

Relationship between the bases of power of the principals and job involvement of the High School teachers of Physical Education

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ABSTRACT: Job involvement is one of the factors that may be changed by bases of power. Power and bases can increase or decrease the rate of job involvement. Through this research the relationship of the bases of power of the principals and the job involvement of the teachers of physical education in Mashhad (Iran) high schools have been studied as the major goal. This study carried a descriptive – correlation methodology. The samples contain 205 principals and 205 physical education teachers (totally 410 people) that selected from the way of stratified sampling. We used demographic characteristics questionnaire, bases of power of principals (self perception) questionnaire for principals and job involvement of physical education teacher's questionnaire. In order to data analysis we performed descriptive statistics (average, standard deviation, variance and frequency tables) and inferential statistics (Spearman correlation co-efficient) Using SPSS software. The Spearman correlation co -efficient between different bases of power (expertise¹, information², authority³, lawfully⁴, reward⁵, communication⁶ and legal⁷) of principals with job involvement of physical education teachers were respectively obtained $r_1= 0.074$, $r_2= -0.07$, $r_3= -0.086$, $r_4=0.187$, $r_5= 0.004$, $r_6= 0.044$ and $r_7=0.006$. Between bases of power of principals with job involvement of physical education teachers, there is no meaningful relation. It seems that the teacher of subject "Physical Education" has extreme interest in their job and they perform some works even out of the office hours, in a way that the principals' power bases couldn't influence their job involvement to a meaningful extend.

Keywords: Bases of Power, Job Involvement, teachers, principals

INTRODUCTION

At the beginning of human life, his personal power was not able to solve all problems and issues surrounding when faced with issues. Gradually he passed pursuant to the service or get advice from others to overcome their issues. Human desire for social life, he encounters to concepts such as planning, management, leadership, power. Contemporary ideas and strategies of both 'risk' and 'power' are significant and dynamic influences in social theory and social action, and they can therefore be expected to have a substantial impact on the ways in which social work is constituted, practiced and evaluated (Roger, 2010). For management and leadership of any organization or

entity, director should be having special powers in order to influence others and they are legal to do something. The concept of power has a close relationship with the leadership; because power is one of the devices that leader will influence behaviors of followers. The gifts and talents of followers become the focus of leadership (Dirk van, 2011). In a notable study of power conducted by social psychologists John French and Bertam Raven in 1959 power is divided into five separate and distinct forms. Leadership and power are closely linked. This idea shows how the different forms of power affect one's leadership and success. This idea is used often in organizational communication and throughout the workforce (Lazarsfeld et al., 1961). Power is the Key of the

organization. Life organization depends on the proper use of power. Social power was defined as the potential for such an influence, the ability of the agent or power figure to bring about such a change, using resources available to him or her. These resources are represented in six bases of power: Informational, Reward, Coercion, Legitimate, Expertise, and Referent (Bertram, 2008). Extensive knowledge of power sources and uses it to access the organization's goals and excellence in the organization makes it possible. The bases of power differ in the manner that the social change is implemented, the permanence of such a change, and the ways in which each basis of power is established and maintained (Bertram, 2008). Use of power and resources, it can create change in the staff attitude. Employee reactions to a forthcoming acquisition are thus not the deterministic result of the change itself, but can be influenced through buying firm behaviors and positive future intentions as well as the target experiencing a need to be acquired (Satu Teerikangas, 2012). Also, the usage of power sources can make them satisfied or disappointed. Vigour is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties (Salanova et al., 2008). In studies, less research has addressed the relationship between power sources with job involvement. In Some studies, it is mentioned that Using theoretically grounded measures of social power and procedural justice, support was found for full mediation effects in connection with subordinates' affective work reactions. Awareness of the power resources of managers and job involvement of teachers, especially teachers of physical education, and how to communicate these issues together can enhance the education goals of the organization. It can say that this topic is a new subject in human resources management because there is no finding in human resources about this subject. Hence, according to the goals, this study was performed for the assessment of relationship between power resources managers (expertise, information, authority, lawfully, reward, Communication, legal) and job involvement of physical education teacher of high school level in Mashhad Iran.

METHODOLOGY

This study carried a descriptive – correlation design. Research Population contains all the principals and physical education teachers, at high school of Mashhad Iran, that under heading directly of principals in academic year 2010 - 2011. With respect to statistical population, determination the sample volume formula and Morgan table, two hundred and five people of principals and two hundred and five people of physical education

teachers from the way of stratified sampling were selected (totally 410 people). They were arranged for each teacher one principal, and research questionnaires were distributed among them. In this study from questionnaire of demographic characteristics of principals and physical education teachers were used, bases of power of principals (self perception) questionnaire and job involvement of physical education teacher's questionnaire. Resources of power (psq) questionnaire contain seven sources of power (expertise, information, authority, lawfully, reward, communication and legal). This questionnaire was produced by Dr. Paul Hersey and Dr. Walter E. Natemeyer in 1993 It includes 21 questions that are divided in to two parts and each question is related to one source of power (Nemati, 2005). Also job involvement questionnaire was designed by Thomas Lodahl and Kejner in 1965 (Emami, 2004). Job involvement (JI) questionnaire determines the rate of job involvement of persons and includes 20 questions that each of them has four answers according Likert scale. It is necessary to mention that both of questionnaires were standard for Iranian population. Reliability of questionnaires was obtained by Alphay Keronbakh method that was for job involvement questionnaire 0.75 and in bases of power questionnaire was .082. Collected data was analyzed by performing descriptive statistics such as average, standard deviation, variance and frequency table and inferential statistics spearman correlation coefficient, using SPSS software version 18.

RESULTS AND DISCUSSION

205 principals and 205 physical education teachers contribute for this study that 51.1% of them were women and 48.9% were men. In present research mean and SD of job involvement of physical education teachers were 58.3 ± 6.25 that has a high level in score.

As shown in the Fig1, among bases of power of principals, communication has minimum and expertise has a maximum score. According to Table 1 in all cases the p-value are greater than 0.05 Therefore, there is no significant relationship between the power resources of principals (expertise, information, authority, lawfully, reward, communication and legal) and job involvement of physical education teachers at high schools. This study was performed to determination relationship between principal's source of power and job involvement in physical education teachers, 205 principals and 205 physical education teachers contribute in this study. As the results are demonstrated the principals have used three components of power resources expertise, references and reward in high level. Yukl, coworkers (1991) mention that legitimate power,

expert power, and agent persuasiveness were the three most important reasons reported for doing what a peer or bosses were requested. Personal power was more important than position as a

determinant of task commitment and ratings of managerial effectiveness.

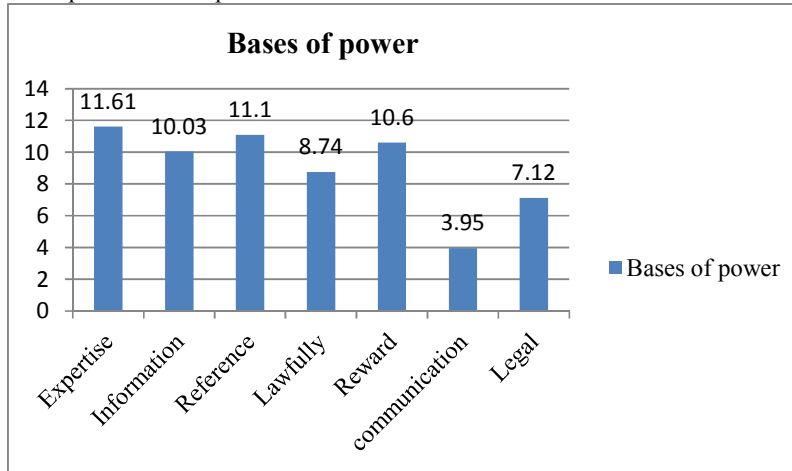


Fig. 1 rate of power resources of principals of high schools

Table 1: Spearman correlation coefficient and P value between bases of power and the job involvement

	Expertise	information	authority	lawfully	reward	communication
legal						
Job involvement	r = 0.074	r = - 0.070	r = - 0.086	r = 0.187	r = 0.004	r = 0.044
r = 0.006	P = 0.487	P = 0.514	P = 0.414	P = 0.092	P = 0.971	P = 0.679
P = 0.959						

The job involvement score in physical education teacher was at a high level.

- The source of expertise’s power of principals and job involvement of physical education teachers had not a significant correlation. It means that the amount of expertise’s power were increased by managers, job involvement of physical education teachers did not decrease (r = 0.074, p-value = 0.478).

The source of information’s power of principals and job involvement of physical education teachers didn’t have a significant correlation. It means that the amount of information’s power were increased by managers, job involvement of physical education teachers did not decrease (r = - 0.07, p-value = 0.514).

The source of references or authority power of principals and job involvement of physical education teachers was not a significant correlation. It means that the amount of reference’s power were increased by managers, job involvement of physical education teachers did not decrease (r = - 0.086, p-value= 0.414).

The source of lawfully power of principals and job involvement of physical education teachers didn’t have a significant correlation. It means that the amount of lawfully power was increased by

managers, job involvement of physical education teachers did not decrease (r = 0.187, p-value= 0.092).

The source of communicates power of principals and job involvement of physical education teachers was not a significant correlation. It means that the amount communicates power were increased by managers, job involvement of physical education teachers did not decrease (r = 0.044, p-value= 0.679).

The source of reward’s power of principals and job involvement of physical education teachers didn’t have a significant correlation. It means that the amount of reward’s power were increased by managers, job involvement of physical education teachers did not decrease (r = 0.004, p-value= 0.971).

The source of legal’s power of principals and job involvement of physical education teachers was not a significant correlation. It means that the amount of legal’s power were increased by managers, job involvement of physical education teachers did not decrease (r = 0.006, p-value= 0.959).

In this study, there is not a significant relationship between seven resources of power managers with job involvement of physical education teachers. Furthermore, it could be argued to explain the

subject: Physical education teachers had a high level of job involvement so they love their jobs. They also work in non-school hours. They learn and train students and their identity talent among the students. Physical education teachers in Iran also prepare the school's sport teams in their own schools. In such circumstances, possible those bases of principals don't major effective on job involvement of them.

As we mentioned the principals used expertise, references and reward in high level. Kim Lian Lee, et al (2008) wrote "It was interesting to note that even though the expert power was highly correlated with satisfaction with supervision". With the look at past research results, in compared to other sources, it seems that the power of expertise has a more prominent role in increasing performance and has a close relation to job satisfaction. Overall powers of expertise, authority, and reward have a positive and significant relationship with the organization culture (Hersey et al., 2000).

As result there has not been any research about title before, so we couldn't find any comparative study. We suggest that, if some studies are compared to other teachers as well, the better will be accepted.

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