizadeh et al, 2010). and Zarei and Bargayi (2009) indicate that there is a significant and positive correlation between participation and administrators' empowerment. Job satisfaction refers to a sense of positive attitudes and feelings that people develop towards their jobs; such a feeling creates a positive feeling towards their psychological and emotional attitudes (Moghimi, 2006).

An individual's satisfaction affects his/her commitment which, in turn, affects his/her attempts and final performance; job satisfaction is a prerequisite for organizational commitment (Kuhestani, 2007). Job satisfaction accelerates individual effectiveness, creates satisfaction and helps the learner learn new job skills quickly (Asgari, 2006). Several studies have indicated that job satisfaction is among the most effective factors in productivity and the employee's commitment to the organization, their sense of belongingness to the working environment, increasing the quality and the quantity of the job and showing interest in their job (Human, 2003). Studies by Rasooli (2009), Gill et al. (2010), Rinehart et al. (2005). Bitmis and Ergenelj (2011) and Mir Kamali et al. (2009) indicate that there is a correlation between job satisfaction and administrators' empowerment.

The 21'st century is called 'the age of information' (Ebadi, 2005). Thus technical and technological skills are essential for the administrators' success. School administrators have to learn information technology, computer communications, virtual education and web-based planning to work in society and train effective learners for performance in international spheres. The administrators' mastery of information technology and their use of different virtual channels for improving and developing school management system enable them to make deep changes in teaching and learning strategies in the classroom. The more the administrators' competence

and capability in this area, the more dynamic and prosperity school we would have.
Studies by Graham. (2001) and Dawson, & Newman (2002) show that there is a correlation between skill in information technology and the administrators' capabilities. Following the review of literature presented here, the present study attempts to gain more information by identifying and studying the factors affecting administrators' empowerment at school

2. Material and Methods

The present study is an applied study in pursuing its goals/objectives and a descriptive (correlational) one in its data collection. The population of the study included all 114 school administrators (academic year 2011-2012) in Kaleibar in East Azerbaijan, Iran. Using Morgan table, the sample was estimated to be 86. The selection of the participants was based on stratified random sampling.

The data for the study were collected using two questionnaires: A. Tomas and Woolthos empowerment questionnaire: It includes 19 questions in which the responses have been arranged in a 5 point Lickert scale. Scoring of the questions ranges from 1 to 5 (5 means 'I completely agree', and 1 means 'I completely disagree'). Reliability of the questionnaire was estimated to be 0.82 using Cronbach Alpha. B. The second questionnaire was used to collect the data regarding the factors involved in administrator' empowerment: This questionnaire includes 38 questions in which the questions have been arranged in a 5 point Lickert scale. The scoring ranges from 1 to 5 (5 means 'very much' and 1 is 'very little'). This questionnaire has already been used in Niazi's research with a reliability of 0.81.
For data analysis descriptive statistics and Pearson correlation were used

3. Results

Table 1: Statistical description of administrators' empowerment and the related factors

Factors	*M*	*SD*	*Min*	*Max*
Empowerment	63.72	8.17	50	90
Education	18.33	3.26	11	25
Ability to participate	22.82	3.61	12	32
Job Satisfaction	47.79	5.43	35	61
Motivation	26.36	4.45	16	35
Information technology	16.56	1.97	9	21

As illustrated in Table 1, the highest average is in job satisfaction with a mean of 47.79 and a standard deviation of 5.43, and the lowest average belongs to information technology with a mean of 16.56 and standard deviation of 1.97. The average of 63.72 with a standard deviation of 8.75 indicates that respondents believe in their empowerment more than average.

The results of the hypotheses 1-5 testing are summarized in Table 2 below:

Table 2: Correlation coefficients among the factors of administrators' empowerment

Results	*Sig*	*r^2*	*Hypotheses*
accept	0.004	0.344	education and empowerment
reject	0.344	0.119	motivation and empowerment
reject	0.770	0.038	participation and empowerment
accept	0.001	0.438	job satisfaction and empowerment
accept	0.000	0.423	information technology and empowerment

As Table 2 shows, the correlation coefficient between education and empowerment has been estimated as 0.344 which is significant at 0.005. Moreover, correlation coefficient between the factors of job satisfaction and information technology is significant at $p \leq 0.005$. No significant relationship was observed between the factors of motivation and ability to participate and the administrators' empowerment
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4. Discussions

One of the important health problems in many developing countries is cervical cancer [7] which is the second most common cancer among women worldwide [8,9]so that approximately 450,000 new cases of cervical neoplasm are diagnosed each year in the world [10].

The cervical cancer incidence is higher in countries where screening programs are poorly [11,12]. One of the major causes of cervical cancer remains the most common cause of cancer deaths among women in developing countries is failure of screening programs in these countries [13].
Many cases of cervical cancer are preventable by screening programs. Some studies in deveioped countries demonstrate can be reduced by screening [14-18].

There are several methods to screen for cervical cancer. One of these methods is direct visual inspection of the cervix after the application of 5% acetic acid (DVI).

Because of its ability to in detecting cervical cancer is nearly equivalent to cervical cytology some studies have recommended this method [19-23]. This

method is cost effective and justified for screening [24]. Another successful method for cervical cancer screening is Pap smear [9].

The current study was designed to compare the DVI and Pap smear in diagnosis of precancerous lesions of cervix.

Recent studies have shown direct visual inspection (DVI) has high sensitivity for detecting the premalignant cervix lesions [6,13,25] for example, in Denny et al survey, 2754 women were screened by DVI that can be diagnosed 70% of cases of high-grade SILs (CIN Grade 2, 3) in this study [13].

Another study with equivalent design has done in Egypt; DVI had a sensitivity of 85% for pre-malignant lesions compared with 16.9% for cervical cytology [25]. However, sensitivity of DVI was reported from 75% to 100% in several studies [6,13,25-27]. Our results confirm these finding because in our study, sensitivity of DVI was 88.8%.

Sensitivity of the Pap smear in detecting pre-malignant lesions has been reported between 16 to 85 percent [6, 25, 27-29]. In this study, sensitivity of Pap smear was 37.5%.

The specificity of the Pap smear is more than DVI, although its sensitivity is less than DVI [6, 25]. In De Vuyst et al survey, specificity of Pap smear (94.6%) was higher compared to that of DVI (80%) [30]. In our study, specificity of Pap smear and DVI were 99.06% and 99.9%, respectively.

In several studies, positive predictive value of Pap smear has been reported lower than direct visual inspection (DVI) [25, 29]. Our results confirm these finding because in our study and PPV of DVI is better than Pap smear (PPV of Pap smear and DVI were 42.85% and 88.8%, respectively).

Sensitivity and specificity of DVI is higher than Pap smear and its cost effective [13, 25 26]. In our study, these results obtained, so we suggest direct visual inspection can be used as a primary screening tool with a satisfactory low biopsy rate in developing countries.

5. Conclusion:

Current survey shows that we can use a simple and inexpensive method to find malignant and pre-malignant lesions of cervix. Especially in the societies which there are not all the conditions resulting in effectiveness of screening methods such as Pap smear, in reducing the prevalence and mortality of cervix cancer, using a simple diagnostic method like DVI for all cases and referring the suspected ones to get final diagnose and be treated is critical. Direct visual inspection (DVI) is feasible and easy to perform with superior sensitivity and specificity to Pap smear in detecting cervical premalignant and malignant lesions.

It seems that the important and basically problems which if be solved can reduce the cervix cancer are unconsciousness of most society people ,with any socioeconomically levels ,about the importance of screening and its method also the risk factors of this cancer such as smoking and unsafe sexual relations.

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