Modeling The Structural Relationship between Work Engagement, Job Motivational Potential, and Type of Organizational Structure in Bashagard Schools

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Abstract

The aim of this research was to predict teachers work engagement based on organizational structure type with mediation role of job motivational potential in Bashagard schools. The research population included all teachers (322) of Bashagard schools.175 teachers selected as research sample by using simple random sampling method, filled the research scales and returned them. Research tools consisted of Torkzade and Mohtarams' (2013) types of organizational structure, Wagner's (1996) job motivation potential scale, and Shaufeli and Bakkers' (2003) work engagement scale which after estimating there reliability and validity were distributed and collected. The results showed that the enabling organizational structure with the mediating role of the job motivational potential is the positive significant predictor of the teachers work engagement. But, the hindering organizational structure does not predict the job motivational potential and teachers work engagement.Besides, in the opinion of the teachers, dominant structure type at Bashagard schools is hindering. Also, the job motivational potential and work engagement of the Bashagard's schools is at the moderate level. The results of this study will help educational system managers to improving the enabling organizational structure in schools and as the result creating more motivational platforms among them, provide the basis for the development of teachers' work engagement. As a result, improving the performance of schools at the macro level is raised.

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Introduction

Work engagement as a positive construct has a high potential to explain the desired outcomes of schools. The conducted researches show that teachers who have a sense of Work engagement, who come to work with enthusiasm and liveliness and melt into their work with all their heart and dedicate themselves to their work, experience favorable and pleasant work results. they do These people have lower rates of absenteeism and intention to leave work, job satisfaction, organizational commitment, and higher in-role and extra-role performance (Sacks, 2006; Shaufli and Bakker, 2004). Due to the importance of work engagement and its prominent role in individual and organizational productivity, the necessity of careful and thorough investigation of this variable and identification of its antecedents and factors in order to achieve organizational goals is felt more than ever. One of the most important predictor variables of positive job attitudes as well as optimal individual and organizational performance is the job motivation potential.

Job motivation potential is a set of effectiveness that originates from within and beyond the person to initiate work-related behavior and determines its form, direction, intensity, and continuity (Pinder, 2008). Each job has attributes and characteristics that affect the duties of employees and make people feel satisfied or dissatisfied in that job. Characteristics such as the amount of responsibility, variety of tasks, rank and dignity in the workplace, social responsibility and the position of the job in the workplace are the characteristics that inherently affect job satisfaction. Certainly, any job that has more intrinsic value, greater independence and self-sufficiency, variety and more direct and appropriate feedback, motivates people to do their jobs better (Moshabaki, 2010). Employee motivation affects the productivity and performance of any organization, people's job satisfaction and the way they perform tasks. On the other hand,

strengthening and understanding the influencing factors on motivation will stimulate the sense of creativity and innovation in employees (Rezaian, 2007). Highly motivated teachers often perform better than other teachers. Therefore, the infrastructural factors underlying the development of teachers' motivation should always be taken into consideration.

Among the most important factors underlying the creation and development of job motivation is the organizational structure. In fact, the organizational structure can have an enabling or hindering effect on the performance and productivity of the organization through the explanation of communication, expectations and coordination between roles, and other organizational components and elements, including the potential of job motivation, are also influenced and overshadowed by it. put This is why it is said that for the effective and successful implementation of duties and responsibilities, every organization and accordingly the school must have a proper structure so that everyone can have a clear sense of their place in the organization, and determine a suitable path for their communication. and finally form a suitable interactive pattern. Organizational structure through reducing the influence of personal characteristics of people on the organization and creating suitable contexts for making necessary decisions and exercising power in it, to achieve organizational goals (Hall, 2002) and the coordination between human power and available resources helps to increase efficiency and effectiveness.

Considering such important functions that the structure can have in schools, which were briefly mentioned, the need to be careful in the development of its suitable and appropriate type becomes more and more obvious. The development of an appropriate organizational structure is important because, in addition to being able to pursue effective education, it also plays a role as a driving and motivating force among teachers. In

other words, with the realization of the above factors, the preparations for the all-round growth and flourishing of teachers in various dimensions, including the individual dimension (such as abilities, talents, interests, etc.) and the occupational dimension (such as better performance in the work environment and the use of any What is more than peer group capabilities) is provided. Teachers can get more motivation in the shadow of an enabling organizational structure, which leads to the development and facilitation of the actualization of more personal and professional motivational potential and the nature of teachers' work engagement.

Based on what has been said, it can be assumed that the type of organizational structure of the school, in addition to directly contributing to the increase of teachers' work engagement, Through the job motivation potential, it also plays a role in the better and more prosperous teachers' work engagement. Therefore, in order for schools to achieve their goals, in addition to the need for organizational structure and job motivation potential, they will need energetic and enthusiastic teachers to be completely fascinated by their job with their proper performance and by performing their job duties well, in addition to improve the productivity of the school and help the community to achieve development and progress as best as possible. Regarding the importance and position of each of the mentioned organizational variables, the present research is devoted to modeling the structural relationships of work engagement, job motivation potential and the type of organizational structure in the schools of Beshagerd city., and In this regard, the following basic question has been pursued in this research:

Is the type of organizational structure of the schools indirectly and through the mediation of teachers' job motivation potential a significant predictor of teachers' work engagement? Also, the evaluation and description of the research variables in the scope of the research has been considered.

Theoretical foundation
A) work engagement

William Kahn (1992), the first researcher in this field, defines work engagement as using one's whole being to perform work roles. Hence, in work engagement, people use or express all their physical, cognitive, and emotional dimensions while playing a role. Christian, Garza, and Saluter (2011) defined work engagement as a state of mind that is relatively durable and indicates the simultaneous investment of people's energies on work experiences or performance.

Being attached to a job is another definition given by Little and Little (2006) to the extent that a person identifies with his job and his job and job performance are important to him. Finally, Shafley, Bakker and Salanova (2006), work engagement of positive mental states,satisfying and related to work are defined as distinguished by three indicators of vigor, dedication and absorption.

What makes the importance of addressing work engagement is that by creating work engagement in teachers, a positive synergy occurs between the teacher and the school, and it will bring positive consequences for both; These consequences can include positive job attitudes, strong identification with work (job satisfaction and organizational commitment) and mental and psychological health (positive feelings and reduced burnout, better intra- and extra-occupational performance, increased internal motivation, individual initiative and be the first step in acquiring job and personal resources) (Esai Khani Khani, Fani and Danai Fard, 2011). In order to get more familiar, a brief description of the dimensions of work engagement is given in Table No. 1.

Table number 1: dimensions of work engagement

Dimensions	Description
Vigor	It is characterized by high levels of energy and mental flexibility while working, eagerness to invest in work and resistance even when facing work problems.
Dedication	By understanding the meaningful feeling of doing the work, having a feeling of passion and pride in doing the work and the feeling of the challengingness of the work are described.
Absorption	In this case, teachers are stubbornly involved in their work, because the work experience is very enjoyable for them. It is characterized by a person's deep concentration on work and difficulty separating from work, fast passing of time, forgetting everything around while doing work.

Sources: Storm, 2010, Hayes, 2009; Kahan, 2010, Alexander, Bergagni, Schafley, Caprara and Consiglio, 2015.

Many researches have been conducted regarding the work engagement, some of which are mentioned in Table No. 2.

Table No. 2: Researches conducted in the field of work engagement

Row	Researcher and year	The title of the research	The result of the research
1	Moshabaki Esfahani and Rezaei (2013)	The effect of organizational virtue and work engagement on organizational commitment	The results of the research show a positive and significant effect of organizational virtue on organizational commitment and work engagement, and a positive and significant effect of work engagement on organizational commitment at a confidence level of 59%.
2	Babakhalji, Ahmadi and Shahbazi (2012)	Effective factors in the nursing work engagement in Farabi Ophthalmological Hospital affiliated to Tehran University of Medical Sciences	All three indicators have a positive effect on the work engagement and in terms of ranking of personal resources, they have been more influential than the other two sources, i.e. occupational and organizational. The employees who are interested in the job had a lot of energy and have enough enthusiasm to perform their job duties. Hospitals, like all other organizations, will be more successful if they cultivate work engagement and make employees contribute to the organization's profit.
3	Roshannejad, Sharafat and Qalipour, (2011)	Examining the relationship between job resources (job importance, job control, meaningfulness and internal reward)	Job resources have a positive and significant relationship with work engagement.
4	Genevieve, Frenet, Austin and Menard (2015)	Reexamining the interaction between Job burnout and work engagement: an exploratory structural equation model approach.	The results indicate that little support is provided for this chain. Job burnout and work engagement are not in the same direction, and significantly the relationships between job burnout and work engagement that are related to job demand and resources (such as: overwork, job autonomy, cognition) and also related to health (such as: psychosis) and job motivation results (such as: decision to leave the job) change.
5	Akhtar, Bostani, Tsiurikos and Chamorro (2014)	work engagement personality: personality and trait of emotional intelligence as a predictor of work engagement	work engagement has been seen as a critical record of various organizational outcomes such as citizenship behaviors and employee productivity. Although it is referred to as a situation, recent studies point to differences in individual potential in work engagement, which means that employees differ in their tendencies in work engagement.
6	Fabian (2012)	Examining the relationship between organizational virtue and work engagement	The results of the research indicate the positive effect of organizational virtue on work engagement.

B) Job motivation potential

Today, the efficient human force is such that if his real needs are not discovered and identified and those needs are not answered in time, there will be a possibility of him resigning from his job. Therefore, the designers and planners of every job should be in search of motivational factors, so that they can guide people towards higher activity and efficiency. The concept of job motivation potential or motivational potential is derived from Hockman and Al-Dham's model, and it means the Power and overall potential preparation in the desired job position to motivate teachers (Torkzadeh, Zulfiqari, Soroqd and Naseri Jahormi, 2011; Porhadi; Kamali; Khalasi and Fahimi, 2008) and can be used as an organizational intervention designed for professional reconstruction with the aim of making it more challenging, motivating and creating more satisfaction in teachers (Mueller and Fitzgerald, 1985).

In fact, by creating a feeling of need in a person, motivation forces him to do work and activities in order to eliminationand fulfill the need, and the potential in each person will determine the quantity, quality, extent and manner of doing that work. Hockman and Eldham (1976) have mentioned the potential motivational characteristics of the job as an important factor in the job satisfaction of employees. For this reason, the explanation of these features is given in Table No. 3.

Table No. 3: Features of Hockman and Aldham model

Property	Description
Task variety skill	The amount or degree that the job requires different skills and the employee must have such skills. Diversity is in skill.
Task identity	It is up to the teachers to understand what their work is related to with other activities of the organization and in what position.
Task significance	The amount or degree that work can affect the lives of other people.
task autonomy	The extent or degree that the teacher has independence or freedom of action and can have authority and freedom of action when doing work and determining the steps to do it.
task feedback	The amount or degree that the result of the work done is given to the teacher and the information about the effectiveness of the performance is directly available to the teacher.

Sources: Morehead and Griffin, 2002; Banal and Rissel, 2007; Robbins and Judge, 2009; Suman and Srivastava, 2009; Stavros, 2010; Hillel, 2009; Torkzadeh et al., 2011, p. 187; Mehdad, 2005; Shimberg, 2008; Naeli, 1997; Lawler, 2008; Robbins, 2000; Podolsky, 2009.

In order to measure dimensions the Job motivation potential in various fields, the following formula provided by Wagner and Hellenbeck (1996) is often used.

$$MPS = \frac{Task\ variety\ +\ Task\ identity\ +\ Task\ significance}{٣} \text{Job autonomy} \times \text{Job feedback}$$

Based on what has been stated, it can be said that the work motivation of teachers is significantly influenced by the key features task variety, task identity, task significance, job autonomy and job feedback of their jobs. Based on this, each of the mentioned characteristics as a motivational component in the teacher's job therefore, the higher the job motivation potential score that is a combination of the mentioned characteristics, it means that the job in question has more ability and

potential power to motivate (Jamrag and Averhat, 2004; Mehdad, 2007). in the following, some of the researches carried out in the field of career motivation potential are given in Table No. 4.

Table No. 4: Researches conducted in the field of job motivation potential

Row	Researcher and year	The title of the research	The result of the research
1	Torkzadeh, Zulfiqari, Soroqd and Naseri Jahormi (2011)	Evaluation of the status of motivational components of jobs in police stations in Shiraz	The average of all the motivational components of police station jobs is significantly higher than the desired adequacy level from the employees' point of view; The highest average in all motivational components is related to police chiefs, employees between 20 and 30 years old, single employees, rank holders, employees with diploma and sub-diploma degrees and employees with less than 10 years of work experience. Also, the lowest average motivational components are related to shift employees, employees between 40 and 50 years old, married employees, junior officers, employees with a bachelor's degree and above, and finally employees with more than 20 years of work experience.
2	Qamarhi, Darakhshan Rad, Qamarhi and Qamarhi (2011)	Investigating the occupational motivation level of the occupational therapy profession based on the potential motivation index among the occupational therapists of Fars province in 2010	The motivational power of the occupational therapy profession is low and the job structure does not provide the possibility of internal motivation for the employees.
3	Marashian and Safarzadeh (2012)	The role of organizational learning and job motivation in predicting job self-efficacy and organizational entrepreneurship of employees.	In general, organizational learning and job motivation were predictors of job self-efficacy and organizational entrepreneurship of employees.
4	Quell (2005)	Examining the job satisfaction of academic managers based on Hockman and Oldham's job characteristics model	All five job characteristics are present in managers at a medium to high level, and greater variety of job duties, task significance, and autonomy were higher compared to other job groups. These findings also showed that job satisfaction is high in these academic managers
5	Park (2004)	Individual work environment (job characteristics) and attitudes related to work in remote organizations	There is a positive and significant relationship between work-related attitudes that include organizational commitment and trust and between motivational potential and job satisfaction on employees of remote organizations.

c) Organizational structure

Siret and March (2007) consider the organizational structure as a pattern and map of communication and interactions between the departments and components of an organization, which determines the official relationships and sometimes the informal relationships of people, the position of jobs and organizational posts, the level of access to the information framework. , description of duties, description of jobs, how to allocate resources, laws and regulations, compliance mechanisms, implementation of laws and creating coordination between activities. On the other hand, organizational structure can be defined as the expectation of each role and the relationship between them, during which the tasks of people are divided and coordinated (Hoy and Miskel, 2013). Despite the various divisions that experts have provided about organizational structure, in this research, the organizational structure of schools has been investigated based on the typology presented by Hoy and Miskel in 2008-2005. These two researchers have classified the organizational structure into two enabling and hindering types. According to Hoy (2003) and Hoy and Miskel (2013) in the enabling organizational structure, the hierarchy of power and the system of rules and regulations, instead of hindering and barrier activities, help the teaching and learning process in educational centers and instead of punishing mistakes guide teachers. Also, in this type of structure, principals and teachers are involved in identifying the boundaries of authority, rules and

guidelines provide flexible guidelines for problem solving. Value differences, investment and learning from mistakes and delight from unexpected events are encouraged. For this reason, McGuigan and Hoy (2006) consider the existence of an enabling structure in a school to facilitate the teacher's work based on the announced policies and procedures and improve the performance of the educational environment; While the hindering structure obstacles the implementation of the educational process (Adler and Burais, 1996; Bollman and Dale, 2008; Anderson, 2012) and although the power of principals increases, the effectiveness of teachers' work decreases (Hoy et al., 2013). In addition, in the hindering structure, roles and procedures are mandatory and problems are mainly viewed as pressures, restrictions, and obstacles, which aim to create strict control of school members (Hoy and Sweetland, 2000 and 2001). In addition, in this type of structure, individual differences are suspected, mistakes are punished, and one of their main characteristics is blind obedience to rules (Anderson, 2012) and Suspicion, reduced commitment and trust and cooperation between people (Hoy and Sweetland, 2000 and 2001; Arches, 1991; Hoy and Miskel, 2008; Hoy et al., 2013; Turkzadeh and Mohtaram, 2013). Regarding the research conducted in the field of typology of enabling and hindering structures, it should be mentioned that in Iran, the research that directly examines the above variable has been very few and few, which are mentioned in table number 5.

Table No. 5: Researches conducted in the field of organizational structure typology

Row	Researcher and year	The title of the research	The result of the research
1	Torkzadeh and Mohtaram, (2013)	The relationship between the type of organizational structure of the university and the social capital of the departments with the academic satisfaction of students.	The type of organizational structure and social capital are separate significant predictors for students' academic satisfaction. In this way, there is a positive relationship between enabling organizational structure and students' academic satisfaction, and there is a significant negative relationship between hindering organizational structure and social capital with students' academic satisfaction. It was also found that when the type of organizational structure and social capital interact, they have a significant predictive power for students' academic satisfaction.
2	Torkzadeh and Zainali (2012)	The relationship between the type of organizational structure and the desirability of classroom climate	The enabling organizational structure is a positive and significant predictor and the hindering organizational structure is a negative and significant predictor of classroom climate.
3	Anderson (2012)	Examining the relationship between enabling structure, scientific optimism and academic success of students	There is a positive and significant relationship between the two variables of enabling structure and standardized tests of students' success, in addition, in this research, scientific optimism was proposed as a mediator between enabling structure and students' academic success.
4	Rhoads (2009)	Examining the enabling structure and group effectiveness, from the perspective of American elementary school teachers	There is a positive and significant relationship between enabling organizational structure and group effectiveness of teachers.

Considering that individual growth and collective welfare can be provided through education, educational systems in any society play an important and vital role in cultivating individual talents, consolidating the foundations of social life, expanding democratic ideals and creating understanding between Humans play a role. Therefore, educational organizations (schools) must be able to continuously and effectively recreate themselves in order to respond to environmental requirements and be more effective in today's changing conditions in order to achieve meaningful survival in the environment (Lake, 2002). By creating a work engagement in teachers, a positive synergy occurs between the individual and the organization, which will bring positive consequences for both groups. These consequences can include positive job attitudes, strong recognition as a worker (job satisfaction and organizational commitment), mental and psychological health (Eisa Khani et al., 2011).

paying and attention to the strengthening of job motivation in teachers will lead to the individual and job motivational potential hidden in teachers will emerge more and teachers will do their work with more verve, enthusiasm and work engagement and by choosing an enabling organizational structure due to having Features such as the existence of different laws and processes, attention to individual differences, encouragement and support of innovation and creativity, emphasis on joint efforts to solve problems through consultation for implementation and execution in educational systems and especially schools are more appropriate. Therefore, according to the necessity of having a flexible and enabling organizational

structure that provides a platform for the creation and expansion of career motivation and, as a result, an increasing work engagement among teachers. In the present research, it has been tried to discuss and investigate the extent of teachers' work engagement based on the type of organizational structure through the job motivation potential.

Methodology

Statistical population and sampling method: In terms of purpose, this research is applied, and in terms of method, it is among the descriptive researches of the correlation type. The statistical population of this research included all teachers of schools in Beshagard city with the number of 322 people. The teachers were different from each other in terms of age, gender, educational level and work experience. Therefore, using stratified random sampling method, the statistical population was classified according to the mentioned cases, and using Cochran's formula, 175 people were selected as the research sample.

The research tool and its validity and reliability: In order to investigate the type of organizational structure of Beshagard schools from the teachers' point of view, the scale of the type of organizational structure of Torkzadeh and Mohtaram (2013) was used. The said scale has 35 questions and includes two dimensions, enabling and hindering, which is compiled in the form of a Likert scale with a spectrum of five options from completely agree to completely disagree. In order to measure the validity of organizational structure type dimensions, the correlation method was used and Cronbach's alpha method was used to calculate reliability. According to the results reported in Table No. 6, it can be said that each dimension of this scale has relatively high validity and reliability.

Table No. 6: Validity and reliability of the organizational structure type scale

Reliability & Validity Dimensions	The range of correlation coefficients	Significance level	Cronbach's alpha
enabling structure	0.55-0.89	0.001	**0.89**
hindering structure	0.54-0.77	0.001	**0.79**

Also, John Wagner (1996) scale of job motivation potential has been used to measure job motivation potential of school teachers in Bashagradaz city. This scale consists of 15 five-choice items rated from completely false (1) to completely true (5). This scale measures motivational potential in five dimensions of task skill variety, task identity, task significance, task autonomy, and feedback. In order to measure the validity of the dimensions of job motivation potential, the correlation method was used, and Cronbach's alpha method was used to calculate the reliability. According to the results reported in Table No. 7, it can be said that each dimension of this scale has good validity and reliability

Table No. 7: Validity and reliability of the job motivation potential

Reliability & Validity Dimensions	The range of correlation coefficients	Significance level	Cronbach's alpha
variety skill	0.47-0.80	0.001	**0.76**
task identity	0.61-0.85	0.001	**0.79**
task significance	0.83-0.86	0.001	**0.80**
autonomy	0.68-0.79	0.001	**0.86**
feedback	0.67-0.80	0.001	**0.77**

And finally, Shafli and Bakr (2003) have used work engagement scale in order to measure the work engagement of Beshagard school teachers. This scale includes 17 items that are graded on a 5-point Likert scale from completely disagree (1) to completely agree (5). This scale measures work engagement in three dimensions: vigor, dedication, and absorption. In order to measure the validity of the dimensions of work engagement, the correlation method was used, and the Cronbach's alpha method was used to calculate the reliability. According to the results reported in Table No. 8, it can be said that each dimension of these scales has good validity and reliability.

Table No. 8: Validity and reliability of the scale of work engagement

Reliability & Validity Dimensions	The range of correlation coefficients	Significance level	Cronbach's alpha
vigor	0.74-0.83	0.001	**0.86**
dedication	0.66-0.83	0.001	**0.79**
absorption	0.64-0.78	0.001	**0.82**

Data analysis method: For the basic question of the structural equation model research and for the descriptive evaluation of the research variables, the dependent t-test (organizational structure) and the sample t-test (work engagement and job motivation potential) have been used.

Research findings

A) Statistical description of research variables
Tables number (9) show the descriptive findings (mean and standard deviation) of the dimensions of the scales of organizational structure type, job motivation potential and teachers' work engagement in the research sample.

Table number 9: Mean and standard deviation of research variables

Variable	Organizational Structure		job motivation potential					work engagement		
dimensions	enabling	hindering	variety skill	task identity	task significance	autonomy	feedback	vigor	dedication	absorption
mean	4.13	3.99	3.87	3.74	3.75	3.84	3.45	3.49	3.57	3.53
standard deviation	0.79	0.74	0.90	0.87	0.87	0.95	0.99	1.03	1.10	0.99

1. The level of work engagement of school teachers in Beshagard city:

According to table no. 10, the average of work engagement (3.60) is significantly higher than the level of acceptable adequacy (Q2); In other words, they are at an average level. The average dimensions of absorption, dedication and vigor are also significantly lower than the desired adequacy level (Q3) and higher than the acceptable level (Q2).

Table No. 10: Comparison of average work engagement with acceptable level of adequacy (Q2) and desired level (Q3)

Variable	mean	standard deviation	acceptable level of adequacy (Q2)	value of t	degree of freedom	Significance level
vigor	3.66	0.80		10.90		0.001
dedication	3.67	0.90		9.85		0.001
absorption	3.71	0.80	3	11.79	174	0.001
work engagement	3.60	0.82		9.67		0.001

2. The level of job motivation potential of school teachers in Beshagard city:

According to table number 11, the average of teachers' job motivation potential (3.31) is significantly higher than the level of acceptable adequacy (Q2); In other words, they are at an average level. The overall average of task significance (2.50) is lower than the acceptable level of competence; In other words, it is at a lower than average level, and the average dimensions of task identity, skill variety, autonomy and feedback are significantly lower than the desired level of adequacy (Q3) and higher than the acceptable level (Q2).

Table No. 11: Comparison of the average level of motivational potential with the level of acceptable adequacy (Q2) and the desired level (Q3)

Variable	mean	standard deviation	acceptable level of adequacy (Q2)	value of t	degree of freedom	Significance level
variety skill	3.62	0.70		11.65		0.001
task identity	3.76	0.69		14.52		0.001
task significance	2.50	0.84		7.72		0.001
autonomy	3.20	0.53	3	5.18	174	0.001
feedback	3.47	0.70		8.96		0.001
job motivation potential	3.31	0.36		11.46		0.001

3. Examining the type of organizational structure dominant in Beshagard schools from the teachers' point of view:

To analyze this question, the dependent t-test was used. Table number 12 shows that the mean of the hindering structure is significantly higher than the mean of the enabling structure from the teachers' point of view, and based on the value (t-4.37) obtained in 174 degrees of freedom, there is a significant difference between the enabling and hindering organizational structures from the teachers' point of view. There is a research sample at the level of 0/001 Therefore, it can be said that the dominant organizational structure in the schools of Beshagard city is an hindering structure.

Table No. 12: The results of the dependent t-test to compare the dimensions of the enabling and hindering organizational structure

Variable	mean	standard deviation	value of t	degree of freedom	Significance level
enabling structure	2.36	0.646	4.37	174	0.001
hindering structure	2.67	0.584			

b) Prediction of teachers' work engagement by the type of organizational structure of schools through the job motivation potential.

Based on the results obtained in Figure 1, the enabling organizational structure is a positive and significant predictor (p < 0.01 and β = 0.54) of teachers' job motivation potential. Also, enabling organizational structure is a positive and significant predictor (p < 0.01 and β = 0.18) of teachers' work engagement. According to these results, an β = 0.08) and work engagement (P > 0.05 and β = 0.09).

enabling organizational structure by mediating the of teachers' job motivation potential, it is a significant predictor (p < 0.01 and β = 0.081) of teachers' work engagement. Considering the value of 2χ to the degree of freedom (df) which is 2.60 and also the error rate of RMSEA = 0.090, the model has a good fit. However, the hindering organizational structure is not a significant predictor of teachers' job motivation potential (P > 0.05 and
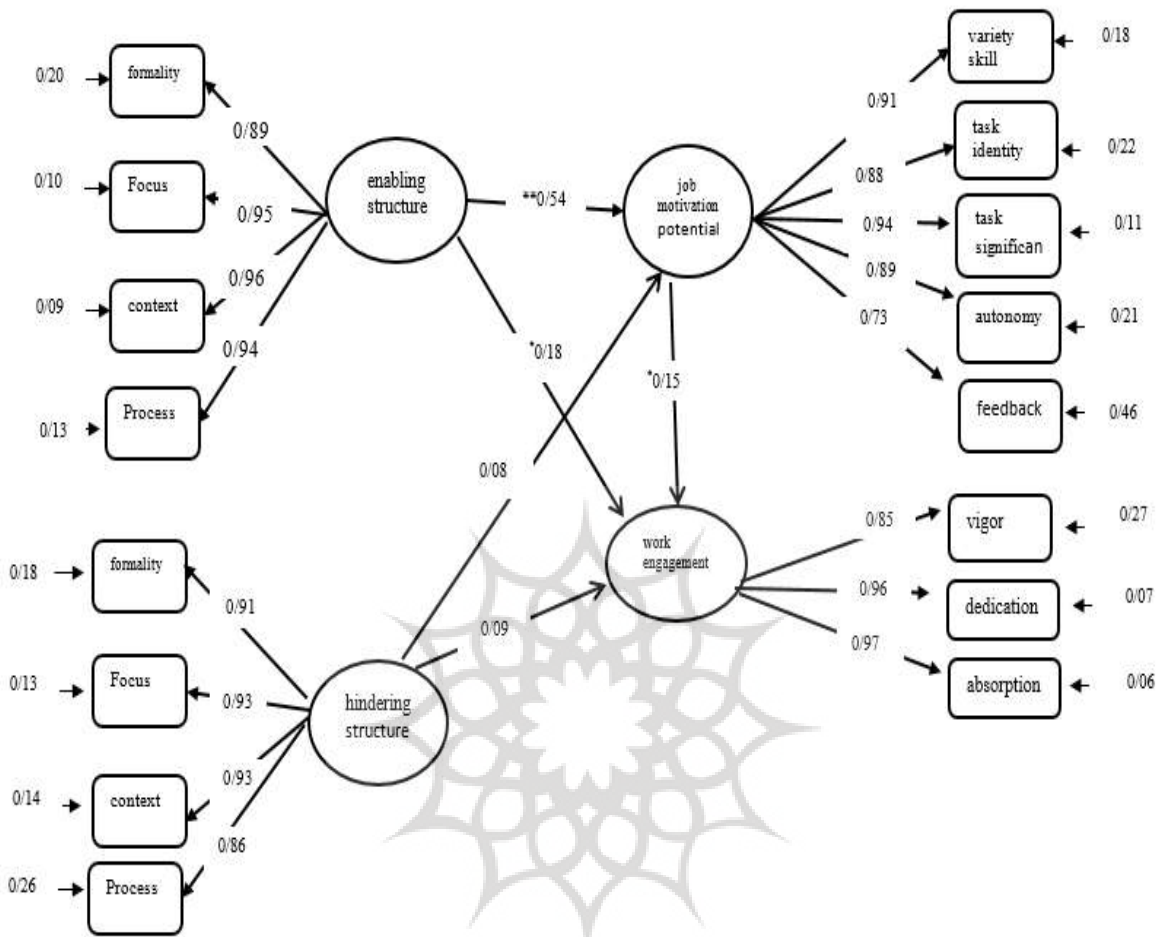
Chi-Square=260.98, df=100, P-value=0.00000, RMSEA=0.090

Figure 3-4: The relationship between the type of organizational structure and teachers' work engagement the mediation of teachers' job motivation potential.

Table No. 13: Model fit indices

Model fit indices	the amount of
X^2	260,98
Df	100
X2/df	2,60
RMSEA	0.090
GFI	0.86
AGFI	0.81
NFI	0.97
CFI	0.98
IFI	0.98

Discussion and conclusion

The obtained results indicate that the teachers of Beshagard schools have a moderate level of work engagement. In this way, it can be said that, in general, teachers with a high level of energy and mental resilience during work do not have. Teachers are not deeply involved in their work, they do not experience a meaningful sense of their work, and they do not have complete concentration in work and happiness in the work environment, as a result, time passes slowly and it is difficult for a person to engage himself with work. Teachers do not have enough independence and freedom of action in their work, they are not supported by their managers and assistants. When a teacher realizes that they need him and want him because of his existential values, and in addition to using his abilities, they make him participate in the responsibilities and honors of the educational organization, he becomes more interested in his environment and work. and will definitely try harder. This sense of involvement, engage and "my house" is so important that it can be considered as a teacher's source of excitement and energy in school. Participating and being effective in the fate of the school increases the sense of engagement and ownership.

Based on the research conducted on measuring the level of job motivation potential in teachers of Beshagard schools, it was concluded that the said teachers have a medium level of job motivation potential. In this way, it can be said that in general, some of the teachers in the research sample are faced with various teaching methods in which they have the right to use creativity and innovation. They are not fully aware of the identity and position of the job in which they teach, and they do not fully know what effects and functions their job has on their personal and social lives and others, they do not have maximum independence in various educational fields, and they do not receive the feedback that Teachers receive from principals and assistants that they do not have the necessary transparency, so that they can identify the strengths and weaknesses of their work. All these factors have caused teachers to evaluate their job motivation potential as average. Managers should try to make the job of a teacher, teaching and working in school interesting and attractive, for this purpose, they should try to provide necessary and sufficient training and exercises about new teaching methods, the use of educational tools and educational aids, and emphasis should be given to teachers on other aspects of education that have not been observed so far. As the world of teacher's job becomes wider, more meaningful, specialized and technical, the motivations increase.

In addition, according to the teachers of the research sample, the dominant type of organizational structure in the schools of Beshagard city is of the hindering type. The main reason for achieving such a result in this research can be seen in the unfavorable characteristics of the hindering organizational structure that are not compatible with the atmosphere of schools. Dry and inflexible rules and regulations, the requirement to implement the rules, resistance to change, emphasis on unilateral decision-making, lack of a suitable environment for cultivating creativity and innovation, etc. are examples of the characteristics of this type of organizational structure that There are evidences of overemphasizing organizational hierarchy, not providing a suitable environment for creativity and innovation, paying little attention to the demands and expectations of teachers as one of the main and most effective human resources of schools, etc., are compatible.

In the end, the findings of this research indicate that the variable of work engagement is indirectly predicted by the type of organizational structure and through the mediation of job motivation potential. Based on the obtained results, the enabling organizational structure is a positive and significant predictor of teachers' job motivation potential. Also, the enabling organizational structure is a positive and significant predictor of teachers' work engagement. According to these

results, an enabling organizational structure mediating the of teachers' job motivation potential is a significant predictor of teachers' work engagement, it can be argued that the positive and negative effects of the type of organizational structure on the teachers' job motivation potential should be considered above all in Features and characteristics of enabling organizational structure type. As a result, the enabling organizational structure is because it values the initiative and creativity of its members, provides a platform of trust and honesty among the members, strives to create a spirit of cooperation, does not withhold its support from individuals and... (Hoy and Sweetland, 2000 and 2001; Hoy and Miskel, 2013; Torkzadeh and Mohtaram, 2013). It has a positive effect on the job motivation potential and provides suitable conditions for teachers to work in classrooms, which is considered the most important center of educational activity. Regarding the existence of a positive and significant relationship between an enabling organizational structure and a work engagement, it can be said that when in schools, rules and regulations are more than considered as a pressure factor, they are considered as a guide to solving problems, and managers are more than that they use the hierarchy of authority and the existing mechanisms to develop their power, they use them to support and support their teachers (Torkzadeh and Mohtaram, 2013), a suitable platform for increasing satisfaction, increasing innovation, reducing role conflict and reducing the feeling of alienation is provided in the educational environment, which has a positive effect on the level of work engagement, and this causes a person to come to the workplace with more energy, enthusiasm, and passion, and it is natural that such conditions cause a person to work with all his heart dedicate yourself to your job. In this way, instead of wasting time and energy in dry and cumbersome processes, procedures and rules and regulations, teachers spend it on the teaching process. Finally, this research showed that the type of enabling organizational structure is a significant

predictor of teachers' work engagement indirectly and through the job motivation potential. This result once again shows that if the organizational structure of the schools is of an enabling type, it affects the quality and desirability of the job motivation potential, and the desirability of the job motivation potential, in turn, affects the increase of teachers' work engagement. This finding indicates that the more the structure of schools moves towards enabling, the more effective it is in creating the job motivation potential and work engagement of teachers.

It is appropriate for managers and educational professionals to try to improve the enabling organizational structure in schools, to change the conditions and climate governing schools in such a way that it becomes the basis for the development of the teachers' work engagement. In fact, with the change and development of the organizational structure of the school towards a flexible and dynamic structure and the strengthening of enabling dimensions in that structure, it is possible to increase the teachers' job motivation and, as a result, find more work engagement in them. Therefore, managers and officials should use all their efforts to liberate the current structure of schools from the control of strict and outdated rules and introduce dynamism and variability in school structures. Therefore, by institutionalizing a flexible structure that fits the requirements of the current changing environment as an important functional platform for teachers, the school and its other stakeholders will benefit from the positive consequences of increasing the teachers' job motivation and ultimately their work engagement.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community

Conflict of interest

According to the authors of the present article, there was no conflict of interest. This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the School Administration Quarterly for review and publication only

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