Presenting Model of Empowerment Elementary Period Managers based on Components of Futurology

Mina Momenzadeh Garjansoei[1], Fariba Hanifii[2]*, Mahboubeh Abdollahi[3]

1. Department of Educational Management, Department of Educational Sciences, West Tehran Branch, Islamic Azad University, Tehran, Iran.
2. Assistant Professor, Department of Educational Sciences, Roudehen Branch, Islamic Azad University, Tehran, Iran.
3. Assistant Professor, Department of Educational Sciences, Roudehen Branch, Islamic Azad University, Tehran, Iran

Abstract

Purpose: The present study was conducted aimed to presenting model of empowerment elementary period managers based on components of futurology.

Methodology: This study was applied in terms of purpose and combined (qualitative and quantitative) in terms of implementation method. The research population in the qualitative section was the specialists and experts of Tehran city and in the quantitative section were the primary school managers of Tehran city in the academic years of 2019-20. The research sample in the qualitative section was 12 people who were selected according to the principle of theoretical saturation by purposive and snowball sampling methods and in the quantitative section was 270 people who were selected according to the Krejcie and Morgan table by multi-stage cluster sampling method. Data were collected by methods of take noting, semi-structured interviews and researcher-made questionnaire whose face and structure validity of questionnaire were confirmed and its reliability was obtained by Cronbach's alpha method 0.88. Qualitative data were analyzed by open, axial and selective coding methods and quantitative data were analyzed by structural equation modeling in SPSS-25 and LISREL-8.8 software.

Findings: The findings of the qualitative section showed that the model of empowerment elementary period managers based on components of futurology had 6 main categories, 20 sub-categories and 85 indicators. The main categories and sub-categories were included transformation management (sufficient cognition of environment, responsibility and organizational health), empowerment (strengthening teachers' careers, applying participatory management and improving relationship between managers and teachers), sense of competence (having the enough motivation, support for managers, flexibility and creative thinking), organizational structure (organizational changes, lack of resources and inadequate distribution and lack of foresight), standardization (applying knowledge management, use of feedback system and modeling) and growth and improvement (foresight, self-efficacy, risk-taking and delegation of authority). The findings of the quantitative section showed that all six main categories had a significant effect on the model of empowerment elementary period managers based on components of futurology and the model had appropriate fitness indicators.

Conclusion: Based on the results, the model of empowerment elementary period managers based on components of futurology can have practical implications for education specialists and planners and can be used to improve the structure of education.

∗ Corresponding author: f.hanifi95@gmail.com

1. Introduction

The rapid progress of countries in various fields of technology, scientific, social and economic has become one of the axioms of the third millennium that development and empowerment are necessary for progress and paving the way for progress in organizations. In the meantime, the role of human capital headed by managers is much more prominent and prominent (Hassanzadeh Kafshkar Kalaei & et al, 2020). One of the relatively new attitudes and strategies in today's organizations is human resource empowerment, which experts in organizational change and improvement consider as an effective strategy to improve organizational performance (Huscroft-D'Angelo & et al, 2018). The education system is one of the most central and decisive social institutions in the development of countries and the education organization is one of the most challenging organizations compared to other social and economic organizations and many social harms that have attracted human attention today are due to its failure and inability. . In today's complex world, the optimal management of education faces many challenges due to the speed of change and changing environment, lack of capable human resources and the existence of numerous obstacles (Dhaenens & et al, 2018).

Empowerment means the participation and participation of all members of an organization in the four elements of information, knowledge, reward and power. In another definition, it is a process of strengthening the competence of individuals in the organization by identifying and determining the conditions that cause them to feel powerless and trying to eliminate them with the help of formal measures and using informal techniques (Barry & et al, 2019). In addition, empowerment means empowering and means helping people to improve their self-confidence, overcome their inability or helplessness, and motivate people to work and motivate them internally to perform tasks. Activate (Berridge & et al, 2020).

 Human resource empowerment can be examined from three approaches: communication, motivation and cognition. In the communication approach, empowerment is the delegation of authority and the process by which the manager tries to divide or delegate authority to subordinates. In the motivational approach, empowerment is rooted in motivational tendencies and work activities improve self-empowerment by increasing self-determination and self-efficacy. In the cognitive approach, empowerment is a multifaceted discussion that includes a set of characteristics of effectiveness, competence, significance, and choice that increase intrinsic motivation (Men, 2011). Based on empowerment, training and human resources units try to provide conditions and environment for creativity and innovation by preparing and implementing appropriate programs while increasing the capabilities and competencies of managers (Kong & et al, 2018). Empowerment allows managers to use the knowledge, skills and experience of all members of the organization, which increases members' job satisfaction, improves quality of work life, improves service quality, increases organizational productivity and readiness to compete (Biemann & et al.) , 2015).

One of the effective factors on managers' empowerment is future research based on which the future is not a repetition of the past and today it is not possible to predict future changes with traditional methods (Heidari & et al, 2005). In recent decades, emphasis has been placed on knowing the future in the form of futures research, which means predicting and visualizing probable rather than definite futures by analyzing current resources, conditions, and planning and planning to prepare for them (Davidson, 2017). The future of science and art research is the discovery of the future and the formation of a desirable world and a systematic tool for evaluating scientific and technological developments that can have a major impact on education, industry, health and quality of life (Rasul & et al, 2010). Futurology is a set of efforts that uses resource analysis, patterns and factors of change or stability to study and cognize the future and plan for it to prepare humans for unexpected future events (Tyagi & Dua, 2015).

Future research in educational systems means identifying the drivers of change and examining the types of opportunities and threats for education and functional areas, understanding how the educational system is prepared to manage change and identifying areas where managers believe the education system can shape its future (Singh & Singh, 2017). The development and implementation of future research programs in the

education system requires the preparation of infrastructure and requirements both at the level of education and at the community level, and if these infrastructures and requirements are provided, effective results can be hoped for. The development and empowerment of school principals is inevitable in order to guide school principals as fundamental social organizations to educational and specialized organizations and thus lay the foundation for the growth and development of society (Hassanzadeh Kafshkar Kalaei & et al, 2020).

Although some research has been done on the empowerment of principals, no research has been found on the empowerment of elementary school principals based on future research components. The results of Karp, et al (2020) study showed that important empowerment factors included nonverbal communication, participation, self-efficacy, decision making and negotiation ability. Hassanzadeh KafshkarKalaei, et al (2020) in a study concluded that the model of professional development of managers with a future research approach consists of four dimensions of skills required by managers, competencies required by managers, social responsibility function of managers and organizational development and improvement function. In another study, Hajizadeh & Hafezian (2019) reported that empowering female managers in education included economic, political, social, and psychological dimensions. In addition, the results of the study of Dortaj et al. (2019) showed that the factors affecting the empowerment of art school managers included, respectively, executive skills, organizational skills, specialized skills, communication and individual skills, and mental abilities. O'Hara & Clement (2018) concluded that empowerment included decision-making power, creative thinking, critical thinking, and awareness rising. In another study, Osman & Tanner (2017) introduced the factors affecting psychological empowerment including intrapersonal, interactive and behavioral factors. In another study, Niazazari & Taghvaei Yazdi (2014) reported that empowering university administrators includes four structural approaches (vision, goals and mission of the university, university structure and policy, teaching methods and ways to acquire skills and knowledge, application of information and communication technology, and Suggestion system), managerial approach (increasing university productivity, building trust, commitment and acceptance of responsibility, continuous development and improvement of managers' performance, management and leadership strategies, and a sense of job security and satisfaction), motivational approach (creating motivation and self-esteem, respect and credibility To managers, self-esteem, self-confidence and self-fulfillment, payment and reward system and flexibility, self-control and self-evaluation) and participatory approach (freedom of action and autonomy, group participation and sharing of university information, individual decision-making in university, power sharing and delegation at levels University and ethics and professional behavior). TaghipourZahir & Jahanian (2009) while researching concluded that the dimensions of empowerment of educational managers include managerial strategies, transparency, partnership development, information and communication technology, human relations, modeling and self-management, cognitive, metacognitive, self-efficacy and confidence building.

The issue of empowerment in educational organizations, especially education, is of great importance and is one of the important programs of the government, and the background at home and abroad confirms the claim that effective factors in empowerment are of great importance for the growth and productivity of organizations, And provides the ground for the growth and prosperity of industry and society (Dortaj & et al, 2019). Today, one of the most important challenges for managers in organizations is the lack of proper use of intellectual resources; mental capacity and potential capacity of human resources, and in most organizations, the capabilities of individuals are not used optimally. Given the increasing importance of futures studies in today's rapidly changing and expanding world, the development of training and empowerment of managers towards futures research is also necessary and if the education system is not based on foresight, it cannot have a good output. Managers and planners of educational organizations, especially primary education, using the results of this study can design and implement strategies to better manage the organization and improve its performance, thereby improving their efficiency. In addition, research on the empowerment of principals has been conducted, but no research on the empowerment of

elementary school principals based on futures components has been found. As a result, the present study was conducted with the aim of presenting an empowerment model for elementary school principals based on future research components.

2. Methodology

This study was applied in terms of purpose and mixed in terms of implementation method (qualitative and quantitative). The research population was in the qualitative section of specialists and experts in Tehran and in the quantitative section were the principals of primary schools in Tehran in the academic year 2019-20. The research sample was 12 people in the qualitative section who were selected according to the principle of theoretical saturation with targeted sampling methods and snowballs and in the quantitative section were 270 people who were selected according to Krejcie and Morgan table by multi-stage cluster sampling method. In qualitative sampling, researchers first selected a number of specialists and experts based on prior knowledge (targeted) and then asked them to introduce other specialists and experts to researchers (snowball), but in quantitative sampling, first Tehran to five The northern, southern, eastern, western and central parts were divided and three parts were selected by simple random method and then from each part a number of primary schools were randomly selected and their principals were selected as a sample.

To conduct this research in the qualitative section, first the relevant documents were identified and with the help of professors, the following six questions were designed for the interview. In your opinion, what are the factors influencing the empowerment of managers based on future components of research? In your opinion, what are the basic and influential phenomena on empowering managers based on the components of future research? In your opinion, what facilities are needed to empower managers based on future research components? In your opinion, what are the deterrents to empowering managers based on future components of research? What do you think are the ways to improve the empowerment of managers based on future components of research? What do you think will be the consequences of empowering managers based on the components of future research?

Then, the necessary arrangements were made for conducting the interview by telephone and in person, and the time and place of the interview were determined. The interviews were then conducted at the appointed time and their key points were noted. Then, the results were analyzed and a questionnaire was designed based on it. To conduct the research in the department shortly after coordination with the officials of the General Directorate of Education in Tehran and coordination with the departments of selected areas, the list of primary schools was prepared and the researcher referred to schools that were selected by simple random method and asked school principals to Respond with utmost care to research tools. It should be noted that the research samples of both qualitative (interviewees) and quantitative (school principals) were reassured about the observance of ethical points and the purpose, importance and necessity of the research were stated for them. The duration of each interview was about 30 to 50 minutes and the duration of the questionnaire completed by each manager was about 20 to 25 minutes.

Data were collected by phishing methods, semi-structured interview and researcher-made questionnaire. The questionnaire of the present study had 85 items that were scored from 10 to 10 using a 10-point Likert scale; So that a score of 1 to 4 indicates an undesirable limit, a score of 5 to 7 indicates an average limit, and a score of 8 to 10 indicates an empowerment of elementary school principals based on future research components. This tool has 6 main components and 20 sub-components that the face validity and structure of the questionnaire were confirmed and its reliability was obtained by Cronbach's alpha method of 0.88 and the content validity and structure and reliability of the 6 main components were presented in Table 1 and the results indicate validity, And good reliability of the main components. The reliability of the calculation through the coefficient of agreement between the two coders was estimated

82.35% and the percentage of internal agreement between the researcher and the co-coder was estimated 77.64%, each of which was in the desired range.

Table1. Content validity and structure and reliability of 6 main components of managers' empowerment model based on future components of research

Components	Content Validity (AVE)	Structural validity (CR)	Reliability (Cronbach's alpha)
Change Management	0/67	0/80	0/82
Empowerment	0/68	0/83	0/86
Feeling worthy	0/61	0/87	0/91
Organizational Structure	0/65	0/88	0/88
Standardization	0/61	0/85	0/92
Maturity and improvement	0/67	0/83	0/90

Qualitative data were analyzed by open, axial and selective coding methods and quantitative data were analyzed by structural equation modeling in SPSS-25 and LISREL-8.8 software.

3. Findings

Frequency and frequency percentage of demographic characteristics of research samples including experts (qualitative part) and managers (quantitative part) were presented in Table 2.

Table2. Frequency and frequency percentage of demographic characteristics of samples of qualitative and quantitative sections

the part	Variable	Levels	Abundance	Frequency
Qualitative part	Gender	Man	9	75%
		Female	3	25%
	education	Masters	7	58/33%
		PhD	5	41/67%
	work experience	under 10 years old	1	8/33%
		11 to 20 years	4	33/33%
		Over 20 years	7	58/33%
A little part	Gender	Man	126	46/67%
		Female	144	53/33%
	education	Masters	89	32/96%
		Masters	146	54/07%
		P.H.D	35	12/96%
	work experience	Less than 5 years	35	12/96%
		6 to 10 years	58	21/48%
		11 to 15 years	65	24/07%
		16 to 20 years	73	27/04%
		Over 20 years	39	14/44%

According to the results of most male experts (75%) and with master's degree (58.33%) and work experience over 20 years (58.33%) and most female managers (53.33%) and with master's degree (07%) / 54) and work experience was 16 to 20 years (27.04%) (Table 2), The results of open, axial and selective coding for the manager empowerment model based on future research components were presented in Table 3.

Table3. Results of open, pivotal and selective coding for managers' empowerment model based on future components of research

Main category (optional coding)	Subcategory (Axial Coding)	Indicators (open coding)
Change Management	Adequate knowledge of the environment	1. Review, recognition, accurate and sufficient analysis of the current situation of the school, 2. Identify the philosophy and goals of empowerment in school in order to clarify knowledge, 3. Have the ability to analyze issues and predict the future, 4.

		Review and analyze strengths, Weaknesses, opportunities and threats in the path of empowerment, 5. Having the ability to observe the future and 6. Assuring teachers in the context of the school's mission, vision and strategy for success
	responsibility	1. Ability to be sensitive to school issues, 2. Ability to know details to predict the future, and 3. Concern about the future of the school
	organizational health	1. Existence of a spirit of change in education, 2. Existence of learning culture in education and 3. Existence of innovation culture in education
Empowerment	Strengthen the job of teachers	1. Participation of managers and deputies in in-service courses, 2. Familiarity with the principles of psychology, sociology and education, 3. Holding continuous training workshops for guessing the future and 4. Having job security to formulate long-term goals
	Application of participatory management	1. Have practical solutions to empower principals and assistants, 2. Form homogeneous working groups at the school level to share experiences, 3. Activate the Teachers' Council to shape the future, 4. Believe in the ability to do and complete work, 5. Use the potential of teachers To create the future and 6. The desire for teacher participation
	Improving the relationship between principals and teachers	1. Ability in leadership, human relations and group relations to accelerate foresight; 2. Ability to deal with teachers in ambiguous and complex situations; 3. Ability to critique power for futures research; 4. Ability of written communication to describe the future; and 5. Creating a friendly atmosphere. To interact more and receive feedback to achieve future goals
Feeling worthy	Have enough motivation	1. Support and incentive policies for efficient schools; 2. Appropriate attitude to paint the desired vision; 3. Planning intra-provincial and inter-provincial visits and gaining experience to critique and analyze future changes; 4. Creating a happy and engaging environment to increase motivation to achieve Future goals, 5. Ability to create motivation and commitment in teachers to participate in drawing the long-term vision of the school, 6. Ability to promote teachers in line with school goals, 7. Believing that there is no external barrier to stop work and 8. Increasing self-confidence to promote Futurism
	Manager support	1. Laying the groundwork for visiting scientific research institutes for foresight, 2. Planning for intra-provincial and inter-provincial visits and continuous monitoring of national changes, 3. Using the capabilities of internal and external support groups to advance future goals, and 4. Believing in trying to achieve goals.
	flexibility	1. Ability to adapt to different situations, 2. Ability to withstand pressure for a favorable future, 3. Ability to deal with future problems, and 4. Work independence in dealing with potentially complex situations in the future
	Creative Thinking	1. Promoting a culture of reading and reading, 2. The ability to be creative in school management to pave the way for the future, and 3. The power of influence to visualize the future
Organizational Structure	Organizational changes	1. The dominance of a formal and hierarchical structure for estimating a future event; 2. Inability to plan long-term to smooth the future due to job instability; and 3. Inability to manage change in critical situations.
	Lack of resources and inadequate distribution	1. Lack of appropriate allocation of financial resources, 2. Lack of proper distribution of financial resources and 3. Lack of necessary authority to use financial resources
	Lack of foresight	1. Inability to properly understand the current and future situation, 2. Lack of long-term planning, 3. Interference with threatening damage for a favorable future, and 4. Lack of necessary infrastructure
Standardization	Application of knowledge management	1. Updating teachers 'information by increasing motivation and foresight, 2. Ability to gather information about future changes, 3. Ability to convey new content to teachers, and 4. Emphasis on teaching to update teachers' abilities
	Use the feedback system	1. Using feedback to evaluate the future, 2. Continuous educational monitoring of classes to improve teaching and learning, 3. Ability to continuously evaluate for foresight, 4. Ability to properly assess teachers' talents to use in the future, and 5. Ability to follow up Works until the realization of results
	Modeling	1. Using management and leadership styles in schools and 2. Inviting teachers with

		exceptional students for integrated students in regular classes
Maturity and improvement	Futurism	1. Recognize experts for future use, 2. Facilitate the achievement of long-term goals, 3. Foresight for professional belonging and personality growth, and 4. Accept responsibility for work.
	Efficacy	1. Ability to judge teachers' performance correctly, 2. Ability to deal decisively with problems, 3. Ability to establish justice in the school for foresight, 4. Ability to design jobs in line with future changes, 5. Increase a sense of commitment and belonging in school, 6. Creating a positive feeling about the job and the future of work and 7. Increasing client satisfaction
	Risk-taking	1. Ability to take risks against opportunities; 2. Making decisions in high-risk situations;
	delegation of authority	1. Ability to identify teachers to delegate some tasks, 2. Assign some traditional principal powers such as budgeting, encouragement and punishment to assistants and teachers, and 3. Direct oversight of teachers' performance

According to the results of managers' empowerment based on future components, the research had 6 main categories, 20 sub-categories and 85 indicators. Main and sub-categories include change management (adequate knowledge of the environment, responsibility and organizational health), empowerment (strengthening teachers' careers, application of participatory management and improving the relationship between principals and teachers), sense of competence (sufficient motivation, support of managers, flexibility) And creative thinking), organizational structure (organizational change, lack of resources and inappropriate distribution and lack of foresight), standardization (application of knowledge management, use of feedback system and modeling) and maturity and improvement (foresight, self-efficacy, risk-taking and delegation) (Table 3). The results of mean, standard deviation and normality of the main categories of managerial empowerment based on the components of future research were presented in Table 4.

Table4. Average results, standard deviation and normality of the main categories of managers' empowerment based on future components of the research

Main categories	Average	Standard deviation	Kolmogorov-Smirnov
Change Management	5/51	2/15	(0/052) 1/47
Enhancement	5/38	2/26	(0/075) 1/28
Feeling worthy	5/48	2/09	(0/057) 1/33
Organizational Structure	5/59	2/11	(0/344) 0/93
Standardization	5/69	1/97	(0/270) 1/00
Maturity and improvement	5/22	1/89	(0/306) 0/96

According to Kolmogorov-Smirnov results, the hypothesis of normalization of all six main categories of managerial empowerment based on future research components, namely change management, empowerment, sense of competence, organizational structure, standardization and maturity and improvement, was confirmed (Table 4). The results of fitting indicators of managers' empowerment model based on future research components were presented in Table 5.

Table5. Results of fitting indicators of managers' empowerment model based on futures research components

Indicators	Comparative Fit Index (CFI)	Fit Goodness Index (GFI)	Root squared root mean square root (RMSEA)	Standardized Residual Square Root (SRMSR)	Khido / degree of freedom (x^2/df)
Calculated value	0/95	0/96	0/97	0/08	2/85
Optimal amount	≥0/90	≥0/90	≤0/09	≤0/10	≤3

According to the results, the model of empowering managers based on future components of the research had a good fit (Table 5). As a result, the model with path coefficients is presented in Figure 1.
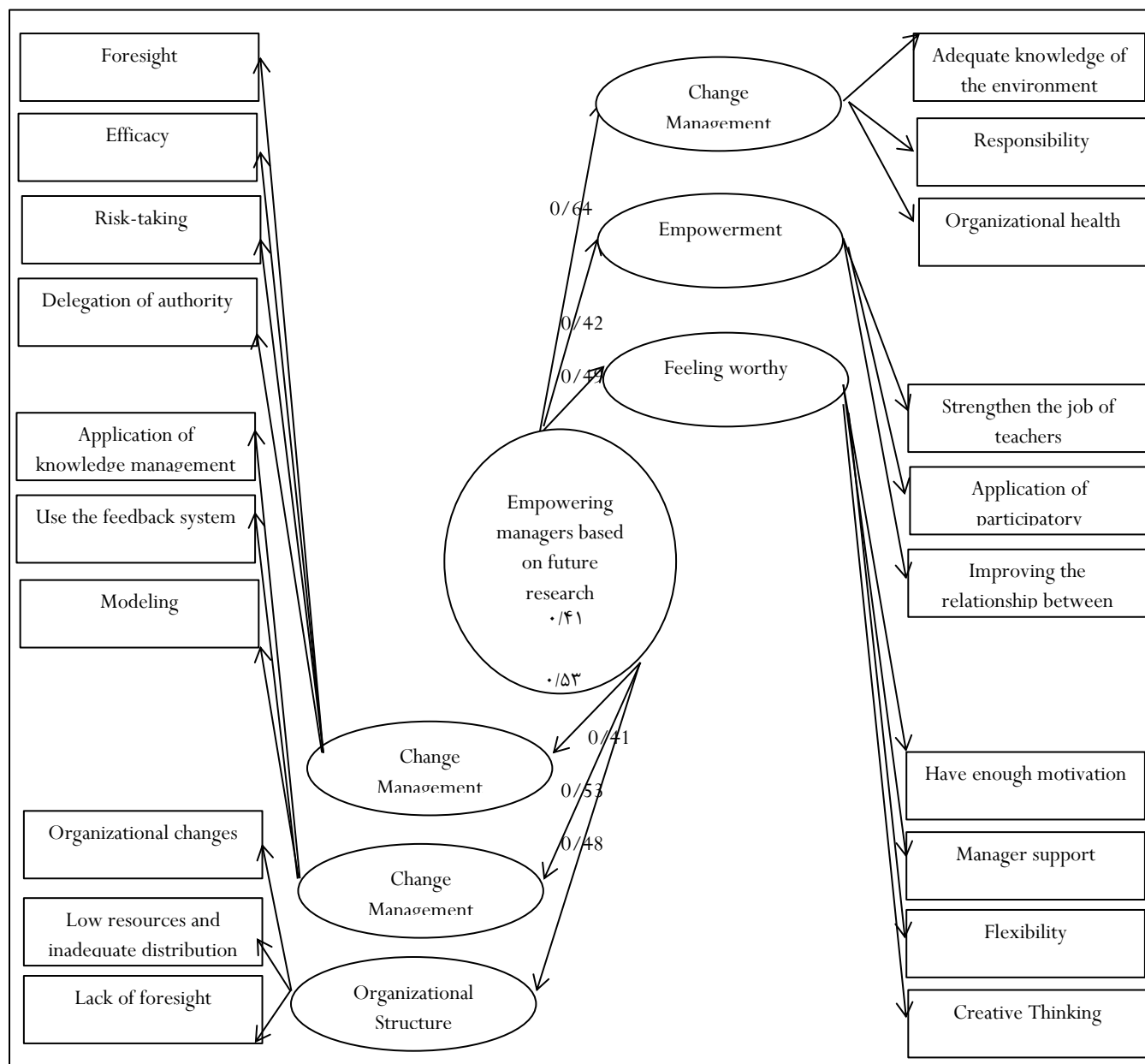
Figure1. Manager empowerment model based on futures research components with standard path coefficients

According to the results, the effect coefficients of change management were 0.64, empowerment 0.42, sense of competence 0.49, organizational structure 0.41, standardization 0.53 and maturity and improvement 0.48, all coefficients were significant at the level of less than 0.05. Were (Figure 1).

4. Discussion

Empowering elementary school principals plays an important role in teachers 'job performance and students' academic success. As a result, the present study was conducted with the aim of presenting an empowerment model for elementary school principals based on future research components. Findings showed that empowerment of managers based on future components of the research had 6 main categories, 20 sub-categories and 85 indicators. The main and sub-categories include change management (adequate knowledge of the environment, responsibility and organizational health), empowerment (teacher job reinforcement, management application Participatory and improving the relationship between principal and

teachers), sense of competence (sufficient motivation, support of principals, flexibility and creative thinking), organizational structure (organizational change, lack of resources and inadequate distribution and lack of foresight), standardization (application of knowledge management, Use of feedback and modeling system) and maturity and improvement (foresight, self-efficacy, risk-taking and delegation). Other findings showed that the model of managerial empowerment based on future components of research had a good fit and the categories of change management, empowerment, sense of competence, organizational structure, standardization and growth and improvement played a significant role in the model of empowerment of managers based on future components of research. These findings are in line with the findings of Karp et al. (2020), Hassanzadeh KafshkarKalaei et al. (2020), Hajizadeh & Hafezian (2019), Dortaj et al. (2019), O'Hara & Clement (2018), and Osman & Tanner (2017).), Niazazari & Taghvaei Yazdi (2014) and TaghipourZahir & Jahanian (2009) were consistent.

Transformation management was one of the main and effective categories in the model of empowering managers based on future research components. In interpreting this finding, it can be said that the school principal has a special role and position as an effective leader and one of the main elements in fulfilling the missions and goals of education. In the document of fundamental change, the principal is a faithful, creative, committed, flexible, thoughtful, forward-thinking, participatory and educational leader who is responsible for providing and developing the learning environment for students to flourish, creating educational opportunities, adapting or formulating, implementing and evaluating It is in charge of school curricula and education, and surely the principal can more easily meet the changes and changes in educational needs by using the strategies of concurrence and foresight, as well as by examining global developments and adapting to the conditions. The main category of change management had three sub-categories: adequate knowledge of the environment, responsibility and organizational health. Regarding the sub-category of sufficient knowledge of the environment, it can be said that school principals, as educational leaders, must have the necessary knowledge about the environmental conditions in which they serve. These conditions include school features, facilities and facilities, health and safety of the environment, creating opportunities for student participation, student morale, and communication between school staff, teachers and students. Now, if primary school principals have enough knowledge and information about the environmental conditions of schools, they will try to solve the existing challenges and in a healthy atmosphere, they will have a positive effect on the educational elements. Regarding the sub-category of responsibility, it can be said that capable managers are constantly learning and improving their skills, and these managers not only feel responsible for their work, but also feel responsible for the entire educational system. Regarding the sub-category of organizational health, we can mention the role of the school principal as the main factor in creating and promoting the level of health in schools. Undoubtedly, principals can play an effective role in improving organizational health through direct and indirect training and by providing appropriate conditions to improve the quality of life of students and school staff.

Empowerment was another major and effective category in the model of empowering managers based on the components of future research. In interpreting this finding, it can be said that the goal of empowerment is often to instill a positive outlook in individuals and a process that can help potential talents flourish, thereby empowering them to have more control over work and life. Empowerment enables managers to overcome challenges in their development path and gain more ability to achieve their goals, and this structure includes encouraging and developing skills for self-reliance, an opportunity to achieve independence, build self-confidence, and achieve perfection, And to create opportunities for the expansion of educational capabilities and skills. The main category of empowerment had three sub-categories: teacher career strengthening, application of participatory management and improving the relationship between principal and teachers. Regarding the sub-category of teacher job development, it can be said that school principals play a pivotal role in the success of schools and they have unique opportunities to influence the implementation of regulations and provide opportunities for growth and development of teachers, staff and

students. Various researches in this field indicate the effect of school principals on the growth and development of teachers' professions, encouraging and motivating teachers, ensuring their satisfaction and success. Regarding the sub-category of the application of participatory management, it can be said that without a doubt, empowering managers is impossible without the implementation of participatory management programs. Schools can hope for the optimal use of talents and creative force when principals are aware of the goals of primary education and their role in setting those goals, and to achieve these goals, use a participatory approach and this approach in general. Institutionalize the educational system. Regarding the sub-category of improving the relationship between the principal and teachers, it can be said that teachers are the basic element of education and establishing a good relationship and gaining their opinion and satisfaction is one of the most basic duties of the principal. If the principal is able to meet the needs of teachers, establish the right conditions for growth and create a humane and emotional atmosphere, they will all feel happy and satisfied.

Feeling of competence was another major and effective category in the model of empowering managers based on the components of future research. In interpreting this finding, it can be said that competence is in line with self-efficacy, manager confidence in his ability and capacity to perform skillful tasks. As a motivational construct, principals, by increasing self-efficacy, encourage teachers to mobilize motivation, cognitive resources, and a set of actions to control events at school. The main categories of competence had four sub-categories: adequate motivation, managerial support, flexibility, and creative thinking. Regarding the sub-category of having sufficiently motivated teachers, it can be inferred that it should be noted that an unmotivated and uneducated teacher can create an inactive and unhealthy generation and the main difference in taking this issue seriously or not in primary education The goal is for the education system to have comprehensive, continuous and appropriate programs to prevent the aging of the teacher and to maintain his vitality and vitality, and to help promote the motivation of teachers. Regarding the sub-category of support for managers, it can be concluded that managers alone cannot solve all the problems of education, but other people, including those involved in the education system, teachers, parents and even other ministries should all do their best to managers to play the role of management School help. Regarding the sub-category of flexibility, it can be said that in today's changing and dynamic conditions, flexibility is doubly important. Because schools are exposed to various developments and conditions, including the advancement of technology and the only way to adapt to these changes is to keep pace with the needs of society, especially students and teachers, to have the feature of flexibility.

The last sub-category of competence is creative thinking, about which it can be said that today's problems of the education system cannot be solved with yesterday's solutions, and only predicting the future will not solve future problems alone, but school principals must think creatively to solve problems. And seek creative and innovative designs. They should also provide the conditions for other educational elements, such as teachers and students, to develop their talents and creativity. Another major issue in the managerial empowerment model based on the components of future research was organizational structure. In explaining this finding, it can be argued that management researchers have identified organizational structure as one of the factors related to the empowerment of principals and its importance in shaping the organizational processes of schools, especially the methods of human resource development and development, requires managers; So that the desired organizational structure increases the amount of empowerment. The main categories of organizational structure had three sub-categories: organizational change, lack of resources and inadequate distribution, and lack of foresight. Regarding the sub-category of organizational changes, it can be said that considering that educational systems are subject to changes and developments in the surrounding world and in order to be successful in competing with other centers, it is necessary to use new and advanced technology to keep pace with these changes. Therefore, one of the conditions for empowering today's managers is to keep up with organizational changes. Regarding the sub-category of lack of resources and inadequate distribution, it can be inferred that considering that budget and

educational facilities are one of the important factors of schools and schools without sufficient resources cannot fulfill their mission well, so capable administrators from budgets that Schools provide them will use them properly and in the right place. In addition, regarding the sub-category of lack of foresight, it can be argued that one of the important ways to empower school principals is to have a forward-looking spirit and anticipate the situation. Equip in advance to cope with changes and challenges.

Another major issue in the managerial empowerment model based on future research components was standardization. In explaining this finding, it can be argued that educational standards can be considered as a system that controls the quality of activities and services provided by school staff, especially teachers. The school standardization process has many benefits for principals, and this can improve the quality of educational activities, facilitate communication, reduce waste of time and energy, and avoid wasting material resources. The main category of standardization had three sub-categories: knowledge management application, feedback system use and modeling. Regarding the sub-category of the application of knowledge management, it can be concluded that management experts consider knowledge as the ultimate alternative to production, wealth and monetary capital. Knowledge in today's schools is considered as one of the key factors in the success of their management and therefore knowledge management in schools is of special importance. Knowledge management determines the direction of movement towards the goals of schools and its main goal is to realize talents and abilities. Another sub-category is the use of feedback system, which can be said that feedback is one of the key skills in management and is used by principals who want to move schools towards development. In this regard, positive feedback can strengthen their morale and cause serious changes in their performance. Another sub-category is modeling, which can be argued that since elementary school students after school parents use school principals and teachers as their role models and imitate their speech and behavior, so a capable principal tries to look, behave. Ethics, speech and practice should be a good example for teachers and students. Growth and improvement the last major category in the managerial empowerment model based on future research components was standardization. In its interpretation, it can be said that today education and improvement is a key strategy for positive adaptation to changing conditions and is also considered as a competitive advantage for the education system. One of the important factors in empowering managers is continuous training and keeping up with technology, and without a doubt, a manager who is constantly training and learning different techniques to improve the educational system can be successful.

The main categories of growth and improvement had four sub-categories of foresight, self-efficacy, risk-taking and delegation. Regarding the sub-category of foresight, it can be inferred that foresight is one of the most effective and useful tools in helping educational decision-makers and policy makers, especially managers. Today, futurism has transformed the scattered literature on mirror planning into codified and principled science, and its task, in addition to analyzing past trends, is to discover, invent, and evaluate possible, probable, and desirable educational futures. Regarding the sub-category of self-efficacy, it can be said that managers can take steps to use their inherent abilities by believing in their inherent abilities and by valuing and believing in their cognitive strengths, and with determination and perseverance to overcome obstacles. Another sub-category is risk-taking, which can be inferred that school principals create value by strengthening and managing risk by identifying and reducing the risks that cause productivity decline in schools. The risk-taking manager considers risk management to be a task that includes processes, methods, and tools for managing his or her educational activities. The last sub-category of maturity and improvement was delegation, which can be argued because power in organizations is more manifested within the legal authority of the individual, so empowerment means delegation, and school principals delegate some of their duties to deputies. And teachers can instill in them a spirit of commitment and trust.

The most important limitations of the research included the limitation of the research community to elementary school principals, the dispersion of the research population, the poor cooperation of some interviewees and some principals, and the inability to control some annoying and interfering variables,

including high motivation of some samples and low motivation of others. Therefore, it can be useful to do more research on the model of empowering managers based on future components of research on primary school principals in other cities and other courses and even on teachers and compare their results with the results of the present study. Undoubtedly, by conducting more research, we can discuss their results and effects with more accuracy and confidence, and based on them, applications and programs can be designed and implemented to improve the performance of educational systems, especially the education system. The empowerment model of elementary school principals based on the future components of the present research can have practical implications for education specialists and planners and they can use it to improve the structure of education. According to the components of future research affecting the empowerment of managers to improve elementary school principals can be provided through workshops and in-service training courses on change management, empowerment, sense of competence, organizational structure, standardization and maturity and improving the context and conditions for empowering principals.

References

Barry T T, Longacre M, Carney K O, Patterson S. (2019). Team inclusion and empowerment among nursing staff in long-term care. Geriatric Nursing. 40(5): 487-493.

Berridge C, Lima J, Schwartz M, Bishop C, Miller SC. (2020). Leadership, staff empowerment, and the retention of nursing assistants: Findings from a survey of U.S. nursing homes. Journal of the American Medical Directors Association. 21(9): 1254-1259.

Biemann T, Kearney E, Marggraf K. (2015). Empowering leadership and managers' career perceptions: Examining effects at both the individual and the team level. The Leadership Quarterly. 26(5): 775-789.

Davidson S. (2017). Futurology in the college classroom. Insight: A Journal of Scholarly Teaching. 12: 51-63.

Dhaenens A J, Marler L E, Vardaman J M, Chrisman J J. (2018). Mentoring in family businesses: Toward an understanding of commitment outcomes. Human Resource Management Review. 27(1): 46-55.

Dortaj A, Abbaspour A, Delavar A, Abdollahi H. (2019). Identify and prioritize effective factors in empowering in technical and vocational schools managers of Kerman. Journal of Research in Educational Systems. 13(46): 7-22.

Hajizadeh A, Hafezian M. (2019). Identifying the components of empowerment of female managers in education and providing a suitable model. Quarterly Journal of Woman & Society. 10(1): 45-72.

Hassanzadeh KafshkarKalaei F, AliEsmaili A, Fallah V. (2020). Presenting a professional development model of managers with future research approach within Mazandaran province schools. Quarterly Educational Development of JundiShapur. 11(1):86-96.

Heidari M, Pakseresht M, Safaei-Moghaddam M. (2005). Futuristic education: Goals and strategies . Journal of Educational Sciences. 12(2): 135-162.

Huscroft-D'Angelo J, Hurley K D, Lambert M, Trout A L. (2018). Investigating the factor structure and validity of the family empowerment scale for parents of children with emotional disturbance in middle school. Children and Youth Services Review. 86: 14-20.

Karp C, Wood S N, Galadanci H, et al. (2020). 'I am the master key that opens and locks': Presentation and application of a conceptual framework for women's and girls' empowerment in reproductive health. Social Science & Medicine. 258:113086.

Kong S, Chiu M M, Lai M. (2018). A study of primary school students' interest, collaboration attitude, and programming empowerment in computational thinking education. Computers & Education. 127: 178-189.

Men LR. (2011). How employee empowerment influences organization–employee relationship in China. Public Relations Review. 37(4): 435-437.

Niazazari K, Taghvaei Yazdi M. (2014). A model of empowering managers in Islamic Azad Universities of Mazandaran. Journal of New Approaches in Educational Administration. 5(2): 159-180.

O'Hara C, Clement F. (2018). Power as agency: A critical reflection on the measurement of women's empowerment in the development sector. World Development. 106: 111-123.

Osman MA, Tanner M. (2017). The influence of telecentre components on the psychological empowerment of underserved community members in the western cape, South Africa. The Electronic Journal of Information Systems in Developing Countries. 81(1): 1-29.

Rasul S, Bukhsh Q, Akram M. (2010). Opinion of teachers and students about futurology of higher education in Pakistan. International Journal for Cross-Disciplinary Subjects in Education, 1(4): 255-259.

Singh R, Singh Y. (2017). Perspective of futurology and its implication in education. Global Journal of Enterprise Information System. 9(4): 57-61.

Taghipourzahir A, Jahanian R. (2009). A study of the dimensions of educational administration empowerment to provide an appropriate framework for school principals in Iran. Journal of Future Studies Management. 20(83): 121-136.

Tyagi PS, Dua B. (2015). Futurology off education-massive open online courses. International Journal of Economic and Business Review. 3(8): 100-104.