Relationship between organizational Empowerment and organizational citizenship behavior in physical education teachers

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The purpose of this study was to examine the relationship between Empowerment and organizational citizenship behavior of physical education teachers in Alborz province. This study was descriptive and correlation. The population of this study includes the entire of teachers in Alborz province (N=230). The sample was selected by utilizing simple random sampling and the size of sample was identified based on Morgan's table equal with 144 that 127 questionnaires (%88) were returned. Research tools were Spreitzer’s empowerment questionnaire and Podsakoff’s Organizational citizenship behavior questionnaire. The validity of questionnaires approved by 10 experts in sports management. The reliability of questionnaires also was approved by Cronbach’s alpha coefficient, 0.85 and 0.76, respectively. The analysis of data was assessed in two distinct levels: descriptive and inferential statistics. The results of this study showed that there was a positive significant relationship between empowerment and organizational citizenship behavior. Furthermore, it showed that there was not a positive significant relationship between empowerment of women’s and men’s teachers. Among components of empowerment competence (feelings of self-efficacy) (β= 0.29), Meaning (perceived value of work objectives) (β= 0.28), and trust (confidence) (β= 0.16) are significant predictors for organizational citizenship behavior. According to results of study, it could be said that empowerment of teachers causes to improve organizational citizenship behavior.

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Introduction

Nowadays, development of science and technology has affected all social activities (Gaminian, 2003). Among the dominant features of this age which is called super – industrial age we can name the substitution of wisdom, research and human resource with other production factors. Therefore, all organizations try to survive using the most humanitarian, efficient and flexible ways (Sajedi and Omidvari, 2007). In this case, efficient and skillful human force is the most valuable thing for every unit and can be named as the most important factor of superiority (Rahimi and Tabarsa, 2007). Because the survival of every organization heavily depends on its knowledge, skills and the capability of its human force, the more efficient and up-dated this force, the more capable the organization to adapt itself with the environment. Providing appropriate behaviors which are also parallel with organizations purposes from the side of human resource is one of the ways that help organizations approach their goal (Gaminian, 2003). The notion “organizational citizenship behavior” is among the issues that are proposed in this case. Developing the principals of organizational citizenship behavior is a profitable and efficient investment in which the profits can be for individual, organization and Society as well (Amikhi, 2009). This behavior provides employees the necessary attitude and capacity to be more flexible and empowered to reach its goals in different situations. Then, the loyalty and commitment creates in employees is a factor that guarantees organizational health and its survival in today’s competitive and developmental environment (Toreh, 2006). To create positive citizenship behaviors in organizations necessary motivational devices must be applied. The most important secret for motivating human force is the way manager sees his employees, about their attitudes and provide them with a positive environment (Sabzikaran and Vaezi, 2010). Empowering human force can be a way to motivate employees. Human force empowerment is one of the notions that is provided to develop human force. In the mean time, empowerment plans let employees to be ready and create the sense of belonging, raise their internal motivation to have positive behaviors, make them more independent and set those activities that they all together lead to organizations success (Shah Mohammadi, 2009).
Because for the organizations to be more efficient and create a better environment which are important factors for absorbing skillful people, organizational citizenship behaviors is a necessity, then determining its factor to develop these behaviors is of great importance. This is why in this research, the relationship between impartment and organizational citizenship behavior in physical education teachers in Alborz province has been examined critically (Rahimi, and Gholamali, 2007).

Nowadays, human resource is the basic belonging of every single organization. There is a direct relationship between human resource and productivity in organizations. After years of experience, it’s concluded that if an organization wants to be that leader in its business, using skillful, creative and motivated human force is a necessity. (Sajedi and Omidvari, 2007).

During the last few years and especially by the beginning the 21st century, one of the variables with positive effect on organizational success that is recognized by researchers, is organizational citizenship behavior (Farhangi et al 2006). It was first provided by Botmon & organ at the beginning of 1980s.

Citizenship behavior is the collection of voluntary behaviors that are not a part of person’s responsibilities, but are one in order to promote his roles and duties in the organization (Toreh, 2006). Be searchers recognized the important effect of organizational citizenship behavior organizational success that cannot be achieved through formal job descriptions In fact, organizational citizenship behavior, improves its effect through companionship in changing human resource, creativity and their adaptation. These behaviors are vital for every single organization, because they are related to important organizations, factors such as job satisfaction, system maintenance, productivity and organizational efficiency (Bogler and Somech, 2004). The loyalty and commitment which is created in employees developing organizational citizenship behavior is a determinant for organizations health and its survival in today competitive and developmental situation. Therefore, determining and developing those factors that is directly related to organizational behaviors can be useful and valuable in developing and improving organizational productivity. Individual features, Job features (Job feedback), organizational features (structure, reward, recognized organizational support), leadership behaviors (developmental leadership), are all factors that were provided as the determinant for organizational citizenship behavior. (Nielsen et al, 2009). Rahimi and colleagues studied the effect of human resource activities on organizational citizenship behavior and concluded that they have a positive effect on it. Empowering human resource is among the activities done to develop human resource (Rahimi and Gholamali, 2007). Gol Parvar and Rafi zadeh, in their research about developing organizational citizenship behavior, found that empowerment along with some other variable, determine organizational citizenship behavior (Gol parvar and Rafizadeh, 2009).

Then, this is probable that in other sectors, teachers, empowerment lead to citizenship behavior improvement. In some rather new definitions by organizational psychology expert, empowerment is defined as how employees see their role in organizations (Amikhi, 2009). In fact, empowerment is a psychological notion that is about people’s feelings and beliefs toward their duties and organizations and is defined as a process that rises internal motivation and has 5 general dimensions including competence (feelings of self-efficacy), choice (feeling of Self determination or autonomy), impact (one’s perception of his capability to influence), Meaning (perceived value of work objectives), and trust (confidence).

Developing these dimensions lead to great results and profits for organizations. Human resource empowerment creates the necessary capacity in employees and prepares them for to create value – added, efficiency, Productivity and doing responsibilities in organizations. Researchers have shown that of someone is empowered; both individual and organizational values are created (Abdollahi, 2006). Human resource empowerment plans lead to teachers readiness and their sense of belonging, raise their internal motivation for positive behaviors and independence in organization and setting activities (Shah Mohammadi, 2009). Then, empowerment provides others with potential capabilities for using human capabilities the best.

Accordingly, it seems that teacher’s empowerment can lead to the improvement of organizational citizenship behavior.

It seems reasonable to examine the proposed relationship between empowerment and citizenship behavior.

Due to the importance and necessity of using skillful human source to approach organizational goals, the question here is “is there a relationship between human resource empowerment and organizational citizenship behavior in physical education teachers in Alborz province?”

In bureaucratic system, managers try to be more efficient while they care about organizational pyramid-style structure.

This is why there is some untreatable relationship among people. But in value – based and democratic structure, the relations among people are appropriate and trustable. In such situation, people are allowed to more as further as they can. Therefore, caring about citizens in value – based democratic structure is on the rise. Now that the importance employees as organizations, citizens are understood, their behavior can be emphasized.

This is why many researchers studied citizenship behavior. Generally, citizenship behavior is a valuable and useful behavior that is used by people voluntarily (Toreh, 2006).
Organizational citizenship behavior is applied by many private and public organizations to increase their productivity. But in Iran, especially in the field of physical education, it is still an unfamiliar concept in the context of moral factors. On the other hand, today's organizations have horizontal structure, extreme control, and power focus on high organizational ranks, non-flexible rules and lack of motivational system (especially in public ones), though great efforts have been done recently to correct the systems that are mostly about easing paper system, creating active groups and participation in decision making in the lowest rank of organizations. Empowerment meant moving from the system of decision-making by high managers toward lowering the level of control and decision-making by lower-level people (Abdollahi, 2006). Whetten & Caeron believe that managers can multiply their effects by empowerment and make themselves and their organizations more efficient (Whetten and Cameron, 1998).

Scott & Jaffe’s about the necessity of empowerment claim that organizations are attacked both internally and externally; externally by global heavy competition (through which) unbelievable fast changes, new proposals for quality, services and interests containments make quick responding a necessity. And internally by giving this feeling to employees that they are not treated fairly that makes them disappointed and expecting their organizations more and changing the rules of game quickly as well. In the mean time, duty-seeking employees expect more loyalty, directness, self-dependence and flourishing. Against this pressure, a group should be applied by manager to let organization does its duties, transforming traditional organizations into modern ones, needs caring more about the issue of empowerment (Scott and Jaffe, 1996).

Generally, nowadays, empowerment is recognized as a strategy to approach changes and competition in today's world and is one of the best challenges for the success of an organization in this competitive world (Aghayari, 2007).

According to what has been said, in order to improve organizational productivity in education ministry which is the base of education in the country, managers must provide a situation in which teachers, especially the ones who are directly related to physically educating students, fell empowerment, because it plays an important role in organizational and professional commitment and teachers organizational citizenship behavior as well. Many researchers also confirmed the positive effect of organizational citizenship behavior on organizational efficiency and factors like empowerment, organizational citizenship behavior can play important role in showing such positive behaviors. That led to organizational productivity movement.

Generally, due to the lack of such studies in educational and cultural centers and specially the Education ministry, the necessity of these studies can be seen easily then, some researches in this field can be done to use their findings for improving the efficiency in these critical fields.

The findings of this research can be applied for improving the programs of the center for human resource in the Education ministry generally and the physical education and research center of this ministry specifically. The findings of this research show that there is a significant relationship between moral factors at work (meaningful work, feeling of correlation and having same values) and organizational citizenship behavior (Farhangi et al, 2006). In successful and non-successful organizations, being responsible and helping others have the highest and lowest rank respectively. And in these organizations, there is a significant difference between being responsible, helping others and loyalty (Zarei and Jandaghi, 2006). Human resource activities have negative effect citizens behavior and among these activities, empowerment, developing superiority, progressive justice and sharing information have the most effect on citizenship behavior (Rahimi and Gholamali, 2007). There is a significant relationship between psychological factors of empowerment and organizational entrepreneurship (Zareh et al, 2007). Job satisfaction is related to citizenship behavior significantly and meaning fully (Rezai and Saatchi, 2008). There is a significant relationship between the factors of organizational commitment (emotional, progressive and normal commitment) and organizational citizenship behavior (Eidi and Ramezani, 2009).

Organizational citizenship behavior, age and excitement intelligence are the predictors of organizational citizenship behavior (Sabzikaran and Vaezi, 2010). There is a significant relationship between organizational structure and empowerment in a way that bureaucratic organizational structure has appositive relationship with empowerment (Sabzikaran and Vaezi, 2010). Normal and progressive justice is related job satisfaction significantly and job satisfaction has significant effect on organizational commitment. Findings also show that organizational commitment is one of the predictors of organizational citizenship (Rfiai, 2005). Three dimensions of organizational justice are directly related to organizational citizenship behavior and significantly predict the organizational citizenship behavior. Findings also show that trusting supervisor can level the relationship between organizational justice and organizational citizenship behavior (Erturk, 2007). There is a strong relationship between employee’s commitment and organizational citizenship behavior and this relationship on part-time employees is stronger that full-time employees. Recognized justice for distribution strengthens the level of satisfaction that leads to a higher level of commitment. Also findings show that organizational commitment can level the relationship between satisfaction and citizenship behavior (Mahoney et al, 2009).

There is a significant and meaningful relationship between organizational citizenship behavior and organizational performance (Nielsen et al, 2009). Psychological empowerment in the relationship between
organizational empowerment and job satisfactions cannot play a mediating role vividly because empowerment by itself has a strong and direct effect on job seduction (Chang Et al, 2009). Organizational citizenship behavior has a positive effect on organizational performance in a way that this effect occurs through improving group performance and unity (Cheng and Tai, 2010).

**Research Methodology:**
The present research is a correlation one and according to the purpose, is of functional type. The population of this research includes all physical education teachers in Alborz province who works in two districts. There were 120 teachers in district 1 and 110 teachers in district 2 that were 230 on all. Study sample: sample of study according to Morgan table includes 144 teachers that were selected as research sample and by a random sampling method.

Measurement tool: two questionnaires were used in this research: 1: empowerment questionnaire
In order to measure empowerment, Spritzer questionnaire (1995) was used. This questionnaire has five factors including Meaning (perceived value of work objectives)), choice (feeling of Self determination or autonomy), Competence (feelings of self-efficacy), impact (one’s perception of his capability to influence), and trust that were normalized by Abdollahi in Iran in 2005.2: Poodsacev’s organizational citizenship behavior questionnaire was used to measure organizational citizenship behavior that has 5 factors including the kind of friendship, being responsible, politeness, helping others and citizen politeness. Likert scale was used in both questionnaires. The face and content validity of questionnaires were confirmed with corrective feedback from experts and Professors in the sports management field and Cronbach's alpha reliability test of empowerment and organizational citizenship behavior questionnaires were 0.85 and 0.76, respectively. Descriptive statistics (e.g., mean, standard deviations, and frequency) were calculated to describe the sample and summarize data. Kolmogorov-Smirnov test was used to verify data normality. To verify the association between variables Pearson correlation coefficients were used for continuous variables, respectively. To find organizational citizenship behavior predictors stepwise linear regressions was used. Statistical significance was considered for p values less than 0.05. Statistical analyses were performed using SPSS Version 18.

**Result:**
The results show that there is a positive significant relationship among all subscales of organizational empowerment and citizenship behavior of physical education teachers (table1).

<table>
<thead>
<tr>
<th>Variables</th>
<th>n</th>
<th>Spearman Correlation coefficient</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence (feelings of self-efficacy)</td>
<td>127</td>
<td>26.0</td>
<td>0.003</td>
</tr>
<tr>
<td>Impact (one’s perception of his capability to influence)</td>
<td></td>
<td>45.0</td>
<td>0.001</td>
</tr>
<tr>
<td>Choice (feeling of Self determination or autonomy)</td>
<td></td>
<td>38.0</td>
<td>0.001</td>
</tr>
<tr>
<td>Meaning (perceived value of work objectives)</td>
<td></td>
<td>37.0</td>
<td>0.001</td>
</tr>
<tr>
<td>Trust (confidence)</td>
<td></td>
<td>22.0</td>
<td>0.011</td>
</tr>
</tbody>
</table>

**Table 2: Regression table.**

<table>
<thead>
<tr>
<th>Indices</th>
<th>Non-standard coefficients</th>
<th>Standard Coefficient</th>
<th>t</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meanings (feelings of self-efficacy)</td>
<td>21.0</td>
<td>061.0</td>
<td>289.0</td>
<td>58.3</td>
</tr>
<tr>
<td>Competence</td>
<td>02.0</td>
<td>067.0</td>
<td>034.0</td>
<td>39.0</td>
</tr>
<tr>
<td>Choice</td>
<td>09.0</td>
<td>055.0</td>
<td>149.0</td>
<td>66.1</td>
</tr>
<tr>
<td>Impact</td>
<td>14.0</td>
<td>04.0</td>
<td>294.0</td>
<td>51.3</td>
</tr>
<tr>
<td>Trust</td>
<td>06.0</td>
<td>03.0</td>
<td>162.0</td>
<td>10.2</td>
</tr>
</tbody>
</table>

Also results show that the factors of Meaning (t=3.58, p=0.001), impact (t=3.51, p=0.001) and trust (t=2.10, p=0.037) are significant predictors for organizational citizenship behavior, although two factors of competence (feelings of self-efficacy) and choice (feeling of Self determination or autonomy) do not possess this condition (table 2). Beta factor coefficient shows that the factors of impact (B=0.29), Meaning (B=0.28) and trust (B=0.16) are the most important predictors of organizational citizenship behavior, respectively. Therefore, the regression equation would be as follows:

Organizational citizenship behavior Y= 1.64 + 0.21 (Meaning) +0.14 (Impact) +0.06 (trust)
Discussion and conclusion:

The results show that there is a positive significant relationship between empowerment and organizational citizenship behavior of physical education teachers. This result implies that if an employee is in a higher level of empowerment, his/her organizational citizenship behavior is higher as well.

This finding is in accordance with the researches (6, 8, and 9). Rahimi and his colleagues showed in their research that there is a significant relationship between the actions of human resources and organizational citizenship behavior. They point out that among the actions of human resources; empowerment has the most effect on organizational citizenship behavior. Gol Parval also states that empowerment imposes its effects on organizational citizenship behavior mutually (directly and indirectly) Bogler and Somech also got the same results and found out that if teachers possess higher levels of empowerment, their organizational citizenship behavior must be higher too.

Accordingly, improving empowerment – related issues can lead to the improvement of appropriate behaviors like being responsible, helping other colleagues, being patient, humility and politeness and observing social norms. In fact creating a rich workplace in which physical education teachers view their job positively can build these acceptable behaviors in them. In the other hand, if physical education teachers feel being effective at work, having power to choose and be independence, having an effective job and feel qualified in their position and also trust their colleagues, it is expected that they show appropriate behaviors as an organizational citizen. Finally, as different researches showed (7, 15, 25, 26), these behaviors can lead to the improvement of most teachers performance.

The results also showed that there is a positive significant relationship between the factors of Meaning (perceived value of work objectives) and organizational citizenship behavior of teachers. That is, if teachers value their goals and feel that their goals are in accordance with their jobs goals, their organizational citizenship behavior will be in higher level. This issue can be generalized to the cultural research which follows the same results. (Farhangi et al, 2006).

About the relationship between the factors of Competence (feeling of self-efficacy) and organizational citizenship behavior of teachers this research showed that there is a positive significant relationship between them. That is if teachers feel that they are capable to do their jobs successfully, their organizational citizenship behavior will be stronger. This finding is in accordance with researches (11, 12, 27, 28), while many researchers in their researchers found that there is a positive significant relationship between job satisfaction and organizational citizenship behavior.

The finding this research showed that there is a positive significant relationship between choice (feeling of Self determination or autonomy) and organizational citizenship behavior of teachers. This means if employees feel that they have power to regulate their job activities, their organizational citizenship behavior will be in a higher level accordingly. This finding is in accordance with the results of Moghimi et al. (Moghimi, 2006). The results of the research also showed that independence in employees, actions that lead to organizational citizenship behavior improvement plays an important role.

The results of the research also showed that there is a positive significant relationship between the impact (one’s perception of his capability to influence) and organizational citizenship behavior if teachers. That is, if physical education teachers feel that they have the power to affect the strategic, official or operational consequences of their jobs, their organizational citizenship behavior will be in a higher level, accordingly. Sometch (Bogler and Somech,2004) confirms the results of this research. The results of this research have shown that there is a positive significant relationship between him feeling of being trusted and organizational citizenship behavior of teachers that is if employees are being assured that they are being fairly, their organizational citizenship behavior will be in a higher level. This finding is in accordance with research (Moghimi, 2006). The results of this research are in accordance with Barezasand carpenters studies while (Erturk, 2007) states in his researches that trust plays an intermediately role in the relationship between organization justice and citizenship behavior.

The results of regression analysis show that empowerment of physical education teachers in Alborz are a positive predictor for their organizational citizenship behavior and generally determines 34% of its variance. (8, 9) showed in their researches that organizational empowerment has a positive effect on organizational citizenship behavior and plays an important role in predicting this variable. The findings of this research showed that among the factors of empowerment, the feeling of being important, the impact (one’s perception of his capability to influence) and the feeling of being trusted determine citizenship behavior of teachers in the order of importance.

That is issues like setting out goals for physical education teachers, accordance of job values with their personal values, using their attitudes in school, impact (one’s perception of his capability to influence) in job consequences and finally the existence of trust among colleagues can have a positive effect on organizational citizenship behavior of teachers. In a similar research done by (Bogler and Somech,2004) on teachers, this finding was found that among the factors of empowerment, the feeling of being effective, self – sufficient and being respected, were significant predictors for organizational citizenship behavior.
In this end, only the factor being effective was shared with this research. Bogler and Sometch believe that the more satisfied teachers, the higher their citizenship behavior. Of course, according to the effect of empowerment on organizational and professional commitment (6, 24) and the relationship of these two variables with citizenship behavior (6, 18, 19, and 21) it can be claimed that empowering employees through improving their sense of commitment can strengthen organizational citizenship behavior. That is, committed employees are more willing to have organizational citizenship behavior.

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