Study Of The Relationship Between Cooperation And Empowerment Of Faculties Of Marvdasht Azad University

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Abstract: This research was done to study the relationship between cooperation and empowerment of faculties of Marvdasht Azad University. This research is descriptive and correlational. The population was all faculty members of this university in 2010-2011 which the sample was 211 persons that was selected in accordance with Morgan table 136 persons. To collect data were used lodahl and kejner cooperation of working (1965), short and Rinehart empowerment (1992). To analyse data in descriptive statistics was used mean, standard deviation and in inferential statistics was used concomitant variation of pearson and multiple Regression. The results were: There was significance between cooperation and empowerment of faculty members of university. There was positive significant among job high involvement dimensions, positive dutifulness sense and chanability Development and flexibility factors could anticipate empowerment. Positive dutifulness sense could anticipate empowerment.

Key words: Cooperation, empowerment, faculty

INTRODUCTION

After decades of experience, the world came to this conclusion that if an organization wants to be a leader in economic and business affairs and not to remain backward in the competition, it should have the professional, creative and motivated staff. Human resources make the foundation of real wealth in an organization. There is a direct correlation between the human capital and productivity in the organizations. A successful organization is a set of humans with common culture, ideas and goals; they make their experience and knowledge available for the management with passion about the increasing development of organization and by the teamwork in the flexible system of organization. Therefore, each person will have a sense of ownership towards the performed task. The individuals' potential capabilities are used in order to develop the organization and the progress will be achieved by enabling the potential forces and prodigious talents in line with the development. Thus, the effective management of these valuable resources is necessary in order to achieve the goal of organization. In this regard, the development, progress, prosperity and development of employees' capabilities have been considered by scholars and experts as the employees' empowerment (Omidwari & Sajedi, 2008). The organizations can hope to use properly the employees' talents and creative energy if the members are aware of the goals of organization and their own role in determining those goals. If the goals are determined solely by the managers, the subordinates will have less commitment to it and do less effort to achieve it. Therefore, most of the organizations are seeking to take advantage of employees' cooperation in determining the goals of organization in line with the movement for participative decision-making. According to the "Goal-setting Theory", the employees' cooperation in setting the goal will lead to the employees' commitment to those goals. Commitments to the goals will cause them to show higher attempts in order to achieve the goals and even difficult objectives (Gordon, 1991). "Participative management" is a dynamic management system which plays an important role in human resource development and thus the overall development process. Participative management is a system of management and leadership which empowers all staff in decision-making process. Thus, the Participative management is a dynamic process which improves the cooperation, participative decision-making and responsibility through empowering the workforce (Ghamarizare & Anoosheh, 2008). According to Beniss's viewpoint, the empowerment through the participative management includes reinforcing this feeling among people who are in the center of organizational events not around it. This effectively will cause that everyone in the organization feels he has a role in its success and thus the organization considers the importance, freedom of action and the commitment for him. They will feel that they live in a culture which has the respect and dignity, and in fact they do their jobs on their own and without asking the permission of the superior (Abtahi & Abesi, 2008). Cooperation in decision-making creates positive impact on employees' morale, motivation and satisfaction and the employees in the organization feel more responsibility for their own performance and efficiency, the innovation and creativity are made, new methods for solving the organizational problems and issues are proposed making the decisions will be more quick (Alaghebehband, 2001). Participative management reduces monitoring the employees and thus the staff show sympathy for increasing the efficiency.
and effectiveness of organization, increase their own devotion to the group goals, and help to create a more desirable organizational environment with the positive self-feeling. Psychological studies show that when people get a chance to express their thoughts and participate in making the decision, which affects their destiny, they will indicate more innovations and creativity and accept more responsibility; finally, the cooperation system is considered as the cultural field of human making in the organization (Toosi, 1991). There are many reasons that the empowerment with employees' involvement and cooperation at work will create positive achievements in the performance and these achievements are considered as the only reason for implementing the process of developing the empowerment in an organization (Kenila, 2008). Therefore, the need for empowerment and special attention to it is totally felt as an effective measure in the success of organization and creating the desired organizational environment for employees' active cooperation. This research can lead to the further understanding of concept, dimensions and other factors associated with the cooperation and empowerment; also the applied framework and findings of this research can be used in order to resolve most of the problems and issues which can only be resolved by participating in achieving the empowerment as the competitive advantages in new organization in today competitive and turbulent era. Based on the importance of mentioned contents, the researcher has investigated the correlation between the faculty members' cooperation and empowerment and has studied this issue.

**Previous Studies:**

A research has been done by Emamgholizadeh (2009) entitled as "The relationship between the employees' cooperation in making the decision and their empowerment"; in fact this research has been conducted according to the Vetern and Cameron model based on the multifaceted empowerment and confirmed four dimensions of sense of competence, sense of meaningfulness, feeling of self-organizing or selecting and feeling of being efficient, and also according to Thomas and Velthous model and adding the confidence dimension to it. The subsidiary and encouraging result was that the level of employees' empowerment in all dimensions of psychological empowerment was higher than the average. The employees' cooperation has been measured by Edward Lawler model with three dimensions of influence level and control, access to the information, and organizational reinforcements and it has been equal to 263 which shows the average rate of cooperation in telecommunications company of Mazandaran province. The results of research confirmed all hypotheses based on the significant correlation between the employees' cooperation in making the decisions and their empowerment and the obtained correlation coefficient between the cooperation and empowerment indicates a strong correlation between these two variables. In a study entitled as "Evaluating the ways of empowering the employees at Birjand University", Mohammadi (2005) has described and analyzed the empowerment as an appropriate way of motivation in present era. So that it investigates different ways of empowerment as well as explaining the effective approaches, dimensions and factors. This research evaluates the job enrichment, empowering, reward based on the performance, participative management system of suggestions, creating the teamwork, and participating in goal setting as the main ways of empowerment. Meanwhile, the results of research confirmed the above cases except for creating the teamwork. In a study entitled as "The correlation between the faculty members' level of cooperation in making management decisions with their spirit level at universities of Isfahan and Medical Sciences", Poorpirali (2003) found that there is a correlation between the faculty members' level of cooperation in making management decisions with their spirit level. The maximum level of faculty members' cooperation in management decision-making is related to the research decision-making and the minimum level of cooperation is related to the educational decision-making. In an article entitled as "Improving the organization and employees' cooperation", Toosi (1999) expresses that: Improving the quality of work life and providing the real and meaningful cooperation of all employees is the efficient means to respond to the rapid changes and increasing demands of organizations. Efficient and effective cooperation can create the obvious benefits in the productivity of organization and employees' satisfaction. According to the conducted studies, desire to participate depends on their knowledge, understanding, educational level and skills. Carina Bordin, Timothy Bartram found in a study entitled as "The circumstances and consequences of psychological empowerment among the employees in Telecommunication company of Singapore" that: Access to the information about the mission of organization, access to the information about the performance of organization, access to information about the compensation system of organization, employees' cooperation, job satisfaction and job security have positive correlation with the psychological empowerment (Mirzapooramiri, 2009).

Kelker & Loadman (1998) studied the "Definition and measurement of teachers' empowerment dimensions in reforming the public schools". This research was conducted based on the survey method at 37 schools of Ohio with 10,544 teachers and the questionnaire Spss, which is a tool for measuring the teacher's empowerment in 6 dimensions with alpha coefficient of decision making (0.90), Professional development (0.70), Efficiency (0.89), Independence (0.83) and personal and business credit (0.84), was used; the obtained results about the decision-making indicate that this dimension of empowerment is not properly strengthened and the teachers are not ready to take new roles (cooperation in decision-making) and the managers are not ready to
prepare the field for teachers' cooperation. These tests indicate that these sample teachers are indifferent whether they have had the opportunities for cooperation or not, thus they have concluded that the organizational changes, which are essential for teachers' empowerment at schools, should be made in order to reform the schools and develop the up-to-date initiatives and the managers should provide great opportunities for teachers in order to develop their roles and responsibilities for affecting the degree and quality of students' learning in Ohio state. Hoy & Miskel (1991) have expressed in a research entitled as "The teachers' cooperation in affairs of educational organizations" that: cooperation in decision-making of educational organization will lead to the increased staff morale and cooperation, and also lead to their satisfaction and morale boosting (Jahanian, 2000). The research conducted by Kurt Lewin and his colleagues- John R. P. French and Lester Koch- in the Company Harwood (1982) about "The application of participative management style" indicated the following results according to Alfred Maro's viewpoint, the head of Harwood Company. The vast relationship of higher self-managing in broad cooperation practices at works is considered as the more practical and useful way than the traditional methods for employing the workforce. In productivity is increased in the cooperation practices, the cost is reduced in the way of competition, and the personnel are satisfactory pleased with it (Toosi, 1991).

Research Hypotheses:

There is a significant correlation between the faculty members' cooperation and empowerment at university.
There is a significant correlation between the cooperation and empowerment.
Dimensions of cooperation can predict the empowerment.

Research Method:
This study is descriptive and correlational. The statistical population of this research contains all faculty members at Islamic Azad University of Marvdasht with the population equal to 211 individuals in 2010-2011. Sampling is conducted based on the simple random sampling because the samples have been selected randomly and the number of samples in this research is equal to 136 individuals based on Morgan Table.

Research Tools:
In this study, two questionnaires are used in order to collect data:

A - Work Cooperation Questionnaire Work Cooperation Questionnaire has been designed by Lodohel & Kenjer (1965). This tool indicates that how much time the teachers spend with their jobs and in the other words how much job involvement they have. This scale evaluates the teachers' working cooperation based on the dimensions of indifference to work, high job involvement, positive sense of dutifulness, avoiding from the work and dissatisfaction with completing the work and changeability. This tool consists of 20 items of Likert scale, and after reading each item the respondent express his view in the form of a four-point scale (totally agree, agree, disagree, completely disagree). We rate the terms (10, 13, 14, 16, 18, 19) according to the questionnaire rating, but we rate the terms (1, 2, 3, 4, 5, 6, 7, 8, 9, 11) conversely; in other words, the option "completely agree" gives the point 4, "Agree" 3, "Disagree" 2 and finally "completely disagree" 1 point. We add the points of terms and record the result. If the resulted point is higher than 40, the individual's job involvement will be higher, and the more this point iscloser to 80, the more the individual's job involvement will be increased. Otherwise, the job makes a small part of his life and he does not have significant job involvement. Alikhani Morousi (2002) has obtained the reliability of considered work cooperation equal to 0.86 by using Cronbach's alpha method in the population of welfare employees in Kerman city. Obtained reliability coefficient by Cronbach's alpha has been 0.70 in this study and the validity of tool has been confirmed by professors and experts.

B - Empowerment Questionnaire Teachers' empowerment is measured by using the school faculty members' empowerment scale which has been by designed by Short & Rinhardt (1995). This tool consists of 38 items and evaluates six dimensions including the basis, professional growth, self-efficacy, influence, decision-making, and self-authority. Empowerment questionnaire has been designed based on five-point Likert scale (totally agree, agree, no idea, disagree, completely disagree) and its range is fluctuating between has 1-5. After collecting the responses related to each subscale and dividing by the number of items in that subscale, we calculate the mean for each subscale. Hosseini Darenjani (2010) has obtained the reliability of considered empowerment tool equal to 93.0 by using Cronbach's alpha method in population of high school managers in Shiraz city. Reliability coefficient obtained by Cronbach's alpha method has been 0.90 in this study and the validity of tool has been approved by professors and experts.

Statistical Method:
The indicators of descriptive statistics including the mean standard deviation and the inferential statistical methods including Pearson correlation coefficient and multiple regression have been used.
Research Findings:

First hypothesis of research: There is a significant correlation between the university faculty members’ cooperation and empowerment. Pearson correlation coefficient statistical method has been used in order to study this hypothesis.

Table 1: Correlation between the cooperation and empowerment

<table>
<thead>
<tr>
<th>Variables</th>
<th>Empowerment correlation coefficient</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation</td>
<td>0.31</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

According to the above table, it can be found that the correlation between the variables has been significant at the level 0.0001 and because this value is lower than 0.05 there is a significant direct correlation between the cooperation and empowerment, which means that by increasing the faculty members’ cooperation their empowerment will be also increased and the above hypothesis will be confirmed.

Second hypothesis: There is a significant correlation between the dimensions of cooperation and empowerment. Pearson correlation coefficient statistical method has been used in order to study this hypothesis.

Table 2: Correlation between dimensions of cooperation and empowerment

<table>
<thead>
<tr>
<th>Cooperation dimensions</th>
<th>Empowerment correlation coefficient</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indifference to work</td>
<td>0.6</td>
<td>0.4</td>
</tr>
<tr>
<td>High job involvement</td>
<td>0.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Sense of dutifulness</td>
<td>0.33</td>
<td>0.001</td>
</tr>
<tr>
<td>Avoiding from the work and dissatisfaction with completing the work</td>
<td>0.15</td>
<td>0.06</td>
</tr>
<tr>
<td>Changeability</td>
<td>0.32</td>
<td>0.0001</td>
</tr>
</tbody>
</table>

According to the above table, it can be found that the correlation coefficients between the variables of high job involvement, sense of dutifulness and the changeability have been significant at the levels of 0.01, 0.001, and 0.001 and because these values are less than 0.05, thus there is a significant direct correlation between dimensions of high job involvement, sense of dutifulness and changeability and the empowerment and no significant correlation between the component of indifference to the work and avoiding from the work with the empowerment. This means by increasing the level of high job involvement, sense of dutifulness and changeability, the faculty members’ empowerment level will also be increased.

Third hypothesis: Dimensions of empowerment can predict the empowerment. Multiple regression was used in order to examine this hypothesis and the correlation between these variables was investigated in the second hypothesis, and then the Analysis of variance and coefficient of determination have been used in order to determine the criterion variable (empowerment) by the predictive variables (dimensions of cooperation); the results have been presented in the following table.

Table 3: Analysis of variance and regression statistical features between the dimensions of cooperation and empowerment

<table>
<thead>
<tr>
<th>Predictive variables</th>
<th>Beta</th>
<th>T</th>
<th>p</th>
<th>R²</th>
<th>F</th>
<th>DF</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indifference to work</td>
<td>-0.15</td>
<td>-6.1</td>
<td>0.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High job involvement</td>
<td>0.024</td>
<td>0.25</td>
<td>0.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of dutifulness</td>
<td>0.216</td>
<td>2.2</td>
<td>0.2</td>
<td>0.04</td>
<td>0.05</td>
<td>130.5</td>
<td>0.001</td>
</tr>
<tr>
<td>Avoiding from the work</td>
<td>0.146</td>
<td>5.1</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changeability</td>
<td>0.171</td>
<td>7.1</td>
<td>0.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it can be seen, the value of F has been obtained equal to (5.05) at the significant level (0.001) and because this value is lower than (0.05) thus we conclude that there is a linear correlation between the predictive variables (cooperation components) and criterion variable (empowerment). Now, the Beta coefficient has been used in order to determine to what extent the predictive variables can predict the criterion variable and according to the significance levels it can be concluded that the value of beta in component of sense of dutifulness has been significant. In other words, this component can predict the empowerment, so these components are removed from the equation and the regression is re-done.
Table 4: Analysis of variance and statistical features of regression between the components of sense of dutifulness and empowerment

<table>
<thead>
<tr>
<th>Predictive Variables</th>
<th>Beta</th>
<th>T</th>
<th>p&lt;</th>
<th>R</th>
<th>R²</th>
<th>F</th>
<th>DF</th>
<th>p&lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of dutifulness</td>
<td>0.329</td>
<td>4.03</td>
<td>0.001</td>
<td>0.329</td>
<td>0.11</td>
<td>2.16</td>
<td>134,1</td>
<td>0.001</td>
</tr>
</tbody>
</table>

As it can be seen, the value of F has been obtained equal to (16.2) at the significant level (0.001) and because this value is lower than (0.05) thus this value has become significant (P< 0.05) and according to the significant level of sense of dutifulness component (which is lower than the level 0.05) it can be concluded that the sense of dutifulness component can predict the variable of empowerment. And the line equation of regression can be written based on the beta value as follows.

Points of sense of dutifulness  
Y = 329.0

Discussion and Conclusion:

In the first hypothesis: There is a significant correlation between the university faculty members' cooperation and empowerment. Pearson correlation coefficient statistical method has been used and as it can be seen in Table 1 the obtained coefficient shows the significant positive correlation. Therefore, according to the obtained coefficient it can be concluded that the above hypothesis is confirmed and there is a significant direct correlation between the cooperation and empowerment; thus considering the cooperation as a factor which can be correlated with the empowerment is correct and it can be stated that considering the individuals' empowerment with regard to their levels of cooperation is essential and using it is one of the most important advantages of successful and efficient organizations. Nowadays, we can state confidently that the organization, which has capable and responsible individuals, can better act in competitive and turbulent era and shows more rapid response to the changes. With cooperation and responsibility the individuals can be effective in promoting the goals of organization and all of these factors will lead to the empowerment of university. Successful organizations need the individuals' cooperation in order to deal with the changes, global competition, and advances in technology. Cooperation is inevitable for organizations which are faced with the intense competition in the educational field. Staff morale will be improved by the cooperation and the conflicts and disputes reduced and the degree of tolerance will be increased. The more the professors have lower conflicts and disputes towards each other at universities, the more their empowerment will be enhanced in the organization. Cooperation in the organization will reduce supervising the employees and the employees show more concern about increasing the productivity and increase their attachment to the objectives of group.

Nowadays, the cooperation at the universities will lead to the better decisions in the workplace, strengthening the human respect and social status, creating the motivation and common interest, encouraging the employees to take the responsibility, improving the individuals' morale and the teamwork. Professors' cooperation in the organization will lead to increases their sense of organizational affiliation, reduced conflict and opposition in the organization, improved quality, creating the motivation, developed logical thinking, their growth and ascendancy, and readiness necessary for making changes and also removing the fields of rumor spreading and thus increasing the professors' morale and effectiveness and ultimately their empowerment. Significance of this research is consistent with the studies conducted by Emamgholizadeh (2008), Poorpirali (2003), Mohammadi (2001), and Kleckner and Loadman (1998), Carina Bordin, Timothy Bartram (2009).

In the second hypothesis: There is a significant correlation between the dimensions of cooperation and empowerment. Pearson correlation coefficient statistical method has been used; and according to the Table 2 and observing the correlation coefficients it can be concluded that there is a significant direct correlation between the dimensions of cooperation (high job involvement, sense of dutifulness, changeability) with the empowerment. Thus, the use of high job involvement, sense of dutifulness, and changeability can increase the empowerment. In this case, the component of high job involvement can lead to the increased empowerment in the organization by individual's considerable attention to his job. Moreover, the sense of dutifulness is a struggle beyond the conventional requirements; this component leads the professors' behavior at the level over the expected levels and this will lead to increased trust among the professors. In other words, the professors feel commitment to their work and professions and spend all their energy to better perform their duties. The teachers, who have the modern social behavior, continue their work in the worst conditions and even in sickness and disability this indicates their high dutifulness, which can lead to increased empowerment in the organization. Furthermore, the changeability variable is today among the most important and critical issues, in which the current organizations specially the universities are involved and their survival depends on it, thus the strategies are required in order to decrease the teachers and managers' opposition to the acceptance of change and innovation in each organization and accept the useful and fundamental changes easily; this component can lead to the increased empowerment of organization by the sense of cooperation, increased motion and organizing. Thus the final conclusion of this hypothesis is that each component affects the empowerment through a specific way and makes the empowerment effective and developed at the university. Therefore, the above hypothesis is confirmed. Significance of this hypothesis is consistent with the research conducted by
In the third hypothesis: Dimensions of cooperation can predict the empowerment. The multiple regression statistical method has been used and according to the Table 4 only the component of sense of dutifulness can predict the empowerment and other dimensions of cooperation (high job involvement, avoiding from the work and dissatisfaction with completing the work, changeability and being indifference to work) are not able to predict the empowerment.

Therefore, the empowerment can be predicted by using the sense of dutifulness which is the employees' same commitment and responsibilities towards the job; in other words the sense of dutifulness will predict the empowerment.

This significance research is consistent with studies conducted by Emamgholizadeh (2008).

Practical suggestions
1. Providing a favorable environment for the employees' cooperation;
2. Restructuring the organizations in order to be flexible and informal;
3. Developing the components of cooperation at the universities;
4. Providing the fields for teachers' cooperation in key and basic decisions of university
5. Giving the teachers necessary authority to continue their work beyond the official requirements.

REFERENCES