Developing a Model for Empowerment of Faculty Members in Islamic Azad University: A Qualitative Study

Razieh Fayyaz¹, Badri Shah Talebi²*, Reza Ebrahimzadeh³

¹ Ph.D Candidate in Management and Cultural Planning, Department of Management and Cultural Planning, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

² Ph.D in Education Management, Associate Professor ,Department of Educational Sciences, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

³ Ph.D in Media Management, Assistant Professor, Department of Management and Cultural Planning, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran

Abstract
Background: Faculty members are one of the most valuable vital factors of the universities. Therefore, paying attention to their empowerment is an inevitable necessity.
Objectives: The purpose of this study was to develop a model for empowerment of the faculty members of the Islamic Azad University.
Methods: Th s qualitative study was conducted using the grounded theory approach. Using the purposive sampling method, 13 faculty members of Islamic Azad University were selected and subjected to semi-structured interviews. Strauss and Corbin method was used to analyze the interviews in three stages of open, axial, and selective coding.
Results: Based on the obtained data, 11 main categories, and 29 subcategories were extracted as dimensions and components of the empowerment of the faculty members. The dimensions of the conceptual model of research were formed considering causal conditions, axial phenomena, contextual factors, intervening factors, strategies, and consequences.
Conclusion: Considering the position of faculty members in the development and effectiveness of the universities, it seems that the results of the present study can be useful in promoting the capabilities and competencies of faculty members.
Keywords: Empowerment, Faculty Member, Effective Factors

Background

In today's business world, in which competition is rapidly increasing, the principles of excellence have also changed (1). Empowerment is a strategy for the development and prosperity of an organization (2) and the staff is the main factor for empowerment (3). Thus, organizations have gradually realized the importance of empowerment of their employees by providing opportunities to participate in the decision-making process and independence (4); because unqualifi d employees will not be able to meet organizational challenges, adapt to complexities, and keep up with changes in innovations (5). Empowerment is inevitable (6). Lack of effective employee empowerment programs is associated with negative results, such as huge differences between employees in the organization, uncoordinated personnel systems, the stress in the workplace, reduced employee creativity, reduced organizational commitment of employees, and reduced job satisfaction and performance (7).

Although many organizations have paid considerable attention to their human resources considering empowerment (8), there is no consensus on how to defi e, conceptualize, or measure it (9). The term "empowerment" often has positive implications (10). The World Bank defi es empowerment as the process of increasing the capacity of an individual or group to make targeted choices and turn those options into desired actions and outcomes (11). Empowerment in education means that all faculty members are given the opportunity to participate in the decisions that affect them (12). Empowerment of professors also refers to a set of activities that an educational institution performs in order to prepare its faculty members to play their professional roles (13). Although the diversity in literature regarding empowerment has strengthened

its content, it has also led to a lack of integration and a comprehensive model of empowerment (14). In summary, the literature on empowerment is divided into two theoretical perspectives of "socio-structural empowerment and psychological empowerment" (15). The difference between the two perspectives is that the former is to understand the conditions of employee empowerment in the workplace, while the latter is a psychological reaction to such conditions (16).

Implementing empowerment programs can help improve organizational agility (17).

It should be noted that the success of any empowerment program highly depends on the conditions and requirements and its proper implementation (18). This is especially important for service organizations where employee performance is a determinant of the more growth of the organization (19). Higher education institutions are of great importance for each country because of their role in socio-economic development and being human resources (20). Thus, due to the rapid changes in the higher education environment and the pressures of global competition, many universities have focused their attention on humans as a factor to achieve excellence and success (21). Faculty members, as the most valuable part of a university (22), are an integral part of each educational system and the quality of their work largely depends on their dynamism in this system. Thus, the capability of faculty members directly affects academic performance in higher education (23).

Despite much research on staff empowerment, faculty empowerment has not been extensively studied. For example, the results of a study by Abdollahi and Heydari to investigate factors related to faculty empowerment showed that two factors of participatory management and enrichment are related to empowerment (24). Gholifar et al. also concluded that organizational culture, professional skills, and organizational-managerial fields have a positive and significant effect on faculty empowerment (25).

Also, Rahimi et al. also concluded that several strategies affect the capability of faculty members in the workplace, including access to opportunities, information, support, and resources. Effective motivation along with a sense of worth and effectiveness can facilitate the path of empowerment, in which the existence of efficient management based on democratic principles and participation can be very helpful (26). Sadri et al. reported "promoting motivational factors, information and being up-to-date, and the participation of faculty members in educational decisions" as three main factors for faculty members' empowerment (27).

In another study, Rahmani and Ezzati concluded that the reward system, participatory management, role modeling, professional growth, and trust-building are the factors affecting the empowerment of faculty members according to management specialists; however, from the Islamic point of view, in addition to the mentioned factors, the realization of human dignity and business ethics of managers are also considered among the factors affecting the empowerment of faculty members (28). The results of Meng and Sun research showed that there is a high positive correlation between psychological empowerment and job attachment among faculty members (29).

Objectives

Summarizing the studies conducted on empowerment shows that although the effective factors for empowerment have been considered by researchers in significant studies, there is no paradigm model, including causal, contextual, and interfering factors, strategies, and consequences to empower faculty members in Islamic Azad University. Therefore, considering the existing gap, the present qualitative study was conducted to develop a model for empowerment of faculty members of the Islamic Azad University.

Methods

This qualitative study was conducted with a grounded theory approach. The statistical population consisted of faculty members of the Islamic Azad University with high information regarding the research objectives and criteria, such as expertise in management who had conducted relevant studies and written books and articles and were selected using a criterion-based purposeful sampling method. Semi-structured interviews were used to collect data.

The interview was conducted by asking five questions about causal, contextual, and interfering factors as well as strategies and consequences related to faculty empowerment. The interview lasted between 44 and 70 min, and the recordings were transcribed verbatim. The number of participants also increased according to theoretical saturation until no new views were expressed by them (after 13 interviews, theoretical saturation was obtained).

Strauss and Corbin methods were used to analyze the interviews in three stages of open, axial, and selective coding. Thus, the recorded interviews were reviewed line by line, and conceptualized and categorized, and then based on the similarity, conceptual relationship, and common features between open coding, concepts, and categories (a category of concepts) were identified.

In axial coding, the initial codes and commands created in open coding were compared and the codes with similar concepts were combined and the related categories formed a common axis., This stage consisted of six categories: "axial category, causal conditions, interfering conditions, governing context conditions, strategies, and consequences". In selective coding, the axial category was selected and its relationship with other categories was examined. Then, the final model of the research was drawn and the axial concept was shown to be related to other concepts. To ensure the validity of the research, two methods of review by members and peer review were used.

The present study was approved (Ethics code: IR.IAU.

KHUISE.REC.1399.067) by the Research Ethics Committee of Islamic Azad University, Isfahan Branch (Khorasgan).

Results

In the present study, 13 management faculty members 13 faculty members in the fi ld of management (8 men and 5 women) who were familiar with faculty empowerment issues were subjected to semi-structured interviews and most of them had more than 11 years of work experience. During open coding, by analyzing the data, 134 concepts were identifi d and classifi d into 29 sub-categories. Then, 11 main categories were extracted from the sub-categories. The categories obtained from the previous step were linked during axial coding as causal, contextual, interventionist, strategies, and consequences categories. The fi dings of the open and axial coding steps are presented in Table 1.

Based on the obtained relationships, the concepts obtained from open and axial coding were linked to each other in the selective coding stage and refl cted as a model, which is shown in Figure 1.

Causal factors related to faculty empowerment can be divided into the following three main categories.

Personal factors: According to the experts' views, the empowerment of faculty members is more related to the individual's situation. They considered personal factors necessary in the realization of empowerment because they lead to a move towards empowerment. "Decreasing job motivation can have a negative effect on the performance of the individual and the organization," said one interviewee. Th s leads us to empowerment. "In fact, faculty members are empowered to seek new skills that will restore their previous passion."

Management factors: A faculty member believed: "Unfortunately, most university leaders do not involve colleagues in activities. "Many do not allow their colleagues to take responsibility and think that they are not responsible." Another participant stated: "Managers should have a positive view of faculty empowerment and give them a chance to prove themselves. "Th s view results in empowerment of the university." The analysis of the interviews shows the fact that the attitudes and behaviors of managers are important towards empowering their subordinates. Faculty empowerment programs cannot be implemented without the support of managers.

Job-related factors: Many participants in the present study believed that job complexity and job requirements are effective in empowerment. According to one expert: "Job challenges have increased signifi antly compared with the past. The more challenging the job, the more capable people must be. In the past, activities, such as teaching due to different reasons, such as the lack of technological factors, have not been as challenging as they are now. "Therefore, faculty members are expected to be able to use these technologies."

"Many universities in the current competitive environment need empowerment to achieve organizational goals. For example, the competition between the Islamic Azad University and public universities is one of these issues. "Educating capable employees is especially important in knowledge-based jobs."

Also, the analysis of participants' opinions showed that changing the organizational environment and changing professional tendencies are the most important factors effective in moving towards empowerment.

Table 1. Findings of the open and axial coding process related to the empowerment components of university faculty members

Axial coding	Open coding		
	Main category	**Sub-categories**	**Concepts**
Causal factors	Personal factors	Feeling of inefficiency	The feeling of job incompetence, lack of mastery over the work, lack of control over the work
		Feeling of lack of progress	Decreased job enthusiasm, feeling confused about your career, career plateau, lack of job control, unclear career path
		Job boredom	Job routine, feeling useless, not meeting job expectations
		Tendency to improve job quality	The tendency to be different in the job, job satisfaction, tendency to job confidence, clear path and goal, tendency to competitiveness, occupational entanglement, job perfectionism
	Management factors	Management attitudes	Irresponsibility, feeling inexperienced, job overload
		Management behaviors	Avoiding the transfer responsibilities, no participation of colleagues, the resistance of managers for outsourcing model, reluctance to enter colleagues his area of responsibility, lack of job security, managerial control
	Work- and profession-related Factors	Job Complexity	Variety of job skills, continuous job changes, challenging jobs
		Job requirements	Linking jobs and technology, the competitive environment of jobs, the knowledge-oriented nature of today's jobs
Contextual factors	Organizational environment Change	Organizational Learning	Learning as a valuable phenomenon, management commitment to empowerment and learning, management system vision, desire to change people's behavior
		Knowledge environment	Existence of open space and experimentation, desire to create and produce organizational knowledge, the existence of knowledge capacities
	Changing professional tendencies	Dynamism	The tendency to be productive, desire for competence, personal growth, desire for professional independence, desire for self-regulation, responsibility, and accountability
		Intention to Remain	Capability, intention to remain, control over the future, commitment to change and continuous growth, adaptation to extra-organizational change

Table 1. Findings of the open and axial coding process related to the empowerment components of university faculty members (continued)

Axial coding	Open coding		
	Main category	**Sub-categories**	**Concepts**
Causal factors	Environmental changes Legal-developmental contexts	Environmental competitiveness	Increasing competition structures, pressure groups, lack of resources, selection of the right professors
		Market and customer changes	Changes in customer preferences, customer diversity, increasing the range of customer expectations
		Technology-driven environment	Increasing working speed, the accuracy of technological environments, technology-related skill changes
		Supporting internal laws	The emphasis of the national Services on improving Skills, special incentives, providing approaches to attract participation, the formation of specialized empowerment committees, the need for people to have per capita education
	Management factors Individual	Modification of the general structure	Minimization of government and organizations, General agility, change in the concept of job security
		Motivating	Promoting the motivation to dominate, promoting the motivation to influence, promoting the motivation of competence, managing personal knowledge, creating the belief in the change in work, promoting the motivation of self-determination
	Work- and profession- related Factors Managerial-organizational	Psychological Empowerment	Feeling of self-sufficiency, promoting a sense of self-independence, promoting a sense of effectiveness, promoting a sense of meaning
		Development and improvement approach	Assignment of management roles to another person, assignment of controlling roles, assignment of coaching skills, providing of practical training, preparation of experimental situations, comprehensive training, supportive regulation, performance-oriented payment, focus on self-management strategy
Contextual factors	Organizational environment Change	Inclusive participation	Consultation on tactical decisions, participation in goal setting, participation in vision development, participation in organizational success, participation in strategic decisions, emphasis on the formation of labor councils, promoting the system of organizational suggestions, forming quality improvement groups, developing competencies through experience sharing
		Tendency to group	Forming self-governing teams, forming problem-oriented teams, forming job negotiation teams, creating a knowledge system base, forming knowledge teams in the organization, forming discussion groups
	Environmental changes	Environmental competitiveness	Increasing competition structures, pressure groups, lack of resources, selection of the right professors
		Market and customer changes	Changes in customer preferences, customer diversity, increasing the range of customer expectations

Organizational environment change: The environmental factors governing organizations are changing rapidly. Therefore, organizations must make changes in order to survive. Organizational learning and the knowledge environment play an important role in moving towards empowerment because they increase the capabilities of the organization against these changes. "For successful empowerment, learning must be considered a valuable phenomenon and the head of the university must be committed to empowerment and learning," said one expert. "We also need to provide a context for professors to be willing to produce and create knowledge."

Changing professional tendencies: Today, the professional tendencies of faculty members have changed in order to achieve success, career advancement, and not losing their job position. Dynamics and a desire for perseverance help people achieve a wide range of skills and abilities. "Due to the desire for competence, there is a need for more empowerment," said one faculty member. People usually prefer jobs that increase their competencies. "On the other hand, a strong desire to stay in the organization makes people work harder to succeed and develop their abilities." The analysis of the interviews showed that the two categories of "environmental change and the legal context of development" play an effective role in requiring the empowerment of faculty members as intervening factors.

Environmental change: A faculty member said: "With increasing competitiveness, universities can no longer have a weak elective system for hiring people. For example, if a post is to be given to people, it is important, to be honest. "Therefore, by choosing the right professors, fewer costs are imposed on the university."

"Implementing empowerment programs requires considering changes in customer preferences. Th s leads to providing appropriate services according to their needs. "Students today have different needs than in the past." "Despite new technologies, the skills needed for jobs

have changed," said another participant. "For example, searching for resources today is a skill that stems from a technology-driven environment." From the participants' point of view, environmental changes have severely affected educational organizations, especially universities. Therefore, the empowerment processes of the faculty members in the university should be highly considered to make them prepare for competition.

Legal-developmental contexts: In this category, the findings indicated that supportive internal laws and general structure reform can accelerate the implementation of empowerment strategies of the faculty members so that they should increase their job skills and abilities, and also organizations are required to formulate and design appropriate rules and mechanisms to empower faculty members.
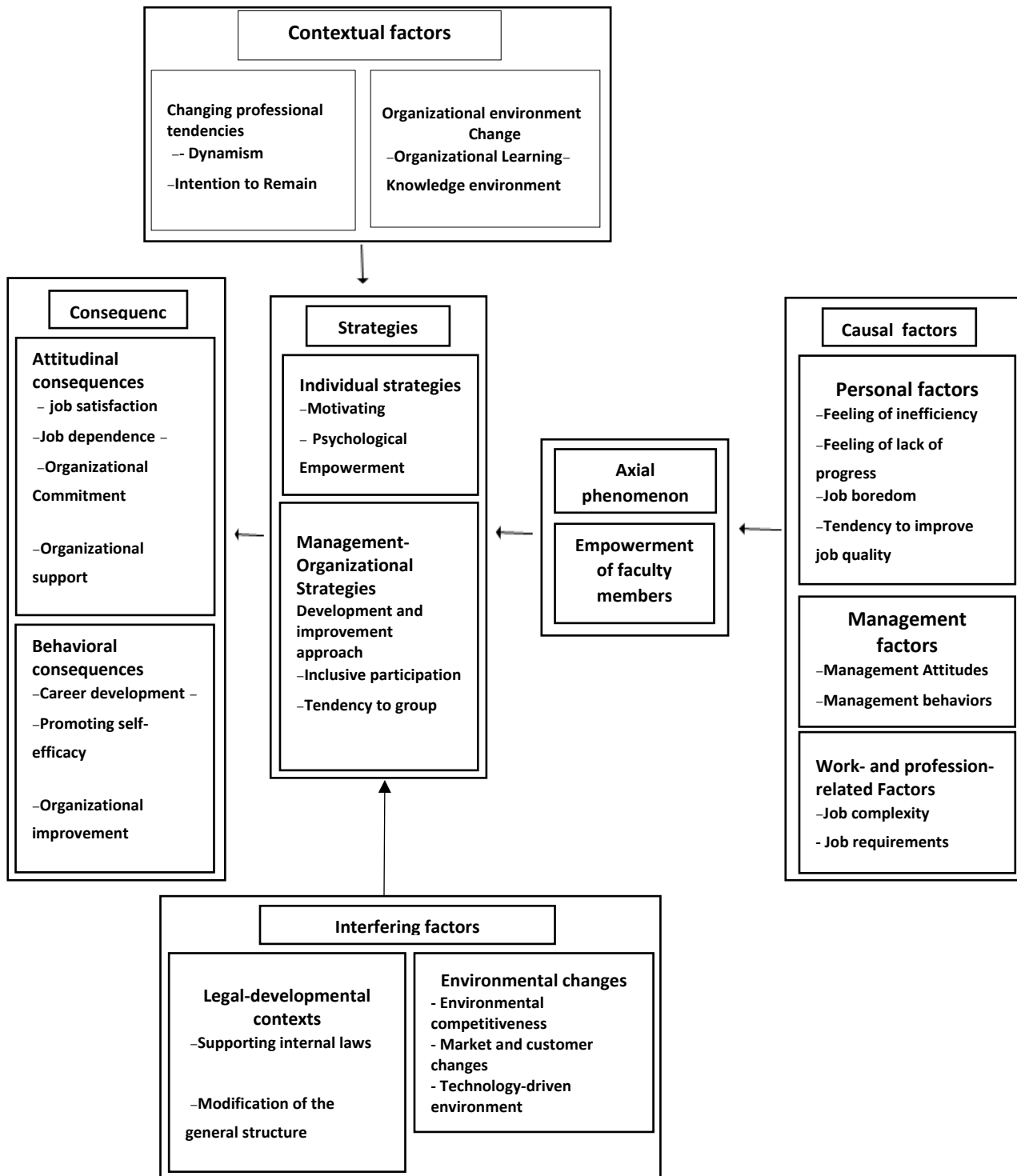
Figure 1. The Paradigm model of empowerment of the faculty members

"Facilities per capita and considering budget to support faculty empowerment programs are factors influencing the implementation of empowerment programs," said one faculty member. According to one of the key experts: "One of the most important management issues in universities today is agility that occurs in both the individual and an organization. Agility in both areas requires the empowerment of the individual and the organization. "Universities must be agile against changes and be able to change on time and use opportunities."

In the present study, the proposed strategies were proposed in two main categories that, along with underlying and intervening factors, can help empower faculty members.

Individual category: According to the participants, motivation is the productive and guiding factor of behavior. Motivating faculty members towards empowerment is one of the most important and basic strategies to achieve organizational goals. The purpose of implementing the motivational strategy is to create the necessary conditions for empowerment, promotion of motivation, an increase of self-suffici cy, and elimination of conditions that cause feelings of powerlessness and inability. For example, one interviewee stated: "People enjoy working when they do something on their own. "Faculty members need to feel that they can be decisive." Another participant also believed: "If faculty members feel important in their organization, they will do their best. "Increasing the sense of effectiveness creates empowerment in these individuals."

Management-Organizational category: One of the categories that most participants suggested to empower faculty members was the managerial-organizational strategy. Participants believed that university administrators should always be able to create new opportunities for faculty members because faculty members need to grow and progress. In this regard, one of the experts acknowledged that "Changes in education is important in the empowerment of faculty members so that the training is changed from the theoretical state to practice in the university. "Also, multi-skill training should be considered." "The university is required to establish supportive regulations in order to enhance the faculty members' abilities. "For example, providing incentives, such as study opportunities ...". Another participant said that "Managers should consider extensive participation and group tendency in the organization to achieve employee empowerment. "Therefore, participation and teamwork refl ct the active role of employees in the empowerment process."

Examining the interviewees' perspectives shows that empowerment of faculty members has consequences that can be categorized into two categories: attitude and behavior.

Attitude: When people accept empowerment as an unavoidable necessity, they do their best to achieve the goals of the organization. Empowered employees have a positive attitude and evaluation of aspects of their work environment. "Being empowered brings a sense of respect," said one participant. " Empowered faculty members feel satisfi d because they are doing the right activity and progressing in their work." In this regard, another participant stated: "Faculty members who consider the organization as their supporter, establish a kind of emotional connection with their organization. "They do not separate themselves from the organization and improve their performance to compensate for the support of the organization." Another interviewee stated: "When the university cares about the empowerment of faculty members, they feel more attached to their job "and like to stay in this position and they are also less likely to leave their jobs and feel empowered by their jobs."

Behavioral: By implementing empowerment programs, employees can achieve behavioral outcomes, such as job development, self-efficacy, and organizational improvement. One of the key experts in this regard stated: "The continuous growth of faculty members in the empowerment process will lead to the transfer of new authorities and responsibilities, which did not belong to them before, and they become a reference and act more professionally." "When faculty members become empowered, they gain more confide ce in themselves and their abilities," said one interviewee. They have a sense of worthiness because they have higher skills than their colleagues."

"Having empowered faculty members at the university increases the organization's competitiveness. They react quickly and agilely while facing dynamic and complex environments and surpass others, and fi ally, the position of the organization is stabilized and the sustainability of the organization is guaranteed."

Discussion

The aim of this study was to develop a model for the empowerment of faculty members in Azad University. Based on the analysis of the interviews, the causal factors affecting the empowerment of faculty members were individual factors (feeling of inefficiency and lack of progress, job boredom, and desire to improve job quality), management factors (management attitudes and management behaviors), and work-related factors (job complexity and job requirements). The results showed that these factors are essential for the empowerment of faculty members and empowerment provides the ground for eliminating negative emotions and improving the job quality of faculty members by creating a positive attitude and increasing knowledge and skills. These results are consistent with the findings of studies by Abi Hassanpour et al., who showed that there is a positive and significant relationship between psychological empowerment and self-efficacy (30). Also, the results of studies by Ghalei et al. (12) and Nursalam et al. (31) indicating the essential role of quality of working life programs in increasing human resource empowerment, were consistent with the present study.

Empowerment contexts for faculty members also included changing the organizational environment

(organizational learning and knowledge environment) and changing professional tendencies (dynamism and tendency to stay in the job). The environmental factors that govern universities are changing rapidly. Therefore, managers should provide a learning environment for faculty members and try to strengthen the knowledge-based environment.These findings were consistent with the results of research by Moradnia et al. and Sina and Khaleghi Rostami , indicating the importance of organizational learning in empowerment(32,33). Knowledge management was one of the categories mentioned by Hassani and Sheikh Ismaili (34), Abualoush et al. (35), and Amir Ghodsi and Bonyadi Naeini (36).

From the perspective of the participants of the present study, two categories of environmental change (environmental competitiveness, market and customer change, and technology-oriented environment) and legal-developmental contexts (supportive internal laws and general structure reform) are among the interfering factors that have not been directly addressed in studies.

These factors include individual strategy (motivation and psychological empowerment) and management-organizational strategy (development and improvement approach, inclusive participation, the tendency to group). In this regard, Khorasani and Zamani Manesh concluded that job motivation has a positive effect on empowerment (37). Also, the results of this section are in line with the findings of Gholifar and Gholami who showed a positive and significant correlation between management -organizational factors and empowerment (38) and the results of Dahou and Hacini study, in which decision-making ability had a positive effect on employee empowerment (39). Similarly, Karamzadeh concluded that effective education has a strong and significant relationship with empowerment (40). Employee empowerment leads to significant attitude (job satisfaction, job dependence, organizational commitment, and organizational support) and behavioral (job development, self-efficacy promotion, and organizational improvement) consequences. Our results considering Job satisfaction were consistent with the findings of Aldaihani (41), Idris et al. (42), and McNaughtan et al. (43) and those on job dependence were in line with the results of a study by Sarboland (44).

Conclusion

Given the importance and the position of faculty members in the development and effectiveness o f universities on the one hand, and the existence of rapid change, on the other hand, it is necessary that Universities should take effective s teps t o enhance t he c ompetencies and abilities of faculty members, which considering the studied factors in the present study can be helpful in this regard.

Supplementary Material

Supplementary material(s) is available here [To read supplementary materials, please refer to the journal website and open http://sdme.kmu.ac.ir/jufile?ar_sfile=804439].

References

1. Tanrıverdi H, Turan S, Yılmaz A. The Effect of Psychological Empowerment On Work Life Quality. Proceedings of The 7th International Conference on Leadership, Technology, Innovation and Business Management. (2017 November 09-11); Marmaris, Turkey. Future Academy. 2019: 152-62.
2. Pitoyo D, Yuniarsih T, Ahman E, Suparno S. Model of Employee Empowerment and Organizational Performance at National Strategic Manufacturing Companies in West Java. In1st International Conference on Economics, Business, Entrepreneurship, and Finance (ICEBEF 2018). Atlantis Press. 2019; 65: 201-5. doi:10.2991/icebef-18.2019.48. [PMid:31755195]
3. Xiaojun F. Employee Empowerment in the Network Era. In 4th International Conference on Economics, Management, Law and Education (EMLE 2018). Atlantis Press. 2018; 71: 484-7. doi:2991/emle-18.2018.89. [PMCid:PMC5968426].
4. Shukla A, Singh S, Rai H, Bhattacharya A. Employee empowerment leading to flex ble role orientation: A disposition-based contingency framework. IIMB Management Review. 2018; 30(4): 330-42. doi:1016/j.iimb.2018.08.002.
5. García-Juan B, Escrig-Tena AB, Roca-Puig V. The empowerment–organizational performance link in local governments. Personnel Review. 2019; 48(1): 118-40. doi:10.1108/PR-09-2017-0273.
6. Nasiri R, Molla Hosseini A, Salajegheh S, Sheikhy A. Review of the Individual and Organizational Factors Related to Human Resource Empowerment and Designing an Optimal Model to Promote Manifestations of Productivity. International Journal of Organizational Leadership. 2018; 7: 230-9. doi:10.33844/ijol.2018.60289.
7. Hassanzadeh Pasikhani M, Bagherzadeh Khodashahri R. The Impact of Social Capital on Psychological Empowerment: Mediating Role of Subjective Well-being. Social Capital Management. 2018; 5(1): 111-34. [In Persian]
8. Lassoued K, Awad A, Guirat R. The impact of managerial empowerment on problem solving and decision making skills: the case of Abu Dhabi University. Management Science Letters. 2020; 10: 769-80. doi:10.5267/j.msl.2019.10.020.
9. Demircioglu MA. The effects of empowerment practices on perceived barriers to innovation: Evidence from public organizations. International Journal of Public Administration. 2018; 41(15): 1302-13. doi:10.1080/01900692.2017.1387143.
10. Ivanova M, von Scheve C. Power through empowerment? The managerial discourse on employee empowerment. Organization. 2019; 1-20. doi:10.1177/1350508419855709.
11. Abel S E, Hand M W. Exploring, defini g, and illustrating a concept: Structural and psychological empowerment in the workplace. Nurs forum. 2018; 53(4): 579-84. doi:10.1111/nuf.12289. [PMid:30332519].
12. Rodríguez-Bonces M, Granados Beltrán C. Creating a Culture of Faculty Empowerment through Professional Development. Mextesol J. 2014; 38(1): 1-21.
13. Afshar L. Faculty Development; Prerequisite for Medical Student's Professional Formation. Afzalipour Journal of Clinical Research. 2017; 2(3-4): 124-9. doi: 10.22122/ajcr.2017.60711. [In Persian]
14. Rouhani S, Mehri M. Empowering benefits of ERP systems implementation: empirical study of industrial fi ms. Journal of systems and information technology. 2018; 20(1): 54-72. doi:10.1108/JSIT-05-2017-0038.
15. Waheed A, Abbas Q, Malik OF. 'Perceptions of performance appraisal quality'and employee innovative behavior: do psychological empowerment and 'perceptions of HRM system strength'matter?. Behav

Sci (Basel). 2018; 8(12): 114. doi:10.3390/bs8120114. [PMid:30558271]. [PMCid:PMC6315387].

16. Ul Haq MA, Usman M, Khalid S. Employee Empowerment, Trust, and Innovative Behavior: Testing a Path Model. Journal on Innovation and Sustainability. 2018; 9(2): 3-11. doi: 10.24212/2179-3565.2018v9i2p3-11.

17. Asgarnezhad Nouri B, Mir Mousavi M. Effect of cooperative management on organizational agility with the mediating role of employee empowerment in public transportation sector. Cuadernos de Gestión. 2020; 20(2): 15-46. doi: 10.5295/cdg.170873ba.

18. Poornezhad Araghi F, Shibat al-Hamdi S A. Investigating The Relationship Between Empowerment Of Employees And Organizational Performance In The Organization Of Tax Aff irs. International Journal Of Quantitative Economics And Applied Management Research. 2018; 4(11): 1-9.

19. Kundu SC, Kumar S, Gahlawat N. Empowering leadership and job performance: mediating role of psychological empowerment. Management Research Review. 2019; 42(5): 605-24.

20. Nawaz K, Usman M, Qamar HG, Nadeem M, Usman U. Investigating the Perception of Public Sector Higher Education Institution Faculty Members about the Influences of Psychological Contract on Organizational Commitment. American Journal of Industrial and Business Management. 2020; 10(1): 144-59. doi:10.4236/ajibm.2020.101010.

21. Warda MH. The Impact of Psychological Empowerment on the Effectiveness of Performance: A Field Study on Th ee Higher Education Institutions in Saudi Arabia. International Journal of Teacher Education and Professional Development (IJTEPD). 2020; 3(1): 15-41. doi:10.4018/IJTEPD.2020010102.

22. Afif AH. The relationship between perceived organizational supports with job satisfaction and organizational commitment at faculty members of universities. Sleep Hypn. 2018; 20(4): 290-3. doi:10.5350/Sleep.Hypn.2018.20.0164.

23. Mirzaei-Alavijeh M, Rajati F, Hatamzadeh N, Solaimanizadeh L, Jalilian F. The Psychological Empowerment of Faculty Members: Across-Sectional Study in Kermanshah University of Medical Sciences. Int J Health Life Sci. 2019; 5(2): e94545. doi:10.5812/ijhls.94545.

24. Abdelahi B, Heydari S. Associated Factors with The Empowerment of the University's Academic Staffs. Iranian of Higher Education. 2009; 2(1) :111-35.

25. Gholifar E, Hedjazi SY, Hoseini SM, Rezaei A. Human resource development: Faculty members' psychological empowerment in Iran's colleges. African Journal of Business Management. 2011; 5(31): 12249-55. doi:10.5897/AJBM11.261.

26. Rahimi E, Dehghani A, Baharlou R. Faculty members' viewpoints on their empowering factors and developing a structured questionnaire. Iranian Journal of Medical Education. 2013; 13(1): 29-38. [In Persian]

27. Sadri D, Jahanbani J, Fayazi M, Rokhsari SH, Naraghian N. Evaluationo views of faculty members on effective strategies of empowerment and related factors in the Dental Branch of Islamic Azad University in 2014. Journal of Research in Dental Sciences. 2015; 12(4): 193-201. [In Persian]

28. Rahmani N, Ezati M Affecting Factors on Empowerment of Faculty Members from the Islamic Perspective. Management in Islamic University. 2015; 3(2): 263-84.

29. Meng Q, Sun F. The Impact of Psychological Empowerment On Work Engagement Among University Faculty Members in China. Psychol Res Behav Manag. 2019; 12: 983-90. doi:10.2147/PRBM.S215912. [PMid:31695531]. [PMCid:PMC6804786].

30. Abi Hassanpour M, Pour S, ghayour morteza. Explanation the role of self-efficacy in the relationship between job burnout and psychological empowerment. Transformation management journal. 2019; 10(2): 179-202.

31. Nursalam N, Fibriansari RD, Yuwono SR, Hadi M, Efendi F, Bushy A. Development of an empowerment model for burnout syndrome and quality of nursing work life in Indonesia. Int J Nurs Sci. 2018; 5(4): 390-5. doi:10.1016/j.ijnss.2018.05.001. [PMid:31406853]. [PMCid:PMC6626272].

32. Moradininia S, Torkiantabar M, hasommi T. relationship between organizational learning and librarian empowerment of public libraries in Markazi Province. The Journal of Modern Thoughts in Education. 2019; 14(1): 131-141. [In Persian]

33. Sina, F, Khaleghi Rostemi N. Determine the relationship between organizational learning and empowerment of employees with the mediating role of using information technology in faculty members and employees. Information and Communication Technology in Educational Sciences. 2019; 10(2): 51-69. [In Persian]

34. Hasani K, Sheikhesmaeili S. Knowledge management and employee empowerment. Kybernetes. The International Journal of Systems & Cybernetics. 2016; 45(2): 337-55. doi:10.1108/K-04-2014-0077.

35. Abualoush SH, Obeidat AM, Tarhini A, Al-Badi A. The role of employees' empowerment as an intermediary variable between knowledge management and information systems on employees' performance. VINE Journal of Information and Knowledge Management Systems. 2018; 48(2): 217–37. doi:10.1108/VJIKMS-08-2017-0050.

36. Amirghodsi S, Bonyadi Naieni A. Investigating the mutual relationship between knowledge management components and psychological empowerment of employees in iranian central oil fi lds company. Management. 2018; 11(1): 153-80.

37. Khorasani A, Zamanimanesh H. The role of job motivation on organizational learning and empowerment of municipal staffs to increase economic performance of municipal employees. Journal of Urban Economics and Management. 2017; 5(3(19)): 95-109. doi:10.18869/acadpub.iueam.5.19.97.

38. Gholifar E, Gholami H. The study of affecting factors on faculty members' psychological empowerment. Journal of Applied Research in Higher Education. 2014; 6(1): 63–74. doi:10.1108/JARHE-12-2012-0075.

39. Dahou K, Hacivi I. Successful Employee Empowerment: Major Determinants in the Jordanian Context. Eurasian Journal of Business and Economics. 2018; 11(21): 49-68. doi:10.17015/ejbe.2018.021.03.

40. Karamzadeh R N. Investigating and Prioritizing the Effective Factors Factors on Empowerment of Pars-Ceram Tiling Staff in Damavand Region. Journal of Educational Administration Research Quartery. 2018; 9(35): 119-36. [In Persian]

41. Aldaihani SG. Administrative empowerment among Kuwait University staff and its effect on their job satisfaction. Journal of Applied Research in Higher Education. 2019; 12(2): 210-29. doi:10.1108/JARHE-02-2019-0027.

42. Idris A, See D, Coughlan P. Employee empowerment and job satisfaction in urban Malaysia. Journal of Organizational Change Management. 2018; 31(3): 697-711. doi:10.1108/JOCM-04-2017-0155.

43. McNaughtan J, García HA, Garza T, Harwood YR. Empowering satisfaction: analyzing the relationship between empowerment, work conditions, and job satisfaction for international center managers. Tertiary Education and Management. 2019; 25(1):83-99. doi:10.1007/s11233-018-09016-7.

44. Sarboland Kh.The effect of psychological capital on work attachment with the role of mediating psychological empowerment. Knowledge & Research in Applied Psychology. 2019; 20(3): 65-76.