

Short Communication**Relationship between power bases with effectiveness of heads of departments and deans of physical education faculties of Isfahan province universities from their view and faculty board members` view****Authors:**

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ABSTRACT:

The objective of this survey is to study the relationship between the sources of power with the effectiveness of department administrators and physical education faculties of Isfahan province universities from their and faculty board's views. Correlational studies have included the administrators and the members of faculty board of physical education course of Isfahan province universities (N=265). The sampling method is Random Stratified in which 127 individuals were selected from that sample using Cochran's formula so that 127 individuals were the members of faculty board and 30 administrators. Of 157 questionnaires, 142 ones were usable. To collect the data, the power system questionnaire and effectiveness questionnaire were applied. The reliabilities of questionnaire obtained were analysed Chronbach's Alpha with high values as 0.90 and 0.93, respectively.

In order to analyze the data, the descriptive statistics including frequency, mean, standard deviation and inferential statistics such as Kolmogorov-Smirnov statistical test, Pearson correlation coefficient, F test, multiple regression were used by SPSS 20 and Amos software. The results showed that there is a significant relationship between the power of expert, information, referent, legitimal and reward and communication the effectiveness of department administrators and physical education faculties of Isfahan province universities ($p \leq 0.05$) and there is no significant relationship between the force majeure with effectiveness of department administrators and physical education faculties of Isfahan province universities ($p \leq 0.05$). In addition, there is a difference between the power system from the administrators and faculty board's views on referent power, reward, force majeure and communication. Referent power, reward, force majeure and communication have been higher in department administrators than the members of faculty board ($p \leq 0.05$).

Keywords:

Sources power, Effectiveness, Departments and physical education faculties.

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INTRODUCTION

Nowadays, it's obvious for anyone that power has a completely significant role not only in the field of social events but also in governance and political or organizational fields and the authorities can direct social, ecological, political and organization changes toward their desired direction so that anyone who has more power is usually more successful in reaching his/her purposes and goals. Therefore, power is an important factor in reaching personal, group and organizational goals at a micro social level such as the family, school and a sport team or at a macro social level (Naderi, 1999).

Power is one of the important factors in analyzing organizational issues and regarding the power factor in analyzing organizational phenomena has become so important that even in some of the recent management theories the power is considered as a central core and basic concept in clarifying and interpreting organizational phenomena. This theory is known as "Power and Politics Theory in Organization" (Shafrits & Steven).

The leader relationship is a mutual and dynamic relationship with the employees and this relationship involves the power utilized by an administrators. Power means the ability of an administrator for influencing the behaviour of the employees. Instead of studying an administrator's power or lack of power, it's better to study how much he/she may be effective. The manner of applying the power by an administrator may make his management and leadership effective or non-effective. Power is a source by which an administrator is able to force the employees to obey him and fulfill

the responsibilities. Therefore, the sports administrators can also be more effective administrators through learning the manner of applying the power (Stephen, 2010).

Nowadays, leadership talent with an ability to lead the organizations continuously toward winning in the future's world is a rare source. The individuals and organizations that make the leadership engine and invest on developing the leaders would have a sustainable competitive advantage. The winner organizations are the ones having powerful leaders not only at top of the organization, but also at all of the levels (Zareh *et al.*, 2008).

Undoubtedly, management is the engine of development, but the development lies in group and organizational works and also organizing group and organizational works require an effective management. Definitely, cooperating with the others and influencing the others is necessary and fundamental for an administrator to fulfill the responsibilities and duties and this is a matter resulted in the leadership effectiveness (Sadeghi, 2006).

The power sources involve seven bases. Through recognizing and prioritizing these bases when implementing these sources, the administrators will be able to improve their relationship with the faculty board members and the employees to meet the goals of organization as well as to recognize their priorities in the direction of the organization effectiveness toward protecting the organization and its superior objectives. Power means the ability to influence the others. The expectations of the employees is that their administrators should be powerful to improve the

Table1. Multiple correlation coefficient among various types of expertise power of the departments heads with effectiveness

Chang R	Sig	F Chang	Ad R2	R2	R	Model
/178	0.001	33/30	/172	/178	/422	1
/147	/001	36/30	/316	/325	/570	2
/056	/001	38/12	/368	/381	/617	3
/052	/001	64/12	/417	/433	/658	4
/021	/001	22/5	/434	/454	/674	5
/020	/001	21/5	/451	/475	/689	6

efficiency and effectiveness of them. It should be considered that the power sources may produce a better relationship between the members and administrators as a result of effectiveness. The administrators need to recognize the power sources in order to apply particular leadership methods in special conditions and places.

This survey assesses the relationship between power bases with the effectiveness of heads of departments and deans of physical education faculties of Isfahan province universities to determine the correlation between applying power bases in correspondence with the situation and effectiveness and presents some suggestions to the administrators so that they could help the administrators to promote the organizational goals through utilizing appropriate methods of power bases toward effectiveness. If the administrators are familiar with the power bases and use them appropriately, the organizations will achieve their goals and consequently, the efficiency and effectiveness increase and the community progress and pass a strong step toward a better future.

MATERIALS AND METHODS

The present survey is an applied research from objective, correlational from its nature and measuring from collection views. To collect the data, the

questionnaire is used. In this research, the researcher has studied the ways of imposing the power by the administrator and the faculty board members.

The survey population includes all of the administrators and the board members of the groups and faculties of physical education of Isfahan universities, the invitee masters in the universities who are not the board members of the other physical education universities of Isfahan province, the invitee masters who are retired and are not the faculty board members of the other universities as well as physical education departments of Isfahan province universities. Out of 265 individuals, 57 individuals are the administrators of the board members and physical education departments and the rest of them (208) are the faculty board members and invitee masters. The tools of collecting the data of this research include three questionnaires: the questionnaire on determining the leadership power and management (one of them from the view of administrators and the other from the view of the others) provided by Paul Hersi & Walter Nitmir and the questionnaire on determining the leadership power and management (self-reported) including 21 pairs of basic questions that an administrator thinks subordinates give for his/her leadership and management. In each row, a pair of question has been written (A,B) and 3 scores have been given for each pair question.

The questionnaire on determining the leadership power and management (reported by the others) includes 21 pairs of basic questions that the subordinates think an administrator gives for their leadership and management. In each row, a pair of

question has been written (A,B) and 3 scores have been given for each pair question.

Effectiveness questionnaire also included 20 five-item questions measuring the factors including working motivation, the rate of negative reaction to the changes, quality improvement and organizational commitment. The effectiveness questionnaire items of the athlete also have a five-score system. The manner of giving score is such a way that one score is given to a very low item and two scores to the low item, three scores to the average, four scores to the high and five scores to the very much items and finally, the total of these scores are summed.

The power questionnaires are standard questionnaires translated by Tabaeayan and Mozaffari (2004) and then they became domestic and their reliability and validity were calculated.

The validity of three questionnaires has been approved by the masters. The questions were given to 15 skillful masters and measured and approved by them. To measure the reliability of three questionnaires, Alpha Cronbach method has been used. The reliability coefficient of questionnaire for determining leadership and management power (reported by the administrators and faculty board members) has been completely approved and reported to be over 90% and also the reliability the coefficient of effectiveness questionnaire 0.93.

In this research, in order to collect the data, the questionnaire was used. After preparing the questionnaire by referring to the universities of Isfahan province, some of the administrators, faculty board members and members of physical education

departments were selected randomly in correspondence with the sample size and filled the questionnaires of the survey. After collecting them, out of 157 questionnaires, 142 questionnaires were usable and then the results analyzed using SPSS software.

To analyze the data of the research, the statistical descriptive methods including frequency, mean and standard deviation were applied and to analyze the inferential statistics for testing the research hypotheses, Kolmogorov–Smirnov test was applied to ensure the normality of sample distribution. Pearson correlation coefficient test was also applied for the relations among the variables, multiple regression for predicting the variables and F test for comparing the means in SPSS 20 software.

RESULTS

As observed in Table 1, at the first step, the survey variable of expertise power of the highest zero-order correlation coefficient with the dependent variable (effectiveness) has been introduced to the regression equation clarifying 0.172 of the effectiveness variance so that with respect to the observed F (30.33), this variance is clarified and consequently, the regression model at the first step is significant at the level of 0.01.

At the second step, the referential power has been introduced to the regression equation due to the highest correlation coefficient with effectiveness and clarified totally 316 effectiveness variance together with the power of expertise so that with respect to the observed F (30.36), this variance is clarified and

consequently, the regression model at the second step is significant.

At the third step, the relationship power has been introduced to the regression equation due to the highest correlation coefficient with effectiveness and clarified totally 0.368 effectiveness variance together with the power of expertise and referential power so that with respect to the observed F (12.38), this variance is clarified and consequently, the regression model at the third step is significant.

At the fourth step, the information power has been introduced to the regression equation due to the highest correlation coefficient with effectiveness and clarified totally 0.417 effectiveness variance together with the power of expertise, referential and relationship power so that with respect to the observed F (12.46), this variance is clarified and consequently, the regression model at the fourth step is significant.

At the fifth step, the legislative power has been introduced to the regression equation due to the highest correlation coefficient with effectiveness and clarified totally 0.434 effectiveness variance together with the power of expertise, referential, relationship and information power so that with respect to the observed F (5.22), this variance is clarified and consequently, the regression model at the fifth step is significant.

At the sixth step, the reward power has been introduced to the regression equation due to the highest correlation coefficient with effectiveness and clarified totally 0.451 effectiveness variance together with the power of expertise, referential, relationship and legislative power so that with respect to the observed F

(5.21), this variance is clarified and consequently, the regression model at the sixth step is significant.

DISCUSSION

There is a relationship between the power of expertise with the effectiveness of the department heads and deans of physical education faculties of Isfahan universities. The results of the present research are in agreement with the results of Mozaffari & Tabaeyan (2004) who conducted a research which titled the relationship between the power bases with the effectiveness and performance of the deans of faculties and directors of physical education of national public universities from their view and faculty board members.

The reason of this agreement is probably due to the similarity of the statistical population with the desired research. The results of the present research are also in agreement with the results of Sohrabi *et al.* (2010) that is between the power of expertise with the whole types of organizational culture, with Poorghaz and Mohammadi (2012) that is between the administrators' power of expertise with the satisfaction of the creativity and toleration of the personnel's ambiguity, with Ramazani Nejad *et al.* (2014) that is between the power of expertise with the satisfaction of the athletes with the behaviour and interaction of the coach. Me'mari *et al.* (2015) added that is between the power of expertise with the satisfaction of the athletes in individual fields and there is a significant relationship between the power of expertise and the desired variables.

In total, with respect to the obtained results

concerning the power of expertise with the effectiveness of the departments heads and deans of physical education faculties of Isfahan universities for applying the power of expertise effectively by the administrators, it may be stated that their knowledge and information should be updated and they should benefit from the software and hardware systems in order to increase their expertise for scientific and performance promotion and improvement. In much research, the power of expertise is regarded as the first and most important power.

There is a relationship between the power of information with the effectiveness of the department heads and deans of physical education faculties of Isfahan universities. The results of the present research are in agreement with the results of Mozaffari & Tabaeyan (2004). The reason of this agreement is probably due to the similarity of the statistical population with the desired research. In foreign research, Gupta & Sharma (2008), there is an agreement between the power of information with the leadership normal strategy and also there is a significant relationship between the power of information with the desired variables in their research.

The results of the present research are not in agreement with the results of Sohrabi *et al.* (2010) that is between the power of information with the whole types of organizational cultures, (Moeini *et al.* 2013) that is between the power of information and organizational structure and also Memari *et al.* (2015) who stated that it is between the power of information with the satisfaction of athletes in the individual fields. The reason of this agreement is probably due to the

similarity of the statistical population with the desired research or different variables measured by the sources of power.

There is a relationship between the referential power with the effectiveness of the department heads and deans of physical education faculties of Isfahan universities. The results of the present research are in agreement with the results of Mozaffari & Tabaeyan (2004). The reason of this agreement is probably due to the similarity of the statistical population with the desired research. Also, the results of the present research are in agreement with the results of Sohrabi *et al.* (2010) that between the referential power the whole types of organizational cultures.

In the research of Ramazani Nejad *et al.* (2014), there is no agreement between the referential power with the satisfaction of the athletes and the behaviour interaction of the coach. The reason of this agreement is probably due to the similarity of the statistical population with the desired research.

There is a relationship between the legitimate power with the effectiveness of the department heads and deans of physical education faculties of Isfahan universities. The results of the present research are in agreement with the results of Rahim *et al.* (2000).

The results of the present research are not in agreement with the results of Mozaffari & Tabaeyan (2004). In foreign research, Gupta & Sharam (2008), there is no relationship between the legitimate power with the organizational obedience among the personnel. The reason of this disagreement is probably due to the difference of the statistical population with the research population.

There is a relationship between the legitimate power with the effectiveness of the department heads and deans of physical education faculties of Isfahan universities. The results of the present research are in agreement with the results of Mozaffari & Tabaeyan (2004). The reason of this agreement is probably due to the similarity of the statistical population. The results of the present research are in agreement with the results of Sohrabi *et al.* (2010) that there is a relationship between the power of reward with the whole types of organizational cultures, the administrators' power of reward with ambiguity toleration, taking the risk, seeking the success, and the center of internal control of the personnel, between the reward power with the organizational structure type.

The present research are in agreement with the results of Sohrabi *et al.* (2010) that is between the legitimate power with the stable and cooperative organizational culture, Poorghaz and Mohammadi (2011) that is between the legitimate power of administrators with the creativity and toleration of the personnel's ambiguity, with Ramazani Nejad *et al.* (2014) that is between the legitimate power with the satisfaction of the athletes with the behavior and interaction of the coach and also Me'mari *et al.* (2015) that is between legitimate power with the satisfaction of the athletes in individual fields, Lutans (1995) that is between legitimate power with the satisfactory feeling and subordinates performance, Wilcox and Burke (1997) that is between legitimate power with the satisfaction of the administrators from the subordinates, Patrick (2012) that is between legitimate power with normal leadership strategy, Altinkurt and Yilmaz

(2012) that is between the legitimate power with the administrators' view concerning the citizenship organizational behaviour, Meng and Luo (2014) that is between the legitimate power with the members of behavioral agreement group and Saberian and Soleiman Poor (2015) that is between legitimate power with the effectiveness of organizational communications and there is a significant relationship between the legitimate power and desired variables in the study of the researchers.

The results of the present research are not in agreement with the results of Mozaffari and Tabaeyan (2004). In foreign research, Gupta and Sharam (2008), there is no relationship between the legitimate power with the organizational obedience among the personnel. The reason of this disagreement is probably due to the difference of the statistical population with the research population.

Saberian and Soleiman Poor (2015) that is no agreement between the reward power with the effectiveness of organizational communications and the reason of this disagreement is probably due to the difference of the statistical population.

There is a relationship between the power of communication with the effectiveness of the department heads and deans of physical education faculties of Isfahan universities. The results of the present research are not in agreement with the results of Mozaffari and Tabaeyan (2004). The reason of this disagreement is probably due to the working environment conditions of under study population. The results of the present research are not in agreement with the results of Moeini *et al.* (2013) between the

communication power and the organizational structure and Me`mari *et al.* (2014) between the communication power with satisfaction of athletes in citizenship individual fields. The reason of this disagreement is probably due to the difference of the statistical population with the research population or measuring tools. In foreign research, Gupta and Sharam (2008) showed no agreement between the communication power with the organizational obedience among the personnel and also Altinkurt & Yilmaz (2012) showed no agreement between the communication power with the view of administrators concerning citizenship organizational behavior. The reason of this disagreement is probably due to the difference of the statistical population with the research population or their different variables measured by the power sources.

In Moeini *et al.* (2013) research, there is a significant relationship between the enforceable power and the empowering organizational structure that has no agreement with the present research. The reason of this disagreement is probably due to the difference of the statistical population. Moreover, in Patrick *et al.* (2012) research, there is a significant relationship between the enforceable power and normal leadership strategy that has no agreement with the present research. The reason of this disagreement is probably due to the difference of the cultures in the research.

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