The Relationship between Management Styles and Job Satisfaction of the Elementary Schools' Teachers in Khash City

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ABSTRACT: The main objective of this study was to determine the relationship between management styles and job satisfaction of the elementary schools' teachers in Khash City. There search method is of correlational research. The population in the study included all male and female teachers who served in primary schools in Khash City in the school year 2014-2015. The sample, in addition, included 170 people from the mentioned population which have been obtained by referring to the Morgan table. Data collection instruments in this study were the questionnaires of Likert leadership style and Minnesota Job Satisfaction. The data obtained from this study was analyzed by the SPSS statistical software and the Pearson correlation test. Based on the results of this research, the correlation between the autocratic - exploitative leadership style and the teachers' job satisfaction is equal to -0.36 which is significant at a confidence level of $p \leq 0.01$. Thus, a significant negative relationship exists between autocratic - exploitative leadership style and the teachers' job satisfaction. The correlation between the Likert autocratic-benevolent leadership and the teachers' job satisfaction is equal to 0.21 which this relationship is not significant at a confidence level of $p \leq 0.05$. So there is no significant relationship between the Likert autocratic- benevolent leadership and job satisfaction. The correlation between Likert consultative leadership style and the teachers' job satisfaction is 0.48thatthis relationship is significant at a confidence level of $p \leq 0.01$. Thus, there is a significant relationship between the consultative leadership style and the teachers' job satisfaction. The correlation between the Likert participative leadership style and job satisfaction is 0.46 that this relationship is significant at a confidence level of $p \leq 0.01$. Therefore, there is a significant relationship between the participative leadership style and the teachers' job satisfaction.

Keywords: Managers' styles, job satisfaction, elementary schools' teachers, Khash City

INTRODUCTION

Today, the importance of human resources is continuously increased because the most important characteristic of successful organizations is the emphasis on human capital and knowledge management and in this regard, human resource management seeks to address this question: how to manage the organization's most important source. The answer is that for human resource management, we need to recruitment, training, development, renovation, deployment and appointment, and maintenance (motivational issues) in a proper way so that organizational goals are met (Safarzadeh, 2008). On the other hand, nowadays, the importance of the education system for the country's development goals has been proven to politicians. However, Iran's Education is faced with some difficulties in providing educational services in qualitative and quantitative terms.
Research has shown that in this area, the most important difficulties include: the bureaucracy dominated schools (Masoumi *et al.,* 2007), incompetent

teachers (Motiee *et al.,* 2006), and low motivation of teachers for teaching (Yarmohamadi Vasel *et al.,* 2010). Due to these problems, the existence of effective managers in Iran's education system is questionable. The question arises here is that what is the difference between effective and non-effective education managers? Adeyemi (2009) distinguishes educational management and effective educational management. Educational management refers to application of human and financial resources to achieve the educational goals of the school. While the effective educational management is the effective and efficient use of the school and society's human and material resources in order to promote educational goals.
From the perspective of Hersi and Blanchard(1985), the successful and effective management is a management which results in reaching organizational goals or further.

In Vitien's eye (2002), the most important management skills are: communication skills (listening skill), time management and stress management skills, making personal decisions skills, problem diagnosis, define and solve problems, impact and influence on others, having skills in delegating authority to others, skills in terms of providing insight on the organization's objectives, self-awareness, skill in teamwork and providing its support, and conflict resolution skills in the organization (Whetten, D.A. and Cameron, 2002).

However, Latip (2002) believes that managerial skills saliently vary based on different approaches and theories. What is important is the emphasis on effective management skills, that's to say, in the organization, which skill is useful and impactful. For example, having high intelligence for managers does not mean having high knowledge but it does mean that how the manager should act in times of crisis. In Latip's view, in each organization, the skills and competences which are vital for organizational effectiveness, must be developed and taught. The findings of the research conducted by the Hooijberg et al.(2010) is coordinating with the Latip's theory (Latif, 2002). Results of research conducted in educational institutions in Iran also reflect this subject that there is a relationship between the type of skills and effectiveness of managers (Roghani, 2008).

Somebody considers leadership as a part of manager's duties. While others consider the range of the leadershipconceptwiderthan management. Leadership means influencing others to achieve a goal. If the influence is to achieve organizational goals, this is called management (according to the Khosravinejad, 2013). Meanwhile, Likert and his colleagues at the Research Institute of the University of Michigan stress on the necessity of paying attention to human resources and capital as the assets which require appropriate and relevant management. Likert, as a result of so many studies on organizational behavior, has implemented and developed enterprise Initiatives in various industrial facilities. These Initiatives have aimed to assist and help various organizations and have introduced a variety of leadership styles in the management science which, among other things, the autocratic - exploitative style, the authoritarian-benevolent style, the consultative style and the participatory style can be pointed out (quoted from Alagheband, 2012). Bakhshayesh and Azarnyad (2014) also conducted a research entitled "The relationship between managers' styles and job satisfaction ".The results showed that the human-centered management style of managers and job satisfaction have a significant positive correlation with each other. The managers' task-oriented management style and job satisfaction have a

significant negative relationship with each other. There was a significant negative correlation between job satisfaction and mental health of teachers. In addition, based on the findings, the managers who have a stronger humanistic attitude toward teachers, will improve their job satisfaction. Therefore, job satisfaction is one of the variables which in this study, is assumed to be interwoven with management styles. The success of any individual in organization depends on the person's mood, effort, motivation and satisfaction. No organization can succeed without the commitment and efforts of employees. Motivation is a dynamic force that causes movement and human movement and motivators lead to encourage people to accomplish their tasks. However, paying attention to the factors motivating teachers plays a great role in improving schools and their productivity. The most important factor in ensuring the successful coordination of individual and his/her work, is his/her interest in his/her profession. The existence of interest guarantees job satisfaction and existence of satisfaction causes that the individual will be compatible to his/her work in a better way.

Job satisfaction is one's general attitude towards the job. The person's job requires that he/she has an independent relationship with colleagues, supervisors and administrators, implements the regulations and policies of the organization, his/her performance to be in accordance with set standards and so on. Factors such as the nature of work, wages, working conditions, friends and colleagues affect job satisfaction which ultimately, can affect his/her performance (Mosadegh Nejad, 2003).

Given the importance of job satisfaction and effectiveness of this important on many organizational variables, obtaining job satisfaction for primary school teachers is an important issue which is always a concern for a lot of experts and scholars that's why the teachers of this level can be trigger and motivator of a movement which will affect all life students and the cornerstone of students' learning is in hands of this group of teachers.Therefore, considering the factors effective in improving teachers' job satisfaction is of more importance. Therefore, in this study, the researcher is looking to answer the question that whether or not there is a significant relationship between management styles and job satisfaction of the elementary schools' teachers in Khash City?

The hypotheses of the study will also include:
-There is a significant relationship between Likert autocratic-exploitative leadership style and the level of teachers' job satisfaction in the target population.
-There is a significant relationship between Likert

autocratic- benevolent leadership style and the level of teachers' job satisfaction in the target population.
-There is a significant relationship between Likert consultative leadership style and the level of teachers' job satisfaction in the target population.
-There is a significant relationship between Likert participative leadership style and the level of teachers' job satisfaction in the target population.

LITERATURE REVIEW AND RESEARCH BACKGROUND

A. Management style

Choosing the management method by the manager is dependent on the organization requirements, location, time, manager personality, and so on. As much as the organization instructions limit the manager, in fact, his/her management style will be more pre-determined relatively. In that case, the manager will be away from the application and implement of individual initiatives (Asgarian, 2007).

In reality, the management styles are the exterior symbols of thoughts, desires and personalities of managers which in terms of practice, will be examined as a constant model by all those who are involved with the organization. A task- oriented manager who relies solely on legal responsibilities, is a major obstacle in the way of meeting employees' needs (Gholampour, 2012). The leadership style, which this study was conducted specifically to investigate it and to investigate its relationship with job satisfaction of teachers, is Likert leadership style. Based on the Michigan preliminary studies, Likert conducted extensive research to find the overall pattern of competent and efficient management in comparison with models that other managers apply them. He discovered in his studies that common traditional management styles can be showed in a continuum including the 1-to-4 system. These systems can be described as follows (Kalhor, 2014).

Exploitative authoritative: Managers at the top of the hierarchy make all of the decisions and are usually unaware of the problems faced by those in the lower levels of the organization. Decisions are imposed on subordinates, and motivation is characterized by threats. The orders issued from the top make up the goals for the organization. As a result, workers tend to be hostile toward organizational goals and may engage in behavior that is counter to those goal.

Benevolent-authoritative: In this system, decisions are steel taken by those who are in the top level of the organization. Rewards and punishments are applied to motivate employees. Some information is transferred from employees in lower levels to supreme management but this information is limited to what managers like to know about.

Consultative system: In this system, subordinates are motivated by rewards and participation in making some decisions, managers use subordinates' notions and ideas in a relevant way, however, their involvement in making decisions is not complete and they do not take part in major decisions taken by supreme management.

Participative system: Managers have full confidence in their subordinates, communications between the subordinates and the above levels are very strong, subordinates are fully involved with the decision-making process, subordinates freely express their opinions, there is a lot of teamwork in this system, and all members are responsible for achieving the organization's objectives. Employees are motivated by economic rewards and participation in decision making and achieving the goals (Marturano, 2007).

B. Job satisfaction

Job satisfaction is one of the most important factors effective in work position. Job satisfaction is a factor increases the efficiency and personal satisfaction. Each manager is somehow trying to increase job satisfaction among employees. Ginz Berg and colleagues refer to two types of job satisfaction:

Internal satisfaction which is acquired in two ways. First, a joy that the man reaches it merely through employment and activity. Second, a joy which is reached in the basis of the pleasure of progress or doing some social responsibilities and to bring the human abilities and personal tastes.

External satisfaction: This factor is associated with employment conditions and workplace and varies every moment. Among these two factor, the followings can be named: workplace conditions, labor laws, wage rates, the relationship between employee and employer (manager)and so on (quoted from Khosravinejad, 2013).

Job satisfaction theories

Brofi divided theories of job satisfaction into three categories and each of the theories and research are placed in one of these categories.

1. Needs Theory: Everyone's job satisfaction acquired from employment depends on two factors. First, how much work needs are met through the job and job position. Second: how much work needs are not met through the job and job position.

2. Expectations Theory: Individual expectations are effective in determining the type and level of job satisfaction. If the individual expectations are very high the job satisfaction will be acquired later and vice versa.

3. The roles theory: In this theory, the social and psychological aspects are considered. In social terms, the impact of factors such as the organizational system and workplace and conditions of workplace and job satisfaction will be considered. The psychological aspects of job satisfaction is more related to individual expectations (ibid).

Molaei (2007) in his study entitled "The relationship between leadership style and job satisfaction of female and male high school teachers in Andimeshk City", achieved the followings: there is no significant relationship between task-oriented managers' leadership style and job satisfaction among female teachers. There is a significant relationship between Relationship-oriented managers' leadership style and jobsatisfaction among female teachers.

There is a significant relationship between relationship-oriented managers' leadership style and job satisfaction among male teachers. Finally, there is no significant relationship between task-oriented managers' leadership style and job satisfaction among male teachers. Razavipour (2008) in his studyentitled"The relationship between management style and job satisfaction among the employees of NIDC, Ahvaz" (2008),concluded that the correlation between relationship-oriented style and job satisfaction has been approved even atα= 0.01.

Kaldi and Askari (2003) conducted a research entitled "The job satisfaction rate among primary school teachers of Tehran" that the variables of teachers education level and teachers' intention to stay in the current job situation, were of predictable variables of job satisfaction of teachers. The aspects related to the highest level of job satisfaction of teachers include social service, ethical values, creativity,activity, diversity and capacity utilization and aspects related to the lowest level of job satisfaction of teachers include compensation, policies of education system, progress and job security. Teachers in higher age groups, higher education and higher income and therefore higher social status, enjoyed from higher job satisfaction. Finally, in this study and in terms of job satisfaction,

76.5% of teachers were satisfied and so satisfied and 9 percent were dissatisfied or too dissatisfied, respectively. Long *et al* (2011) also conducted a study

entitled "The relationship between management styles and job satisfaction "which based on the results of this research, there was a relationship between the two mentioned variables.

Baki (2011) in a study entitled "The teachers' capability, job satisfaction, life satisfaction, and job burnout"; found that the three subscales of efficiency have a significant positive correlation with job satisfaction. Although the structures of the present study are affected by the school leadership style, underthe influence of demographic factors, in addition, they can affect organizational effectiveness.

RESEARCH METHODOLOGY

This is an applied study and the research method is of correlational research. The population in the study included all male and female teachers who served in primary schools in Khash City in the school year 2014-2015.

The sample, in addition, included 170 peoplefrom the mentioned population which based on the simple stratified sampling method, have been obtained by referring to the Morgan table.

First, based on the library-based method, the necessary information about the history and literature was collected and summarized and then the questionnaires were distributed based on the survey method. The instruments used in this study include:

A. Likert Leadership Style Questionnaire: to assess the management style of managers, Likert leadership style questionnaire was used. Elsman and Ender Kolk (1982) applied this questionnaire for managers of an organization and with an emphasis on Cronbach's alpha, reported that the reliability coefficient is equal to0.86. Schieder (1977) in a study on the governmental organizations' leaders, with an emphasis on Cronbach's alpha, reported that the reliability coefficient is equal to0.88.

B. Minnesota Job Satisfaction Questionnaire: to assess job satisfaction among teachers, Minnesota Job Satisfaction Questionnaire was used with 19 items. In this research, to assess the predictive validity, the short form of the questionnaire was used. Reliability and validity of this questionnaire has been confirmed in numerous foreign studies. The internal studies also confirmed the validity and reliability of this questionnaire. For example, in a study by Gholami *et al.,* the reliability of this instrument was reported 0.87 (quoted from Gholami fesharaki, 2011). The data obtained from this study was analyzed by the SPSS statistical software and Pearson correlation test.

FINDINGS

Table 1: Demographic variables.

Variable		Frequency	Percentage
Gender	Female	98	57.64
	Male	75	44.11
Education	Associate's degree	23	13.52
	Bachelor's degree	76	44.70
	MA	71	441.76
Experience	Under5years	50	29.41
	5-10 years	68	40
	10-15years	57	33.52
Age	Under30 years	26	15.29
	30-40years	119	70
	Over40years	26	1529

According to the table, the most frequency in terms of gender was belonged to women with 57.64 percent, the most frequency in terms of education was belonged to Bachelor's degree with 44.70 percent, the most frequency in terms of experience was belonged to 5-10years class with40 percent and the most frequency in termsof age was belonged to 30-40 years old class with70 percent, respectively.

First hypothesis: There is a significant relationship between Likert autocratic-exploitative leadershipstyle and the levelof teachers' job satisfaction in the target population.

Table 2: The correlation between autocratic-exploitative leadership style and the level of teachers' job satisfaction.

Variable	Correlation coefficient(R)	Significance level (Sig)
autocratic-exploitative leadership style and job satisfaction	-036	0.003

Based on the results of the table above, the correlation between the autocratic - exploitative leadership style and the teachers' job satisfaction is equal to -0.36 which is significant at a confidence level of $p \leq 0.01$.Thus, a significant negative relationship exists between autocratic-- exploitative leadership style and the teachers' job satisfaction.

Second hypothesis: There is a significant relationship between Likert autocratic- benevolent leadership style and the level of teachers' job satisfaction in the target population.

Table 3: The correlation between autocratic- benevolent leadership style and the level of teachers' job satisfaction.

Variable	Correlation coefficient(R)	Significance level (Sig)
autocratic-benevolent leadership style and the level of teachers' job satisfaction	0.21	0.13

Based on the results of the table above, the correlation between the Likert autocratic- benevolent leadership and the teachers' job satisfaction is equal to 0.21 which this relationship is not significant at a

Table 4: The correlation between consultative leadership style and the level of teachers' job satisfaction.

Variable	Correlation Coefficient (R)	Significance level (Sig)
Consultative leadership style and the level of teachers' job satisfaction	0.48	0.000

confidence level of p≤0.05.So there is no significant relationship between the Likert autocratic- benevolent leadership and job satisfaction.

Third hypothesis: There is a significant relationship between Likert consultative leadership style and the level of teachers' job satisfaction in the target population.

Based on the results of the table above, the correlation between Likert consultative leadership style and the teachers' job satisfaction is 0.48 that this relationship is significant at a confidence level of p≤0.01. Thus, there isa significant relationship between the consultative leadership style and the teachers' job satisfaction.

Fourth hypothesis: There is a significant relationship between Likert participative leadership style and the level of teachers' job satisfaction in the target population.

Table 5: The correlation between Likert participative leadership style and the level of teachers' job satisfaction.

Variable	correlation coefficient (R)	Significance level (Sig)
Participative leadership style and the level of teachers' job satisfaction	0.46	0.000

Based on the results of the table above, the correlation between the Likert participative leadership style and job satisfaction is 0.46 that this relationship is significant at

DISCUSSION AND CONCLUSION

The main objective of the present study was to determine the relationship between management styles and job satisfaction of the elementary schools' teachers in Khash City. Based on the results of this research, a significant negative relationship exists between autocratic - exploitative leadership style and the teachers' job satisfaction. So that as much as managers use the autocratic - exploitative leadership style, the job satisfaction will reduce relatively. Based on the results of this research, in addition, there is no significant relationship between the Likert autocratic- benevolent leadership and job satisfaction. Furthermore, there is a significant relationship between the consultative leadership style and the teachers' job satisfaction and in the presence of the consultative leadership style, the teachers' job satisfaction will increase as well. In addition, there is a significant relationship between the participative leadership style and the teachers' job satisfaction and the participative leadership style is consistent with increase in teachers' job satisfaction.

According to the results of assessing different leadership styles, the consultative style has the highest correlation with job satisfaction. In other words, based on findings obtained in this study, a positive effect was obtained from this style in the increase in job satisfaction.

Given the characteristics of this style, as well as the participatory style, the use of these styles will increase the level of job satisfaction among teachers. Most studies have confirmed the positive and significant correlation between these two variables.

The findings of this study are in line with findings obtained by Bakhshaiesh and Azarniad(2014), Bani Hashemian and colleagues (2011), Long and colleagues (2011), Robinson and colleagues (2008), Kolagari and Khodam (2007), Sharif, Jafari and Torabian (2006), Torabian (2006) and Marks & Printy (2003). It is worthy to say that given there was no relationship between the autocratic - exploitative and job satisfaction, but it seems that the use of autocratic leadership style in the educational system does not make sense and if this leadership style is applied, its negative impact will be clearly visible.

According to this study, this thought should be strengthened among managers and teachers that improvement of managers' leadership style should be a priority in schools. Undoubtedly, teachers are the most important and best asset of any school and are the main cause of increase in productivity. Teachers' job satisfaction has more considerable importance than other human resources. More teachers' job satisfaction more teaching quality and efficiency.

Educational organizations such as schools that provide important services to the community should pay a special attention to teachers' job satisfaction under their supervision. Factors such as the nature of work, salary and benefits, working conditions, and friends and colleagues affect job satisfaction.

In general, participation and consultation in doing things, total appreciation for doing a job, growth and promotion, and understanding accompanied to empathy for teachers by managers; are considered as important factors for teachers which totally have a significant effect on job satisfaction.

In order to improve productivity and identify the factors and reasons of the lack of efficiency and effectiveness, first, managers must be given the necessary training and awareness to select the appropriate management style for their schools. It should be noted that participative and consultative management styles are not always a panacea, but managers, first of all, need to be trained in order to scientifically apply participative and consultative management styles then determine the degree of their school's organizational maturity and finally with increase in teachers maturity, to conservatively apply participative and consultative management styles. Application of participative and consultative management styles needs a proper preparation. Therefore, before using these styles of management, schools should prepare themselves in terms of application of these training styles and prepare the needed infrastructure as well.

SUGGESTIONS

At the end, the following suggestions are given in the field of this research:

-Create a kind of harmony and balance in the workloadof teachers and administrators with each other and other school staff

-The necessity of developing appropriate jobdescriptions so that managers and teachers know exactly what is expected from them.

-Improvement of the traditional managerial methods inschools by teaching modern methods of management

-Providing welfare facilities and material and spiritual rewards to motivate teachers and managers in order to more effort and better service

-Establish friendly relations in working groups in orderto create a favorable psychological environment in schools which is essential with regard to the nature of managers' jobs outside of school

-Establishment and development of a reward and punishment system in school

-Ensuring stability in management and avoiding unnecessary change in managers

-Teaching the participative management style and how to use it to school

-Conducting research in the field of determination of managers awareness in terms of management styles

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