Standardizing and Estimation of Teacher Empowerment Assessment Tool

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Abstract

The purpose of this research is standardizing and estimating the assessment tool of Teachers Empowerment in Tabriz. This research has been conducted in descriptive-analytical and cross-sectional method. The statistical population includes all 2.747 secondary school teachers in Tabriz, who were selected by multi-stage cluster random sampling method. The sample size was determined 340 people according to Morgan's table. The measurement tool in this research includes a standard questionnaire; Martin's Teachers Empowerment (2001) reliability was calculated by internal consistency method (Cronbach's Alpha) and test-retest and intra-class correlation coefficient. Then, formal content validity, construct validity, convergent and divergent validity were calculated. Data was analyzed by software SPSS 20 and Amos24. Results indicated that over % 80 of the items had good translation quality. Translation utility of all items was obtained by translators' suggestions. Questionnaire of teacher's empowerment had a good-looking validity. More than % 90 of the items strongly correlates with its own subscale. The infraclass correlation coefficients were > 0.70. Cronbach's α coefficient was 0.99 for the overall scale and coefficient test - retest reliability range was 0.70 - 0.85. Content validity coefficient was 0.79. The results of exploratory factor analysis showed 6 factors including: Decision Making, Position, Professional Development, Authority and Impact. Self- Efficacy explained %99 of the total variance. Confirmatory factor analysis represented the appropriate fitness of information with a 6-component structure (P < 0.05; df = 5; X^2 = 2.89; RMSEA= 0.06; CFI = 0.96).In conclusion, empowerment questionnaire has high quality and is acceptable. This questionnaire has formal validity, content validity, convergent and divergent validity, and reliability in the test of times (the relative and absolute) and internal consistency at an acceptable level in the target population. So, this questionnaire can be used in research as a tool to survey the Empowerment of teachers.

Keywords: Empowerment; Teacher, Questionnaire, Validity, Reliability.

Introduction

Teaching is the art of learning, learning the knowledge and life skills to the country children. Teacher is builder of future generations in any country. This job is one of the most important and most valuable jobs in the world. The teacher's job is not just a job because is related to spirit, mind, and humans mind. Persistent change and challenges of the past two decades in the field of education have resulted in an increasing workload for teachers and administrators, because teaching is one of the most significant professions of the world. Schools are important place where children follow careers and give meaning to their lives. as teachers play a special role in setting the standards and creating the conditions for children's school attainments, they are considered to be a key element towards student's academic success. Today, one of the main challenges of organizations in general and the education organization in particular is the lack of adequate use of intellectual resources, mental capacity, and potential capital of human capital (Ongori; 2009). Educational organizations to achieve higher effectiveness and efficiency have no choice but to provide the necessary conditions for the optimal use of human capital (Yang; 2010). In the education organization, teachers are a part of human resources that pay attention to them is critical. So, Empowering the teacher is defined as an opportunity to freedom of action, the right to choose,

responsibility and participation in their decision making at school (Robbins; et al; 2002). Short states that teachers once believe they have the greatest empowerment that opportunities to be provided for professional development, continuous learning and the development of skills for working life for them, and can decide about subjects that are related to them, and receive respect and professional praise of their colleague that can work more efficiently at the school they work (Hanys; 2004). Empowered employees will be able to save the organization from the crisis by using of empowerment dimensions and show their commitment and loyalty to the organization by creating golden opportunities in business. Employee empowerment for change and stability, which is a main feature of today's business environment, is necessary and as a new mechanism, it enables them to be more resilient and more flexible in dealing with problems and threats (Menon; 2001). Therefore, empowerment is an important issue that has been considered in many public and private organizations, currently which is more important in educational organizations, especially in education and its management, and is one of the government's programs and is on the agenda of Law on State Service Management (Kiewkor; et al; 2014). The Education Organization as an Important organization in the implementation of the important mission of education is the organization that examining the empowerment of human resources

in it is essential and needed because our age passes a new era of management relationships and human resources, therefore, empowerment is an effective technology that provides for school principals the opportunity to exploit the experiences, knowledge and skills of all the organization's people and create opportunities for employees and create strategic benefits for the organization (Melhem; 2004). According to Shen (2001), the empowerment increases the spirit of teachers and, to a large extent, students get more motivated and achieve better achievements in the future. Managers' behavior is an important and central element in the empowerment process (Raub; Robert; 2010). Management studies show that empowerment efficiency in education increases the levels of job satisfaction and employee performance and causes to encourage innovation in schools (Fernandez; Moldogaziev; 2011). Successful organizations in the world have reported that have been able to improve their productivity by application of empowerment program, because empowerment, means, the division of management power with employees, causes to improve the performance of employees and the organization, and thus improves employee productivity (Liu; Chiu; Fellows; 2007). According to research in education, Schools managers are not content with empowerment programs. One of the main reasons for this should be searched in the non-commitment and obligation of education to implement real

empowerment. An organization that pledges empowerment should be able to transfer the empowerment spirit in relationships to managers, the weakness in transferring this issue can lead to managers' pessimism, in large extent, withdrawal and lack of spirit of responsibility in them (Almeidaa; Martinho; 2016). According to some scholars and experts, the education system suffers from reduced efficiency and productivity, and systematic empowerment programs are less visible while empowering is an important development strategy to develop in order to adapt to the changes trends in the internal and external environment of organizations of education (Spreitzer; David; 2005). Teachers are among the key elements in the education organization, the purpose of teachers is to facilitate the learning in different dimensions (learning to know, learning to practice, learning to live together) and finally educate responsible and professional citizen, and in this regard, it needs to acquire capabilities and competencies in various social, economic, political, cultural fields and etc. The lack of attention to the concept of the empowerment of teachers in various fields, with its own consequences, is seriously harmful to the education system (Cheasukul; Varma; 2016). Studies show that the most important damages to the education system is the lack of attention to the professional realm and lack of attention to empowering employees. To date,

in many countries, there is no proper tool to assess the level of empowerment in teachers (Kendell; 2003). Usually, researchers are looking for tools that, as much as possible, ideally cover the concepts they want to accurately and completely (Golafshani; 2013). Issues such as tool concentration on target communities, how tools are used and questions from subjects, features of psychometrics instrument, tool subscales, and so on are considered. Certainly, one of the factors that has been led organizations, specialists and researchers to show less tendency to assess the level of empowerment in teachers, is lack of appropriate tools to examine the level of teacher empowerment and the lack of familiarity with the factors affecting this field.

To this purpose, the researchers in this study tried to introduce it to educational management specialists and researchers in different countries by examining the validity and reliability of one of the best means of measuring the level of empowerment in teachers. In this regard, the following questions are presented by the researchers which will be verified or disapproved by the software output.

1- Does the teacher empowerment questionnaire have acceptable formal validity?
2- Does the teacher empowerment questionnaire have acceptable content validity?
3- Does the teacher empowerment questionnaire have acceptable divergent validity?

4- Does the teacher empowerment questionnaire have acceptable converge validity?
5- What are the components the structure of teacher empowerment questionnaire?
6- Does the teacher empowerment questionnaire have acceptable Structural validity?

The Methodology

This research has been conducted in descriptive-analytical and cross-sectional method. The statistical population includes all 2747 secondary school teachers in Tabriz, who were selected by multistage cluster random sampling method. The sample size was determined 340 people according to Morgan's table. The measurement tool in this research includes a standard questionnaire, Martin's Teachers Empowerment (2001). This questionnaire consists of 38 items and 6 components which has been valued with the 5-point Likert scale (1 = very disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = very agree). Questions (1-6) for the decision component, questions (7-11) for the component of position, questions (12-18) for the component of professional growth; questions (19-24) for the component of choice, questions (25-31) for The effect component and questions (32-38) have been considered for the self-efficacy component. The reliability of this questionnaire has been estimated by Martin et al (2014) at 0.84 and by Begler and Somch (2004) and Sharp (2009) at 0.81. Backward-Forward translation method was

used to guide the intercultural matching of the questionnaire (Luthans; 2011). First, the original version of the Empowerment Questionnaire was translated by two translators who had sufficient experience and proficiency in translation. Each translator acted to score on a 100-point visual scale for each single instruction, responses and recommendations in the questionnaire in terms of difficulty of translation that on this visual scale, for each case, the zero number constitutes a very easy translation and the number 100 is extremely difficult to translate. The researchers tried to use the correct method of writing and logical wording to write the questionnaire statements to investigate the formal validity (apparent). The formal validity means to what extent the exam questions are similar in appearance to subject that was designed for measure it. A quantitative method was used to determine the content validity. Essentially, content validity means that the empirical tool, to what extent surrounds the content domain of a concept. This validity applies tools and questions that deal with the main concepts of the matter of the research. In order to ensure content validity, it must be done when making the tool so that the tool-forming questions represent the parts of the selected content. Since the determination of content validity in this study was based on expert judgments, judgments were made from the viewpoint of experienced and knowledgeable specialists in the fields of educational science,

educational management, and psychology. Content Validity Index[2] and Content Validity Ratio[3] were used quantitatively to evaluate the content validity. First, to determine the index of content validity ratio, 23 experts were asked to examine each stage based on a three-part range: a) it is necessary b) it is useful but not necessary c) it is not necessary (Miro; et al; 2014). After this stage, it was time to distribute the questionnaires to the teachers under study after receiving the consent and filling the letter. During the administrative stages of the education organization of districts 1,2 and 4, the researcher explained to the teachers how to respond to distribute of questionnaires and that the time needed to distribute the questionnaire until they were returned was up to two months. The internal consistency study method (Cronbach's alpha coefficient), and test-retest and intra-class correlation were used in order to measure the reliability of the questionnaire. In order to investigate the construct validity, first exploratory factor analysis was performed to determine the number of factors with varimax rotation and then confirmatory factor analysis was done for fitting a 6-component questionnaire. Exploratory factor analysis is the answer to this question: which of the questions is measuring one structure or variable? In the exploratory analysis, the initial

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[2] - Content Validity Index (C.V.I)
[3] - Content Validity Ratio (C.V.R)

assumption of the researcher is that each variable may be related to any factor. In other words, in this way, the researcher does not have any preliminary assumptions. Inferential statistics was used for calculating the interclass correlation coefficient In order to analyze the data from Pearson correlation coefficient for total scale scales, and in order to assess the absolute and relative reliability in the test times, calculation of the Cronbach's alpha coefficient was used to assess the internal consistency, the mean of extraction variance and shared variance square was used to investigate convergent and divergent validity. Confirmatory and exploratory factor analysis was also used to examine the construct validity of the questionnaire. Structural validity implies that the results obtained from the application of the measurements are compatible with the theories in which the test is based on them. Structural validity has a theoretical aspect more than content validity. Data were analyzed using SPSS 20 and Amos 24 software. Subsequently, first, formal content validity is

explained then then exploratory and confirmatory factor.

Findings

In assessing the formal validity of all items in the questionnaire, most of the responses was allocated to the first options (quite obvious) and the second (obvious) from raised criteria. 6 items were modified from the 38 Items of the questionnaire using the raised suggestions. Also, at this stage, the results of a survey of 14 experienced and expert people in the field of education and psychology showed that teachers' empowerment questionnaire had been desirable and acceptable: 91% in terms of being suitable for the translation, 90% being suitable to use, 85% comprehensible and appropriate for need assessment, and none of the subjects questioned had denied an unacceptable option. The Lavashe method was used to evaluate the content validity and the CVR scores of all the items were summed up and divided by the total number (38 items) to obtain the content validity score (CVI), the final number was obtained 0.79; therefore, content validity is acceptable.

Table 1: KMO Test and Bartlet

Indicators	KMO Index	Bartlet: Test	df	N	Sig
Numerical Values	0.970	33723.20	703	340	0.00

According to table (1) - KMO Test and Bartlet - the necessary preconditions are established for conducting an exploratory factor analysis, means the KMO index was equal to 0.97. Therefore, it can be said that we can reduce the 38

items of "empowerment" to fewer factors, in other words, the sample size for this purpose is sufficient. Considering the significant Bartlett test, it can be said that in the significance level of 0.01, the correlation matrix between 38

items is significantly different with the same matrix (p < 0.01). In other words, there is a significant correlation between the items inside each factor that will be extracted and there is no significant correlation between items of factors and other factors.

Table 2: The Rotated Factors Matrix for Integration of Changes between Agents

Questions	Decision Making	Status	Professional Development	Authority	Impact	Efficacy
1. I make decisions about the implementation of new programs in the school.	0.802					
2. I make decisions about the selection of other teachers for my school.	0.800					
3. I am involved in school budget decisions.	0.759					
4. I make decisions about curriculum.	0.737					
5. I am a decision maker.	0.737					
6. I have the freedom to make decisions on what is taught.	0.717					
7. I work at a school where kids come first.		0.703				
8. I function in a professional environment.		0.688				
9. I believe that I have earned respect.		0.755				
10. I have the respect of my colleagues.		0.687				
11. I have the support and respect of my colleagues.		0.755				
12. I am treated as a professional.			0.785			

13. I participate in staff development.	0.794	
14. I have the opportunity for professional growth.	0.798	
15. I feel that I am involved in an important program for children.	0.793	
16. I see students learn.	0.787	
17. I am given the opportunity to continue learning.	0.793	
18. I believe that I have the opportunity to grow by working daily with students.	0.788	
19. I am given the responsibility to monitor programs.		0.759
20. I am able to teach as I choose.		0.776
21. I am given the opportunity to teach other teachers.		0.771
22. I have an opportunity to teach other teachers about innovative ideas.		0.763
23. I have the opportunity to collaborate with other teachers in my school.		0.764
24. I have control over daily schedules.		0.759
25. I believe that I am very		0.779

effective.		
26. I believe that I am having an impact.	0.793	
27. I perceive that I make a difference.	0.772	
28. My advice is solicited by others.	0.782	
29. Principals, other teachers, and school personnel solicit my advice.	0.783	
30. I perceive that I have the opportunity to influence others.	0.785	
31. I perceive that I have an impact on other teachers and students.	0.761	
32. I believe that I am helping kids become independent learners.		0.827
33. I believe that I have the ability to get things done.		0.794
34. I believe that I am empowering students.		0.780
35. I have a strong knowledge base in the areas in which I teach.		0.791
36. I can determine my own schedule.		0.783
37. I believe that I am good at what I do.		0.791
38. I can plan my own schedule.		0.824

Special value		1.56	1.18	2.06	1.52	1.69	28.55
Percentage of variance		4.11	3.12	5.42	3.99	4.44	75.14
		89.10		80.55	83.09	84.99	75.14
Percentage of cumulative			96.21				

We use the varimax orthogonal rotation for the rotation of factors because we want to have factors that are independent of each other. The factor loads after the rotation is shown in Table (2). Also, the rotational factors created the primary correlations more precisely than the open non rotational solution (Olsen; 2010). The coefficients of all factor loads are higher than 0.5, so no item was deleted from the questionnaire. The special values of all components are above 1. The highest percentage of cumulative is related to the Status component with the value of 96.21, then the components of decision making are arranged (89.10), impact (84.99), authority (83.09), professional development (80.55), efficacy (75.14).
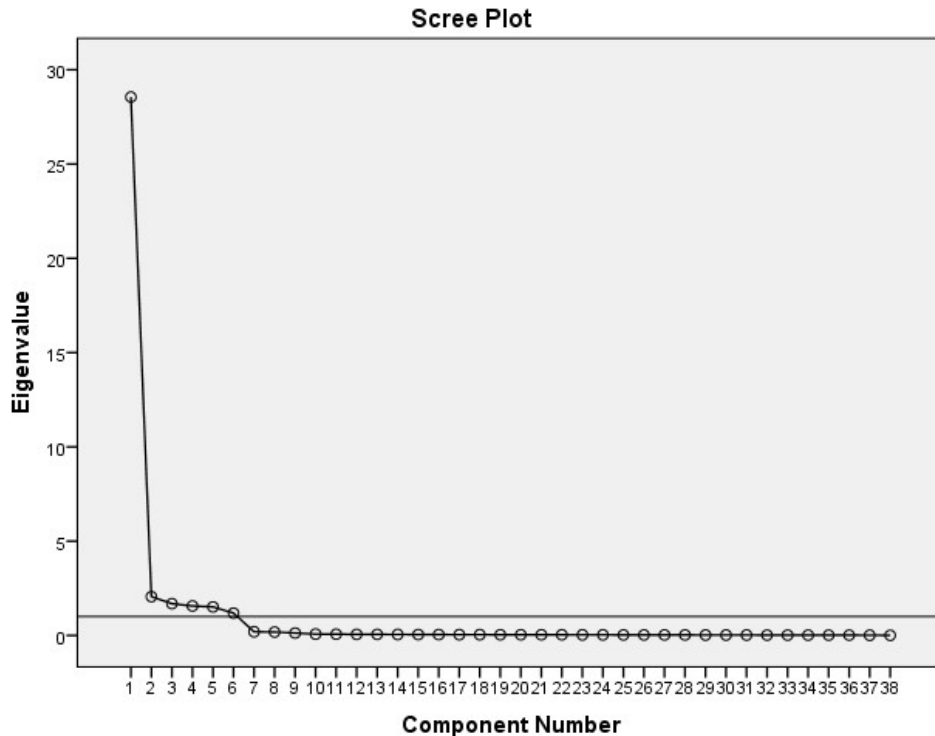

Chart 1: Scree Test of Teacher; Empowerment Questionnaire

According to the chart (1) - Scree Test of Teacher; Empowerment Questionnaire confirmed the number of factors

for questionnaire because the sudden loss of chart is at number 6 and 6 factors were extracted.

Table 3: Fitness Good Indicators of Empowerment Confirmatory Factor Analysis Model

Result	Observed fitness good indicators	Range of index for good fitness	Range of index for accepted fitness	Type of fitness good indicator
good fitness	657(1902.86)	statistic ratio X^2 to freedom degree	statistic ratio X^2 to freedom degree	statistic amount (df) X^2
good fitness	< 0.05			P-value X^2 test
good fitness	2.89	3	< 5	statistic ratio X^2 to freedom degree
accepted fitness	0.06	< 0.05	< 0.08	RMSEA
good fitness	0.09	< 0.1	< 0.05	P (RMSEA < 0.05)
good fitness	0.96	> 0.95	> 0.90	CFI
good fitness	0.96	> 0.95	> 0.90	NNFI
accepted fitness	0.87	> 0.90	> 0.85	GFI
accepted fitness	0.86	> 0.90	> 0.85	AGFI

According to Table (3), CFI is 0.96; NNFI is 0.96; GFI is 0.87; AGFI is 0.86; RMSEA is 0.06; x^2 / df is 2.89. So; all validating indexes of fit of the model are confirmed. Therefore, the teacher empowerment questionnaire with a 6-component structure has acceptable and desirable fit in the target community.

Convergent and divergent validity is investigated after confirming the fitting the model. Convergent validity is examined using the confirmatory factor analysis of each of the research structures and the divergent validity is carried out using the Factor Analysis Model of the entire structures beside each other which is given in the below table – table (4) -.

Table 4: Evaluation of Convergent and Divergent Validity of Empowerment Structures Indicators

indicators	Squared Average of Common Variance (SAV)	Squared Maximum of Common Variance (MSV)	Average of Extraction Variance (AEV)	Structural Reliability (CR)
Impact	0.562	0.587	0.966	0.995
Decision Maki	0.564	0.591	0.916	0.985

ng				
Statu s	0.587	0.605	0.932	0.986
Profe ssion al Deve lopm ent	0.558	0.591	0.969	0.995
Auth ority	0.565	0.605	0.973	0.995
Self Effic acy	0.545	0.585	0.934	0.990

After properly fitting the model in the confirmatory factor analysis, for investigation of convergent validity, it can be seen that: "The value (structural reliability) is greater than 0.7 - all factor loads are significant - all standard factor loads are greater than 0.5 - The mean of extracted variance is greater than 0.5 and the structural reliability is greater than the mean of extracted variance." To assess divergent validity, it can be seen that: " The mean value of the extracted variance is larger than the maximum of the total squared variance - the mean value of the extraction variance is larger than the mean square of the variance ".

Table 5: Survey of Structures Stability of Empowerment Scale

Name of Structures	Paired t test	Intra-cluster correlation coefficient (ICC)	Pearson	Number of questions	Symbol of Structures
Decision Making	0.32	0.82	0.85	6	D.M
Status	0.22	0.75	0.79	5	St
Professional Development	0.31	0.79	0.81	7	Pr.D
Authority	0.12	0.70	0.75	6	Au
Impact	0.39	0.85	0.89	7	Im
Self Efficacy	0.20	0.72	0.78	7	Se.E
Total (empowerment)	0.29	0.79	0.82	38	

The re-test (interclass correlation coefficient) was used in order to verify the reliability. As it is shown in Table (5) - Survey of Structures Stability of Empowerment Scale - Pearson correlation coefficient and as well as ICC for all structures is greater than 0.60 that indicating a high agreement on the responsiveness of individuals to structures, as well as the p value obtained from the test of t-pair is

larger than 0.05, which indicates the lack of significant of mean of

score of the constructs at each time that the subjects are evaluated.

Table 6: The Survey of Internal Consistency (Reliability) of Empowerment Scale

Name of Structures	Symbol of Structures	Cronbach's alpha value	Number of questions
Decision Making	D.M	0.98	6
Status	St	0.98	5
Professional Development	Pr.D	0.99	7
Authority	Au	0.99	6
Impact	Im	0.99	7
Self Efficacy	Se.E	0.99	7
Total (empowerment)		0.99	38

According to Cronbach's alpha values (0.99) in Table (6); it can be concluded that each structures of empowerment scale have good internal consistency so will be accepted the reliability of these structures.

Discussion

The purpose of this research is to investigate the validity and reliability of teacher's empowerment questionnaire. This study has been conducted with 340 teachers as subjects. In general, it can be found with the results of this study the validity and reliability of teachers' empowerment questionnaire. In the present study, the existence of two translators who have had a good experience and skill in English text translation confirmed in calculable and reportable, being easy and satisfactorily quality of the translation and equivalence process. One of the most decisive issues in making the test is its validity. Validity measures what

the test should accurately measure (Harrington; 2008). The test has validity in a case that accurately measures what it intends (Ledesma; Valero; 2007). Face validity, content, convergent and divergent structure of items was studied in this study. To examine the formal validity (apparent), after correcting a number of questions (questions 7, 19, 29, 24, 33, 34) that had problems conceptually and clearly.

The findings showed that the items of teacher empowerment questionnaire in terms of being clear and simple, and understandable and appropriate for needs assessment, are desirable and acceptable. In all of the items in the questionnaire except 6 items, most of the answers were allocated to the first options (quite obvious) and the second (obvious). The Lavashe method was used to evaluate the content validity and the CVR scores of all the items were summed up and divided by the total number (38 items) to

obtain the content validity score (CVI), the final number was obtained 0.79. Exploratory factor analysis was performed to ensure the creation of a six-component structure to verify the construct validity, before conducting the confirmatory factor analysis. Six factors-decision-making, position, professional growth, choice, impact, self-efficacy-were extracted after factor analysis , that the factor loads of all items were above 0.5, so no item was removed from the questionnaire. Decision making refers to the participation of teachers' in important decisions that directly affect their work life. Such participation is essential if teachers are to increase control over their work environment, increase their internal locus of control, and decrease feelings of alienation at the work place. Autonomy refers to teachers' belief that they have control over certain aspects of their working life, including scheduling, curriculum development, selection of textbooks and planning instruction; autonomy is directly related to decision making. Professional growth refers to teachers' perception that the school provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in school. Impact, refers to the teacher's need to have an influence on the teaching and learning process in which teachers want to be told that they are positively affecting the teaching and learning process. Status, refers to the professional respect that teachers receive from

peers; it is when peers acknowledge their expertise. Self-efficacy refers to teachers believing they have the skills to perform the job, and are competent to develop curricula for students. The feeling of mastery, in both knowledge and practice, that results in accomplishing desired outcomes is critical in the teachers' sense of self-efficacy. Special values are factors above one. Given the fact that the naming of the factors depends on the researchers, there may be a greater similarity between the structure of the factors from the various research that can be used as a evidence for the apparent comparison of the variables, also indicates the greater emphasis of the teachers on specific aspects of management and their perspective of empowerment. The valuable point is that the present research in the implementation of the teacher empowerment questionnaire achieved a similar factor structure to the researches of Martin and Partners (2001), Sharp (2009) and Begler and Somch (2004).

The positioning factor with cumulative variance (96.21) explains a significant amount of variance about understanding variables, and then decision factors (89.10), impact (84.99), choice (83.09), professional growth (80.55), and self-efficacy (75.14) are in order. The results of the fitting indices derived from confirmatory factor analysis showed that the six factor model extracted from the factor analysis shows good fit and indicates the acceptable internal consistency of

the questionnaire's questions and presents a reasonable and proper validity in measuring and measuring what it intends to measure in the working environment. Extractive variance means indexes, structural reliability, maximal shared variance, mean of shared variance were calculated in order to investigate convergent and divergent validity, that all of its conditions were established. The reliability of the questionnaire was also evaluated. In general, the reliability of a tool is closely related to the accuracy of the test, and the reliability of the scores obtained from a tool is always one of the most important features of that tool that makes it possible to use it in certain way in research environments and should be considered by researchers (Cozby; 2009). The results of Pearson correlation coefficient between the scores of the test-retest and the total score of the questionnaire were estimated at 0.82. The correlation coefficient of inter class for the total score was calculated 0.79 and the Cronbach's alpha coefficient was estimated at 0.99.

Conclusion

Teacher empowerment questionnaire has been designed as a suitable tool in various languages including English and Spanish. Overall, based on the results of this study and their comparison with other studies conducted in this field, it is concluded that this tool has been relatively well acted in test re-test and reliability, and compared with other studies

conducted in other countries, the results were fairly favorable. Using this tool, it is possible to compare the results of research in different countries so that it can lead to adopt more comprehensive and deeper in-depth approaches from policy-makers and practitioners in the education and training of and mental health of teachers, and is a step in the more effort and research for the growth and excellence of the teacher's community. Evidently, the teachers' empowerment play an important part in developing professional of teachers. Successful empowerment of teachers in the educational system requires a specific framework and model to empower teachers by using of available resources and different elements and factors more effectively. Teachers' empowerment is an essential infrastructure for schools improving. The education system is in great need of empower and efficient teachers. The benefits of teacher empowerment include: increasing the satisfaction of employees, students and parent's teachers, feeling positive about their own job, increasing commitment and accountability of teachers, reducing direct oversight on teachers' performance, realizing the goals of education becomes easier - improve the safety of the school environment - to change the attitude of teachers from (having) to (want), That is, you must always think about the wants, etc. The honesty of teachers in the precise answer is among the main constraints of this research. Future researchers are recommended to

implement this questionnaire in another statistical population and also use this tool to conduct educational research (comparative, correlation, and impact).

Research Constraints

The integrity of the teachers in response, use of teachers as statistical society, time and location of Tabriz city, lack of cooperation from some teachers, translating the tool into another language and replacing the words of the tool with other native terms, sample size and sampling error.

Research suggestions

The survey of validity and reliability of teacher empowerment questionnaire in another statistical society - The survey of relationship between teacher empowerment and variables such as organizational commitment, work life quality, etc.

Comparison of teachers' empowerment in girls' schools and boys.

The study of the impact of the in-service training classes, conferences and panels on teacher's empowerment.

Functional suggestions

Introduction of this questionnaire by the education authorities to the professors and students; providing guidance by counselors and counselors to students for using this questionnaire to measure empowerment in the community of teachers rather than using of the general empowerment questionnaire.

Acknowledgments and thanks

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