

# The Evaluation of the Impact of Belief on Efficacy on the Psychological Empowerment

Abolghasem Karimi\*

Teacher in Educational Training, Educational Department, Iran

Received: March 19, 2015

Accepted: May 2, 2015

## ABSTRACT

The present research has dealt with the evaluation of the impact of the belief in efficacy on psychological empowerment. The present research is a descriptive- analytic one that has been implemented in survey method. Statistics population includes all governmental schools managers and assistants of Amol City who were selected through simple random sampling and they were 118 people of the staff. Research tool included two questionnaires of psychological empowerment of the staff which the questionnaire of psychological empowerment of the staff included 35 questions. Research results showed that the amount of modeling, emotional arousal and the organizational support which are the components of the efficacy belief, have the positive impact on psychological empowerment of the staff, therefore all research hypotheses were confirmed.

**KEY WORDS:** Psychological Empowerment, Efficacy, Modeling, Emotional Arousal, Organizational Support.

## 1. INTRODUCTION

The role of skilled and efficient human forces in the achievement of organizational objectives is an obvious and undeniable issue. There will be no changes made in human-life quality unless a global development is occurred in human self- awareness and interest [1]. In traditional and classic organizations, the management role was to control human forces intensively, but in modern and new organizations human –beings are empowered so that they could decide and manage the affairs [2].

Manpower is considered as the most important, most expensive and the most valuable organizational capital and resource. The human- being is the only sentient element as the coordinator of other organizational factors, plays the main role among all factors. It can be easily expressed that achieving the organizational objectives is impossible without efficient people. Therefore, human resources have major role in growth, dynamism, development, defeat and destruction of the organizations. The concept of staff empowerment had attracted the attention of many academics, researchers and management officers. Staff empowerment as a theoretical concept has a great impact on organizational effectiveness, management and innovation. Thomas and Velthouse [3] believe that formidable staffs have more flexibility in implementation and control of the responsibilities. They initiate new responsibilities in response to the opportunities and issues and they resolve the obstacles, as a result, their motivation is empowered by facing problems and issues. To Leiden et al. [4], capable ones are in high level of job satisfaction, organizational commitment and job performance. In Formidable organizations, the staffs apply their best innovations and thoughts with the sense of excitement, ownership and glory. Furthermore, they work with the sense of responsibility and they prefer organizational advantage on their own, because the management based on the empowerment, is vital, energetic, comprehensive and Democratic (democracy). The empowerment enables people to use their capabilities, capacities and talents to facilitate doing responsibilities, invests on learning and education, injects passion and courage to the organization and creates effective communications, and it trains and leads notices [5]. In the meantime, the effective manager provides such facilities, that the staff believes that they are better than what they think, he behaves with them in a way that they could have great opinion about themselves. In this regard, one of the dimensions which are path finding is the motivation dimension and the belief on efficacy. The supporters of this viewpoint define the empowerment according to the understanding and beliefs of an individual on his role in implementing his duties. Though the definition of the empowerment has been entered to the management literature and the organizational psychology in late 1980s and early 1990s, historical studies show that the empowerment has the roots in the past. Veten et al. [6] suggest that this concept is not new at all, but it has roots in psychology, sociology and religious sciences which returns back to past decades, and even centuries. Regarding psychology, empowerment means people's tendency to experience self- control, self- importance, Self-abuse

In sociology, empowerment thoughts returns back mostly to justice movements (for instance: women rights and civil rights) in which people struggle for freedom and their individual control. Moreover, many writings that have dealt with social problems through social development are basically focused on groups' empowerment, meaning that people endeavor for social development in order that they can increase their access to an empowered status.

Thomas and Velthouse [3] have defined the empowerment based on cognitive variables which are determiner of staff motivation and they believe that the empowerment is a multi-dimensioned issue and they know it as an internal motivation increase procedure which includes effectiveness, competence, significance and the right to choose.

**Corresponding author:** Abolghasem Karimi, Department of Education, Management Branch, Iran.

E-mail: A112i3karimi@gmail.com

Considering Thomas and Velthouse [3] pattern, Spritzer (1995-1996) defines psychological empowerment as a motivational concept including four dimensions: Competence, autonomy (right to choose), significance and effectiveness, which these dimensions are totally reflective of personal direction to the role of work in the organization. Veten and Cameron [6] added the confidence dimension to the above dimensions while confirming the multidimensional feature of the empowerment and all above four dimensions.

The research results assessment confirms the impact of individual and organizational features on the staff psychological empowerment. One of the individual components and its relationship with the psychological empowerment, which has been dealt less in the researches, is the belief in self- efficacy.

If an individual believes that he cannot attain the expected results, or believes that he cannot prevent the unacceptable behaviors, his motivation for work will be decreased. All motivation factors are subordinate to an individual belief, though there are other factors that act as human behavior motivators. According to Banaura[7] social training theory, the belief in individual efficacy impacts on people's selections. People tend to do what they feel assured in, and they avoid doing what they are not capable of. Self- efficacy beliefs, determine that how much energy people put on their activities and how much, they resist against the obstacles[8].

Facing with mental complexity should be controlled and motivated through many human behaviors by self- influence mechanisms. None of the self- influence mechanisms is more important and more comprehensive than the belief in efficacy [7].

People gradually grow and reach the maturity state and become more aware of their features and that what sort of an individual they have become. We can say that people are more aware of themselves. This procedure has been named as the growth of self- image and gradually, and it occurs when an individual gains experience during lifetime. Learning about one-self, is one of the challenges in life and it comprises of finding out some features in one –self which he likes it or does not like it [9].

Regarding this, the evaluated issue is” the impact of the belief in efficacy on psychological empowerment of the school managers and deputies.

## **2.Theoretical bases and concepts**

**2.1.Psychological Empowerment:** Empowerment is called to a procedure during which, the manager helps staff to gain the required capability for independent decision- making. This procedure not only impacts on people's performance but also it impacts on their personality. Blanchard writes that the empowerment means to empower and assist people to improve their self- confidence, overcome their incapability and inability and to create enthusiasm for the activity and mobilize inner motivations [10]. Thomas and Velthouse are on the head theorists of empowerment approach through psychological viewpoint. They believe that the empowerment is an inner motivation procedure of responsibilities transferred to the staff and it is manifested in a series of cognitive features below:

**2.1.1.Competence:** competence or self- sufficiency is the belief of an individual in his /her capabilities to do the transferred responsibilities ,if the responsibility is in a way that an individual can do it skillfully , it will have positive impact on his feelings by self- sufficiency.

**2.1.2The right to choose:** when the individuals do or don't something on their choice instead of doing it compulsorily, they get involved in their responsibilities voluntarily and feel they have right to choose. The capable ones feel responsible and ownership [10].

**2.1.3.Effectiveness (impact):**capable individuals believe that that they control the results personally, they believe that they can change the results by influencing work environment or the results attained. Feeling effective is an individual's belief in an specific period of time for changing towards a suitable direction [11].

**2.1.4.Meaningfulness of the work:** capable individuals feel meaningful. They value their Purposes, objectives or the task they are involved in, their ideals and standards are seen congruent to the tasks they are doing. The activity is considered important in their value system. They are more engaged to that job and they focus more power on that job and they show more perseverance in follow up the goals[12].

**2.2.Self- Efficacy:** Self- efficacy is an important factor for successful performance and is one of the main skills required to implement this. Effective performance requires having skills and belief in capability to do these skills. Managing ever changing, vague, unpredictable stressed situation requires having multiple skills. According to Bendora self- efficacy, is a constructing power that through which, cognitive, social ,mental and behavioral skills are organized to achieve various objectives in an effective way [7].

Self- efficacy(is also recognized as social –cognitive theory or social learning theory) is the individual belief towards his capability in doing an especial task successfully [7]. Self- efficacy has been imagined as a kind of self- confidence [14] or a kind of self- esteem related to an especial task [13]. Self- efficacy has three dimensions power: the task difficulty level that an individual believes that he achieves; power, conviction about greatness, powerfulness , and weakness and generalization , in a degree that it is probable to repeat the behavior in other condition. Staff adequacy feeling , impacts on their expectations, motivations and performances [13]. We seldom endeavor for the responsibilities that we feel, we are not successful at. A professor might believe that he can learn the teaching method online by himself.

Other instructor might have doubts in learning teaching methods online, without passing an official course. Self-efficacy has great impact on learning, motivation and performance, because people endeavor to learn and do only the responsibilities which they believe, they are capable of successful doing it. Self-efficacy impacts on learning and performance in three methods [13]: 1- Self-efficacy impacts on the objectives that the goals codify for themselves. Individuals who have the low self-efficacy tend to codify relatively small objectives for themselves. Vice-Versa, individuals who have high self-efficacy, might codify greater personal goals. Researches show that people learn and perform according to their efficacy level. 2- Self-efficacy impacts on learning and in the same way the rate of the effort made by the individuals in work environment. People who have high level self-efficacy, generally endeavor to learn the method of doing new tasks, because they believe that they effort will be successful. Staff who have low self-efficacy, might endeavor less to learn and do difficult tasks which they are not sure about their success. 3- Self-efficacy impacts on the individual stability in an endeavor to do difficult tasks. Staff who have high self-efficacy, they can learn a new task. Therefore, they might preserve their stability facing the problems. Vice-versa, the staff who have low self-efficacy, might believe that they are not capable of learning and doing a difficult task and there is more possibility that they leave the problem when they face it. Bandora and luck (2003) infer through a comprehensive study regarding self-efficacy literature, that it is a powerful determiner of job performance.

### **2.3. Self-efficacy impacts on psychological performance**

**2.3.1. The impact of self-efficacy on motivation level:** understood self-efficacy has a determiner role in an individual self-motivation, because the belief in self-efficacy impacts on selection of challenging objectives, the amount of efforts in doing the tasks, the perseverance in facing problems and the amount of stress tolerance [13]. The belief in self-efficacy plays an important role in through these determiners of human behavior. Some behaviors are as below:

**2.3.1.1. Objectives selection :** Self-efficacy acts as an important determiner factor, selecting high challenging objectives and difficult tasks. Generally, an individual selects objectives that he is capable of achieving them successfully and to have a certain level of capability doing them.

On this regard, people avoid doing the tasks they are not capable of doing them, and this avoidance can limit individual challenging tasks and the reinforcement of positive feedbacks resulted. Individuals who believe in their self-efficacy, select challenging objectives and avoid threatening experiences and individuals with low self-efficacy avoid facing assignments, responsibilities and difficult goals. Based on selected objectives, Self-efficient individuals make themselves responsible to determine performance standards and then they observe and judge the results of their performance and in case, they observe any discrepancies between the real and desired performance levels, they feel dissatisfied and this is a motivator for determination and correction of their performance. Individuals impact on their personal and occupational life-stream. They avoid positions, activities and selections which they believe is more than their power and they choose activities which they believe they can manage it. Individuals having high self-efficacy, choose the goals which are possible, but not out of their power. Self-efficacy beliefs impact on individuals' selections such as: career choice, and advanced courses and they have important role in personal and occupational future.

**2.3.1.2. Attaining expected results and consequences:** Also Self-efficacy, has an effective role on potential expected consequences of motivations and preventives. Predictable consequences, generally depends on individuals' beliefs in capabilities to implement tasks in various situations. Individuals having high efficacy expect desired consequences through great performance, but individuals with low efficacy, expect a weak performance and finally they attain negative and weak results.

Bandora [13] claims that there are numerous activities that if implemented well, they are followed by desired consequences, but those tasks are not followed by the individuals who doubt their capabilities to do the tasks successfully. Vice versa individuals having high efficiency, expect that to attain success through their efforts, and they don't give up by negative consequences. Therefore, the self-efficacy theory expresses that the individual's belief on his capabilities, creates the required behaviors to attain expected positive results and it causes that an individual put a double effort to apply his behavior.

**2.3.1.3. Objective implementation:** understood efficacy not only impacts on the selection of the objectives but also it impacts on their implementation. To implement a decision never assures individuals to do the required behaviors successfully and to have stability and perseverance facing the problems. A mental decision requires a mental practice derived by high self-efficacy. An individual should add a self-deed (functional) to a self-determination; otherwise, the decision-maker has not applied the thought and notion. The belief on personal efficacy also forms human behavior, that whether he uses the opportunities or prevent them attending in various life condition, which makes the problems and obstacles more difficult. Individuals with high self-efficacy focus on job promotion situations and dominance on the obstacles, control the environment and limits by the innovation and perseverance. Individuals, who have self-doubt, have little control on the obstacles and limits or they do not have any control on them at all, and they easily counts their efforts as in vain. They use little environmental opportunities.

**2.3.1.4. The effort amount:** perceived self-efficacy impacts on the efforts for the implementation of the task. The individuals, who believe the efficacy, put extra efforts to overcome the obstacles and problems. In return, individuals who doubt their competence or have the weak efficacy belief, they endeavor less or give up while facing the obstacles and defeats, or provide solutions less than general and these individuals attribute their defeat reason to their incapability. At that moment, they focus their attention on their incompetence rather than solving the problem, but those individuals with high efficacy, know that the reason of their defeat, as less effort.

*2.3.1.5. The amount of stability and perseverance:* perceived self- efficacy impacts on the perseverance and enthusiasm of an individual to achieve the expected objectives to encounter the obstacles. Efficient individuals put a lot of perseverance facing difficult occurrences and they gain positive feedback from various personal and environmental resources which those feedbacks act as the booster of self –efficacy. On the contrary, individuals with low self- efficacy, or individuals who do not endeavor to achieve the expected results, receive feedbacks that is indicator of their incapability to do the tasks [13].

*2.3.1.6. Stress and mental pressure:* self- efficacy impacts on stress and mental pressure and depression caused by threatening situations. Individuals with high efficacy reduce their mental pressure level in mental pressure situations, but individuals with low efficacy, experience high stress controlling threats and they develop their in efficiency, also they see many environmental aspects as high risk and threatened which this can cause individual's stress and mental pressure. Individuals who believe that they can control threats and potential insurances, do not let the confusion factors get in to their minds and as a result, they are not confused by them.

*2.3.1.7. Self – governance:* Self – governance enables them so that they have control on their thoughts , feelings ,motivations and behavior. Human has understandings of the degree and the amount of control on his behavior and life. Individuals endeavor to control on the events that influence the life. Influencing on the situations, people can have desirable future and prevent undesirable results.

**2.3.2. The impact of self- efficacy on the emotions :** success and victory of any individual in life, business, making friends or any other actions , is the result of positive personal view of himself. This is the positive viewpoint that leads an individual to success and on the contrary ,negative view point of one- self and others causes that human mind to get involved in thinking of problems instead of using the opportunities, which would have bad impacts on our behavior with others. Experiences of staff success or failure during the years of services , influences their image regarding their capabilities towards doing occupational task. If an employee believes that previously he has done similar task successfully, probably he will deal with next tasks and activities by a more positive look and if he has faced the failure ,he will deal with next assignments negatively. Bandora believes that resolving a problem or success in the implementation of an especial task creates emotional experience which causes the tendency to involve in order achieving the fluency level in future issues in individuals and it increases the sense of efficacy. The strategy of creation and change of the self- efficacy system of the staff, Bandora[13] states that individual's belief in their self- efficacy ,comprises of a main section of self- knowledge. In order to create and change of self- efficacy beliefs system, four sources are determined as important. These resources include: successful experiences, Vicarious experiences, vocal and social encouragements, emotional and physiological status, Self- efficacy resources are not naturally acknowledging. They are raw data which become trainable through the cognitive efficacy and reflective thought processing. Therefore, information and knowledge attained by the events and occurrence should be distinguished from information and knowledge which impact on self -efficacy.

*2.3.2.1. Successful experiences:* successful experiences or successful performance, or according to Veten and Cameron , training personal experience fluency , are the most effective resources to create and empower personal efficacy [13].“ successful occupational experience refers to the intensity and the powerfulness of self –efficacy beliefs as the result of doing the task. In the triple cause and effect of this resource , this pattern is related to the self- efficacy belief. Previous successes which are based on personal fluency , provide urgent and tangible evidences that whether an individual can be successful in an especial task Or not? [13]. Bandora [13] refers to that successes empower the self- efficacy belief, especially failures occurring before the sense self- efficacy , weaken the self- efficacy belief. The performances which do not end up to the expected results, can create lower efficacy. The sense of self- efficacy is created when the individual is capable of overcoming the obstacles by frequent perseverance and endeavor. Individuals show more perseverance facing difficulties and discomforts when individuals believe that they have the success achievement requirements and tolerating difficulties, they become more powerful and stronger. The experiences that ensure the personal strength, allows him to tolerate problems and failures without losing competencies. The intensity and weakness of human forces have importance functions for human resources management, considering occupational success and failures experienced. Training personal fluency experience has relationship with the self- efficacy of the staff [5]. Bandora [13] realized that the most important thing that a manager can do for the staff that they become efficient ,is that to assist them to experience their personal fluency about some issues or problems. Individuals grow the sense of fluency through successful implementation of a task or solving a problem. Personal fluency can grow by providing the opportunities to do more difficult tasks successfully which finally leads to the achievement of desired objectives. Method is to initiate with simple tasks and then moving forward to harder tasks, until the individual experiences the sense fluency on all complexities of the issues.

The managers can help individuals to feel the efficacy increasingly. One way to do this task, is to break huge tasks and complex skills to more detailed tasks which can be done simply and then assign a part at a time to the staff. The management considers little successes, the staff achieve and then he magnifies the successes. The responsibilities can be developed progressively, in a way that responsibilities get more complexed and developed simultaneous to staff fluency on main elements. More responsibilities are given to the staff while they progress solving preliminary issue. The managers can also provide opportunities for the staff that they lead and guide others in a plan, work group or committee. Small victories can occur when huge problems are divided to limited units which can be achieved individually. Small victories might seem unimportant per se, but they create the sense of movement, progress and success. Recognition and

appreciation of small victories provide the base for movement which leads individuals to the sense of efficacy and competence. The managers should not only provide effective regulations and strategies to create new behaviors but also should encourage individuals to empower and adjust created behaviors, so that they can constantly have better control over their behaviors. 2- Vicarious Experiences: individuals not only do not rely on their previous successes, but also they are influenced by vicarious experiences through modeling or model making. Modeling which is related to environmental factors, is an effective tool for the improvement and the empowerment of the sense of personal self – efficacy. “Modeling refers to the observation of others’ behavior as the model during doing responsibilities” (apple bum, 1997,p 36). In many activities, individuals evaluate their capabilities comparing with others’ progresses. Modeling provides a base for the social comparison and judgment regarding personal capabilities through successful efforts and empowers this belief in the observer, which can do the responsibilities successfully by the great effort. Modeling depends on simulation of and the similarity between the model and the observer. Therefore, the competence should be considered regarding others’ performance. Social comparisons are considered as the first factor of self- assessment capabilities.

Most of the time, individuals in the organizations, compare themselves with their colleagues in similar situations like: classmates, colleagues, competitors, or individuals who endeavor in other similar situations. The colleagues and competitors, who do the better job, increase the efficacy beliefs. Social comparisons and others improvement who work at the same activities, are the base for the judgment about personal capabilities. The observation of individuals, who has done their tasks successfully, increases the self- efficacy beliefs in the observer. The observers convince themselves that if others could have done their responsibility successfully, we can also have the increase in performance. Also, observing individuals who have not been successful despite their great efforts doing responsibilities decreases the efficacy belief of the observers regarding their capabilities and decreases the endeavor to do the tasks.

In the organizations, imitation of supervisors and managers’ behavior is strong in some staff. Definitely, playing others ‘role and imitation of others’ behavior have delicate impacts on social learning.

Modeling in the organizations is used in uncontrolled situations during the day, where an individual observes others’ behavior while doing his task and also during educational activities as a learning method. In addition, Cameron [5] express that the manager can play the role of model by showing desired behaviors. Moreover, the managers can attract their colleague’s attention to other individuals who have been successful in similar situation. They might provide this possibility so that to have relationship with ordinary and senior individuals that they can play model role for them. The managers should create opportunities for their staff so that they educate with successful individuals. The managers can make their staff companion and associate with the advisors who have the same experience as they had. In other words, individual empowerment requires accessing samples of previous achievements.

*2.3.2.2. Verbal and Social encouragements:*” Third resource of creation and empowerment of self- efficacy, is verbal encouragements or the messages individual receives from the social environment. This means that he is worthy of doing certain behaviors.” [13]. The objective of verbal or social encouragement which is related to environmental factors , is that individuals use their capabilities to do their tasks successfully , not to create un real expectations which might have negative impacts on the individual. Other strategy is the assistance of staff to experience empowerment, providing social and emotional supports for them. “Support means the confirmation and acceptance by the managers and colleagues in the organization and it is generally attained by membership in organizational networks. Support networks include: Manager, Colleagues, Subordinates, and members of the work group” [15]. If the staff should feel empowered, the Managers should encourage, accept and support them and assure them. Bandora[13] comprehended that an important part of the sense of efficacy, is to have efficient managers. The managers, who are after making their subordinates efficient, should find the methods to appreciate their performance. They can write letters or notes for the staff, or their unit members and even to their families to show that the individual’s good performance has been considered. The managers can also provide feedbacks for their staff regarding their capabilities and competences. They can take social supports for the staff, through providing the opportunities that the staff can become members of a social group or unit, they should frequently held ceremonies so that to appreciate their staff achievements and to listen to staff opinions and endeavor to understand their opinions and emotions. In this way, the managers can empower staff through the creation of the sense that they are acceptable and they are also considered as valuable capital and they are inseparable part of the organization.4- Physiologic and emotional status: personal efficacy expectations of an individual is influenced by emotional arousal status and his physiologic status. Bnadora[13] says that “people’s judgment on their capability is subordinate to physical status which is (In its turn) impacted by personal emotional and physiological status”(p 106). “Emotional arousal means banishing negative feelings: fear, stress and immorality, and creating positive feelings like: love, excitement and competition “[5]. Individuals see their physiologic activities as signs of disorder and instability in stressful status. Negative excitements can cause pressure and stress and confuse individuals from inside and finally efficacy will have negative impact on them. Personal understandings of physiologic status (personal mental impacts) like: fear, anxiety, stress and depression (inside and outside an individual) cause that individuals to underestimate themselves and lower the personal self- efficacy. Physiological indices of efficacy like: fatigue, anger, pain and toil are not limited to auto- excitements or automatic, but it covers other physiologic indices including: tolerance and stability of the individuals against mentioned indicators which are considered as the lack of physical efficacy. Therefore, positive emotional status increase efficacy and negative emotional status decrease self- efficacy. Bandora [13] suggests that in order to change efficacy beliefs, physical power should be increased , and stress level should be decreased and misunderstanding physical status should be corrected.

Konger and Kanango [11] express that the empowerment technologies and strategies like: emotional support of the subordinates and providing the confidence atmosphere, can strengthen the self- efficacy belief.

**2. RESEARCH METHODOLOGY**

Present research is a survey- descriptive analytic and sectional type of research. This research’s statics population of this research are all the Managers and the Deputies of Governmental schools of Amol city. Sample volume was specified as 118 ones which were selected by random sampling method from the desired society. In order to gather data and measurement of the variables, two psychological empowerment and the dimensions of the empowerment questionnaires were used. Psychological questionnaire has been applied to measure the psychological empowerment dimensions. The competence dimensions 3 items , effectiveness, significance from Spritzer psychological empowerment questionnaire (1995)and the items related to confidence were adopted from Mishera ‘s confidence questionnaire (1994). The questionnaire of the factors impacting empowerment is also designed and codified considering the literature existing in organization’s management by using empowerment questionnaire Vetten ,Cameron, Abdollahi (1998and 2005) [5, 16] of the researchers. This questionnaire uses 3 sources of self- efficacy in order to measure the effective factors on the empowerment of the staff. In order to evaluate the components comprising (items) questionnaires, and to ensure of required features’ representativeness which the researcher intends to measure them, content validity was used. The stability of the questionnaire was measured using statistics which determined the stability of psychological questionnaire 94% and the questionnaire for the stability of factors impacting empowerment 90%.

**4.Description of Research results**

**4.1. The rate of modeling in the Organization:** Data in Table 1 shows that 4.2 percent of all managers studied, estimated the rate of modeling low, 35.6 percent rated the modeling average and 60.2 percent have measured it as high. The average of the variable “modeling” is 10.87 in the organization which is higher than the society’s average (7.5) and it is indicator of the relatively high modeling rate in the organization. Standard deviation of this variable is 2.4.

**Table 1:** Abundance distribution of subjects according to the rate of modeling

Component	options			Average	Standard Deviation	Minimum point	Maximum point
Modeling rate in the organization	low	Abundance	5	10.87	2.4	4	15
		Percentage	4.2%				
	Average	Abundance	42				
		Percentage	35.6%				
	High	Abundance	71				
		Percentage	60.2%				
	Total	Abundance	118				
		Percentage	100%				

**4.2.The rate of emotional arousal in the organization:** Data in table 2 show that 3.4% of total case study all managers and deputies (case study ) have expressed the emotional arousal rate as low, 40.7% average and 55.9% high. The average of emotional arousal variable is 10.38 which is higher than society’s average (7.5) that is indicator of relatively high emotional arousal in the organization. Standard deviation of this variable is 2.58.

**Table 2:** Abundance distribution of the subjects according to the rate of emotional arousal in the organization

Component	Options			Average	Standard deviation	Minimum point	Maximum point
Emotional Arousal in the organization	low	Abundance	4	10.38	2.58	5	15
		Percentage	3.4%				
	Average	Abundance	48				
		Percentage	40.7%				
	High	Abundance	66				
		Percentage	55.89%				
	Total	Abundance	118				
		Percentage	100%				

**4.3. The rate of the organizational support:** Data in table 3 show that 3.4 percent of total case study respondents expressed the organizational support they receive as low, 40.7 expressed it as average and 55.9 expressed it as high. The

average of organizational support of the staff is 10.63 which is higher than the average of the society and that is the indicator of relatively high amount of organizational support of the Managers and deputies. Standard Deviation of this variable is 2.85.

**Table 3: The distribution of abundance according to Organizational support**

Component	Option		Average	Standard Deviation	Minimum point	Maximum point	
The organizational support	low	Abundance	4	10.63	2.85	3	15
		Percentage	3.4%				
	Average	Abundance	46				
		Percentage	39%				
	High	Abundance	68				
		Percentage	57.6%				
	Total	Abundance	118				
		Percentage	100%				

**4.4. Psychological Empowerment rate:** Table 4 data show that 32.2% of total (case study) Managers feel somewhat empowered and 67.8% feel highly empowered. The average of staff empowerment variable is 49.23, which is higher than society's average that is indicator of the great sense of (case study) staff psychological empowerment.

**Table 4: The abundance distribution of subjects according to their empowerment and psychology**

Psychological Empowerment	Options		Average	Standard Deviation	Minimum point	Maximum point
	Low	Abundance	0	49.23	7.47	29
Percentage		0				
Average	Abundance	38				
	Percentage	32.2%				
High	Abundance	80				
	Percentage	67.8%				
Total	Abundance	118				
	Percentage	100%				

### 5.RESULT ANALYSIS

In this section each one of the research hypotheses in bivariate and also we evaluate the impact of independent variables together on independent variable (the rate of staff psychological empowerment) in regression of multi- variable.

**Table 5: The solidarity between (Modeling, emotional arousal and the organizational support) and the psychological empowerment of the managers**

Variables	R	R2	B coefficient	Beta Coefficient	t	Significance level
Modeling and Empowerment of Staff psychology	0.224	0.05	0.698	0.224	2.5	0.02
Emotional arousal and the Psychological empowerment	0.279	0.078	0.807	0.279	3.13	0.002
The rate of organizational support and psychological empowerment	0.246	0.06	0.646	0.246	2.7	0.007

As it is observed in the above table, Beta coefficient is indicator of the positive impact of modeling variable on the staff psychological empowerment, and this means that staffs feel more empowered by the increase in modeling in the organization. Considering the amount of R<sup>2</sup> has explained 5% of staff psychological empowerment variance alone. This impact is significant at ( P</02) level. Therefore, the above hypothesis is verified. Beta coefficient is indicator of the positive impact of emotional arousal variable on the staff psychological empowerment. This means that staffs feel more empowered by the increase in emotional arousal. Considering R<sup>2</sup> can be said that the variable has explained 7.8% of variance of staff psychological empowerment alone. This impact is significant at ( P</002) level. Therefore, the above hypothesis is verified. Beta coefficient is indicator of the positive impact of the organizational support of the staff on

their psychological empowerment; this means that the support of staff by the organization causes strengthening their sense of empowerment. Considering  $R^2$  can be said that this variable has explained 6% of the variance alone. This impact is significant at ( $P < 0.007$ ) level. Therefore, the above hypothesis is verified.

## 6. Results interpretation and discussion

The recent research has been implemented in order to evaluate psychological factors impacting on the empowerment of the managers and deputies of governmental schools of Amol city. After preliminary stages and research literature review, its hypotheses were codified and then the required information to test these hypotheses, were gathered through standard questionnaire from all statistics population of the research (118 Managers and deputies) and it was evaluated using inferential and descriptive statistics, which resulted as below: the results of research description show that 32.2 percent of all staff (case study) feel empowered somewhat and 67.8 percent feel empowered. The average of staff empowerment variable is 49.23 which is higher than resulted average (30) which is the indicator of powerful sense of the psychological empowerment of staff (case study). Standard deviation of this variable is 7.47.

Hypothesis 1: The rate of modeling in the organization has positive impact on staff psychological empowerment. In order to test this hypothesis simple regression was used, that Beta coefficient is indicator of the positive impact of modeling on the staff psychological empowerment, and this means that staff feel more empowered. Considering the amount of  $R^2$  can be said that this variable has explained 5% of staff psychological empowerment alone. This impact is significant at ( $P < 0.02$ ) level. Therefore, the above hypothesis is verified and the research results of Kanter (1983), Bandora (1986), Hackman and Waldham (1980), Moshabaki (2005), Veten and Cameron (1998), Abdollahi (2007) is related to the present research.

Hypothesis 2: the amount of emotional arousal has positive impact on psychological empowerment. In order to test this hypothesis simple regression was used, that Beta coefficient is indicator of the positive impact of emotional arousal on staff psychological empowerment, which means that the staffs feel more empowered by the increase in emotional arousal. Considering  $R^2$  can be said that this variable has explained 7.8 percent of the staff psychological empowerment alone. This impact is significant at ( $P < 0.002$ ). Therefore, the above hypothesis is verified and the results attained of Paul Cell (2005), Veten and Cameron (1998), Moshabaki (2005), Abdollahi (2007), Kanter (1983), Bandora (1986), Hackman and Waldham (1980), Mohammadi (2001) researches are related to the present research.

Hypothesis 3: The organizational support of staff has positive impact on their psychological empowerment. In order to test this hypothesis simple regression was used, that Beta coefficient is indicator of the positive impact of the organizational support of the staff on their psychological empowerment. It means that organizational support of the staff causes the reinforcement of their sense of empowerment. Considering  $R^2$  can be said that this variable has explained 6% of psychological empowerment variance alone. This impact is significant at ( $P < 0.007$ ) level. Therefore, the above hypothesis is verified, and the results attained by researches Branson and Vaget (1996), Thomas and Velthouse (1990), Veten and Cameron (1998), Kanter (1983), Bandora (1986), Hackman and Waldham (1980), Moshabaki (2005), Abdollahi (2007), are related to the present research.

## REFERENCES

1. Human Resources Empowerment", Mohammadi Mohammad, Quarterly publication " Management studies", Numbers 31 and 32, 2001. "Staff Empowerment", Abtahi Seyed Hossein, Abbasi Saeed, 1<sup>st</sup> volume, Training, research and management institute, Karaj, 2007.
2. Thomas, H.W. & Velthouse, B.A. (1990). Cognitive elements of empowerment An "interpretive" model of intrinsic task motivation, Academy of management review, 15: 666-681.
3. Human Resources Empowerment", Mohammadi Mohammad, Quarterly publication " Management studies", Numbers 31 and 32, 2001.
4. "The staff empowerment management", Ahmadi Parviz, Safari Mohammad, and Nemati Somayeh, 2<sup>nd</sup> volume, Cultural Research Center, Tehran, (2001).
5. "Training Management skills, Staff motivation", Veten, David A Cameron, Kim S, Translation: Iran NedjadParizi Mehdi, 2<sup>ND</sup> Volume, Management Training and Research institute, Tehran, 2004.
6. The assessment of the relationship between self- thought of managers and their performance in Lalehjin Guidance Schools", Enayati Athar Morteza, MA thesis, Islamic Azad University, Hamedan Unit, 2003.
7. Banaura, A. 1986. Social Foundation of Thought & Action: A Social Cognitive Theory. Englewood Cliffs, N.J: Prentice-Hall.
8. Geisler, David, 2005. The Next Level in Employee Empowerment Quality Progress, Research Library Core. Vol.38.No.6.pp.49.
9. Avolio, B.J, Zhu, W., Koh, W. & Bhatia P. 2004, Transformational Leadership & Organizational Empowerment, Journal of Organizational Behavior. Vol.25.pp.951.
10. Staff Empowerment", Abtahi Seyed Hossein, Abbasi Saeed, 1<sup>st</sup> volume, Training, research and management institute, Karaj, 2007.



11. Conger, J.A, Kanungo, R.W. (1998). The empowerment process: integrating theory and practice, *Academy of management review*, 13 471-482
12. Self-confidence", Lawrence, Denis, Translation: MolanaNasereh, First Volume, Vajeh Publications, Tehran, (2003)
13. Blanchard, K.HY & Carlos, j.p and Randolph, A. 2003. Empowerment Take More than one Minute, Barret-Kohler. Sanfrancisco.
14. Bordin. C & Bartram. T. (2007). The antecedents and consequences of psychological empowerment among singaporean IT employees. Vol. 30, No: 1.
15. Spreitzer, G.M. (1995). Individual empowerment in the work place: Dimension, measurement, and validation, *Academy of management Journal*, 38:1442-1465
16. The staff Empowerment, Golden Key to Human Resources Management", Abdollahi, NovehBijan, Abdolrahim Ibrahim, 2<sup>nd</sup> volume, Virayesh Publications, Tehran, 2007.