




Identification and Evaluation of Components in the Optimization Model for Educational Management of Municipality Employees

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ABSTRACT

Objective: The purpose of this research was to design an optimization model for educational management and employees. The results of this research showed:

Methodology: The research method employed is a mixed approach; data-wise, it is an exploratory mixed method, implementation-wise, it involves content analysis, and in terms of nature and type of study, it is conventional content analysis in the qualitative dimension. The study population in this research included faculty members in the fields of educational management and psychology, according to entry and exit criteria, and in the quantitative section, all managers and experts of District 22 of Tehran Municipality. Using a non-random and purposive sampling method, considering the saturation principle, 12 professors were selected. Data collection was conducted using interviews and researcher-made questionnaires. The reliability obtained from two coders was calculated to be 77.4%.

Findings: The correlation matrix of the identified indicators as appropriate indicators of the observed variables (questionnaire items) is suitable for conducting confirmatory factor analysis, and the confirmatory factor analysis indicates a good fit of the model. The average opinion of experts in evaluating the internal validity of the designed model indicates that the model has the necessary validity, and the average responses of experts to each question are significantly higher than the average scores for each question.

Conclusion: To optimize and improve the psychological well-being of the workplace, which is a crucial aspect of human resource development, necessary actions should be taken to create a calm and acceptable work environment, facilitating the growth, flourishing, and positive performance of employees.

Keywords: *marketing agility, educational services, interaction effects analysis, drivers*

1 Introduction

Optimization leads to economic growth and social development. Improved productivity allows workers to achieve higher wages and better working conditions, while also creating more job opportunities. Strategies to increase optimization include meeting the basic needs of employees, involving employees in decision-making, adopting a participative leadership style by managers, encouraging group activities among employees in the workplace, providing fringe benefits, and implementing an appropriate evaluation system in the work environment (Sak & Saka, 2009). The effectiveness of each of these strategies in enhancing optimization depends on the current status of the company and the necessity of addressing each aspect, which should be skillfully identified and prioritized for action. Factors that should be considered include:

Job Recognition and Justification: Each employee must have a clear understanding of what they need to do, when, and how to do it. To improve job understanding, employees need to be aware of long-term goals, priorities, and how to achieve them. They should know which goals have the highest priority at any given time (Sarboland, 2017).

Organizational Support: This refers to the support or assistance employees need to successfully complete their tasks. Some supportive factors include sufficient budget, appropriate equipment, and facilities (Sarboland, 2017).

Performance Feedback: This type of feedback includes informal daily performance reviews and regular formal evaluations. An effective feedback process keeps employees informed about their job performance on a regular basis (Lili, 2017).

Participation: This involves the mental and emotional engagement of individuals in group situations, motivating them to help the organization achieve group goals and share in the responsibility of work. It should be noted that optimization is always influenced by a set of intervening variables. Factors such as low quality of task execution, inefficient structure, weak management systems, lack of meritocracy in management, lack of appropriate cultural infrastructure for implementing optimization-related plans, job dissatisfaction, lack of job stability for managers and employees, lack of trust between managers and employees, insufficient up-to-date training in optimization systems, lack of long-term vision in management, unclear organizational missions, lack of work ethics among employees, diminishing employee participation within the organization, and poor

management systems make optimization a complex variable (Sarboland, 2017).

Given that increasing and enhancing optimization is one of the fundamental ways to achieve greater production and subsequently ensure the welfare and well-being of individuals in societies, understanding the factors influencing optimization has been a primary goal for researchers in this field. Research on optimization, its familiarity, and its impact on other variables is particularly important for two reasons. Firstly, the sustainability and preservation of organizational structures are crucial for all organizations. Secondly, through optimization and process improvement, organizations can survive in the competitive market and ensure their sustainability by saving resources (Khanizad & Montazer, 2018; Lili, 2017).

The role of organizations in every country and society is of significant importance, particularly in areas such as economic, cultural, and social development. The advancement and sustainable development of any society undoubtedly depend on effective education and an up-to-date organizational system that meets current conditions and needs. Organizations are not only one of the most important social institutions (and perhaps the most important social entity in any country), but they also have a significant impact on the performance and quality of work in other sectors of society. The performance of managers within organizations profoundly affects society's performance, leading to unprecedented changes in the economy, politics, science, technology, and more (Pouraslan, 2022).

Educational managers can adopt and implement practical and scientific policies appropriate to their work environment's conditions and resources by utilizing updated information. They can address various needs of their educational units, such as planning, control, resource provision, and quality enhancement, and thereby optimize work methods and improve planning efficiency (Newman et al., 2018). Every organization needs trained and experienced individuals to fulfill its mission. If the existing employees' capabilities meet this need, employee training may not be necessary. However, if not, it is essential to enhance their skills, abilities, and adaptability, which increases employee productivity. Self-efficacy can be explained in various ways, focusing on the professional roles of curriculum planners, course delivery, and evaluation. The effectiveness of an instructor in these three areas is largely determined by their knowledge and understanding of the theory and practice of the teaching and learning process (Kandasamy & Ancheri, 2009; Khanizad & Montazer, 2018). Self-efficacy is related

to organizational development activities and involves the belief and expectation individuals have about their capabilities to successfully perform tasks in specific situations (Osibanjo et al., 2015). Kushner and colleagues believe that self-efficacy positively relates to continuous education and self-development attitudes. Research shows that individuals with high professional commitment are more likely to pursue career goals and recognize the value of their job, striving harder to gain knowledge related to their profession. Self-efficacy is crucial as it enables individuals to successfully perform specific behaviors and expect the desired outcomes, shaped by enduring challenges and sequential actions. Self-efficacy theory emphasizes the role of confidence and self-esteem in an individual's ability to perform the desired behavior (Khanizad & Montazer, 2018). Sarboland (2017) presented a model for optimizing human resource empowerment strategies in the Social Security Organization of East Azerbaijan Province, suggesting that effective strategies for optimizing human resource empowerment include education, information technology application, management and leadership strategies, appropriate structures, and managerial support (Sarboland, 2017). This research is important in various aspects and can assist relevant officials in nurturing efficient employees. The evidence suggests that research on designing an educational management optimization model for employees is necessary.

2 Methods and Materials

The present study is based on a mixed-methods approach. It involves content analysis and, in terms of nature and type, employs conventional content analysis in the qualitative dimension.

The statistical population in this section includes interviews with experts, scholars, and specialists (in psychology and educational management). Twelve individuals were selected for identifying the dimensions and components of educational management optimization, and semi-structured interviews were conducted with them. The criteria for inclusion in the research were a doctoral degree, educational management field of study, and at least five years of service. The criteria for exclusion were less than five years of service and a field of study other than educational management or a master's degree. The sample individuals were selected using a non-random, purposive sampling method. In qualitative studies, the sample size is not predetermined; it depends on the theoretical saturation of

the research questions and continues until no new codes are added and theoretical saturation is reached. In this research, the sample size was 12 individuals (considering the theoretical saturation rule), and interviews were conducted with them.

Qualitative data were initially extracted from books and articles and subsequently organized and analyzed through expert interviews. This involved classifying and categorizing phrases, describing their logical structure, and determining their connections and implicit meanings. Semi-structured interviews were used to collect qualitative data for this section of the research. In individual interviews with the respondents, six preliminary interview questions and a researcher-made questionnaire were used for initial examination. After coordinating with 12 interviewees, theoretical saturation of the data was achieved. Each interview lasted between 30 to 40 minutes, and the interview process was conducted in late summer 2021. Reliability in interviews is discussed in stages such as interview situation, transcription, and analysis. Additionally, interviewee reliability refers to how questions are directed. Transcription reliability involves intra-subject reliability of the transcriptions done during text typing by two individuals. During interview classification, attention to the reported percentages by two coders is a method for determining reliability.

The intra-subject agreement percentage between two coders (which should be 60% or more) for an interview (analysis control) is also a method for reliability analysis. In this research, test-retest reliability and intra-subject agreement methods were used to calculate interview reliability. For test-retest reliability calculation, several interviews from those conducted were selected as samples, and each was coded again within a short, specified interval. The identified codes in the two intervals were compared for each interview. The retesting method is used to evaluate the stability of the researcher's coding. In each interview, codes similar in the two intervals are identified as "agreement," and non-similar codes as "disagreement." The method for calculating reliability between the codings conducted by the researcher at two intervals was performed. In this research, the reliability coefficient between the codings was 77.4%, indicating its acceptability.

To analyze the data, a coding method derived from the combined theory (qualitative) was used, and interviews and coding were employed for data analysis. Initially, the interview texts were repeatedly reviewed until the researcher gained a relative mastery of all interviews and became

familiar with the concepts and implicit meanings in the interview texts. Then, initial codes were identified manually by reviewing the interviews. This process involved underlining words identified by the researcher as initial codes. This continuous process ensured that overlooked codes in the initial stages were also identified. Subsequently, similar codes and concepts pointing to a specific domain or topic were grouped into categories. At this stage, the researcher iteratively categorized codes pointing to a particular theme into one category. The researcher then reviewed the various categories again and defined and reviewed the common nature within the categories to assign appropriate names to the categories. After interviewing

experts and extracting meaning units, open coding was performed, and items were extracted.

3 Findings and Results

Data for the qualitative section were collected through interviews with 12 academic experts and specialists (psychologists, educational management experts) who had specialized studies and research in this field. Among these experts were 2 professors, 3 associate professors, and 7 assistant professors, including 10 men and 2 women. The checklist related to the results of qualitative analysis of the interviews regarding educational management optimization is provided in [Table 1](#).

Table 1

Results of Qualitative Analysis of Interviews

Selective Coding	Axial Coding	Open Coding (Indicator)	Source	Interviewee Number	Keywords
Educational Management Optimization	Managerial Factors and Components	Strengthening trust between managers and employees	Interview	4, 6, 9, 11	Trust
		Participative leadership style of managers	Interview	3, 4, 7, 12	Participative Style
		Emphasis on job stability for managers and employees	Interview	2, 4, 9, 10	Job Stability
		Increasing the ability to effectively respond to client needs	Interview	1, 4, 9, 12	Responsiveness
		Capability to utilize creative and innovative ideas	Interview	3, 6, 9	Creative Ideas
		Improving service delivery to the public	Interview	1, 7, 8, 10	Service Improvement
		Engaging all employees in decision-making	Interview	4, 6, 9, 11	General Participation
		Designing and applying an appropriate evaluation system	Interview	1, 3, 6, 8	Evaluation System
		Effective and efficient use of facilities and capabilities	Interview	4, 7, 9, 12	Effective Use
		Structural and Organizational Factors	Utilizing a merit-based appointment system in managerial roles	Interview	9, 11, 12
Allocation of facilities, equipment, and budget (organizational support)	Interview			1, 2, 6, 8, 11	Budget Allocation
Coordination of human and material resources to achieve organizational goals	Interview			2, 4, 6, 9	Coordination
Designing and implementing short-term, mid-term, and long-term goals	Interview			1, 2, 4, 12	Goal Setting
Putting more effort into tasks	Interview			2, 3, 5, 7	Effort
Focusing on appropriate and up-to-date training on optimization systems	Interview			5, 4, 6, 9	Updated Optimization
Addressing critical and important issues	Interview			6, 7, 9, 11	Important Issues
Prioritizing tasks and activities	Interview			3, 7, 8, 9	Prioritization
Strengthening infrastructure and continuous employee training	Interview			4, 6, 8, 11	Infrastructure
Capability to maintain and preserve organizational structure	Interview			2, 3, 6, 9	Sustainability
Utilizing feedback processes in systemic performance	Interview			4, 6, 8, 10	Feedback
Benefiting from a constructive suggestions system	Interview			8, 9, 10, 12	Suggestions System

Environmental Factors	Adapting to new changes and the ability to change situations	Transparency of organizational missions	Interview	7, 8, 11, 12	Transparency
		Interview	2, 3, 5, 7	Adaptability	
		Utilizing appropriate opportunities	Interview	5, 4, 6, 9	Opportunity Utilization
		Leveraging potential opportunities	Interview	6, 7, 9, 11	Opportunity
		Ability to use new technologies in education	Interview	2, 4, 5, 7	New Technologies
Keeping up with international developments	Interview	5, 4, 6, 9	Keeping Up		
Understanding and utilizing the powerful convergence of computers and information technology	Interview	6, 7, 9, 11	Convergence		

In Table 1, the initial concepts derived from content analysis are presented. The information in the table reflects the core research questions, and the responses provided by the interviewees were obtained through open coding. In total, 28 initial indicators and concepts were extracted from interviews with experts. In the third stage of the data coding process, final sorting and clustering of all concepts and axial codes were carried out into three categories. In the final stage of the present qualitative analysis, the findings derived from the analysis were aligned with the main objective by linking open coding, axial coding, and ultimately determining the relationship between selective coding categories.

Before conducting any analysis, it is essential to ensure the adequacy of the data, and for this purpose, exploratory and confirmatory factor analysis techniques are used. The KMO index and Bartlett's test were used for this purpose. Thus, the factor analysis technique was performed as follows:

In conducting factor analysis, one must first ensure that the available data can be used for analysis. The Bartlett test

can confirm the adequacy of sampling. This index ranges from zero to one. If the index value is close to one, the data are suitable for factor analysis. Otherwise, the factor analysis results for the data may not be suitable. Various methods exist for this purpose, including the KMO test, which always ranges between 0 and 1. If the KMO value is less than 0.5, the data are unsuitable for factor analysis. If the value is between 0.5 and 0.69, factor analysis can be performed with more caution. If the value is greater than 0.7, the correlations among the data are suitable for factor analysis. Additionally, to ensure the appropriateness of the data for factor analysis, Bartlett's test is used to verify that the correlation matrix underlying the analysis is not zero in the population. In other words, Bartlett's test ensures sample adequacy. This test examines the hypothesis that the observed correlation matrix belongs to a population with independent variables. The KMO index and Bartlett's test results for this research are presented in Table 2.

Table 2

KMO and Bartlett's Test Results

Measure	Value
KMO Sample Adequacy Coefficient	0.881
Bartlett's Test	
Chi-Square	14274.8
Degrees of Freedom	1770
Significance Level	0.001

According to the information in Table 2, the sample adequacy (KMO) value is 0.881, and the significance of the sample sphericity test (Bartlett) in factor analysis is 0.001, indicating the adequacy of the samples for conducting factor analysis ($p < 0.05$). Thus, based on the Bartlett test statistic, the chi-square statistic is greater than the critical table chi-

square and is significant at the 0.05 level ($p < 0.05$). Therefore, it can be concluded that the correlation matrix factors are suitable for factor analysis ($p < 0.05$).

To examine the normality of the observed variables' distribution, skewness and kurtosis criteria were used.

Table 3*Examination of Normality of Observed Variables Distribution*

Variable	Kurtosis	Skewness
Strengthening trust between managers and employees	-0.114	-0.863
Participative leadership style of managers	0.181	-0.859
Emphasis on job stability for managers and employees	0.113	-0.859
Increasing the ability to effectively respond to client needs	-0.102	-0.764
Capability to utilize creative and innovative ideas	-1.423	-0.254
Improving service delivery to the public	-1.197	-0.078
Engaging all employees in decision-making	-1.530	-0.071
Designing and applying an appropriate evaluation system	-1.406	0.099
Effective and efficient use of facilities and capabilities	-1.014	-0.313
Utilizing a merit-based appointment system in managerial roles	-0.715	-0.697
Allocation of facilities, equipment, and budget	-0.903	-0.249
Coordination of human and material resources	-0.832	-0.257
Designing and implementing short-term, mid-term, and long-term goals	-1.075	0.156
Putting more effort into tasks	-1.234	0.249
Focusing on appropriate and up-to-date training on optimization systems	-0.285	-0.460
Addressing critical and important issues	-1.222	-0.046
Prioritizing tasks and activities	-0.792	0.419
Strengthening infrastructure and continuous employee training	-1.232	-0.044
Capability to maintain and preserve organizational structure	-1.045	0.186
Utilizing feedback processes in systemic performance	-1.253	-0.079
Benefiting from a constructive suggestions system	-0.450	-0.772
Transparency of organizational missions	-1.367	-0.043
Adapting to new changes and the ability to change situations	-1.323	-0.215
Utilizing appropriate opportunities	0.205	-0.781
Leveraging potential opportunities	-0.286	0.837
Ability to use new technologies in education	-0.820	-0.481
Keeping up with international developments	-1.419	0.008
Understanding and utilizing the powerful convergence of computers and information technology	-0.953	-0.118

Results in [Table 3](#) show that the values of kurtosis and skewness are within the range of (-3, 3), indicating that the distribution of variables is normal. Hence, considering the

evidence that the basic assumptions of structural equation modeling are met, there is no obstacle to conducting this analysis.

Table 4*Factor Loadings in Explaining Total Variance of Educational Management Optimization*

Indicator	Factor Loading
F2 <--- F1	0.704
F3 <--- F1	0.0604
F3 <--- F2	0.584
F1 <--- T1	0.545
F1 <--- T1	0.588
F2 <--- F1	0.684
T4 <--- F2	0.704
T5 <--- F2	0.584
T6 <--- F2	0.537
A1 <--- F3	0.704
A3 <--- F3	0.545

The information in [Table 4](#) shows that the obtained factor loadings for all items are above 0.50, indicating a desirable status. To examine the validity (fit of the proposed model),

structural equation modeling fit indices were used, and the results are presented in [Table 5](#).

Table 5*Fit Indices*

Index Name	RMSEA	CFI	NFI	GFI	AGFI
Allowed Value	Less than 0.10	Greater than 0.90	Greater than 0.90	Greater than 0.90	Greater than 0.90
Obtained Value	0.03	0.95	0.93	0.99	0.91

Based on the evidence and information in [Table 5](#), it can be concluded that the provided components for educational management optimization have the necessary and appropriate validity. In other words, based on existing evidence and considering the fit indices, the obtained indices for explaining and fitting are in a desirable status. The results

from factor analysis for the measurement instrument's validity indicate that the factor loading coefficients for most items are greater than 0.70, meaning the correlations among the data are suitable for factor analysis and have the necessary and sufficient cohesion to explain educational management optimization.

Table 6*Items and Factor Loadings in Three Components After Rotation*

Items	First Component	Second Component	Third Component
1	0.71		
2	0.74		
3	0.77		
4	0.72		
5	0.68		
6	0.68		
7	0.74		
8	0.64		
9	0.77		
10	0.77		
11	0.72		
12	0.68		
13	0.68		
14		0.67	
15		0.69	
16		0.75	
17		0.66	
18		0.73	
19		0.66	
20		0.69	
21		0.75	
22		0.73	
23			0.79
24			0.80
25			0.65
26			0.70
27			0.63
28			0.63

According to the results in [Table 6](#), items 1 to 13 have the highest factor loadings or correlations with the first component, which evaluates managerial factors and components. Items 14 to 22 have the highest factor loadings

or correlations with the second component, which assesses structural and organizational factors and methods. Items 23 to 28 have the highest factor loadings or correlations with the third component, which evaluates environmental factors.

Table 7*Details of Total Variance for Educational Management Optimization*

Component	Eigenvalue (Total)	Eigenvalue (Percentage of Variance)	Eigenvalue (Cumulative Percentage of Variance)	AVE (Total)	AVE (Percentage of Variance)	AVE (Cumulative Percentage of Variance)
Strengthening trust between managers and employees	7.7	22.6	22.6	7.7	22.6	22.6
Participative leadership style of managers	6.4	18.9	41.6	6.4	18.9	41.6
Emphasis on job stability for managers and employees	5.5	16.4	58.1	5.5	16.4	58.1
Increasing the ability to effectively respond to client needs	4.06	11.9	70.1	4.06	11.9	70.1
Capability to utilize creative and innovative ideas	3.3	9.7	79.8	3.3	9.7	79.8
Improving service delivery to the public	2.5	7.6	87.4	2.5	7.6	87.4
Engaging all employees in decision-making	1.9	5.5	93.08	1.9	5.5	93.08
Designing and applying an appropriate evaluation system	1.2	3.7	96.8	1.2	3.7	96.8
Effective and efficient use of facilities and capabilities	0.6	1.6	98.6			
Utilizing a merit-based appointment system in managerial roles	0.2	0.8	99.4			
Allocation of facilities, equipment, and budget	0.1	0.3	99.7			
Coordination of human and material resources	0.08	0.2	100			
Designing and implementing short-term, mid-term, and long-term goals	6.3	18.8	100			
Putting more effort into tasks	5.5	16.1	100			
Focusing on appropriate and up-to-date training on optimization systems	4.03	11.1	100			
Addressing critical and important issues	3.6	10.7	100			
Prioritizing tasks and activities	3.05	9.8	100			
Strengthening infrastructure and continuous employee training	2.5	7.4	100			
Capability to maintain and preserve organizational structure	1.7	5.2	100			
Utilizing feedback processes in systemic performance	1.2	3.6	100			
Benefiting from a constructive suggestions system	8.02	2.3	100			
Transparency of organizational missions	4.2	1.2	100			
Adapting to new changes and the ability to change situations	2.3	6.9	100			
Utilizing appropriate opportunities	4.07	1.1	100			
Leveraging potential opportunities	7.8	2.2	100			
Ability to use new technologies in education	1.2	3.6	100			
Keeping up with international developments	2.02	5.9	100			
Understanding and utilizing the powerful convergence of computers and information technology	2.07	6.1	100			

Results in [Table 7](#) indicate that based on the eigenvalues in each item, the total can fully explain 100% of the variance of educational management optimization. Evidence shows that only 8 items of this variable can independently explain about 96.8% of the variance of this component (educational management optimization). In other words, the results of the eigenvalues indicate that all 28 items can explain the main

research component (educational management optimization) and are therefore recognized as suitable indicators and factor loadings for this variable.

To prepare and present the educational management optimization model, key components were identified and validated using factor analysis. The table below shows the results of factor analysis before and after rotation (varimax).

Table 8

Results of Extracted Values Before and After Rotation for Components

Components	Extracted Values Before Rotation	Extracted Values After Rotation
	Eigenvalues	Percentage of Variance
1	40.9	36.26
2	42.1	43.4
3	41.4	33.5

As seen in [Table 8](#), the factor analysis with rotation produced three components that together explain 55.4% of the variance of the components.

4 Discussion and Conclusion

The aim of this study was to identify and evaluate the components of an educational management optimization model for municipality employees. The results showed that the correlation levels of all factors and components of educational optimization are positive and significant. These findings align with the prior research ([Blanchard et al., 1999](#); [Jiang et al., 2018](#); [Kandasamy & Ancheri, 2009](#); [Khanizad & Montazer, 2018](#); [Lili, 2017](#); [Meyer & Allen, 1997](#); [Najafi et al., 2020](#); [Newman et al., 2018](#); [Osibanjo et al., 2015](#); [Pouraslan, 2022](#); [Sak & Saka, 2009](#); [Sarboland, 2017](#)). No previous research was found that contradicts the results of this study.

In explaining the findings of this study, it can be said that the educational management optimization model for employees can lead to increased efficiency and improved performance. Additionally, educational management optimization enables individuals to convert knowledge, values, and attitudes into actual capabilities, such as knowing what to do and how to do it. The findings related to the fourth research question have been confirmed and align with numerous studies in this field. This is because employees generally face issues with self-efficacy; however, if appropriate methods and theories that interest them are used to improve their self-efficacy, it will be enhanced. The confirmation of the fourth question in this study also indicates that the training provided in the educational management optimization model for employees has external

validity in terms of increasing the self-efficacy of these employees.

Improved performance is influenced by employee satisfaction and motivation, while, according to the motivation-hygiene theory, salaries play a hygienic role by preventing dissatisfaction. In practice, we observe that managers often increase salaries or provide financial bonuses to prevent dissatisfaction and ensure the financial well-being of their employees. Typically, employees view salary increases (such as year-end bonuses, annual salary increases, and promotions) as their inherent legal right. Since these increases are usually given uniformly to all members of an organization, regardless of work quality and performance, they do not effectively motivate better work performance ([Khanizad & Montazer, 2018](#); [Osibanjo et al., 2015](#)). Therefore, it is suggested that any financial rewards or salary increases be based on performance evaluations and expected behaviors over a specific period (preferably long-term) ([Baezat et al., 2016](#)), and use plans like "incentive schemes."

It should be noted that Herzberg also mentioned that while salaries mainly play a hygienic role, they also exhibit characteristics of a motivational factor ([Lili, 2017](#)). In conclusion, it can be said that attention to the motivational factors and needs of employees, as well as the individual differences among them, is one of the most important factors in achieving human resource productivity. Creating motivation in individuals performing tasks is a crucial condition for achieving any goal. Several factors contribute to low work motivation in organizations. Therefore, educational management should seek ways and techniques to enhance employee motivation, which will also increase

their self-efficacy. This can be achieved through financial incentives, written appreciation, or job rotation.

Given that humans are not immune to the debilitating effects of stress, to ensure positive performance and productivity in organizations, it is necessary to reduce risk factors such as stress. To optimize and improve the psychological well-being of the workplace, which is a crucial aspect of human resource development, necessary actions should be taken to create a calm and acceptable work environment, facilitating the growth, flourishing, and positive performance of employees.

The limitations of this study include the restriction of the research population to Tehran, specifically to all managers and experts of District 22 of Tehran Municipality. Considering the undeniable impact of educational management optimization on performance and self-efficacy, it is recommended that this topic be included in the comprehensive educational system document for the country's employees. In other words, in governmental organizations and centers, it is necessary to design and implement employee training programs both at the basic knowledge level theoretically and at the professional level

practically to counter stressful conditions and move towards organizational centrality, thereby increasing employee participation in decision-making related to training topics.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Authors Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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