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## ĐÁNH GIÁ NHỮNG NHÂN TỐ ẢNH HƯỞNG ĐẾN MỐI QUAN HỆ GIỮA PHONG CÁCH LÃNH ĐẠO VÀ SỰ HÀI LÒNG TRONG CÔNG VIỆC DỰA TRÊN PHÂN TÍCH NHÂN TỐ

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### Tóm tắt

Có rất nhiều nghiên cứu tập trung vào phong cách lãnh đạo và mối quan hệ của nó với sự hài lòng trong công việc, nhưng không có nhiều bài nghiên cứu về mối quan hệ giữa lãnh đạo theo cách tiếp cận của Likert (lãnh đạo theo cách tiếp cận của Likert là gì?) và sự hài lòng trong công việc. Nghiên cứu này nhằm mục đích điều tra mối quan hệ giữa phong cách lãnh đạo và sự hài lòng trong công việc với mẫu nghiên cứu là nhân viên ở trường trung học Shahed ở tỉnh Tehran, Iran. Nghiên cứu thực hiện phương pháp phân tích định lượng. Kết quả nghiên cứu cho thấy cách quản trị tham vấn; cách quản trị tham gia theo nhóm; hiệu trưởng và phong cách lãnh đạo của nhà trường có mối quan hệ tích cực với sự hài lòng trong công việc, trong khi phong cách lãnh đạo kiểu quyết đoán áp chế hay kiểu quyết đoán nhân từ đều không có bất kỳ mối quan hệ nào với sự hài lòng trong công việc. Không có mối quan hệ đáng kể nào được tìm thấy giữa các đặc điểm nhân khẩu học và sự hài lòng trong công việc của giáo viên, tuy nhiên, trình độ học vấn có liên quan đáng kể đến sự hài lòng trong công việc. Khuyến nghị cho nhân viên và cho việc phân bổ nguồn lực cũng được đưa ra. Do đó, việc đo lường và phân tích phong cách lãnh đạo của tổ chức cùng với đặc điểm cá nhân và nhân khẩu học của nhân viên có thể mang đến kết luận có giá trị, từ đó thúc đẩy sự hài lòng trong công việc.

**Từ khóa:** Sự hài lòng trong công việc, phong cách lãnh đạo, lý thuyết Likert, quản lý hiệu quả, hiệu suất làm việc.

### EVALUATION OF THE INFLUENCING FACTORS ON RELATIONSHIP BETWEEN LEADERSHIP STYLE AND JOB SATISFACTION BASED ON FACTOR ANALYSIS

#### Abstract

There are a lot of research focused on leadership style and its relationship with job satisfaction, but not too many on the relationship between Likert leadership (what is Likert leadership?) and job satisfaction to solve this problem, the current study aims to investigate the relationship between leadership style and job satisfaction with an academic staff sample from Shahed high school in Tehran province, Iran. In this study, quantitative research was conducted. Research finding shows that the consultative system; participative system; school principal and leadership style has a positive relationship with job satisfaction, while exploitative authoritative and benevolent authoritative don't have any relationship with job satisfaction. No significant relationship was found between demographic characteristics and teachers' job satisfaction however, academic qualifications were significantly associated to job satisfaction. Recommendations for staffing and resource allocation are given. It can be supported, therefore, that measuring and analyzing an institution's leadership style in combination with its employees' demographic and individual characteristics may lead to valuable conclusions, so that job satisfaction is promoted.

**Keywords:** Job satisfaction, leadership style, Likert theory, effectiveness management, performance.

JEL classification: J54; M12

### 1. Introduction

Research from outside the management and organizational behavior fields shows that the leadership style of managers influences employees' job satisfaction [1]. Whether this finding also applies to the organizational behavior training setting remains unclear. It is important to unravel the relations between leadership and job satisfaction [6], because job satisfaction may help to counteract the stress a lot of resident's experience [2]. We investigated

how job satisfaction is influenced by teachers in the target population appreciation of teachers' leadership in general and specific leadership style. Competition among organizations and companies has increased, annual profit has decreased and the overall function of worldwide business is being under threat. As a result, the focus of companies all over the world has turned to human resources management and customer satisfaction. As Emery and Barker (2007) explain, a major determinant of customer

satisfaction within service industry is the attitude of customer contact personnel [3]. In addition, they mention a citation by John Smith, former CEO of Marriott Corporation: “You can’t have happy customers served by unhappy employees” ([4] in Emery & Barker, 2007). Furthermore, they cite a phrase by Heskett ([5] in Emery & Barker, 2007), according to which “Great employee satisfaction begets high employee motivation begets high level of service quality compared with the highest organizational commitment and lowest employee turnover consistently report the highest levels of customer satisfaction”. Therefore, organization-related phenomena like employee’s job satisfaction job commitment and turnover intention have been studied by numerous academics and researchers.

Moreover, studies have shown that in organizations which are flexible and adopt a participative management type, with emphasis in communication and employees’ reward, the latter are more likely to be satisfied, resulting in the organization’s success [7]. In Job satisfaction has been defined as “a pleasurable emotional state resulting from the appraisal of one’s job...” [8]. This pleasurable emotional state can be related to several aspects of a job, which means that job satisfaction can be considered a multifaceted concept [9]. For physicians specifically, several factors have been identified that influence their job satisfaction [12], [13]. Examples are opportunities for personal development, professional accomplishments, control over work planning and content, their relationship with colleagues, management and other organizational behavior staff, income, work-life balance and appreciation from patients [10]. (See [14], [15], [16]). Such uncertainty and role ambiguity may cause a decrease in job satisfaction Schaufeli WB. (2009) The theory of Hersey and Blanchard (See [17], [18]), which was developed for work settings, emphasizes task-oriented leadership style to decrease ambiguity and insecurity. However previous studies have examined the impact of leadership styles on employee job satisfaction in various settings such as healthcare, military, education and business organizations [19], [20]. These studies generally indicate the impact of leadership style on job satisfaction in the context of their countries. In

view of this gap, there is need to establish study about the impact of leadership style on the job satisfaction in the context of Iran, special about Shahed schools.

The purpose of the present study is to analyze the relation between organizations’ leadership styles and employees’ level of job satisfaction in correlation with multiple factors, like demographic characteristics.

## 2. Literature Review

### 2.1. Leadership Styles

Leadership behavior of managers plays a critical role in employees’ job satisfaction and commitment (See [21], [22]). Leadership as a management function is mostly related to human resources and social interaction. It is the process of influencing a group of people towards achieving organizational goals [23]. Leadership is the ability of a manager to influence, motivate, and enable employees to contribute to organizational success [24]. Managers can utilize various leadership styles to lead and direct their employees including autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, transactional, and transformational leadership styles. There is no universal leadership style Different leadership styles are needed for different situations. An effective leader must know when to exhibit a particular approach.

The Rensis Likert management system [25] puts forward four categories of leadership styles:

**Exploitative authoritative (I).** This type of leadership is exemplified by the leader who has little confidence in their subordinates and therefore makes all the decisions for the group. In this case, the team is driven by fears and pressure. **Benevolent authoritative (II).** In this type of leadership, the confidence in subordinates is low. Leaders make decisions without the team and use some kind of reward to stimulate their followers. **Consultative system (III).** a leader has a higher level of confidence in their followers and, therefore, asks for their help when deciding. **Participative system (IV).** This type of leadership shows a high grade of confidence in their followers and motivation is based on achievement. The whole organization is responsible for success or failure.

## **2.2. Job Satisfaction**

Job satisfaction defined by Wicker (2011) is a sense of pride and inner fulfillment achieved when doing a particular job [26]. Hoppock (1935) in his book presented the idea of job satisfaction as a theoretical construct as being any number of mental, physiological, and environmental situations which prompts to a person to express fulfillment with their occupation [27]. It is a positive psychological state that emerges when individuals evaluate their work and work experience. According to Spector, (1997) job fulfillment is what individual feel about their job either they like or dislike their job, liking shows the satisfaction or disliking shows the dissatisfaction of employees. Literature reveals that job satisfaction is affected by various factors [28]. Spector (1997) develop "job satisfaction measuring scale" to evaluate the level of satisfaction of employees regarding their job which covers various factors like pay, benefits, supervision; promotion, nature of work, and coworkers. If employees get the salary, benefits, promotion, nature of work, supervision and coworkers they want they will possibly be more satisfied and will also like to stay with the organization [28], [29], [30].

## **2.3. The relationship between Leadership and Job Satisfaction**

In the frame of organizational culture, employees' feeling of job satisfaction has been widely studied in parallel with leadership. Early in the 20th century, the Hawthorne experiments conducted between 1924 and 1932 revealed that employees' performance is linked to their attitudes, while their behavior is not explained by economic rewards [31]. Therefore, the human relations movement arose, indicating that valuing employees' job satisfaction is a key component of leadership [32]. In the study of the latter, the emphasis of servant leadership on building community (a relational emphasis) and clarifying goals (a task emphasis) was found to be likely to encourage more breadth in defining job performance and, therefore, should increase the measure of job satisfaction across the organization.

Studies have shown that in organizations which are flexible and adapt the participative management type, with an emphasis in

communication and employees' reward, the latter is more likely to be satisfied, resulting in the organization's success [33]. According to Schein (1992), there is an interactive relationship between the leader and the organizational culture [34]. The leader creates an organization which reflects specific values and beliefs, a fact that leads to the creation of a specific culture. However, a culture is usually dynamic rather than static. As it evolves, therefore, it affects the actions and tactics of the leader. Hence, it could be said that, although the leader creates the culture primarily, he/ she is the one who evolves through this process, and so are the leadership tactics he/ she applies.

In a historical overview of the concept of job satisfaction, Holland (1989) suggested that satisfaction with one's particular job is a by-product of meeting different motivational needs within the employee [35]. Holdank, Harsh, and Bushardt (1993) labeled leadership behavior as one of the two styles found in the Ohio State studies, either consideration (relational) or initiating structure (task) [36]. Then, they compared leadership style with job satisfaction and found two correlations: a positive relationship between consideration behavior and satisfaction and an inverse relationship between initiating structure and job satisfaction. The study of Pool (1997) confirmed those results, adding worker motivation as the most powerful predictor of job satisfaction [37].

From above discussion, the following hypotheses were proposed:

**H1:** There is a significant relationship between Likert leadership style and job satisfaction.

**H2:** There is a significant relationship between exploitative authoritative (I) and job satisfaction.

**H3:** There is a significant relationship between benevolent authoritative (II) and job satisfaction.

**H4:** There is a significant relationship between the consultative system (III) and job satisfaction.

**H5:** There is a significant relationship between the participative system (IV) and job satisfaction.

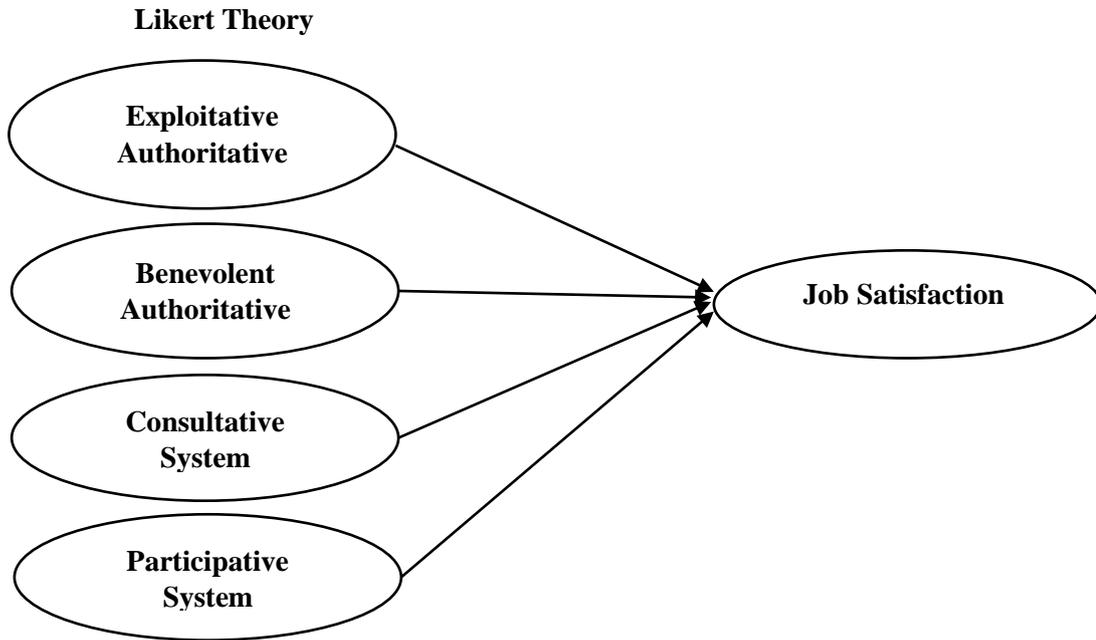


Fig 1. Hypothesized Model of the research

### 3. Research Method

#### 3.1. Procedures to conduct this research

To describe the characteristics of underlying research phenomenon, descriptive research design was used, and a quantitative research technique was used in which survey was conducted through distribution of the questionnaire.

To determine the research studies to include in the analysis, the Science-Direct, Proquest and Ebsco academic databases were used to conduct a literature review. For this process, the terms *leadership* and *job satisfaction* included in the titles of the studies were used to screen the research studies. The end date for the research studies included in the research was identified as March 2018. Doctoral dissertations and peer-reviewed journals were included in the study.

#### 3.2. Sample

In this study, the sample size in this study using the "Morgan \_ Takman" of the 201 teachers working in 11 schools, 133 were determined Shahed high schools' teacher's and academic staff in Tehran province, Iran because the population is made up only of women as a result of all the participants were selected from a gender and to select a sample group of 133 persons and the random sampling method is used according to population size and random process that lead to the fact that the sample group represents the community to have more confidence [38]. According to statistics provided in the academic year, 2016-2017 target population included 201 teachers and divided into 5 parts as follows.

Table 1: Sample population in each area of Tehran

The sample size for each region	The total number of teachers in the area	Areas	Educational regions
23	34	3,1	North
24	36	19,16,15	South
48	73	13,12,4	East
9	15	10	West
29	43	6,2	Center
133	201		Sum

Source: Delware, A. (1992). [55]

After determining the number of teachers in each region based in the schools in each region, each district school teacher was selected randomly distributed among them. In this study, to investigate the relationship between leadership style and job satisfaction of the Pearson correlation coefficient was used as the secretary of the score in the questionnaires both the shell and leadership style and job satisfaction is that we want to compare them. Delaware explains it says: Correlation method is used when the variables are continuous. Such tests of mental development and achievement test that is, each person will have two scores in the two tests [55].

### **3.3. Measurement**

To achieve the study objectives, we invoked the 20-item short form of the Minnesota Satisfaction Questionnaire (MSQ) to measure and validate employee's job satisfaction at Shahed high school in Tehran province, Iran. The MSQ short form consists of 20 items and uses 5-points Likert scale response format [39], [40]. The MSQ was supplemented with the biographical questions used to measure the biographical variables included in the study. The MSQ short form questionnaire has been used because it has the advantage of measuring two distinct components Intrinsic and extrinsic job satisfaction [41], [42]. Intrinsic job satisfaction refers to how people feel about the nature of the job tasks themselves, whereas extrinsic job satisfaction refers to how people feel about the task outside the work itself [43], [44].

Leadership style questionnaire containing 27 questions, each question has organized independent, and five options (very high, high, to some extent, low and very low) and each style has its own questions. As you can see that in the appendix (A.2)

### **3.4. Data collection**

In this study, a questionnaire was used for data collection and reliability of the questionnaire through Cronbach's alpha was calculated and used questionnaires include "leadership style questionnaire with reliability 0.8203", "Minnesota questionnaire that has high reliability and validity was used." (See the questionnaire related to leadership style in the appendix (A.1, A.2).

### **3.5. Data Purification**

The statistical analysis was carried out with the SPSS program. In the first step, means and standard deviations, skewness and kurtosis were determined to describe the data. The reliability and

construct equivalence of the MSQ were determined by means of Cronbach's alpha coefficients as well as exploratory factor analysis.

Exploratory factor analysis with a Procrustean target rotation was used to determine the construct equivalence of the MSQ for the different culture groups [45]. According to Van de Vijver and Leung (1997), the comparison between the similarities of the factor structure of two cultural groups could be underestimated due to the arbitrary spatial allocation of factors during factor analysis. Rather, it is suggested that target rotation be conducted prior to comparing the factor solutions of cultural groups by rotating the factor loading matrices with regards to each other in order to organize the agreement between the factors. During this process, one group is arbitrarily assigned the target group and the factor loadings of the other group rotated towards the target group to form a common factor including matrix. Factorial agreement between the two groups is then estimated with Tucker's coefficient of agreement (Tucker's phi). Values higher than 0.95 are deemed to be evident of factorial equivalence across different cultural groups (Van de Vijver & Leung, 1997), whereas values lower than 0.90 (Van de Vijver & Poortinga, 1994) indicate that the factor structure is not invariant [46].

Multivariate analysis of variance (MANOVA) was used to determine the significance of difference between job satisfaction (extrinsic and intrinsic) of demographic groups. MANOVA tests whether mean differences among groups on a combination of dependent variables are likely to have occurred by chance [47]. In MANOVA, a new dependent that maximizes group differences is created from the set of dependent variables.

One-way analysis of variance is then performed on the newly created dependent variable. Wilk's Lambda was used to test the significance of the effects. Wilk's Lambda is a likelihood ratio statistic of the data under the assumption of equal population mean vectors for all groups against the likelihood under the assumption that the population mean vectors are identical to those of the sample mean vectors for the different groups. When an effect was significant in MANOVA, ANOVA was used to discover which dependent variables were affected. Because multiple ANOVAS were used, a Bonferroni type adjustment was made for inflated Type 1 error. Tukey tests were done to

indicate which groups differed significantly when ANOVAS were done.

Effect sizes [48], [49]; were used in addition to statistical significance to determine the significance of relationships. Effect sizes indicate whether obtained results are important (while statistical significance may often show results which are of little practical relevance). The following formula was used to determine the practical significance of differences (d) when ANOVA was used [49]:

$$(1) \quad d = \text{Mean A} - \text{Mean B} / \text{Root MSE}$$

where

Mean A = Mean of the first group

Mean B = Mean of the second group

Root MSE = Root Mean Square Error

A cut-off point of 0.50 (medium effect) (Cohen, 1988) was set for the practical significance of differences between means [48].

A simple principal component analysis was conducted on the 20 items of the MSQ on the total sample of Shahed high schools' teacher's. Analysis of eigenvalues (larger than 1) and the scree plot indicated that two factors could be extracted. Next, a principal factor analysis with direct oblimin rotation was used in carrying out factor analyses per race group. The pattern matrices for men's and women are reported in Table 2.

The pattern matrices of the two-factor solutions for men's and women were used as input for an exploratory factor analysis with target rotations. The two-factor structure was compared across groups by rotating one solution to the other. After target rotation, the following Tucker's phi coefficients were obtained: a) Factor 1 = 0.91; Factor 2 = 0.86. Although the Tucker's phi coefficient for Factor 1 compared well with the guideline of 0.90, it is clear that Factor 2 showed an unacceptable low equivalence for the two race groups.

Table 2: Pattern matrix of the MSQ

Item	Women		Item	Men	
	Factor 1 (Extrinsic)	Factor 2 (Intrinsic)		Factor 1 (Extrinsic)	Factor 2 (Intrinsic)
MSQ 1	-0.02	0.50	MSQ 1	0.01	0.70
MSQ 2	-0.27	0.71	MSQ 2	0.24	0.86
MSQ 3	0.04	0.81	MSQ 3	0.11	0.76
MSQ 4	0.065	0.56	MSQ 4	-0.15	0.59
MSQ 5	0.68	0.01	MSQ 5	0.67	0.25
MSQ 6	0.58	0.00	MSQ 6	0.55	0.36
MSQ 7	0.09	0.32	MSQ 7	-0.04	0.45
MSQ 8	0.33	0.47	MSQ 8	0.44	-0.11
MSQ 9	0.20	0.52	MSQ 9	-0.14	0.54
MSQ 10	0.17	0.61	MSQ 10	-0.23	0.47
MSQ 11	0.21	0.68	MSQ 11	-0.38	0.48
MSQ 12	0.66	0.20	MSQ 12	-0.60	0.23
MSQ 13	0.68	-0.15	MSQ 13	0.65	0.10
MSQ 14	0.67	0.08	MSQ 14	0.59	0.13
MSQ 15	0.73	0.09	MSQ 15	-0.12	0.72
MSQ 16	0.73	0.08	MSQ 16	-0.02	0.76
MSQ 17	0.75	0.00	MSQ 17	0.47	-0.88
MSQ 18	0.59	-0.07	MSQ 18	-0.24	-0.72
MSQ 19	0.65	0.03	MSQ 19	0.14	-0.69
MSQ 20	0.49	0.32	MSQ 20	0.43	-0.44

Source: Hoy, Wayne. Miskel, Sisley (1992) [54]

*Table 3: Pattern matrix for the adapted MSQ*

Item	Women		Item	Men	
	Factor 1 (Extrinsic)	Factor 2 (Intrinsic)		Factor 1 (Extrinsic)	Factor 2 (Intrinsic)
MSQ 1	0.00	0.48	MSQ 1	0.29	0.62
MSQ 2	-0.29	0.70	MSQ 2	0.46	0.56
MSQ 3	-0.06	0.82	MSQ 3	0.36	0.59
MSQ 4	0.04	0.57	MSQ 4	0.19	0.67
MSQ 5	0.70	0.02	MSQ 5	0.79	-0.23
MSQ 6	0.61	0.00	MSQ 6	0.79	-0.09
MSQ 7	0.13	0.30	MSQ 7	0.33	0.47
MSQ 8	0.36	0.46	MSQ 8	0.28	0.51
MSQ 9	0.18	0.54	MSQ 9	0.13	0.60
MSQ 10	0.12	0.64	MSQ 10	-0.00	0.61
MSQ 11	0.19	0.69	MSQ 11	-0.08	0.74
MSQ 12	0.65	0.23	MSQ 12	0.71	-0.25
MSQ 13	0.69	-0.14	MSQ 13	0.64	-0.31
MSQ 14	0.65	0.11	MSQ 14	0.60	-0.32
MSQ 17	0.75	0.03	MSQ 17	0.75	0.03
MSQ 18	0.60	-0.05	MSQ 18	0.38	-0.54
MSQ 19	0.64	0.05	MSQ 19	0.70	-0.32

Source: Hoy, Wayne. Miskel, Sisley (1992) [54]

*Table 4: Descriptive statistics and alpha coefficients of the MSQ*

Item	Mean	SD	Skewness	Kurtosis	$\alpha$
Extrinsic job satisfaction	26.54	7.28	-0.30	-0.53	0.82
Intrinsic job satisfaction	43.35	8.81	-0.45	-0.22	0.79
Total job satisfaction	53.78	10.81	-0.37	-0.11	0.86

Source: Authors

The specific items that were problematic included item 15, reading, ‘the freedom to use my own judgement’, and item 16, reading ‘the chance to try my own methods of doing the job’. It was decided to remove these two items, because they load differently for the two races. Item 20, reading, ‘the feeling of accomplishment I get from the job’, is according to Hirschfeld (2000) an intrinsic item, and in this study, it loads on the extrinsic subscale and it was therefore removed [50].

The pattern matrices of the revised two-factor solutions for men’s and women were again used as input for an exploratory factor analysis with target rotations (see Table 3).

The following Tucker’s phi coefficients were obtained: a) Factor 1 = 0.95; Factor 2 = 0.95. These coefficients compare favorably with the guideline of 0.90. This finding provides support for all Hypothesis that the MSQ is a construct equivalent measuring instrument for

the different leadership styles in Shahed high schools’ teacher’s.

The descriptive statistics, alpha coefficients, skewness and kurtosis of the two factors of the MSQ are given in Table 4. The information in Table 4 indicates that the scores on the subscales of the MSQ are normally distributed. The MSQ and the two subscales (extrinsic and intrinsic) job satisfaction presented with adequate levels of internal consistency, falling well above the 0.70 level as suggested by Nunnally and Bernstein (1994) [51]. This provides support for (H1, H4, H5) Hypothesis that the MSQ has a two-factor structure with acceptable levels of internal consistency for each of its subscales and we confirmed these three Hypothesis. Referring to the table 4 there is a significant relationship between the leadership style and the manager of the school with the job satisfaction of teachers and teachers agree on a meaningful and positive relationship between their job satisfaction and consultative system (III) leadership style.

According to the table 4, it can be said that there is a positive and positive relationship between participative system (IV) leadership style and job satisfaction of teachers.

T-tests were used to determine differences between the leadership style and job satisfaction and the results are reported in Table 5. There were no statistical differences between the levels of job satisfaction of males and females. (H2, H3) Hypothesis are therefore rejected. As indicated in Table 5 there is practically significant differences of medium effect in terms of considering leadership style in the experience of job satisfaction. there is not a significant relationship between exploitative authoritative (I) leadership style and job satisfaction of teachers in the statistical population. Also, there is no significant relationship between benevolent authoritative (II) leadership style and job satisfaction of teachers.

The results obtained using exploratory factor analyses supported a two-dimensional

factor structure. This finding supports findings of previous studies across various samples [51], [52]. Based on conceptual grounds, three items were removed, namely items 15, 16, and 20. Item 15 measures a person's satisfaction with his or her freedom to use his or her own judgement. Item 16 measures a person's satisfaction with his or her chance to try his or her own methods of doing the job. These two items might represent a different factor indicating satisfaction with opportunities to act autonomously. This results in a 17-item scale, eight items measuring extrinsic job satisfaction and nine items measuring intrinsic job satisfaction. The validation of these subscales is needed in further studies. The results of this study confirm the construct equivalence of the MSQ for different leadership styles in Shahed high schools' teacher's. This means that the mean scores of these groups could be compared in analyses.

**Table 5: Differences between job satisfaction and leadership style**

Item	Women		Men		t	p	d
	Mean	SD	Mean	SD			
<b>Exploitative Authoritative (I) Leadership Style</b>							
Intrinsic Job Satisfaction	33.16	9.20	35.67	9.20	-2.40	0.016	0.27
Extrinsic Job Satisfaction	35.20	7.66	40.27	6.39	-6.06	0.000	0.66
<b>Benevolent Authoritative (II) Leadership Style</b>							
Intrinsic Job Satisfaction	35.99	8.89	36.61	8.65	0.46	0.64	0.24
Extrinsic Job Satisfaction	35.47	7.75	35.47	7.80	-0.63	0.52	0.26

In general, this research shows that there is no relationship between the Exploitative Authoritative (I) and Benevolent Authoritative (II) Leadership Styles with job satisfaction, there is no relationship and about consultative system (III) and participative system (IV) leadership styles and job satisfaction, there is a direct, positive significant relationship. this means that the quality of leadership in the different processes of an organization such as decision making, communication, group interaction, creating a suitable environment for work, meeting individual needs and achieving organizational goals has a significant effect and these are the most important factors. Therefore, this should count as one of the components of job satisfaction. Regarding the correlation between leadership style and job satisfaction

results over the past, such as the Research University of Michigan, Hoy and Myskel is supported by research [54].

This research was delimited to teacher's and academic staff and their leaders in Tehran province, Iran. The academic staff here included the instructors and technical assistance because they are under the core process which is the academic branch of the college. This study included only the Shahed high schools' teacher's and academic staff and leaders who were at work. Those staff members who were at different schools for further education were not included in the study. The leaders included three deans, the core process owner, the education and training officers, the registrars and the case team leaders (head departments). That means the supportive staff wasn't included in the study.

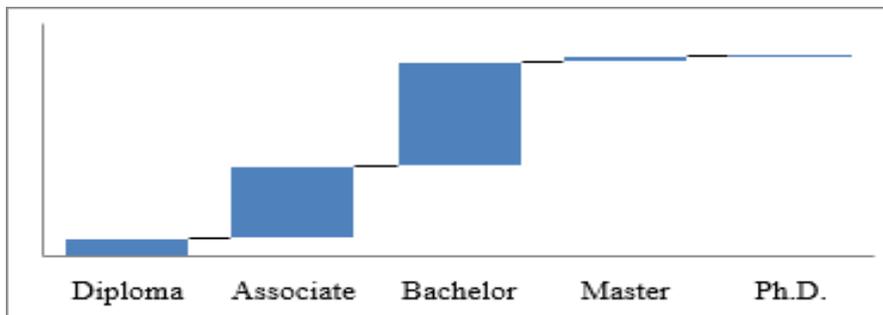
Source: Authors

Regarding areas of the study, the dominant leadership style and the extent of the teacher's and academic staff job satisfaction was assessed.

The second survey, the job satisfaction of teachers from their jobs examined the standardized questionnaires and "Minnesota" is. The questionnaire, in 1967 at the State University of Minnesota by Mindy "David J, weiss, Rene V.Dawis, George W.England and Lloyd H.Lofquist" has been developed [53]. 20 main measures of different aspects of the job in the questionnaire, which included respondents rate their satisfaction on a range of five options, including "I'm very happy; I'm happy; I don't know; I'm not happy; I am very satisfied," specify. The questionnaire, job satisfaction of teachers with regard to various aspects of the school environment and outside it, such as teachers' relationships with each other, relationships with teachers, supervisors and managers, pension and benefits, the implementation of educational policies, job security, progress career decision making on issues of social prestige job and succeed in the job, evaluated and measured in this section, the

collected data will do two types of statistical analysis. In the first section, the description of the data includes the frequency of the factors, individual characteristics (age, educational level, teaching background experience,...), percentages, mean of data in tables and figures will be done and in the next section will analyze the data including calculating the correlation coefficient and testing the hypotheses, and so on.

The statistics show that the average age of teachers in the selected sample is 40 years from the target population. The highest frequency rate is between the ages of 40 and 44 years, about 31%, and the lowest frequency is under 30 with 11 people, including 8% of the sample. Therefore, it can be concluded that the teachers in the target population are in maturing age. The statistics of the above table show that the highest frequency of bachelor's degree is about 53% and the minimum level of study is related to master degree, and it is about 0.7%. We do not have a person who has graduated from a Ph.D. in the sample. In general, it can be concluded that teachers have an acceptable level of education.



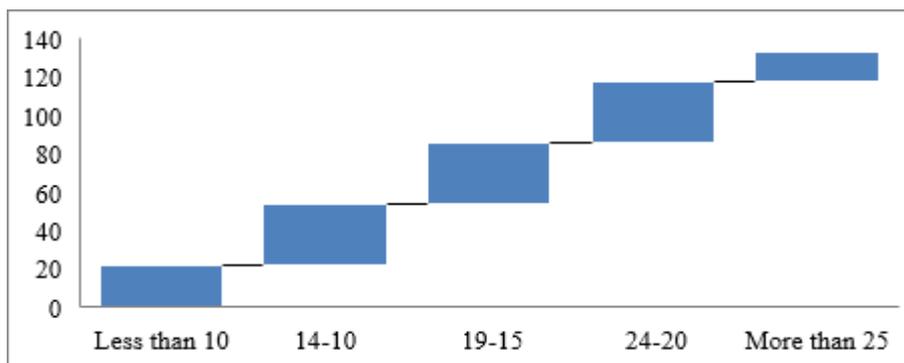
*Fig 2. Educational Level*

*Source: Authors*

The statistical information related to teaching background experience is as follows:

The statistics in the table above show that the average teaching background experience is 17 years. The highest frequency of teaching

experience is between 15 and 19 years, which is about 25%, and the low frequency is related to the teaching experience for more than 25 years. In general, it can be concluded that teachers have a relatively high teaching experience.



*Fig 3. Teaching Background Experience*

*Source: Authors*

The statistical information related to teaching experience in Shahed schools is as follows:

The statistics in the table above show that the average teaching experience in schools is about 5 years. The highest incidence of teaching less than 5 years, which is about 52%, and the

lowest frequency of teaching experience over 20 years, which is about 0.7%, can be said that although the teaching experience of teachers is high, the teaching experience in the Shahed schools Relatively low.

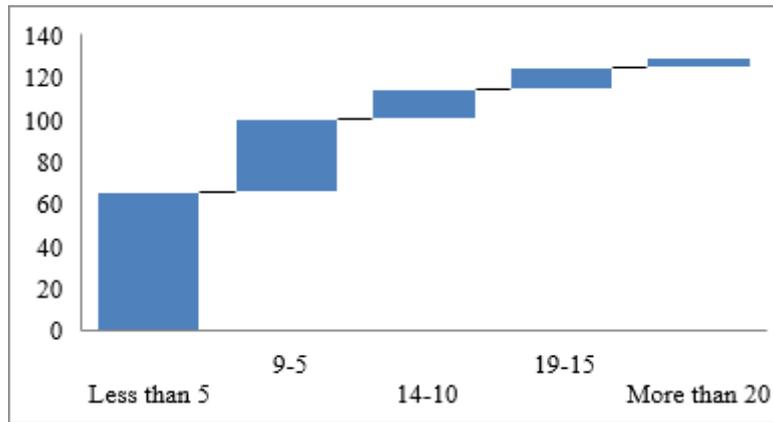


Fig 4. Teaching Experience in Shahed Schools

Source: Authors

The statistical information related to teachers' marital status is as follows:

Table 6: Teachers' Marital Status

Percent	Frequency	Marital Status
%16	21	Single
%84	112	Married

Source: Authors

The frequency distribution of the above table shows that the most frequently is related to

married teachers, that is, about 84% and about 16% of them are single.

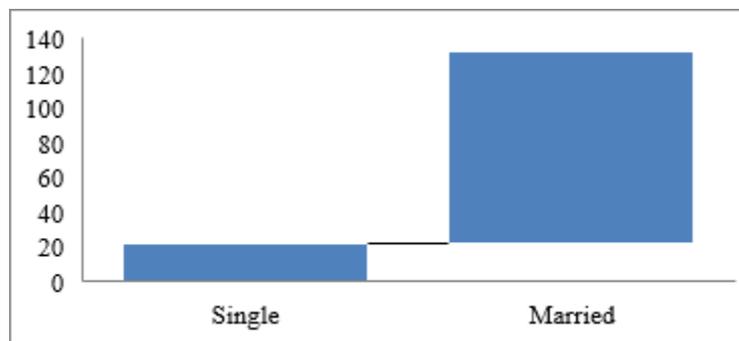


Fig 5. Marital Status

Source: Authors

Table 7: Data Analysis

Hypothesis	Pearson correlation	Level error ( $\alpha$ )	Confidence level (p)
H1	0.545	0.01	%99
H2	0.125	0.01	%99
H3	0.165	0.01	%99
H4	0.509*	0.01	%99
H5	0.587**	0.01	%99

Source: Authors

### 3.6. Data Analysis

According to information given to the program SPSS software data analyzed as the follow:

**H1.** According to the above table, with 99% confidence, it can be said from the teacher's opinion there is a significant relationship between the leadership style and the manager of the school with the job satisfaction of teachers. (The above hypothesis is confirmed)

**H2.** There is not a significant relationship between exploitative authoritative (I) leadership style and job satisfaction of teachers in the statistical population. (The above hypothesis is not confirmed)

**H3.** There is no significant relationship between benevolent authoritative (II) leadership style and job satisfaction of teachers. (The above hypothesis is not confirmed)

**H4.** It can be concluded that the teachers agree on a meaningful and positive relationship between their job satisfaction and consultative system (III) leadership style. (The above hypothesis is confirmed)

**H5.** According to the above table with 99% confidence, it can be said that there is a positive and positive relationship between participative system (IV) leadership style and job satisfaction of teachers. (The above hypothesis is confirmed)

Other findings included the relationship between each of the Likert leadership styles exploitative authoritative (I), benevolent authoritative (II), consultative system (III) and participative system (IV) with each of job satisfaction factors include (salary, supervisors, colleagues, the nature as the work, and promotion) that they are discussed below.

Another finding of the study sample included the relationship between the characteristics within the individual (education, experience, teaching experience in schools, control, age and marital status) and job satisfaction of teachers in the target population, which is discussed as follows: Regarding education, there must be said though some studies show a negative relationship between education and job satisfaction because no matter how higher-education level and knowledge level to the population is expected and in the same situation, but less satisfied by the result from this study showed that there was no relationship

between the level of education with job satisfaction.

The teaching experience and teaching experience in the control schools, according to information obtained by SPSS no relation was found between job satisfaction and teaching experience.

The relationship between independent variables and the dependent variable age, job satisfaction should be noted that although the results from some studies show that increasing age is on everyone's experiences and this factor makes them a realistic vision to find work, and their expectations were lower and more consistent with the work environment itself, but research suggests no significant relationship between and job satisfaction, there is no age of. Furthermore, single or married teachers are not associated with job satisfaction.

According to the results of SPSS software between personal characteristics, including education teachers' experience, teaching experience in schools to see, age, marital status and job satisfaction in the sense that there was no relation between female teachers in control schools being married and or single, young or experienced, the low and high teaching experience and level of education have no effect on their job satisfaction.

### 4. Data Analysis and Hypotheses Testing

In order to analyze the data, descriptive and inferential statistics were used. To this end, all information about the questionnaires was given to the SPSS software program. To determine the relationship between leadership style and job satisfaction, torque correlation was used because each teacher had two scores in continuous questionnaires: leadership style and job satisfaction. We want to measure their correlation. Describing this, Delaware says [55]:

The torque correlation method is used to study when all of the variables studied are continuous. Such as mental growth test and academic achievement test in the sense that each person will have two scores in two tests.

Also, to investigate the relationship between teachers' characteristics such as education level, teaching history and age with job satisfaction, one-way analysis of variance and specificity such as marriage or single use of T-Test will be used.

**Table 8:** Likert's correlation between leadership styles (I; II; III, IV) and job satisfaction

Number	The level of significance	Correlation	Leadership style
85	0.253	0.125	Exploitative Authoritative (I)
83	0.137	0.165	Benevolent Authoritative (II)
85	0.000	**0.509	Consultative System (III)
78	0.000	**0.587	Participative System (IV)

(In the above table marked "\*\*\*" means alpha is 0.01)

Source: Authors

Statistics the table above shows that between exploitative autocratic leadership style and job satisfaction, there is no significant relationship. The benevolent autocratic leadership style and job satisfaction there is no significant relationship. The consultative

leadership style and job satisfaction at the significant level (0.01) there is a positive and significant correlation. A significant and positive relationship between participatory leadership style and job satisfaction at the significant level (0.01) there.

**Table 9.** Correlations between leadership styles (I; II; III, IV) of each of the factors of job satisfaction

Promotion	Condition	Nature of work	Collaborators	Supervision	Law	job satisfaction Leadership style
*0.234	0.025	**0.285	0.170	-0.056	-0.012	Exploitative Authoritative (I)
*0.232	0.131	0.099	0.123	0.111	0.121	Benevolent Authoritative (II)
**0.492	**0.454	**0.405	**0.314	**0.597	*0.192	Consultative System (III)
**0.043	**0.388	**0.437	**0.326	**0.641	0.101	Participative System (IV)

(In the above table marked "\*" means alpha 0.05 and marked "\*\*\*" is meant alpha 0.01)

Source: Authors

Table 10. Frequency distribution of the respondents' answers to the total Likert leadership style questionnaire

The above table shows that the total number of expected responses is 3591. Teachers have responded to 3496 questions, about 97% of the questions. The highest number of responses is related to the "very high" item with the number of 1563 cases, that is, about 43%, and the smallest answer is the "low" with the number of 209, which is about 6%. The lowest question that the teachers responded to is question 21, of which 118 were answered, and the most questions answered by all teachers are questions 11, 13, 14, 19 and 24. The highest frequency of the "very high" item relates to question 11, with a score of 108, that is, about 81%, which indicates that teachers are at the highest level

who believe that managers are interested in making changes to improve school performance.

The distribution of leadership styles of managers from the viewpoint of teachers. The statistics of the above table show that the highest frequency is related to the style of consultative system (III) leadership because they have selected more than 87% of the high-ranking items and the lowest frequency is related to the style of benevolent authoritative (II) leadership, which is about 61% are highlighted. The other leadership styles are about 81% with participative system (IV) leadership style and 64%, respectively, with an exploitative authoritative (I) leadership style. In sum, it can be said that managers have used alternating and contingent leadership styles.

*Table 10: Frequency distribution of the respondents' answers to the total Job Satisfaction questionnaire*

	1	2	3	4	5		
Without Answer	Total	Very Dissatisfied	Dissatisfied	To some extent	Satisfied	Very Satisfied	Question
7	126	3	7	6	62	48	1
5	128	2	4	6	76	40	2
4	129	3	6	9	54	57	3
1	132	1	3	6	58	64	4
4	129	0	2	7	66	54	5
3	130	0	3	10	56	61	6
2	131	0	2	2	53	74	7
5	128	2	5	5	58	58	8
3	130	0	0	1	51	78	9
12	121	1	7	31	51	31	10
1	132	0	5	4	74	49	11
3	130	1	9	12	77	31	12
2	131	13	53	23	35	7	13
0	133	5	22	18	61	27	14
7	126	1	10	24	60	31	15
6	127	1	6	9	77	34	16
1	132	4	13	5	78	32	17
2	131	0	6	7	66	52	18
3	130	0	11	22	63	34	19
1	132	0	6	6	69	51	20
72	2588	37	180	213	1245	913	Sum

Source: Hoy, Wayne. Miskel, Sisley (1992) [54]

The statistics in the above table show that out of a total of 2660 expected answers, teachers responded to 2588 (97%) answers, with the highest response rate of 1245 (47%), and the lowest answer for the item "Very Dissatisfied" with 37 cases (1.3%). The lowest question that the teachers responded to is question 10, of which 121 were answered, and the most common

question answered by all teachers is Question 14. The highest frequency of "Very Satisfied" is related to Question 9 with 78 cases, which shows that teachers have the highest satisfaction from their job due to providing an opportunity to serve others. The below table shows a comparison between leadership styles of managers in five regions of Tehran.

*Table 11: Comparison Between Leadership Styles of Managers in Five Regions of Tehran*

exploitative authoritative (I)	benevolent authoritative (II)	participative system (IV)	consultative system (III)	North
benevolent authoritative (II)	exploitative authoritative (I)	consultative system (III)	participative system (IV)	South
benevolent authoritative (II)	exploitative authoritative (I)	participative system (IV)	consultative system (III)	East
benevolent authoritative (II)	participative system (IV)	exploitative authoritative (I)	consultative system (III)	West
benevolent authoritative (II)	exploitative authoritative (I)	participative system (IV)	consultative system (III)	Center

Source: Authors

The above correlation between leadership styles of each of the factors of job satisfaction includes "rights, supervisors, colleagues, the nature as the work, and promotion" were investigated and the results are as follows.

(A) The exploitative autocratic leadership style with the nature of work and the promotion

of positive and significant correlation exists and the rights of co-curator and Condition, there is no significant relationship.

(B) Benevolent autocratic leadership style with the promotion of the relationship between low and there is a significant level of 0.05, and there is no association of other factors.

(C) A consultation with the Leadership style of supervision, Collaborators, the nature as the work, and promote a positive and significant relationship and there is a significant level of 0.01 and 0.05 of the law; there was a significant relationship between low and level.

(D) There is a significant correlation between rights and participatory leadership style of supervision, et al. nature as the work, and promoted there is a significant relationship between participatory leadership style, and 99% say there is a significant relationship with job satisfaction factors.

(E) Collaborator's factor of job satisfaction and Leadership style between (I) and (II) there is no significant relationship, and there is a significant positive relationship with Styles (III) and (IV), and this means that no matter how consultative and participatory leadership style would be more satisfied collaborators. Between the nature of work and job satisfaction and Leadership style (I), (III) and (IV) was significant and only two no relationship with Leadership style that the comparison between (Exploitative authoritative) and (Benevolent authoritative) can tell (Exploitative authoritative) in the further strengthen the feeling of providing for the nature of work.

(F) The Condition factor of job satisfaction and Leadership style (I) and (II) there is no significant relationship and (III) and (IV) correlated with Leadership style, and there is a direct consultative, and participative leadership style is that no matter how working conditions for teachers will be more satisfactory.

(G) Among the professional improvement factor of job satisfaction and Leadership style (I) and (II), there is little correlation and (III) and (IV) leadership style, and there is a direct correlation, which means that leadership style had a little impact of the promotion of employment of job satisfaction.

(H) Another finding of the study sample included the relationship between the characteristics within the individual (education, experience, teaching experience in schools, control, age, and marital status) and job satisfaction of teachers and academic staff in the target population,

#### **Leadership and Demographic characteristics**

The most widely studied demographic factor in the frame of leadership is, perhaps, gender. Several authors have distinguished different leadership styles in terms of leaders'

gender. Sergeant (2009) suggested that male and female leaders and managers tend to adopt the most effective qualities of the opposite gender, adopting an androgynous leadership style [56]. Loden (1985) suggested a masculine mode of leadership which included qualities like hierarchical authority, competitiveness, high leader control, and problem-solving, which is unemotional and analytic [57]. In contrast, a feminine mode includes cooperativeness, a collaboration between managers and subordinates, lower leader control and problem-solving, which is based on intuition, empathy, and rationality. On the contrary, many researchers have found zero significant differences between men and women in terms of leadership [58]. Kanter (1977) concluded that there is no research evidence indicating gender differences in leadership aptitude or style [59]. Nieva and Gutek (1981) supported that despite notions about gender specialization in leadership styles, female leaders tend to behave in the same ways as their male colleagues [60]. Also, Bass (1981) found no pattern of differences in the supervisory style of female compared to male leaders, while Bartol and Martin (1986) revealed few differences in the leadership styles of male and female designated leaders [61], [62].

In terms of age, research results are rather limited. In his study of servant leadership, Laub (1999) found no significant difference in the scores of organizational leadership assessment (OLA) among the participants' age categories, while a significant positive correlation was found between age and the total instrument score, indicating that the higher the age, the higher the scores on the instrument [63]. In the study of Kearney and Gebert (2009), age diversity was not significantly associated with team performance when transformational leadership was high, and it was negatively associated with team performance when transformational leadership was low [64]. When it comes to the position held by employees, in the study of Laub (1999) significant difference was found in OLA scores between top leadership and the categories of management/supervision and workforce with top leadership scoring higher [63]. In terms of educational level, the study of Dannhauser and Boshoff (2006) on the relationship between servant leadership, trust, team commitment, and demographic variables revealed statistically significant differences on rational team commitment, with the lower qualification having

a higher score than the group with a post-school qualification [65].

In general, it can be said that the relation between demographic characteristics and leadership has not been adequately searched and further investigation is needed in order to provide credible conclusions. However, most of the demographic variables that were included in the study were not related to servant leadership, trust, and team commitment.

## **5. Conclusion**

The main hypotheses as there is a significant relationship between Likert leadership style from the perspective and job satisfaction. The test was conducted with respect to the Pearson correlation coefficient obtained by SPSS in 0.545 amount is significantly 0.01 and the larger the critical factor. Therefore, the null hypothesis is rejected, and the research hypothesis is that the first hypothesis is confirmed. This means there is a significant relationship between leadership style and job satisfaction.

The first secondary hypothesis minor study as there is a significant relationship between exploitative authoritative (I) and job satisfaction. There was a significant relationship between the results obtained SPSS software as the Pearson correlation coefficient obtained from the coefficient of the critical value is 0.125 to 0.01 error is smaller the research hypothesis is not confirmed. This means there is no relationship between exploitative authoritative (I) and job satisfaction.

The second secondary hypotheses as there is a significant relationship between benevolent authoritative (II) and job satisfaction. The test was conducted with respect to the Pearson correlation coefficient obtained by SPSS in 0.165 amount is significantly 0.01 and the larger the critical factor. Therefore, the null hypothesis is rejected, and the research hypothesis is that the first hypothesis is confirmed. This means there is a significant relationship between benevolent authoritative (II) and job satisfaction.

The third secondary hypotheses as there is significant relationship consultative system (III) and job satisfaction. The test was conducted with respect to the Pearson correlation coefficient obtained by SPSS in 0.509 amount is significantly 0.01 and the larger the critical factor. Therefore, the null hypothesis is rejected, and the research hypothesis is that the first hypothesis is confirmed. This means there is a significant relationship between the consultative system (III) and job satisfaction.

The fourth secondary hypotheses as there is significant relationship participative system (IV) and job satisfaction. The test was conducted with respect to the Pearson correlation coefficient obtained by SPSS in 0.587 amount is significantly 0.01 and the larger the critical factor. Therefore, the null hypothesis is rejected, and the research hypothesis is that the first hypothesis is confirmed. This means there is a significant relationship between the participative system (IV) and job satisfaction.

Findings also suggest that, perceived school principal and Leadership style and management with job satisfaction. Therefore, it deserves it is considered as one of the components of job satisfaction into account. The correlation between leadership style and job satisfaction results over the past, such as the Research University of Michigan, Hoy, and Miskel is supported by research. See more in [38], [54].

## **Future works**

It is recommended for managers to understand the characteristics, needs, interests, and level of maturity and responsibility of their subordinates, and in accordance with their existing organizational circumstances, to choose the appropriate style of leadership and motivation and satisfaction among staff unions.

Since the results of this study, the relationship between leadership style and job satisfaction confirms the consultation and participation. It is recommended for in-service training and other means, awareness, and managers to enhance their leadership style and leadership that have encouraged the styles they use.

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## Appendix 1

### A.1. Job Satisfaction Questionnaire

#### Job Satisfaction Questionnaire

- MSQ 1 I am ..... from my current job to fill all my hours ...
- MSQ 2 I am ..... from my current job because I can work alone (independently) ...
- MSQ 3 I am ..... with doing my current job because I can do different things (non-uniform) ...
- MSQ 4 I am ..... from my current job because I feel like a valuable person in the community ..
- MSQ 5 I am dealing with the way I deal with my manager .....
- MSQ 6 I deserve (Competence) from my manager of me in his/her decisions ...
- MSQ 7 I am ..... with my job because that doesn't force me to do something contrary to my conscience ...
- MSQ 8 I am ..... from my current job, which is a stable job (durable) ...
- MSQ 9 I am ..... from my current job, because provide an opportunity to serve others ...
- MSQ 10 I am ..... from my current job because providing an opportunity to tell others what to do ...
- MSQ 11 I am ..... from my current job, because I can use my abilities ...
- MSQ 12 I am ..... from the school's rules and procedures ...
- MSQ 13 I am ..... about the amount of salary and the amount of work I do for it ...
- MSQ 14 I am .....because have the opportunities for me to make progress in this work ...
- MSQ 15 I'm ..... from commenting on my work ...
- MSQ 16 I am ..... that I can use my methods to perform tasks ...
- MSQ 17 I am ..... with my working conditions ....
- MSQ 18 I am ..... from ways for treating colleagues...
- MSQ 19 I admire the admiration for my good performance ...
- MSQ 20 I am ..... from the feel of success in doing my job ...

### A.2. Leadership Style Questionnaire

#### Part A. Exploitative Authoritative (I)

1. To what extent to implement the directives and regulation's principal stresses?
2. The principal question of how much you want in the research objectives of teachers work hard?
3. Ask your principal how much you demand the imperative and voice commands?
4. How much principal you adjust the program of work to be done?

5. The school principal asked teachers how much you want to standards, rules and regulations are strictly observed?
6. Ask your school principal to the teacher's sensitive to the presence or absence and the presence of early is recommended?
7. The principal question is how far you take action without consulting the teachers?

**Part B. Benevolent Authoritative (II)**

1. To what extent the principal secretary his own expectations?
2. The principal question of how much you are willing to act as a spokesman for the teachers?
3. To what extent the principal decisions to the school's administration council?
4. The principal question how much you will use the incentives happened?
5. The principal question is how much you tried to impose their views in favor of their teachers and students?
6. The principal question is how much the desirability of the result of the teachers, they appreciate it?

**Part C. Consultative System (III)**

1. To what extent the principal decision-maker's teachers to work?
2. The principal question of how much you do things according to the responsibility of everyone monitor is entrusted to teachers?
3. How much the principal you like to change in order to improve the school?
4. To what extent school principals and teachers to work out effective work provoke?
5. To what extent the principal shared his views with the teachers and the reaction they informed?
6. The principal question is how much teachers are encouraged to do better?

**Part D. Participative System (IV)**

1. The principal question of how much you trust the teachers?
2. The principal question is to what extent the participation of the teacher motivates you?
3. How many teachers have freedom for doing their works?
4. To what extent are the principal human aspects of work and pleasure teachers take into consideration?
5. The principal question is how much of rewards and recognition by the determination work?
6. How friendly is the principal and teachers to accept with open arms?
7. The principal question of how much you may have the opportunity to listen to the teacher talk?
8. Ask your school principal to what extent the judgment of teachers in educational matters and student discipline confident?

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