

Investigating the effect of in-service training on advisors' effectiveness through psychological empowerment

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ABSTRACT

Efficiency is one of the fundamental concepts in any organization including ministry of education of Iran. Teachers and counselors are the main assets of this organization and education plays a key role in achieving the organization's goals. In-service training is a technique for improving the quality and effectiveness of the advisors. This paper presents a study on the effect of in-service training on advisors' effectiveness through psychological empowerment. The study uses a questionnaire developed by Spreitzer (1995) [Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of management Journal*, 38(5), 1442-1465.] to examine the effects of five variables; namely self- efficacy, self-determination, impact, meaningfulness and trust. Using structural equation modeling, the study has determined that all five psychological empowerment components had positive and meaningful effects on in-service training. In addition, in-service training maintained positive and meaningful impacts on all components on psychological empowerment. Moreover, in-service training positively influenced on psychological empowerment.

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1. Introduction

Efficiency is one of the fundamental concepts in any organization including ministry of education. Teachers and counselors are the main assets of this organization and education plays a key role in achieving the organization's goals. In-service training is a technique for improving the quality and effectiveness of the advisors. There are several studies on measuring the effects psychological empowerment on different factors such as organizational commitment. Bani et al. (2014) presented a study on relationship between employees' psychological empowerment and organizational commitment in revenue agency of city of Semnan, Iran. The study applied two questionnaires, one for measuring the effects of psychological empowerment developed by Mishra and Spreitzer (1998) and the other for measuring organizational commitment developed by Meyer and Allen (1991). The results

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of the study indicated that there had been some positive and meaningful relationships between psychological empowerment and organizational commitment components including Sense of efficacy, meaningful, having a choice and trust. However, the survey did not support any relationship between Competency and organizational commitment.

Kheirkhah et al. (2014) determined critical factors affecting on organizational commitment. They chose the most important factors grouped in four categories and using factor analysis reported that Affective commitment, Continuous commitment, Moral commitment and Enduring commitment were the most important factors affecting organizational commitment. Miarkolaei and Miarkolaei (2014) investigated the relationship between employees' job satisfaction and organizational commitment of Red Crescent Society's Textile Industries of Islamic Republic of Iran by using Minnesota Satisfaction Questionnaire (MSQ) and Allen and Meyer's Organizational Commitment Questionnaires for collecting data (Allen & Meyer, 1990). They stated significant relationships between employees' job satisfaction, organizational commitment, and their dimensions. Mirzaiefar (2014) studied Huber model on the effect of psychological empowerment of employees on organizational learning. They reported that psychological empowerment of employees could influence on organizational learning characteristics in organization, significantly. Alikhani et al. (2014) studied the relationship between social capital and organizational commitment by considering the relationship between social capital with three components of organizational commitment; namely, affective commitment, continuous and normative commitment. They stated that there were positive and meaningful relationships between social capital and affective commitment, continuous and normative commitment.

2. The proposed study

This paper presents a study on the effect of in-service training (IST) on advisors' effectiveness through psychological empowerment. The study uses a questionnaire developed by Spreitzer (1995) to examine the effects of five variables; namely self- efficacy (SEF), self-determination (SDE), impact (IMP), meaningfulness (MEA) and trust (TRU). The proposed study uses a sample of 92 teachers who accepted to participate in this survey. In terms of personal characteristics, 73 of them were female and 19 of them were male. In addition, 72 people hold bachelor degree of sciences and 20 of them hold master's degree. Fig. 1 demonstrates other personal characteristics of the participants.

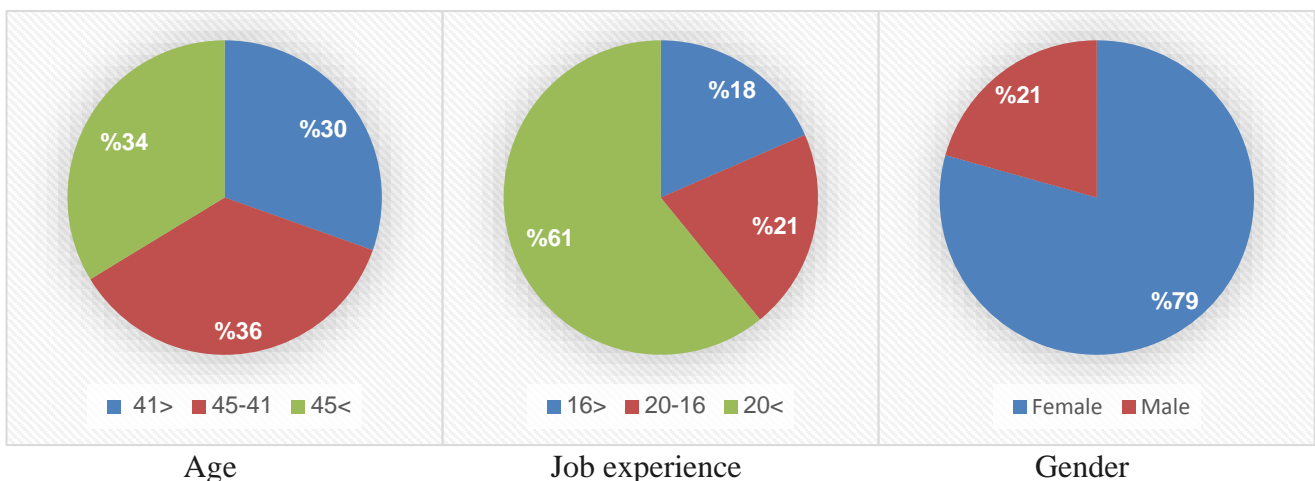


Fig. 1. Personal characteristics of the participants

As we can observe from the results of Fig. 1, most participants had, at least, 16 years of job experiences and they were mostly middle aged people. The study uses structural equation modeling to examine the effects of different factors on psychological empowerment on in-service training. Table 1 and Fig. 2 summarize the results of cross-loadings as well as loadings components.

Table 1
The summary of Cross-loadings and loadings components

Variable		Cross-loadings									loadings		Composite	
Latent	Manifest	IST	SEF	SDE	MEA	IMP	TRU	EEF	Factor	Error	Statistics	AVE	Alpha	(PCA)
IST	IST1	0.784	0.456	0.535	0.414	0.513	0.467	0.516	0.784	0.041	19.123	0.680	0.941	0.951
	IST2	0.788	0.516	0.490	0.492	0.398	0.421	0.477	0.788	0.047	16.816			
	IST3	0.850	0.479	0.602	0.480	0.476	0.441	0.441	0.850	0.027	31.966			
	IST4	0.840	0.320	0.413	0.412	0.418	0.388	0.363	0.840	0.039	21.363			
	IST5	0.828	0.337	0.343	0.472	0.373	0.387	0.473	0.828	0.045	18.593			
	IST6	0.841	0.406	0.412	0.376	0.528	0.452	0.378	0.841	0.030	27.728			
	IST7	0.874	0.456	0.475	0.617	0.433	0.501	0.488	0.874	0.032	27.260			
	IST8	0.816	0.469	0.454	0.436	0.393	0.375	0.469	0.816	0.063	12.957			
	IST9	0.797	0.407	0.502	0.375	0.418	0.384	0.490	0.797	0.056	14.341			
SEF	SEF1	0.490	0.898	0.521	0.493	0.404	0.302	0.545	0.898	0.027	32.735	0.739	0.824	0.896
	SEF2	0.471	0.907	0.497	0.510	0.487	0.366	0.415	0.907	0.035	26.138			
	SEF3	0.356	0.768	0.352	0.398	0.325	0.393	0.401	0.768	0.103	7.482			
SDE	SDE1	0.534	0.518	0.887	0.395	0.650	0.474	0.552	0.887	0.030	29.967	0.729	0.814	0.893
	SDE2	0.438	0.359	0.881	0.234	0.571	0.356	0.514	0.881	0.027	32.226			
	SDE3	0.490	0.522	0.790	0.408	0.568	0.413	0.576	0.790	0.061	13.006			
MEA	MEA1	0.478	0.514	0.288	0.887	0.241	0.455	0.539	0.887	0.039	22.852	0.766	0.848	0.911
	MEA2	0.409	0.362	0.388	0.805	0.271	0.345	0.473	0.805	0.057	14.242			
	MEA3	0.549	0.528	0.388	0.929	0.324	0.425	0.477	0.929	0.019	49.403			
IMP	IMP1	0.456	0.306	0.668	0.274	0.864	0.457	0.455	0.864	0.048	18.048	0.696	0.780	0.874
	IMP2	0.461	0.476	0.521	0.203	0.863	0.460	0.447	0.863	0.046	18.781			
	IMP3	0.418	0.445	0.530	0.323	0.773	0.471	0.427	0.773	0.063	12.330			
TRU	TRU1	0.488	0.483	0.432	0.552	0.459	0.909	0.523	0.909	0.020	45.645	0.762	0.843	0.908
	TRU2	0.440	0.235	0.257	0.317	0.383	0.844	0.355	0.844	0.063	13.365			
	TRU3	0.423	0.274	0.522	0.313	0.576	0.865	0.446	0.865	0.038	22.483			
EEF	EEF1	0.410	0.355	0.423	0.499	0.364	0.527	0.760	0.760	0.081	9.355	0.582	0.858	0.897
	EEF2	0.425	0.450	0.503	0.484	0.318	0.429	0.804	0.804	0.049	16.463			
	EEF3	0.445	0.524	0.638	0.489	0.526	0.319	0.844	0.844	0.031	26.980			
	EEF4	0.462	0.430	0.496	0.352	0.546	0.534	0.756	0.756	0.053	14.392			
	EEF5	0.436	0.266	0.384	0.423	0.208	0.295	0.717	0.717	0.075	9.517			
	EEF6	0.298	0.311	0.283	0.356	0.238	0.303	0.687	0.687	0.071	9.648			

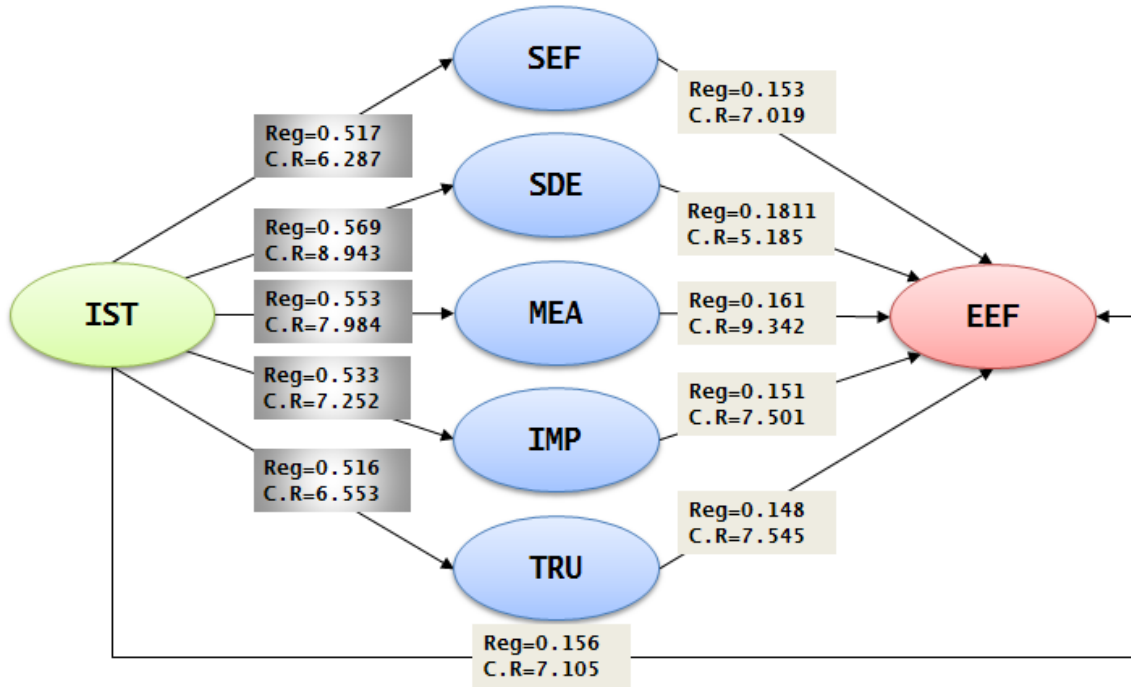


Fig. 2. The summary of structural equation modeling

3. Discussion and conclusion

According to the results of Table 1 and Fig. 2, we can observe that all five psychological empowerment components had positive and meaningful effects on in-service training. In addition, in-service training maintained positive and meaningful impacts on all components on psychological empowerment. Moreover, in-service training positively influence on psychological empowerment. The results of this study are consistent with other studies (Bani et al., 2014; Alikhani et al., 2014).

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