

Original Article



Investigating Factors Affecting the Empowerment of Teachers in Educational System

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ABSTRACT

This study investigated the factors affecting the empowerment of teachers in the educational system. Empowering employees creates conditions that they control their work life in the light of it and achieve sufficient growth to accept more responsibilities in the future. In another definition of empowerment, it is stated that empowerment is a continuous process based on which the people of a society have a kind of self-confidence and are able to correctly evaluate and know themselves and their abilities and capabilities to achieve their goals. Become aware and be able to achieve the desired goals by increasing their capabilities. Also, Carter defined employee empowerment as a set of systems, methods and measures that are used by developing the ability and competence of individuals in order to improve and increase the productivity, growth and prosperity of the organization and the human force that is used according to the goals of the organization. They will be, he knows. He believes that the organization should strengthen the employee's sense of personal power. The role of the human factor in advancing society's affairs has a special importance and is considered the most effective pillar of economic, social and cultural developments. Economic and social developments require special attention to the training of committed, expert, skilled manpower and efforts to increase the effective factors in his job satisfaction. Man is the biggest and most valuable asset of the organization, which is never reflected in the balance sheets and profit and loss statements of companies.

Introduction

Employee empowerment methods

Empowerment and training: Doubtless, effective and penetrating training is one of the important tools in empowering employees to achieve organizational goals. Educational

programs will be useful if they are implemented and supported with the participation of employees and relying on scientific methods. The real goal of training programs is communication between employees and management, as well as participation in organizational programs to increase work motivation [1-4].

Empowerment and participation: Employee participation in the organization includes empowerment and teamwork. Some consider employee participation as the core of democracy [4].

Empowerment and unions: Expedient unions have been created in many organizations and industries, whose real purpose is to keep employees away from joining real unions. Because of the fear that with the establishment of unions, control over employees will be less. Throughout history [5-7], unions were the only institutions that could instill a sense of empowerment to employees because there is an irregular power between them and the employers, and it gives the employees the strength to show resistance in front of the formidable voice of the employers while being relatively busy at work [8-10].

Empowerment, groups and quality: Groups are very powerful forms of social control. The effect of the group on people is greater than the effect of organizational culture on them [11-13].

Discussion

Practical solutions to increase motivation

Due to the existence of the social homosexuality motive in humans, a person compares himself with others and as a result obtains information about his and others' abilities and plans to compensate for his weaknesses. This issue is necessary for a person to be able to have an effective activity in his environment. In other words, in this way, a person values his characteristics based on the characteristics of others and performs actions and efforts based on them. Therefore, try to hang out with positive, active, energetic, and studious people and avoid hanging out with people who do not care about spiritual and scientific matters [14-16]. You should study with the program. Having your own plan gives you hope and faster progress and thus boosts your motivation avoiding monotony in the way of studying and living and gives a variety in your life. Be firm and fair to yourself when you set rules for studying or having fun. Avoid

telling yourself that "I am not in the mood to study"; instead, tell yourself that just as I have gotten to this point [17], I can successfully continue my education, and become a successful person and implement the following solutions:

Make a list of your abilities and read it out loud two or three times a day. For example, let them say that I am a talented person [18].

Prepare a list of material and spiritual benefits of studying and achieving academic success and review it every day and think about one of those benefits for half an hour every day and write 10 lines about it and do this for each benefit, and then read and add to it from time to time whatever was more pleasant for you [19].

Being approved by others as a good boy or a good girl exists in a person from childhood, although this characteristic takes other forms in adulthood, but its basis is the same as in childhood, and it is called social influence motivation. Many of the activities of an adult person are done not only for themselves, but also to be approved by others or popular. This type of motivation can be found in successful people in various branches of art and science. Now, concerning the existence of such a motivation in your existence, prepare a list of negative consequences of not studying and by reflecting on each of them, introduce these negative consequences to yourself as serious, big, and problematic [20-22]. Because external incentives create motivation as long as they exist and are still pleasant and enjoyable, and as soon as they are absent or not pleasant, they take the motivation with them.

Likewise, continuous and increasing use of external incentives will make you get used to this system and avoid internal incentives. At the same time as external incentives, you must strengthen and increase internal incentives such as love for education and enjoyment of learning new things. In this case, even in the absence of external incentives, you will have the necessary motivation to continue studying, because internal motivations are more stable and stronger. Therefore, use internal rewards

as well. For example, after a study or academic success, feel great. Be proud of yourself for having made a scientific development, feel that you are no longer the same person you were before, but you have become a more worthy and superior person than before [23-25].

Methods of motivating and persuading students to study

Every parent or teacher wants to create interest, desire and desire to study in the student, so that the student can be more successful in studying and enjoy studying more [26-28].

Motivation means the reason and cause of a person's behavior, the force that motivates, and forces a person to do something with desire.

Academic success is an important educational and psychological issue that has a close relationship with motivation. Having motivation and interest in education and school is one of the main reasons for academic success [29-31].

Factors are involved in creating motivation to study, which improves academic success, such as mental ability, previous learning, interest in special subjects, on the one hand, and family income level on the other hand, level of education, type of occupation of parents, socio-economic location and cultural family, and family environment pointed out.

In examining the motivation to study, one should pay attention to the effective internal and external factors of the individual. When the parents have provided all the fields of interest for the student, what factors make their child not interested in studying?

After the failures that occur for students in academic matters, the ability to take advantage of this experience is different in people. Some see it as the foundation of a great victory, and some see it as the end of the road, and some have no reaction at all. It is the duty of teachers and trainers to show good education and

provide the correct solution and method to students [24].

Motivation has a conceptual application and degrees, and to some extent, it follows innate and learned abilities. The teacher does not have comprehensive control over all motivational processes in the classroom, but manipulating and controlling the child's motivations in the classroom affects the formation of his personality. In this case, imitation is discussed as a model for learning. Imitation can be considered effortless learning, which strengthens behavior by observing a model without resorting to practice, and confirming these behaviors creates more motivation to imitate desirable models. If teachers want their students to be curious and researchers, they should be curious and researchers themselves. It is important to mention that as the child grows and becomes increasingly independent. The probability that the teacher can successfully manipulate inclusive motivations using learning processes decreases [25].

The motivation to progress is one of the issues that create academic motivation, which is twofold.

- ✓ The motivation for the expected progress of the society.
- ✓ The motivation for internal progress appears.

Failure and success are more important for the second group. People with high achievement motivation are interested in excellence for excellence's sake, not for the rewards that follow. They do not work on a task because of the money that follows as a reward. They hire roles based on the opportunities they provide for excellence, not prestige. They assess, however, that high levels of achievement motivation appeared only when the situation provided cues related to social success [32-35].

Parents play an important role in motivating children to study. Hamachek (1971) has shown how parental behavior can have a significant

effect on children's academic motivation. Concerning its supposed results for their academic success, children learn to understand the attitudes of influential people of parents and teachers towards themselves, their academic progress and potential ability and accept this evaluation as truth [27]. An interesting result was obtained from a related study by Katkowski *et al.* (1964). They found a strong relationship between parents' educational achievement attitudes and their behavior towards their children [36].

Obstacles to empowering employees

Managers and leaders face many obstacles and problems in empowering employees.

First, most leaders, managers, and employees show resistance to changes. Employees may resist empowerment because they are afraid of more responsibility and accountability and do not show a desire for it, or because they think that empowerment is another empty term and statement that is used by the management to take advantage of them. Managers and leaders may also resist empowering their employees. Because the managers think that by this means they lose their power and authority in the organization and this reduction in the amount of power is considered a threat for them [37].

Teacher, teaching method, and teacher training

Many researches have been done in relation to teaching methods and what teachers should do to achieve more progress in the teaching learning process [4]. Academic progress is one of the topics that have been discussed a lot from the aspects of education and psychology. The findings of several researches have shown that academic progress is not only affected by knowledge structures and information processing processes, but is also related to motivational factors such as beliefs, attitudes, and values. For many years, educational researchers and social psychologists have conducted many studies on the factors affecting the academic progress of students. Progress is an issue that has attracted the attention of all countries in the world, and every year a large amount of society's budget is spent on the

education of children and adolescents, and many researches have been conducted to investigate various factors that can affect educational progress. Factors such as family, living environment, school, and educational programs are assigned. Educational progress and issues related to it is one of the main concerns of the education system of countries [25], because political, economic, cultural, and social officials and decision makers around the world consider the development and progress of sociologists in the development and progress of the educational system and this development and progress is operationalized through the academic progress of students in the school and classroom. Anxiety is an unpleasant and important emotional state that is accompanied by distress, panic, heart palpitations, sweating, headache, restlessness, and frequent urination. When a person is concerned about his usefulness, ability, and talent in human conditions, we can talk about exam anxiety. It is natural and desirable in humans and increases effort and effort, but if it exceeds the limit of moderation, it will decrease academic progress [26]. One of the factors affecting the psychological quality of a person and his emotional characteristics is how he judges himself, the new behavior, the person, the environment, and the behavior of the individual act interactively to determine the next behaviors. According to the theory of Bandura (1991) quoted by Amrabian (2005), self-efficacy is influenced by the following factors. The study in the field of attitude towards the field of study and its role in academic progress was started with the research of Aiken [27]. The findings of this study showed that the attitude towards the field of study is a structure consisting of several dimensions, including the enjoyment of being involved in assignments, both in academic experiences and in daily life, the individual's beliefs about the value and importance of the course, and the level of fear of facing situations. which requires the statistics of that lesson? Many researches show that the academic performance of students and the activities related to it in the course of school education do not have much progress. Gifted students do not use their abilities well. Most of the students do not have enough scientific spirit

and motivation and the educational facilities are not used properly and they usually think about improving their academic level instead of paying attention to improving their academic level. Concerning the determining role of students' academic attitude in their academic performance and success, it is necessary to consider the issue of attitude as an effective factor on academic success. Likewise, this causes counselors to act better and more informed in the matter of academic and career counseling of students. In addition, students choose a field more consciously and according to their abilities and interests at the end of middle school and beginning of high school [2]. With this action, the formation of a negative attitude in academic situations is prevented, and a positive attitude towards a phenomenon can affect the ratio of the student's activity and effort in that matter and make him fulfill his duties and responsibilities to force in return. If the negative attitude creates the opposite, that is, the person shirks the burden of responsibility due to dissatisfaction with the desired work and activity. Therefore, a student is active when he has a positive attitude towards his field of study [27]. Today, the academic progress of students is considered as an important indicator for the evaluation of educational systems. In addition, academic progress has always been important for teachers, students, parents, educational theorists, and researchers. For example, the academic progress of students is considered one of the most important criteria for evaluating teachers' performance. For students, the academic average represents their academic abilities to enter the world of work and employment and higher education levels. Perhaps it is because of this importance that educational theorists have focused many of their researches on the knowledge of factors affecting academic progress. Attitude factors can be mentioned among the factors affecting academic progress [22].

In general, in our country, academic failure is one of the current problems of the education system, which wastes tens of billions of the country's budgets every year. The statistical findings of the country's schools show that

academic failure in the form of failure, early dropout, or other forms of it wastes large amounts of national financial resources and human talents of the society [27].

Common causes and reasons for employees leaving their jobs

Change in the description of duties and organizational positions

After the growth of the organization and the specialization of more organizational positions, it is possible that part of the routine duties that were under the leadership and execution of one person before that may be separated and entrusted to other persons. If the justification of this process is not well formed, in the first step, it will face the resistance of the old force, and in the second step, the withdrawal of the force is not far from the mind. Organizations that attempt to adjust human resources may combine some jobs and such combinations will change the rhythm of the existing personnel's work routine, which can be another reason for personnel leaving the organization [2].

Not having a clear vision

Before the vision of the organization is defined for the personnel, managers and owners should know where they want to reach. The vision is the long-term goal that the organization wants to achieve in a period of more than one year. When the organization does not know where it wants to go, it will definitely waste money and make many mistakes, and this will destroy the employees' motivation and the good personnel will leave the organization without a vision [3].

Lack of balance between work and life

First of all, accept the fact that human resources are human beings, and each human being has his own personal needs and special challenges. A mistake that many managers may make is that they interact with their own personnel outside of working hours [5].

Numerous and heavy fluctuations and challenges

financial problems, irregular payment of salaries and benefits, low wages, unnecessary, and marginal tensions can be placed in this section. As a rule, the market does not allow long-term peace for any business, but you, as a manager, are obliged to maintain the organization in a suitable range of fluctuation so that the personnel feel a minimum sense of security and confidence. Fluctuation in work is one of the important causes of employees and personnel leaving their jobs in the organization [9].

Lack of work autonomy

Microscopic management is the only reason for such a challenge for the organization's personnel and ultimately a reason for the personnel to leave their jobs. A manager who wants to interfere in all the work of his personnel in all departments, first of all slows down the organization. On the other hand, it turns the force into saying yes, which means creativity will die in that organization and responsibility will lose its meaning. Finally, this reason will leave the work and the quality force that needs work independence for better body width and growth will leave the organization [12].

Not being seen and not being appreciated

Another reason for employees to leave the organization is not being seen and not being appreciated. Seeing the good work of the personnel and verbal appreciation sometimes have a much greater impact than financial rewards. The fear of managers for the so-called overflowing of personnel is the most common reason for not expressing such gratitude and verbal encouragement. Employees need to see their own role in the success of the organization. This leverage does not cost you money, but its effect is impressive and lasting in the long term [6]

Work and excessive stress in the workplace

While it makes sense to reward successful people with more responsibilities, be careful. Employees who are overwhelmed by their jobs

may leave for greener and lighter pastures. According to Gallup's State of the World Workplace 2022 report, employee stress is at an all-time high globally. Among all regions surveyed, the United States and Canada have the second highest levels of stress. 50% of the surveyed workers reported that stress fills them every day, and due to economic and financial pressures, stress is the reason for many people to quit their jobs [8].

Job burnout

Job burnout is dangerous for your employees and your business. Burned-out team members lack energy, enthusiasm, and motivation to do their jobs. These employees often quit by implementing a quiet quit approach, either in response to burnout or as a preventative measure against burnout in a stressful work environment. However, some may stop working altogether (14).

Conclusion

Motivation is a person's internal states that cause him to continue his behavior until reaching the goal. Motivation has a direct and positive relationship with academic achievement. Accordingly, in addition to motivation being considered as a means for academic progress, it is sometimes referred to as a goal because with increasing motivation, academic progress also occurs. Since intelligence and academic talent as two basic factors in academic progress are less influenced by the teacher or coach, it is tried to maximize the productivity of intelligence by increasing students' motivation. Because in the case of equality of intelligence and academic talent of people, it has been observed that the academic progress of motivated people has been more impressive. Although teachers do not play a significant role in changing academic intelligence and talent, they can be useful in raising students' motivation. Motivation can be divided into two types: internal and external. From external motivation, we can refer to reinforcers such as money, approval, affection, respect, grades, and from internal reinforcers, we can refer to satisfaction and good feeling of

learning. Internal motivation is what most causes self-inflicted behavior. The main goal of the teacher's or coach's educational activities is to gradually guide the student from external motivations to internal motivations. The main difference between intrinsically motivated people and extrinsically motivated people is that intrinsically motivated people feel more self-sufficient and less likely to allow others to drive their behavior. This group of students are self-determiners of behavior and because of the self-sufficiency they feel, they believe that they can influence their environment with their behavior. This group of introverted motivated students think that their success or failure in education is due to their right or wrong behavior, but unlike them, extroverted motivated students have a feeling of inadequacy or lack of competence and always imagine whose success is influenced by environmental factors such as the teacher and difficult questions. Even if they study, this group of students will not have much success. Because their little effort is due to the same external motives such as escaping from punishment or getting the teacher's request. If they get a little success, they attribute it to luck and accident and not to their efforts and talent. Even if these students have a glimpse of success, they find it so elusive that they do not take action, and as a result, they will never taste success. In fact, the first step in dealing with these people is to give them a taste of success and break their negative perception of success. In this case, success brings success. Since man is ready to generalize his activities and ideas, success in one subject leads to success in other subjects, and this issue is more important in the main subjects of each discipline. In fact, academic weakness in these subjects leads to disinterest in studying and sometimes even dropping out, and of course the opposite is also true. Therefore, it is recommended to the teachers of the main courses of each field to make the educational and exam conditions favorable and to make the classroom environment enjoyable with appropriate evaluations.

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