

**Examining the role of individual self-efficacy knowledge conduction and quality of working life in empowering primary school teachers**

Mohammad Azimi\*<sup>1</sup>, Kamal Nosrati Heshi<sup>1</sup>, Mohsen Nobakht<sup>1</sup>, Mansoureh Cheraghi<sup>2</sup>, Amin Golshan<sup>3</sup>

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**Abstract**

The aims of this research was to investigate the role of individual self-efficacy, knowledge transfer and quality of working life in empowering elementary school teachers. The temporary research was applied in terms of purpose, descriptive-correlative in terms of nature, and field and library in terms of data collection method. The statistical population of the present study included all primary teachers (452 women and 251 men) of Marand city. From this population, a sample of 248 people (160 female teachers and 88 male teachers) were selected according to Morgan's table using proportional stratified sampling method. Instrument data, in the current research, the questionnaire of professional qualifications of teachers of Melainejad (2013) (Teacher Empowerment Questionnaire), the quality of work life questionnaire of Ilgan et al (2014), Sherer's (1982) personal self-efficacy questionnaire and Wei-he & Qiu-yan's (2006) knowledge transfer questionnaire were used; Then, the validity of the questionnaires was approved by the professors and the reliability of the questionnaires was obtained based on Cronbach's coefficient alpha of 0.97, 0.73, 0.96 and 0.95 respectively, Since the best Cronbach's alpha coefficient is above 0.7, the obtained alpha is acceptable. Data analysis was done using simple linear regression and multiple regression tests and SPSS software. Multiple regression analysis showed that among the three variables, the individual self-efficacy variable with a  $\beta$  of 1.037 plays a role in empowering elementary school teachers. Also, linear regression analysis showed that individual self-efficacy with a beta of 0.514; Knowledge transfer with  $\beta$  of 0.502 and quality of work life with a beta of 0.226 had effected in improving the empowerment of teachers. It can be considered that individual self-efficacy is the basis for empowerment; Because if there is self-efficacy, other components such as knowledge transfer and quality of work life will be effective on empowering teachers.

<sup>1</sup> Department of Educational Sciences, Farhangian University, P.O. BOX 14665-889, Tehran, Iran. Email: mohammad\_azimi@cfu.ac.ir

<sup>2</sup> Department of Educational Sciences, Marand Branch, Islamic Azad University, Marand, Iran

<sup>3</sup> Bachelor student, Department of Elementary Education, Farhangian University, Ardabil, Iran

## **Introduction**

Organizations need the capabilities to adapt themselves to changes in diverse and dynamic environments, to make decisions, to be responsible and responsive, and to find experimental ways to get out of problems and solve problems with initiative. Empowering employees is known as a motivational action whose purpose is to increase performance by increasing opportunities for participation and involvement in decision-making. Therefore, empowerment allows people to share their knowledge, increase their role in promoting creativity in the workplace, and seek creative ways to correct mistakes and redo work processes. Teachers are part of the human force in education and it is vital to pay attention to their capabilities.

The main pillar of the educational system is the educated human force, at the head of which is the teacher. Empowering teachers is a coordinated effort in the educational environment that is done to increase their intrinsic motivation, so that every teacher, in the best case, tends to achieve it. Empowerment also increases the job performance of teachers and increases their ability to quickly respond to students' demands, and with the increase in the level of satisfaction with teachers, their motivation and enthusiasm to work also increases.

According to the conducted studies, the researchers the conclusion that little research has been done on the role of individual self-efficacy, knowledge conduction and quality of work life in empowering Primary school teachers. This research has been done in line with the previous researches and help to complete the previous backgrounds in the field of the research topic. In addition, the purpose of this research is to investigate the role of individual self-efficacy, knowledge conduction and quality of working life in empowering Primary school teachers. Therefore, considering the importance of empowering teachers in the education organization, who are responsible for the implementation of the serious responsibility of education, and pointing to the importance of paying attention to individual self-efficacy, knowledge conduction and the quality of work life of teachers, the present research tries to answer the question whether individual self-efficacy Do knowledge conduction and quality of working life play a role in empowering primary school teachers? The conceptual model of the current research is shown in the figure below, in which individual self-efficacy, knowledge conduction and quality of work life are predictor variables and teacher empowerment is the criterion variable.

## Methodology

In order to comply with the ethical principles in the current research, the participants were informed about the method of implementation and the purpose of the research and participated in the study with informed consent. The current research is applied in terms of purpose, descriptive-correlation in terms of nature, and field and library in terms of data collection method. The statistical population of the present study included all primary teachers (452 women and 251 men) of Marand city. From this population, a sample of 248 people (160 female teachers and 88 male teachers) were selected according to Morgan's table using proportional stratified sampling method. The instrument of the current research, the questionnaire of professional qualifications of teachers of Melainejad (2013) (Teacher Empowerment Questionnaire), the quality of work life questionnaire of Ilgan et al (2014), Sherer's (1982) personal self-efficacy questionnaire and Wei-he & Qiu-yan's (2006) knowledge conduction questionnaire were used; Then, the validity of the questionnaires was approved by the professors and the reliability of the questionnaires was obtained based on Cronbach's coefficient alpha of 0.97, 0.73, 0.96 and 0.95 respectively. Since the best Cronbach's alpha coefficient is above 0.7, the obtained alpha is acceptable. Data analysis was done using simple linear regression and multiple regression tests on SPSS software.

## Results

The purpose of this research was to investigate the role of individual self-efficacy, knowledge conduction and quality of working life in empowering primary school teachers. Multiple regression analysis showed that among the three variables, the individual self-efficacy variable with a  $\beta$  of 1.037 plays a role in empowering Primary school teachers. It can be considered that individual self-efficacy is the basis for empowerment; because if there is self-efficacy, other components such as knowledge conduction and quality of work life will be effective on empowering teachers. Also, simple linear regression analysis showed that individual self-efficacy with a beta of 0.514 plays a role in promoting teacher empowerment.

## Discussion and conclusion

In the summary, it should be acknowledged that organizations in order to be able to be competitive, they should consider the knowledge and skills of their employees as a essential resource. Also, knowledge conduction can be a facilitator in empowerment. Therefore, individual self-efficacy is the basis for empowerment; because if there is self-efficacy, other components such as knowledge conduction and quality of work life will be effective on empowering teachers.

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