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The relationship between power administrators and physical education teachers' creativity

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ABSTRACT

The purpose of this study was the relationship between power administrators and physical education teachers' creativity in schools. According to the research objectives and research method is descriptive – correlation. Data were collected from the field. A survey sent to all teachers of physical education and sports science competitions in the country with a population sample in this study were statistically equal. Data collection instrument was a questionnaire. Results show that there is a significant relationship between use of power by force (coercion), with bonuses based on the physical education teachers and school administrators with a creative use of power based on force (coercion) with power based on the expertise of school administrators with creativity in the physical education teachers.

Key words: Power administrators, Creativity, Physical education, Teachers

INTRODUCTION

In the field of educational management should seek to identify new ways to be useful methods led to human resources. Including how to persuade and influence in these areas of human resources and especially the teachers [1]. Such practices as ways to influence the behavior of others is recognized that the power vacuum in certain areas where there are descriptions and explanations. Currently there are numerous ways to exercise power as important as they (the authorities), and (personal power) as is.

In connection with the power of personal power in the organizational behavior of teachers, there are many uncertainties that the most important of these uncertainties, there are several of the most important of these uncertainties can be particularly Specialty cognitive and creative touches. Thus, the organizational power relations in a curtain of ambiguity lie in the creativity and strength of relationships between variables in a creative personal authority is unclear.

Creativity can be counted from the most basic foundations on which the training can be effective. Although some schools of thought believe that the thinking underpinning everything, and all cultural and believe it is caused. But in today's society just divergent thinking cannot be considered the only determinant. But its importance is undeniable. Divergent thinking cannot be considered the only determinant. But its importance is undeniable. Divergent thinking,

creativity and initiative, provides the groundwork for the incidence and causes of reproductive material and spiritual [2].

The social power theory posits that sources of power can be derived from the organization, interpersonal and individuals [3]. There are two major sources of power in the organization [4]. The first is associated with positional power to influence those who are lower in status. Customs, traditions, norms and formal structure assign power to incumbents of position. The other source relates to personal power that is, the extent to which the individual can grant affection, consideration, sympathy, recognition and secure relationships and attachments to others, which are normally acquired through personal attributes such as special knowledge, abilities, charisma or contacts that the leader may have.

Peabody (1961) identified four types of authority: authority of legitimacy, of position, of competence, and of person [5]. In Etzioni's (1964) discussions of a "classification of means of control", he defined physical, material, and symbolic categories as bases of organizational power [6]. Subsequently, Rahim (1989) defined power as "the ability of one party to change or control the behavior, attitudes, opinions, objectives, needs, and values of another party" [7]. Since then, a number of classifications have been utilized in differentiating the bases of social power in organizations [8-9]. The bases of power typology suggested by French and Raven (1959) are among the most popularly applied in research [10-11-12]. French and Raven defined sources of power bases as coercive, reward, expert, legitimate and referent power bases.

But since no known methods to measure directly, there is no creativity. Therefore in this study also examined opinions about the relationship between physical education teachers with resources to create the organizational power of creativity to the relationship between power and authority of the person among the directors were trying to view physical education teachers with creativity is the power in these ways.

MATERIALS AND METHODS

According to the research objectives and research method is descriptive – correlation. Data were collected from the field. A survey sent to all teachers of physical education and sports science competitions in the country with a population sample in this study were statistically equal.

Data collection instrument was a questionnaire. According to the types of personal power (specialty - authority) and the legal power (force - by law - Bonus) 20 5-choice questions (worth quite agree - I agree - no comment - disagree - completely disagree) is that the score Rate is 1 to 5, which represents a kind of power is any question that a total of 4 questions in the questionnaire distributed to a number of power are measured. Therefore, using this tool can be downloaded which of the sources listed in the school rule is to determine the reliability of the method, repeat testing is used first on 30 physical education teachers was conducted and after 2 this week again the same questions to the group (without giving any feedback). SPSS software was used to analyze the data. As to the statistical measures, descriptive statistics including frequency, percentage, mean, standard deviation and tabulations were used to describe the data. Inferential statistics including Chi-square test was used to test the hypotheses.

RESULTS

Results showed that all subjects were male and the mean age was 35.5 years and 76.6% of them had a bachelor degree or higher qualification. According to Table 1 the highest average compensation is the average of the lowest power and force.

Table 1. Description of Sources of Power

| Statistic variable | Mean | Minimum | Maximum |
|---------------------|-------|---------|---------|
| The reward power | 4.537 | 2 | 5 |
| The power by force | 2.125 | 1 | 4 |
| The legal power | 3.417 | 1 | 5 |
| The power Authority | 3.290 | 2 | 4 |
| The reference power | 4.270 | 2 | 5 |
| The expert power | 4.335 | 2 | 5 |
| The personal Power | 4.332 | 2 | 5 |

Chi-square test was used to test the hypothesis that the results are shown in Table 2.

Table 1. Chi-square test results

| variable | N | df | χ^2 | C | P |
|--|-----|----|----------|------|-------|
| The power by force * The reward power | 400 | 9 | 15.675 | %196 | 0.740 |
| The power by force * The legal power | 400 | 12 | 73.095 | %39 | 0.000 |
| The power by force * The expert power | 400 | 9 | 18.81 | %169 | 0.224 |
| The power by force * The referent power | 400 | 9 | 34.165 | %28 | 0.000 |
| The reward power * The legal power | 400 | 12 | 83.6 | %41 | 0.000 |
| The reward power * The expert power | 400 | 9 | 219.471 | %59 | 0.000 |
| The reward power * The referent power | 400 | 9 | 111.924 | %467 | 0.000 |
| The legal power * The referent power | 400 | 12 | 52.733 | %34 | 0.000 |
| The legal power * The expert power | 400 | 9 | 96.444 | %44 | 0.000 |
| The power Authority * The personal Power | 400 | 12 | 129.166 | %494 | 0.000 |

According to the results of obtained in Table 2 Was concluded that there is a significant relationship between use of power by force (coercion), with bonuses based on the physical education teachers and school administrators with a creative use of power based on force (coercion) with power based on the expertise of school administrators with creativity in the physical education teachers but there is no significant relationship was seen in relation to other successes. The calculated coefficient of agreement C shows that the correlation between two variables is how.

DISCUSSION AND CONCLUSION

Power is an important factor in the study of organizational members' interaction behavior [13]. In organizations, managerial supervision, work assignment, discipline and performance review also involve the use of power. Conceptually, power is defined as "the ability to affect outcomes or get things done" [14]. It is important to note that although, the power phenomenon is only one of those that affect human behavior [15] it is clearly a significant one. It would be helpful for superiors to know the sources of power in work settings and how they affect employees' satisfaction.

Reward in the power of school administrators in creating innovative physical education teachers as the majority of samples were investigated if school administrators the power to reward such behavior sanctuary to encourage teachers to provide special rates and consult with teachers to use creativity in Physical Education teachers will develop and flourish. Physical education teachers in school administrators to create innovative authority on power as the majority of their subjects. If school administrators such as strengthening the power of authority and freedom from physical education teachers in aberrant hints colleagues and their personal problems and physical education teachers use creativity will flourish.

The majority of subjects in the field of expertise as teachers, school administrators were creative in School administrators as having expert power if the relevant expertise and experience in planning ability to use creativity in Physical Education teachers will develop and flourish.

The results of the research that Mahmoudi (1998) power supplies used in connection with the performance of managers and their effectiveness and the result was that the managers of the resources and authority to use the expertise, Their function is more effective and successful relationships the power and motivation of teachers, school administrators did concluded that the managers of the highest level of expertise and authority to use the teachers' motivation comes from consistent [16].

As participants in the power law the manager legal powers such as strict implementation of Directives Use Emphasis on administrative law emphasis on well-defined tasks observing the hierarchical channel model create and enhance creativity in the physical education teachers of the school are subject to greater flexibility otherwise, there is not only creative but also be reduced.

The exercise of power by force the majority of the participants were school administrators in developing creativity the school leaders such as the mechanisms of power, force, coercion administrative and using style, grammar and use creativity to deprive teachers of professional advantages in physical education teachers will create

and flourish. The results of this study the relationship between power bases Tabayan (2000) with research work carried out as part of the Directors is consistent. He concluded in his research Management expertise and use of reward power and coercive power is the least used.

Other results from the study showed that the use of hypothesis testing based on the force with the power to reward executives based on creativity in schools, physical education teachers, there is a significant relationship. The use of power, force, strength based on the expertise of school administrators, physical education teachers with a creative relationship has no meaning. The use of power based on authority with the power to force the creation of physical education teachers in schools with a significant relationship exists. The use of reward-based on the expertise of school administrators, physical education teachers significantly associated with the development of creativity in there. The bonus is based on the use of power based on the authority of school administrators, physical education teachers with creativity, there is a significant relationship. The use of power based on the power law based on the authority of school administrators, physical education teachers significantly associated with creativity in there. The use of power based on the expertise of school administrators, physical education teachers significantly associated with creativity in there. The use of power based on the power of creative expertise by the school administrators, physical education teachers with a correlation there. The use of power based on the position of personal power of school leaders with creativity, there is a significant relationship between physical education teachers.

What can be inferred from the findings? Using the expertise and authority of the following groups of personal power and applying the remuneration of the directors of the school's subgroups power can result in peak physical education teachers to create and enhance creativity in the cause.

- Managers in managing their schools take advantage of the bonuses that reward power is exercised by school administrators; physical education teachers will create and enhance creativity.
- School administrators are trying to force the exercise of power in ways Prevent brought up the possibility of applying this approach to power because of the way the not work force reduction or lack of creativity in the physical education teachers provides.
- If school administrators the authority to use force to establish and creativity in the field of physical education teachers are provided.
- Also, if the power of managers based on their expertise to create and enhance creativity in the field of physical education teachers are provided.
- Managers should try to approach the legal power to prevent their own or to the maximum possible power of this approach with greater flexibility in their behavior to bear to provide for the creation and enhancement of creativity in providing physical education teachers.
- School administrators can use to build expert power and reward creativity and Yamy physical education teachers can use in order to develop their individual creativity can benefit from.
- School administrators can use reward power and authority to make physical education teacher creativity or individual benefit.
- School administrators can use the power and authority or expertise of the individual in order to make creative use of physical education teachers.
- School administrators are able to accommodate the legitimate power of the commission to make creative use of physical education teachers.
- School administrators are trying to place constitutional power to make creative use of the power authority.
- Instead of using power to force school administrators to establish its authority, the power of creativity in the physical education teachers to use.
- School administrators do their utmost to force the ability to use the law to create innovative physical education teachers.
- School administrators try to use the legal powers of the commission, in order to take advantage of physical education teachers' creativity.
- Instead of trying to use legal powers to school principals the power to use their expertise to create innovative physical education teachers.
- School administrators are trying to use the power of expert power and reward power, the authority to put a priority on your applications
- And possible legal powers to establish the physical education teachers are not creative.

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