



<https://asml.ui.ac.ir/>

Presentation the Model of Empowerment in Physical Education Teachers

Atefeh Sami¹, Amir Hossein Labbaf² 

1. Department of Motor Behavior and Sport Management, Faculty of Sports Sciences, University of Isfahan, Isfahan, Iran
samyatfh@gmail.com (Corresponding Author)
2. Department of Motor Behavior and Sport Management, Faculty of Sports Sciences, University of Isfahan, Isfahan, Iran
amirhosseinlabbaf@spr.ui.ac.ir

Article Info	Abstract
<p>Article type: Research Article</p> <p>Received: 03 May 2023</p> <p>Accepted: 06 May 2023</p> <p>Published online: 8 June 2023</p>	<p>The purpose of this study was to design an empowerment model for physical education teachers. At first, the theoretical foundations and previous researches in this field were reviewed and the Grounded Theory methodology was selected for this study. Qualitative data were collected through interviews with 16 experts. The interviewees were physical education experts in schools who were selected by snowball and theoretical methods. The data obtained from this section were analyzed by Strauss and Corbin method. Based on this, a systematic approach including three main steps of open coding, axial coding and selective coding was used. During the open coding process, a total of 71 common concept codes formed 14 categories based on overlaps and similarities. Finally, in the pivotal and selective coding stage, the empowerment model of physical education teachers was drawn with the focus on the central category of individual and organizational development. To determine validity, the final results of the research and the process of obtaining the research model were provided to four experts, who all confirmed the research findings. To measure the reliability, the intra-subject agreement method was used, which was equal to 0.85 and was confirmed. Examining the status, position and presentation of empowerment indicators in the education system and its subordinate teachers can help policy makers, principals and planners to make appropriate decisions to reduce the gap between the current and desired status of teacher empowerment. Causes, strategies, contexts, intervention conditions, as well as consequences are explained separately.</p>
<p>Keywords:</p>	Empowerment, Model of Empowerment, Physical Education Teachers
<p>Cite this article:</p>	Sami, A., & Labbaf, A. H. (2023). Presentation the Model of Empowerment in Physical Education Teachers. <i>Archives in Sport Management and Leadership</i> , 1(1), 15-29. doi: 10.22108/jhs.2023.137554.1023



Introduction

The education system is one of the most important and effective social institutions that plays a decisive role in the society (Shokohi, 2019). Especially in the system of the Islamic Republic of Iran, where the goals and objectives of the educational system are based on pure Islamic teachings, education is of double importance (Freire & Fernandes, 2016). Today, everywhere in the world, all development and reforms start from education, moreover, educational organizations are among the most sensitive and key organizations due to their key and dangerous roles. They have and should seek to improve their human capital more than any other organization (Klein, 2016; Soleimani, 2021). All organizations have been created in order to achieve goals that they have focused all their efforts to achieve. The degree of success in achieving these goals is related to the functioning of the human forces working in the organization (Vahdani & Rezasoltani, 2015). It is important for organizations to have employees who do their jobs well in order to increase the organization's productivity (Spector, 1986). This issue is considered important especially in organizations and educational institutions (Aghazadeh & Saneh, 2012). An excellent school cannot be effective without a capable teacher (Vahdani & Rezasoltani, 2015). The main pillar of quality, equipment, manpower and evaluation is the teacher; therefore, effective and creative teachers will be created if they have the most effectiveness in schools and on students (Shokohi, 2019).

Based on the fourth and fifth development plans of Iran, managers of government organizations such as education and schools are obliged to provide conditions that lead to the improvement of employees' performance (Vahdani & Rezasoltani, 2015). According to these programs; the quality of performance of physical education teachers and factors related to it can be one of the important issues in education and the implementation of systematic and continuous programs for empowerment in the physical education sector of education can be an opportunity for creativity and innovation. These teachers create slow (Masue & Askvik, 2017).

Some of the challenges in physical education lessons are rooted in the teachers' incompetence (Freire & Fernandes, 2016). Teachers are the most important element in creating transformation, and physical education teachers are part of this effective element, they try to meet the physical needs of students and have a healthy society (Shahzadeh et al., 2021). For this reason, identifying the factors affecting the empowerment of physical education teachers is of particular importance. Also, the survival of any organization largely depends on the abilities, skills, knowledge, and expertise of the human resources of that organization, and the more capable people are, the more they participate in improving the efficiency of the organization (Bertschy et al., 2013). Empowerment is one of the most promising professional concepts that has become a topic of the day. Despite many discussions about the benefits of empowerment, its utilization has been small and insignificant. Although empowerment allows teachers to use the knowledge, skills and experience of all people in the school, the number of managers who know how to create a culture of empowerment is small (Abdollahi, 2012; Nazari & Basravi, 2021). Among the many benefits of empowerment, one can use all one's ability and competence to increase performance (Masue & Askvik, 2017), increasing the sense of commitment and belonging (Ahadi & Seyed Ameri, 2015), facilitating the achievement of goals, increasing the sense of responsibility towards the job, reducing stress in The work environment and improvement of job performance were mentioned.

In the discussion of empowerment, there are many models, including the empowerment model of Bill Harley (1997), Dennis Kinella (1984). According to Harley (1997) the supporter has always looked at empowerment as a generally acceptable phenomenon and had a superficial view of the issue. He believes that empowerment is a kind of strategy based on which the manager can obtain the commitment of the employees in exchange for giving them some control; In Harley's model, there is a significant relationship between organizational hierarchy, independence and employee empowerment. Kinella (1984) believes that in the framework of the step-by-step implementation of the empowerment process, the management and employees should also be informed about the set of information inputs. And be fully aware of them. The effective steps in Kinella's model (1984) are the goals of empowerment, effects and changes, meaning of empowerment, strategies of empowerment, control in empowerment, roles and functions.

It is possible to talk about empowering physical education teachers. One of the ways to empower them is to increase knowledge, motivate, appreciate, reward and support (Shahzade et al., 2017). They believe that the empowerment of teachers in school should be done fundamentally. There is a significant relationship between the implementation of educational programs in accordance with the goals and prospects of physical

education in schools and the holding of seminars and scientific conferences related to the empowerment of teachers (Shahzadeh et al., 2021).

Salami et al. (2020) stated in a research entitled "Teachers' Psychological Empowerment Model Arising from the Document of Fundamental Change" that the themes arising from the document of fundamental change are an effective cover for the realization of psychological empowerment of teachers and the model of psychological empowerment of teachers based on the document of fundamental change.

Samandari et al. (2019) stated in a research entitled "The appropriate model of Iran's teacher training system based on theoretical foundations and the text of the Fundamental Transformation of Education document" that The constituent factors of Iran's teacher training system have the dimensions of education philosophy with 5 components, goals with 5 components, curriculum with 6 components, organizational structure with 6 components and education quality evaluation with 7 components. The factors influencing the teacher training system of Iran have the dimensions of the country's macro-administrative policies with 3 components, strategic planning with 4 components and professional management with 5 components.

Sami et al. (2020) stated in a research entitled "Modelling the Empowerment of Primary School's Teachers based on Lesson Study Approach" that the framed model in line with the current concentrated educational system could pave the ground, scientifically, for future researches in the area of teachers' professional development and their empowerment, and practically, it could be employed by educational policy-makers, managers, and teachers.

As can be seen, in some models, the upstream documents of the Ministry of Education, such as the theoretical foundations of transformation in the formal and public education system, have been used. In creating the current research model, these documents have been studied and paid attention to, and the current research model has been created in line with these studies.

Provision of standard educational tools and equipment for physical education courses according to the level of education and the existence of suitable sports spaces in physical education are organizational factors effective in empowering physical education teachers (Abdollahi, 2012; Golsanamlou et al., 2022). Physical education is a part of general education which, through appropriate movement activities, creates the basis for the growth and flourishing of talents (Rahmani, 2013; Jess et al., 2021). On the other hand, physical education is an inseparable part of educational systems all over the world (Salimi, 2016). Physical education has significant educational and educational effects on students, and if its practical programs are carried out in a principled manner, it has a significant impact on the physical, mental and social growth and development of students (Dibaei Saber et al., 2020). In the fifth section of the national curriculum document, it is stated that the field of health and physical education aims to establish complete physical and mental health, knowledge and use the correct methods of performing physical activities, improving physical and movement abilities, promoting health and Healthy recreational activities are the principles of healthy living and preventing disease and empowering people to master their behavior and maintain health (Vahdani & Rezasoltani, 2015). The physical education course has a special place among school courses to achieve the goals of the education system and is used as an effective means to achieve the educational goals due to its compatibility with the natural needs of students (Freire & Fernandes, 2016; Cox et al., 2022).

Also, due to the very important impact of physical activity in society, the professional development of teachers in an active and productive way is very important (Gandomi et al., 2017). On the other hand, the relationship between psychological empowerment, organizational commitment and organizational citizenship behavior in physical education teachers is very important due to its direct impact on society (Safari et al., 2016). Also, a very important relationship between empowerment and job commitment of physical education instructors is observed (Karimi & Jahan, 2017). On the other hand, empowering physical education teachers will lead to the expansion of substitute education. Nowadays, the issue of succession is important in all organizations and should be dealt with in a specialized manner (Labbaf & Naderian Jahromi, 2022). Today, the importance of women's sports is not hidden from anyone. Therefore, in the discussion of empowering physical education teachers, both male and female sections should be addressed. The development of women's sports will bring many benefits, including positive economic effects (Labbaf & Khodaparast, 2023). Since physical education teachers have double importance in the health and vitality of students, we should look for tools and factors that can improve the performance of this segment of society. Despite the fact that many researches have been done on empowerment models and also the relationship between empowerment and physical education teachers, but so far no research that can provide a

comprehensive model for empowering physical education teachers has been done. Therefore, the current research aims to provide a model for empowering physical education teachers.

Research Methods

Since this research sought to provide a model of empowerment of physical education teachers, it is considered a practical research. This research has been carried out using a qualitative method with a systematic approach of Grounded Theory, which, considering that it sought to form a pattern based on structured data from part to whole, is based on Strauss and Corbin (2008).

The statistical population of the research includes expert and experienced professors in the field of the research subject (people who have significant expertise in the field of empowerment and have full knowledge of the functional field of teachers in education); for sampling, the snowball method (chain reference) was used. Based on this, 16 people (the theoretical saturation was evident from the 13th interview) were studied as the statistical sample of the research.

The methods of collecting information in the section related to examining the theoretical foundations and background of past researches include the study of documents and library resources such as internet sites, books and articles in Farsi and English, and in the section of collecting information The research uses qualitative interviews with the statistical sample of the research. The tool and method of data collection at this stage of the research was a semi-structured interview.

By reviewing the theoretical foundations and background of the subject, a preliminary list of relevant indicators and components was identified. After contacting the participants in the interview, the time and place of the interview was determined. In the next stage, with the aforementioned preliminary list in hand, qualitative interviews were conducted with elites who are aware of the research topic. It is worth mentioning that in order to record the information obtained from the interviews, in addition to taking notes, the interview process was recorded with the permission of the interviewee. Conducting qualitative interviews continued until theoretical saturation was reached. In this way, from the 13th interview onwards, the repetition of concepts was clearly observed in the interviews, and from the 15th interview onwards, the received information completely overlapped with the previous information; however, in order to ensure the theoretical saturation point, the interviews were continued until the 16th sample. At the end of the interview, the researcher used qualitative analysis to summarize, categorize and draw conclusions from the findings, and the final list of indicators and components of the empowerment of physical education teachers in the country was extracted. Data analysis was done by the method of fundamental conceptualization theory. This research uses the paradigmatic coding model in the form of a regular coding process including open, central and selective coding. In open coding, the researcher names the concepts without any restrictions. In the next stage, which is called core coding, in this stage, the researcher has chosen the main category of open coding in this research, "Empowerment of physical education teachers of the country" and examined them in the center of the process. Then he related other categories to it. These categories are:

1. The causal conditions affecting the central category include its influencing categories. The causal conditions in this research included the concepts that were found from the coded signs about the need and necessity of developing the capabilities of physical education teachers in the country.

2. The background conditions affecting the strategies resulting from the phenomenon include a specific set of characteristics related to the phenomenon. That is, the place of events or events related to a phenomenon during a limited period.

3. Intervening or mediating conditions affecting the strategies resulting from the phenomenon, which refers to the structural conditions related to action strategies or interaction related to a phenomenon. These conditions include time, space, culture, economic status, cognitive status, history, profession and personal characteristics.

4. The strategies resulting from the phenomenon, which include the action or interaction strategies of managing, managing, transferring or responding to the phenomenon under a special set of observed conditions, are devised by the actors. In this research, some things are coded as strategies that by taking them can optimize the ability of the country's physical education teachers.

5. The consequences of the implementation of the strategies, which include the output and the results of the implementation of the strategies. . In this research, some cases were considered as consequences that

result from the implementation of strategies on the development of the ability of physical education teachers in the country.

These categories are shown in the form of the model suggested by Strauss and Corbin (2008) in Figure (1).

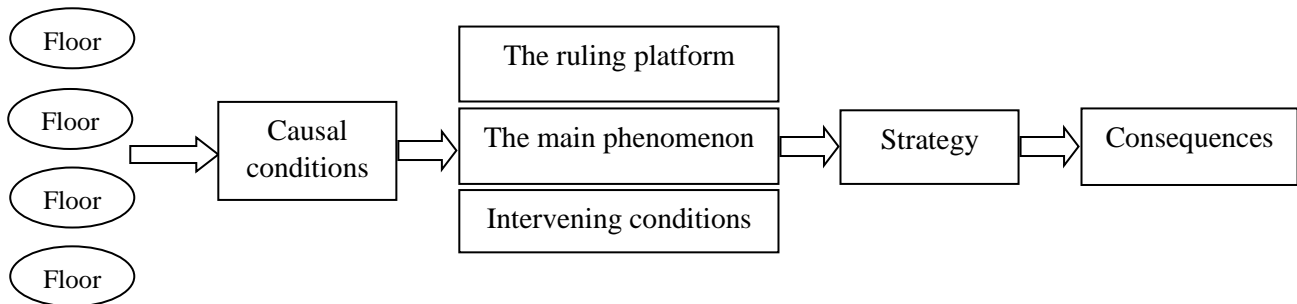


Figure 1. The qualitative model proposed by Strauss and Corbin (2008)

The third stage of coding includes selective coding. At this stage, the researcher develops a theory about the relationship between the categories obtained in the axial coding pattern. In fact, this stage is the process of theory integration and improvement. Finally, the model of optimal performance of physical education teachers of the country is finalized.

In order to determine validity in researches with a data-based approach, the acceptability criterion of Strauss and Corbin (2008) is used, which has indicators such as the sensitivity of the researcher, the coherence of the methodology, the proportionality of the sample, the repetition of the findings, and the feedback of the informants. The final results of the research and the process of obtaining the research model were provided to four experts; all of which confirmed the findings of the research.

In order to measure the reliability of the interviews, the intra-subject agreement method was used. In order to calculate the reliability of the interview using the intra-subject agreement method, a university faculty member was requested to re-code the 3 interviews that were previously coded by the researcher as a co-researcher. The reliability of the interviews according to the within-subject agreement method according to Table 1 in the present study was equal to 0.85 and considering that the reliability rate is more than 0.70, therefore the coding is confirmed and it can be claimed that the reliability of the analysis The interviews were favorable (Abualmaani, 2012).

Percentage of intra-subject agreement = Number of agreements x 2 / Total number of codes x 100

Table 1- Calculation of reliability by intrasubject agreement method

Row	Interviewee code	Total codes in 2 steps	Number of agreed codes	Number of failed codes	Reliability
1	1	12	5	2	0.83
2	4	23	10	3	0.87
3	11	19	8	3	0.84
Total	16	54	23	8	0.85

Findings

The aim of the current research was "to provide a model of empowerment of physical education teachers". The process of data analysis was done based on the data-based theory of the systematic approach (Strauss and Corbin) in three stages: initial coding, central coding and selective coding. At the end of the three stages of coding, the layers of the final research model were presented individually and schematically, and finally, the final research model was presented by combining these layers.

Questions related to the semi-structured interview were presented in the following format:

1. Please tell me when you come across the concept of empowerment in Farhangian University, what points do you pay attention to?
2. In your opinion, what skills and abilities should the student teachers of Farhangian University have to enter the teaching profession?

3. Considering the changes and developments in today's world in the field of increasing professional and job abilities, in your opinion, what professional abilities should the future teacher have in facing the emergence of new technologies?

4. How do you see the status of professional empowering factors in Farhangian University, such as: "the content of educational-curriculum, ethical-educational programs, attention to upper documents in education, skills training, knowledge management, internship and human resources" with a future approach?

5. What scientific and practical measures do you consider necessary in developing the professional capabilities of student teachers at Farhangian University in the future?

The first step in building a grounded theory is open coding. Open coding is done line by line, phrase by phrase, paragraph by paragraph or page by page, and a concept or code is attached to each of the lines or sentences. These codes or concepts should be able to saturate the maximum conceptual space and its meaning. The open coding stage has two subsets of primary coding or first level and focused coding or second level. In the initial coding, based on the coding unit, a code is attached to each desired unit. The codes obtained in this stage form the cornerstone of the next major categories and also the main components of the emerging contextual theory. In this section, instead of presenting all the written pages of the interviews and focus groups, only the key points of the interviews are presented based on annotations on the interview texts. The primary coding method is as described in Table 2.

Table 2- Key points of the interviews along with open coding

Concepts (open source)	Key points of the interview text	Indicator
Study of the document of fundamental transformation	Continuous study of the document of fundamental transformation of education	P1, P12, P9
Preventing students from getting bored with sports and physical activities	The physical education teacher should prevent students from getting bored with sports and physical activities.	P1 ,P3, P16
At the teaching method festival	Holding teaching method festivals and using new methods in the study of teachers at the teaching method festival	P1, P4, P5
Motivation in the practical participation of skills	The sports teacher must have the motivation for the practical implementation of the skills.	P1, P3, P12, P10
Using a collaborative management style	If the management style of the school is cooperative, people will participate	P1, P6, P7, P11, P15
Passed the practice unit in schools	Passing practice unit before hiring	P1
To trust in expert human resources	To trust them in line with their growth and excellence,	P1, P15, P11
Full knowledge of their duties	Should be fully aware of the description of the physical education teacher's duties	P1, P12, P13, P16
The teacher as a tool	Should be a teacher of tools, not just words. Under the title of professional competences, let's provide the necessary tools to the teacher	P2, P8

In the following, the codes counted in each interview were compared with each other and based on similarity, they were placed in the same class and formed a concept (subcategory). For example, by examining the codes "Sufficient and necessary motivation to teach physical education", "Having a fit body, proper expression", and "Responsibility in teaching sports skills correctly", it is clear that the reference to have a common concept; Therefore, the aforementioned codes formed a concept called "personal characteristics (personality)". During the process of open coding in the present study, a total of 506 conceptual codes without considering overlaps (70 categories with overlaps considered) were extracted and 13 concepts (subcategories) were formed. In the second stage and axial coding, the main categories (causal conditions, intervening conditions, strategies, background conditions, and consequences) are considered as the axis, and then other concepts (subcategories) according to commonalities and or homogeneity and the same meaning were given to them. Table (3) shows the categories, concepts, and codes extracted from the open and central coding stage.

Table 3- Codes, concepts and categories extracted from the open and central coding stage

Open source	Subcategory (concepts)	Category
Having a good physique and high physical fitness	Individual characteristics (personality)	Causal conditions
Being well dressed and looking good		
Necessary motivation for teaching physical education		
Sufficient self-confidence		
Responsibility in the correct training of sports skills		
Having the power of good and appropriate expression		
Good timing power		
Identifying the individual skills of each student		
Lack of materialistic view of teaching job		
Encouraging and pushing the student to the skills		
Preventing students from getting bored with sports and physical activities and trying to make them interested	Communication features	
It is possible to connect students with the teacher outside the classroom		
Having high public relations		
Teacher flexibility		
Having the necessary psychological knowledge and skills in dealing with students		
The spirit of criticism and interaction		
The ability to win the trust of students		
Establish communication and mutual understanding with parents of students		
Proper communication with the manager and executive staff		
Planning to measure students and record their progress		
Ability to implement and adapt the physical education classroom for disabled students		
Continuous study of books, articles and other sports scientific resources		
Ability to implement techniques and introduce sports tactics during teaching		
Having a lesson plan and sticking to it during the academic year		
Skill and ability to implement the principles of first aid		
Recognition and introduction of sports talents		
Necessary awareness and understanding of students' bodies and their conditions and possible inability to perform some skills and activities		
The scientific update of the teacher in the field of sports		
Participating in pre-employment and in-service courses	Social factors	Intervening conditions
Creating an optimal social attitude towards sports and physical activity		
Having the dignity and correct behavior of a physical education teacher		
Media's attention to the development of empowerment in the educational system		
Effective control and optimal orientation of global processes such as virtual networks or digital literacy		
Creating a suitable economic platform in the society	Economic factors	
Fair receipt of salaries and benefits commensurate with activity and energy expenditure compared to other jobs		
Domination of the meritocracy system on the education environment	Factors related to policies	
Teachers' trust in education policymakers		
Acquaintance of policymakers with the duties of physical education teachers		
Paying attention to the laws supporting physical education teachers		
Conducting teacher insight courses		
Practical commitment to the Islamic system		
Participation of representatives of physical education teachers in		

Open source	Subcategory (concepts)	Category
educational policies		
Qualitative assessment of performance of physical education teachers, relative evaluation of students' performance	Assessment	Strategies
Using appropriate assessment methods based on ability		
Supervision of an expert or head of the curriculum on the work of a sports teacher		
Teaching the principles of empowerment in continuous courses based on detailed needs assessments	Educational strategies	
Holding workshops and sports services related to teaching		
Recruitment and employment of qualified and capable physical education teachers in terms of science and physical	Recruitment strategies	
Taking physical and sports fitness tests from physical education teachers for employment		
Paying attention to the internal motivations of people for employment in the job of physical education teacher		
Using specialized and committed people in the recruitment process of physical education teachers		
Sending circulars and holding festivals related to superior teaching	Organizational strategies	
Creating a culture that encourages the empowerment of teachers in education and schools		
Creating a culture of positive competition centered on empowering teachers		
Equipping schools with sports facilities		
Creating a culture of supervision and cooperation with teachers instead of inspection and investigation		
Holding training courses		
Having a coaching card in a specific field	Platforms of empowerment	Bed conditions
Having a good physique		
Participation in sports courses and teaching training in school		
Definite expertise in the teacher's own sports field		
Improving the quality of work life of physical education teachers in the environment	Educational implications	Consequences
Increasing the status of physical education teachers in schools		
Facilitating the achievement of the occupational and educational goals of physical education teachers		
Creating a creative and empowering atmosphere in schools		
Effectiveness and efficiency of educational programs of physical education		
Alignment of educational programs of physical education course with macro educational goals		
Creating a suitable platform for the progress of students in various sports fields		
Improving the social attitude towards physical education, especially in education	consequences social	
The constructive interaction of parents with teachers in the development of all aspects of education, especially physical education		

The concepts and categories discovered in the above table alone cannot carry a specific meaning in the direction of empowering physical education teachers. Selective coding is the third and main stage of data-based theorizing, which presents a paradigm model based on the results of open and axial coding. In the selective coding of statistical and communication categories given in the previous stages of investigation, it leads to the discovery and emergence of theory. In this research, separate layers have been presented to display the selected codes and their comprehensibility, and finally, based on the placement of the layers together, the final model of the research has been presented.

1. The category of causal conditions

The category of causal conditions includes the concepts of individual characteristics (personality), communication characteristics, and professional characteristics.

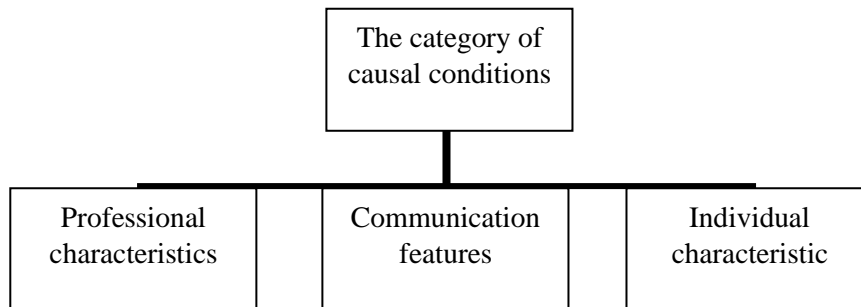


Figure 2. Causal conditions for the empowerment of physical education teachers

2. The category of substrate/contextual conditions

In this research, the category of enabling conditions is only included in empowering conditions

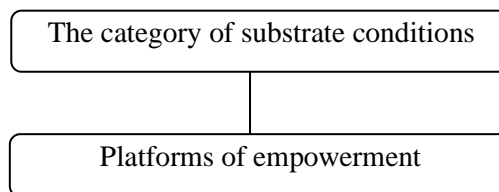


Figure 3. Conditions for the empowerment of physical education teachers

3. The category of intervening conditions

The category of intervening conditions includes the concepts of economic factors, social factors, and policy-related factors.

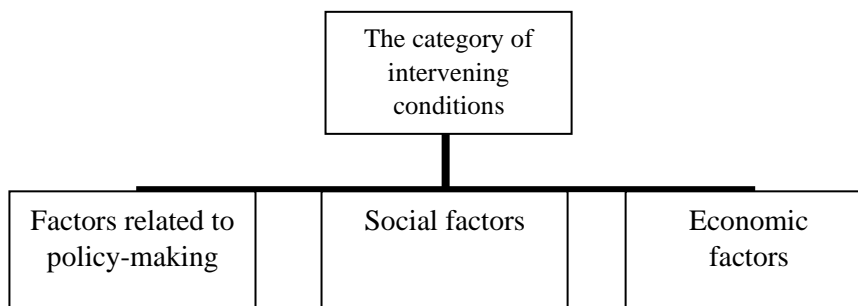


Figure 4. Intervening conditions for the empowerment of physical education teachers

4. The category of strategies includes the concepts of employment strategies, educational strategies, organizational (management) strategies, and evaluation strategies.

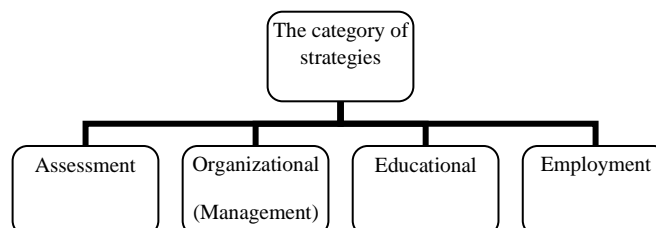


Figure 5. Strategies for empowering physical education teachers

5. Consequences category

The consequences category includes the concepts of individual consequences, educational consequences, and social consequences.

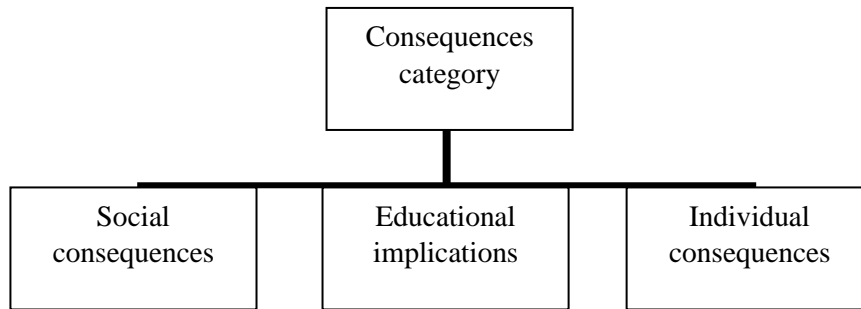


Figure 6. Consequences of empowering physical education teachers

The final model for empowering physical education teachers is shown in Figure (7).

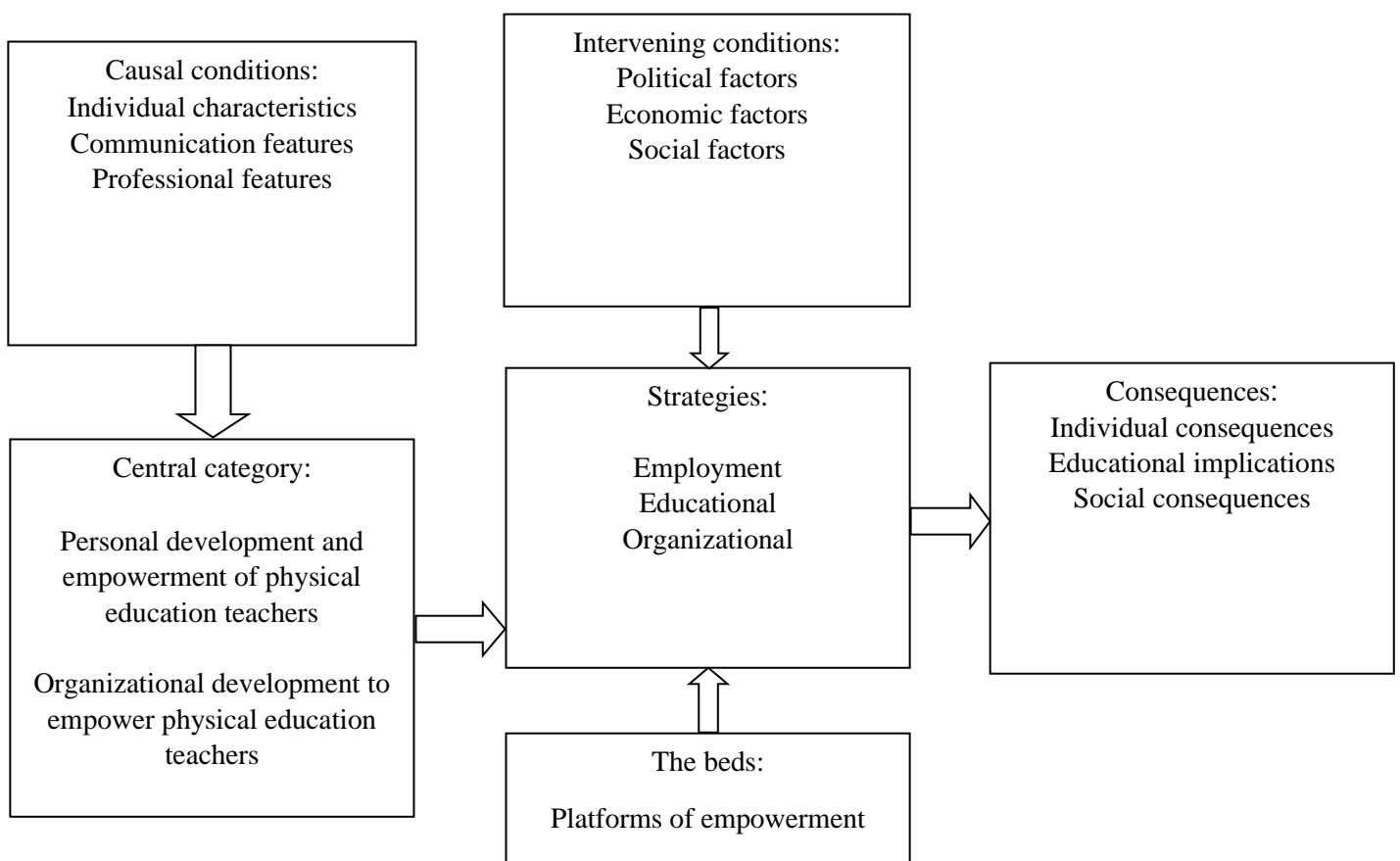


Figure 7. The final model of empowerment of physical education teachers

Discussion

The aim of the current research was to present a model of empowerment of physical education teachers. During the open coding process, a total of 506 conceptual codes were counted without considering overlaps, and in the next step, 70 common concepts based on overlaps and similarities formed 13 categories. In the central coding stage, the pattern of empowerment of physical education teachers was drawn, focusing on the central category of individual and organizational development.

The findings of the research showed that the category of causal conditions affecting the empowerment of physical education teachers includes the concepts of individual characteristics (personality), communication characteristics and professional characteristics. The category of enabling conditions in which strategies are formed, on the empowerment of physical education teachers, is only included in empowering conditions such as education and self-confidence, individual satisfaction. The category of intervening conditions

affecting the strategies resulting from the empowerment of physical education teachers included the concepts of economic factors, social factors, and factors related to policy-making. The category of strategies resulting from the empowerment of physical education teachers included the concepts of employment strategies, educational strategies, organizational (management) strategies, and evaluation strategies, support and support. The category of consequences resulting from the strategies obtained from the empowerment of physical education teachers included the concepts of individual consequences, educational consequences, and social consequences, knowledge management, collective efficiency. Shahzadeh et al. (2021) stated that the characteristics influencing the empowerment of physical education teachers are in a threefold division in the form of personal characteristics, communication characteristics, and professional characteristics. He has expressed concepts such as having a suitable physique, necessary motivation, sufficient self-confidence, and responsibility in education, power of expression, recognition of individual skills, appropriate appearance and a spirit of criticism. In his research on teachers' professional qualifications, Mirhoseini (2019) has pointed out that for a physical education teacher, the ability to convey concepts for different ages is necessary, and without this ability, no matter how good a physical education teacher if it is high, it will not be effective in the implementation of physical education lessons. The research findings of Abdollahi et al. (2012) also focus on this component. A physical education teacher, as someone whose personal and professional life is mixed with sports and physical activities, presents a symbolic role of the impact of sports and physical education on a person's appearance to the students, and when they have a good physical fitness This image is distorted and has a negative effect on the motivation of students in physical education. Strategies are purposeful actions that provide solutions for the implementation of the desired central phenomenon and lead to the creation of consequences and results. The collected categories for strategic suggestions for the empowerment of physical education teachers; According to the logic and expectation, it includes physical education teachers from their arrival to their evaluation, and along this path organizational and management strategies as well as educational strategies have been explained. Among these concepts, it is possible to improve the quality of measuring the performance of physical education teachers, relative evaluation of students' performance, passing training units and internships in universities, appropriate methods of evaluation, holding workshops and classes at the same time. He mentioned service, hiring competent and capable teachers, and paying attention to people's inner motivations, using expert and committed people and holding training courses. Mirhoseini (2019) discussed the importance of student teacher internships. He believes that taking physical education lessons in schools and doing internships in schools will help him learn and become familiar with the profession of physical education teacher. Humans need to be motivated to start any activity, and learning is not an exception to this. In order for students to be motivated to be active and learn in class, physical education teachers must skillfully start the class and create enthusiasm in students to attract attention and their focus on learning and activity should be familiar (Vahdani & Rezasoltani, 2015).

In addition, physical education teachers need a special ability to teach each sport. It is natural that the strategies presented in the paradigm model of the current research will also need an empowering platform for implementation and execution. Empowerment platforms for physical education teachers are such as having coaching cards, participating in first aid courses, having proper physical fitness, holding workshops and training courses. Alimohammadi (2019) in his research refers to the improvement of internship as a suitable platform for empowering teachers. The teacher must have passed scientific and practical teaching training. Student teachers should experience different fields in internships, and Farhangian University should put on the agenda to attract capable, expert, experienced full-time professors. Mirhoseini (2019) points out that passing the first aid and medical emergencies unit and retraining these skills in in-service classes is inevitable considering the risk and injury in sports.

Also, it is necessary for physical education teachers to have a coaching degree in sports. One of the most important aspects of the paradigmatic model is the intervening conditions. Intervening conditions are broad conditions that act as facilitators or limiters of strategies. These conditions facilitate and accelerate the implementation of strategies or delay them as an obstacle. The three categories of social factors, economic factors, and factors related to policies are the categories that create the form of intervening conditions. Intervening conditions have been investigated in three economic, social and policy-related fields. Among their most important concepts are the creation of an optimal social attitude towards sports and physical activity, the attention of the media to the development of empowerment in the educational system, the effective control and optimal orientation of global processes such as virtual networks, creating a platform He

pointed out proper economy, fair receipt of system rights, etc. In his research, Mirhoseini (2019) mentioned things such as facilities, gyms equipped with swimming pools, etc. According to experts, a physical education teacher who does not have a behavior suitable for the prestige of his profession will reduce the value of this lesson in schools. This feature is consistent with the results of the studies of Ahadi and Seyed Ameri (2015). Alimohammadi (2019) has mentioned digital literacy. Increasing the teacher's abilities in the age of knowledge and making proper use of information literacy, information and communication technology, and media literacy based on upstream documents such as the transformation document (2016) and the strategic plan of Farhangian University (2015), the place of attention to It introduces this dimension with importance, so that the future teacher can acquire the necessary skills in this field. This issue is in line with the theoretical foundations of motivational empowerment, which provides the basis for reducing the feeling of powerlessness and developing self-sufficiency in people.

In the paradigmatic model of the current research, the strategies identified in the shadow of the background and interventionist conditions have led to the creation of individual, educational and social consequences, and all the activities and actions before this have led to the direction and operationalization of these three categories. have been Things like improving the quality of life of physical education teachers; increasing the status of physical education teachers; Achieving the career goals of physical education teachers; Effectiveness of educational programs of physical education course; Creating a creative and empowering atmosphere in schools; creating a suitable platform for the progress of students in various sports fields; Promotion and improvement of social attitude towards sports and physical education, especially in the field of education; are among them. Finally, the results obtained in various studies in the field of empowering physical education teachers showed that despite the strictness of the Ministry of Education to recruit these forces, there are deficiencies in terms of the necessary qualifications for physical education teachers. Many of the deficiencies are related to the lack of attention to the discussion of specialization in doing the profession. Also, achieving competencies in physical education teachers requires a review of university courses in the field of physical education in universities, and the most attention should be paid to the application of these educations. The career success of sports club managers is affected by their management knowledge (Naderian Jahromi & Labbaf, 2021). This issue is also true in schools and in relation to school administrators and physical education teachers. Therefore, school administrators should pay special attention to the empowerment of physical education teachers as effective agents in the society. Improving the quality of in-service classes, assessing the need for taking necessary courses for physical education teachers, using excellent teachers to teach these courses can help to improve the necessary skills for physical education teachers (Mirhoseini, 2019).

Conclusion

The aim of the current research was to present a model of empowerment of physical education teachers. During the open coding process, a total of 506 conceptual codes were counted without considering overlaps, and in the next step, 70 common concepts based on overlaps and similarities formed 13 categories. In the central coding stage, the pattern of empowerment of physical education teachers was drawn, focusing on the central category of individual and organizational development.

It is suggested that theoretical and practical first aid training be given to physical education teacher candidates and retraining of this skill for physical education teachers working in schools. In order to understand and teach the importance of communication and relationships in order to achieve the goals of physical education in schools, communication and public relations courses should be offered to physical education teacher candidates and those working in this profession. The skill of starting and creating excitement in the class should be taught to physical education teachers and volunteer teachers. Training courses to teach how to behave with students and how to be a role model for them should be provided for physical education teachers and volunteer teachers. Interest in the field of physical education is one of the professional and essential abilities of physical education teachers, which should be used for candidates entering the field of physical education when entering the university. Also, the exclusive employment of physical education graduates and elite sports people in the profession of physical education teachers in schools is necessary.

Acknowledgments

The authors are grateful to everyone who helped in conducting this research.

Conflicts of Interest

There is no conflict of interest.

Funding

The authors received no financial support for the research, authorship and/or publication of this article.

References

- Abdollahi, B. (2012). Organizational conditions and administrative strategies in relation to empowering school administrators. *The Journal of New Thoughts on Education*, 8(2), 91-114. doi: [10.22051/JONTOE.2012.253](https://doi.org/10.22051/JONTOE.2012.253) (In Persian)
- Abualmaani, KH. (2012). Qualitative Research from Theory to Practice. Tehran, *Elm Publisher*. (In Persian)
- Aghazadeh, M., & Saneh, A. (2012). Physical education in the national curriculum. *Journal of the Growth of Physical Education*, (24)13, 14-19. (In Persian)
- Ahadi, B., & Seyed Ameri, M. (2015). Identifying professional standards for physical education teachers (A case study of Urmia city). *Sport Management Studies*, 7(33), 113-130. (In Persian)
- Alimohammadi, G., Jabbari, N., & Niazazari, K. (2019). Professional empowerment of teachers in the future perspective along with a model. *Educational Innovations*, 18(1), 7-32. doi: [10.22034/JEI.2019.88531](https://doi.org/10.22034/JEI.2019.88531) (In Persian)
- Bertschy, F., Kunzli, C., & Lehmann, M. (2013). Teachers' Competencies for the Implementation of Educational Offers in Field of Education for Sustainable Development. *Sustainability*, 5(12), 5067-5080. doi: [10.3390/su5125067](https://doi.org/10.3390/su5125067)
- Cox, A., Noonan, R. J., & Fairclough, S. J. (2022). PE teachers' perceived expertise and professional development requirements in the delivery of muscular fitness activity: PE Teacher EMPOWERment Survey. *European Physical Education Review*. doi: [1356336X221134067](https://doi.org/10.1356336X221134067)
- Dibaei Saber, M., Abbassi, E., Fathi Vajargah, K., & Safaei Movahed, S. (2020). Defining the Professional Competency Components of Teachers and the Analysis of its Position in High Level Documents of Iran's Education. *Teaching and Learning Research*, 13(2), 109-123. doi: [10.22070/TLR.2017.13.2.109](https://doi.org/10.22070/TLR.2017.13.2.109) (In Persian)
- Freire, C., & Fernandes, A. (2016). Search for trustful leadership in secondary schools: Is empowerment the solution? *Educational Management Administration & Leadership*, 44(6), 892-916. doi: [10.1177/1741143215578447](https://doi.org/10.1177/1741143215578447)
- Gandomi, F., Mehrmohammadi, M., Sajadi, S., & Talae, E. (2017). An Explanation of Teachers' Professional Development based on the Active and Productive Concept of Currere. *Journal of Curriculum Studies*, 12(44), 27-48. (In Persian)
- Golsanamlou, M., Hamidi, M., Rajabi Noush Abadi, H., & Sajjadi, S. N. (2022). The Effect of Empowerment on Physical Education Teachers' Self-efficacy and Job Performance. *Research on Educational Sport*, 10(26), 220-197. doi: [10.22089/res.2020.9011.1912](https://doi.org/10.22089/res.2020.9011.1912) (In Persian)
- Jess, M., McMillan, P., Carse, N., & Munro, K. (2021). The personal visions of physical education student teachers: Putting the education at the heart of physical education. *The Curriculum Journal*, 32(1), 28-47. doi: [10.1002/curj.86](https://doi.org/10.1002/curj.86)
- Karimi, A., & Jahan, J. (2017). Elaboration of the relationship model between empowerment and job commitment of a case study (school physical education teachers). *Iranian Journal of Educational Society*, 3(1), 46-66. (In Persian)
- Klein, J. (2016). Teacher empowerment, horizontal and vertical organizational learning, and positional mobility in schools. *European Journal of Teacher Education*, 39(2), 238-252. doi: [10.1080/02619768.2015.1119118](https://doi.org/10.1080/02619768.2015.1119118)
- Labbaf, A. H., & Khodaparast, M. (2023). Identifying and Prioritizing Factors Affecting the Economic Development of Women's Professional Sports. *Archives in Sport Management and Leadership*. doi: [10.22108/jhs.2023.136660.1003](https://doi.org/10.22108/jhs.2023.136660.1003) (In Persian)
- Labbaf, A. H., & Naderian Jahromi, M. (2022). Development and evaluation of succession model in general departments of sports and youth with emphasis on Delphi method. *Strategic Studies on Youth and Sports*. doi: [10.22034/ssys.2022.1699.2193](https://doi.org/10.22034/ssys.2022.1699.2193) (In Persian)
- Masue, O. S., & Askvik, S. (2017). Are School Committees a Source of Empowerment? Insights from Tanzania. *International Journal of Public Administration*, 40(9), 780-791. doi: [10.1080/01900692.2016.1201839](https://doi.org/10.1080/01900692.2016.1201839)

- Mirhoseini, F. S., Aghaei, N., & Saffari, M. (2019). The Modeling of Professional Competence of Iranian Physical Education Teachers. *Research on Educational Sport*, 7(17), 17-34. [doi: 10.22089/res.2019.5964.1480](https://doi.org/10.22089/res.2019.5964.1480) (In Persian)
- Naderian Jahromi, M., & Labbaf, A. H. (2021). Analysis of the effectiveness of the career success of sports club managers from their management knowledge. *The First International Conference and the Sixth National Conference of the Scientific Association of Sports Management of Iran*. (In Persian)
- Nazari, R., & Basravi, A. (2021). The Relationship between Quantum Management and Career Empowerment in Physical Education Teachers of Isfahan Province. *Sport Management Journal*, 13(1), 35-46. [doi: 10.22059/jsm.2021.117963.1312](https://doi.org/10.22059/jsm.2021.117963.1312) (In Persian)
- Rahmani, N. (2013). Empowering teachers by emphasizing Islamic teachings. *Tehran: Imam Sadiq University, First Edition*. (In Persian)
- Safari, S., Omid, A., Sajadi, N., & Khabiri, M. (2016). The Relationship of Psychological Empowerment, Organizational Commitment and Organizational Citizenship Behavior in Physical Education Teachers of Iran High Schools. *Sport Management Journal*, 8(1), 1-23. [doi: 10.22059/jsm.2016.58224](https://doi.org/10.22059/jsm.2016.58224) (In Persian)
- Salami, S., Shahrakipour, H., & Rashidi, Z. (2020). Teachers' Psychological Empowerment Model Arising from the Document of Fundamental Change. *Islamic Life Journal*, 4(2), 281-292. (In Persian)
- Salimi, M. (2016). Professional Ethics Elements of General Physical Education Teachers in Colleges. *Ethics in Science and Technology*, 11(2), 51-60. (In Persian)
- Samandari, L., Karamipor, M., Davodi, R., Kamali, N. (2019). The appropriate model of Iran's teacher training system based on theoretical foundations and the text of the Fundamental Transformation of Education document. *Educational Leadership & administration*, 13(2), 129-148. (In Persian)
- Sami, R., Piri, M., & Talebi, B. (2020). Modelling the Empowerment of Primary School's Teachers based on Lesson Study Approach. *Educational and Scholastic studies*, 9(3), 223-251. (In Persian)
- Shahzadeh, H., Khodayari, A., Noorbakhsh, M., & Alidoust, E. (2021). Identifying the Contextual Factors Influencing the Empowerment of Physical Education Teachers. *Sport Sciences Quarterly*, 13(43), 141-157. (In Persian)
- Shokohi, Gh. (2019). Basics and Principles of Education, *Astan Quds Razavi Publications*. (In Persian)
- Soleimani, K., Izadi, B., Norouzi Seyed Hosseini, R., & Ghasemi, H. (2021). Designing Physical Education Teachers' Media Literacy Model with an Emphasis on the Quality of the Physical Education Course (Mixed Approach). *Sport Management Journal*, 13(3), 939-961. [doi: 10.22059/jsm.2020.300002.2443](https://doi.org/10.22059/jsm.2020.300002.2443) (In Persian)
- Spector, P. E. (1986). Perceived control by employees: A meta-analysis of studies concerning autonomy and participation at work. *Human Relations*, 39(11), 1005-1016.
- Vahdani, M., & Rezasoltani, N. (2015). Development of motor literacy of students. *Pioneers of Progress Congress*. (In Persian)