

# An examination of the educational management styles and their effect on teachers' job satisfaction

Mojtaba Sargazi <sup>1\*</sup>

<sup>1</sup> M.Sc., Department of Educational Management, Sistan and Baluchestan University Campus, Zahedan, Iran

\*Corresponding Author Email: [Mojtaba74sargazi@gmail.com](mailto:Mojtaba74sargazi@gmail.com)

**Abstract:** This study investigates the effect of principals' educational management styles on the job satisfaction of primary school teachers in Zahedan. The statistical population includes 390 teachers and Elementary school principals Selected by cluster and random sampling. The research method is descriptive - survey and the T. Student correlation test is used. Two independent samples have been used. Findings using one-way analysis of variance to test the hypotheses of factors affecting job satisfaction and the Pearson correlation test to examine the relationship between management styles and job satisfaction showed that the four management styles are Authoritative, Country Club, Laissez-Faire, and team; there was only a significant relationship between Country Club style, and job satisfaction and no conclusions were reached for other styles.

**Keywords:** educational management, job satisfaction, management style

## Introduction

Human resources in any organization can be said to be more valuable and necessary than the material and capital resources of the organization because any organization in the absence of specialized and efficient human resources with different and modern material resources and the use of modern technologies in the world can not go through the path of growth and development and continue its life. With this description of human resources and determining their position and importance in various organizations, we take a look at education as one of the service organizations and has a vital role in society (Afjeh, 2006).

The Education Organization is one of the organizations with the largest human resources that implement this organization's decision-making programs and activities. The necessity and importance of using management methods and encouraging and involving education staff with the same front-line teachers in schools and classrooms become clear. On the one hand, due to the vastness of education in terms of human resources and also the geographical extent that these two have caused cultural diversity, and on the other hand, the existence of a centralized structure and system in their country is a testament to the implementation of management practices in education. Moreover, it exposes the need for participation in educational decisions and planning to anyone because the country's geographical extent and cultural differences require different planning and decision-making, which is with the participation of teachers. In different parts of the country and different organizations and departments of education in our country can be implemented, and teachers, with their participation, can provide suggestions,

ideas, and constructive solutions to remove various obstacles to the process of centralized education and their participation laws and Make centralized programs applicable to their various geographical and cultural areas. Education is one of the largest and most pervasive social institutions with which most people are somehow associated. Education is the potential source of essential and valuable changes in all different dimensions of the life of individuals and society (Behrangi, 2019).

Given this scope and importance and the complexity of educational activities, it is clear that the optimal management of educational organizations is entirely dependent on activities that are accurately and regularly prepared in the light of scientific and research activities. Today, in different organizations and companies, the discussion of human resources and the power and value that human resources can provide is one of the hot topics of management, as a branch of management science has been created under the title of human resource management in the field of management science. Its purpose is to understand the different angles of human resources (human capital) of each organization and the ability and methods to improve and increase the productivity of human resources. Human resources in any organization It can be said that most of the material and capital resources of the organization are valuable and essential because any organization in the absence of specialized and efficient human resources with different and modern material resources and the use of modern technologies in the world cannot go through the path of growth and development and continue its life. With this description of human resources and determining their position and great importance in various organizations, we look at education as one of the service organizations and has an essential role in society. Education is an organization whose main assets are human resources. Human resources education is none other than teachers on the front lines and in schools and classrooms to train students and ultimately the children of this border, and canvas is busy. Capable people, skilled and specialized in various fields of knowledge, including basic sciences and humanities and skills and technical fields, as well as familiar with various psychological issues of students at different ages and courses of elementary, middle, and high school, most of whom are capable people.

Moreover, they have knowledge and expertise because they have graduated from university circles, and each of them has sufficient expertise and qualification to attend education in their field. In other words, it can be said that the Education Organization is an organization full of human resources. The Education Organization is one of the organizations with the most human resources that implements this organization's decision-making programs and activities. The necessity and importance of using management methods and encouraging and involving education staff with the same front-line teachers in schools and classrooms become clear to everyone. On the one hand, due to the vastness of education in terms of human resources and also the geographical extent that these two have caused cultural diversity, and on the other hand, the existence of a centralized structure and system in their country is a testament to the implementation of management practices in education. Moreover, exposes the need for participation in educational decisions and planning to anyone (Hosseinzadeh, 2013).

## **Theoretical foundations of the research topic**

### **Internal satisfaction and external satisfaction**

1. "Internal satisfaction" comes from two sources. The first is the feeling of pleasure that a person derives only from employment and activity. Second is the pleasure that comes from observing or performing specific social responsibilities and the emergence of individual abilities and desires.

2. "External satisfaction" is related to employment conditions and work environment and is changing at every moment. External satisfaction factors such as working environment conditions, wages, bonuses, type of work, and the relationship between worker and employer can be mentioned (Hosseinzadeh, 2013).

Creating job satisfaction in employees will probably not be fast, but it will undoubtedly disappear quickly. All the conditions for maintaining employee satisfaction may be excellent to some extent, but only with an inappropriate attitude of the manager, the possibility of the impact of these appropriate conditions will be quite noticeably reduced to zero (Khani, 2014).

People have different attitudes toward their job. They have different attitudes about the characteristics of their organization, job, colleagues, and salary, but they all have understandable and measurable feelings about their job. Job satisfaction as a summary of attitudes about a profession is a good expression of this sensitivity and has been the main subject of organizational studies for more than 60 years and during more than 3,000 studies in this field. "Job satisfaction means loving the tasks a job requires. The conditions under which it is performed and the reward it receives for doing so," he said. They judge to what extent and to what extent they meet the person's needs. The person should balance the good and bad things about his job. If the good overcomes the bad ones, the person will likely be satisfied with his job (Saki, 2016).

#### **Different definitions of job satisfaction**

Researchers have defined job satisfaction from a variety of perspectives. One group defines job satisfaction based on the psychological factor and considers it an emotional adaptation to the job and employment conditions.

That is, if the desired job provides the desired pleasure for the person, in this case, the person is satisfied with his job (Slogan of Nejad, 2011).

On the other hand, if the desired job does not give the desired satisfaction and pleasure to the person, in this case, the person starts to condemn the job and tries to change it. Another group of researchers names various factors such as income, the social value of the job, working environment conditions, and its products as factors of job satisfaction (Schrtzer, 2012).

There are several definitions of job satisfaction in various sources, and in this section, we will refer to some examples of these definitions.

With the onset of the recession in the 50s and 60s, the issue of job satisfaction in organizations was raised. This was when most employees and workers were dissatisfied with their jobs due to the recession. This issue attracted more attention from managers and organizations to the issue of job satisfaction (Alaghband, 2011). "Fisher and Hannah" consider job satisfaction as a psychological factor and define it as an emotional adjustment to the job and job conditions. This means that if the job provides favorable conditions for the person, the person will be satisfied with his job, but if the job does not provide the desired satisfaction and pleasure, the person will start condemning the job and leave his job if possible (Asgarian, 2017).

Due to the importance of various factors such as income, social status, working environment conditions, etc., the person will have job satisfaction (Mirkamali, 2014).

### **Education Management**

Between 1910 and 1930, educational management-led and inspected affairs. During this period, teachers entered the profession without passing a particular course, and the principal's job was to supervise the teachers' work closely. Between 1930 and 1960, freelance management and leadership encouraged teachers to do what the principal intended. Between 1960 and 1950, educational management was considered a cooperative endeavor. As a result, instead of the word "inspection," they used terms such as "mutual assistance, consulting with each other," "planning with each other," or even "talking to each other about improving the teaching and learning situation". . According to this concept, the duty of the director or educational leader is to provide facilities so that people can consult with each other and benefit from each other's experiences (Hoffman, 2020).

Educational systems are gradually realizing that they will not be able to meet their growing responsibilities without effective management and leadership in today's complex situation. Management science helps educational managers overcome their work's difficulties by studying the principles and theories and teaching valuable and practical techniques and methods. Educational management can be considered an applied science that uses the principles and findings of the scientific domains of psychology, social psychology, sociology, anthropology, economics, and the like to solve its domain problems. Therefore, management can be justified in general and education management in specific ways, and its purpose can be determined (Hui, 2013).

Management means activity and action done in an organized situation to coordinate and direct affairs toward specific goals. We consider management as a practice based on scientific knowledge and findings, artistic ability, technical skills, and social ethics. In other words, we consider a person who can apply scientific principles, scientific findings, and technical skills in his work environment according to the situation, solve problems and achieve a goal (Lannenber, 2013).

The requirement of such management in the educational environment is that the manager is aware of the goals and processes of education and training, the educational organization and its formal and informal relations correctly, and create a favorable organizational atmosphere for the performance of duties and activities of employees, Use the available human and material resources appropriately, create the necessary unity and coordination among the components and elements of the organization, motivate your colleagues and subordinates to work and work effectively, evaluate and criticize the performance of their organization, and finally cooperate and Make the participation of themselves and their subordinates in doing things the basis of management and leadership (Michel & Larson, 1986).

### **Management styles Educational management**

A study of educational administrators has shown that those who have the power to persuade others, communicate well with them and engage in various educational activities accept innovations much earlier than managers who do not have these characteristics (Glenn et al., 1977).

He also noted that the most innovative managers are more formally educated, attend more professional meetings, have more reputation, are often consulted by others, are supported by faculty, and are more dependent on outside information sources. They rely on the system" (Luthans & Thomas, 1989).

In management science, four main management methods have been defined, and most theorists have given various definitions for these methods; we will briefly present these four management methods.

Authoritarian management: In this method, the manager emphasizes duty and work and pays less attention to personnel, and communication is only for explanations about performing tasks. They are often controlling and strict (Mukthamath et al., 1991).

### Research Methods

Statistical population: The study population includes 390 principals and teachers of schools in twenty primary education districts of Zahedan, 110 principals, and 280 other teachers.

Statistical sample (sampling method) 198 people were selected as a sample from 300 people in the statistical population, which is classified by the Morgan table.

Sampling method: The sampling method is a random cluster sampling selected from twenty education regions, 5 regions (based on different regions including north, south, east, west, and center), and from among them. 33 schools were randomly selected, and among the selected samples, 13 were male principals, 20 were female, 61 were female teachers, and 56 were male teachers. This sample size was classified using the Morgan table, and it has been chosen.

Data collection method: Data collection is required for research through two samples of job satisfaction questionnaires and management styles was obtained by simple random sampling, which includes 30 questions in the management styles questionnaire and 20 questions in the job satisfaction questionnaire and with a Likert scale. It is graded from very low to very high, with the highest score (5) representing a manager with a team style and the lowest (1) representing a manager with an authoritarian style.

Data analysis method: In this study, correlation tests, an independent two-sample t-test, a one-way analysis of variance to test the hypotheses of factors affecting job satisfaction, and a Pearson correlation test to examine the relationship between management styles and job satisfaction were used to test the research hypotheses. To determine which management style has the most significant impact on teacher satisfaction. The above method is used to test qualitative traits, in which the collected information is classified as ranked.

### Findings

Hypothesis 1: There is a relationship between the job satisfaction of teachers and principals and their attitudes about authoritative management style.

**Table 1.** Results of Pearson correlation test to examine the relationship between job satisfaction and authoritarian style

Variable	The correlation coefficient	Sig.
job satisfaction authoritarian	-0.048	0.503

According to the table above, since the significant number obtained is not less than the 5% margin level, then it can be said that there is no relationship between the job satisfaction of teachers and principals and their attitudes about authoritative management style.

Hypothesis 2: There is a relationship between the job satisfaction of teachers and managers and their attitudes about the Country Club management style.

**Table 2.** Results of Pearson correlation test to examine the relationship between job satisfaction and Country Club management

Variable	The correlation coefficient	Sig.
job satisfaction Country Club	0.288	0.000

According to the table above, since the significant number obtained is less than the margin level of 5%, it can be said that there is a relationship between the job satisfaction of teachers and managers and their attitudes about the Country Club management style.

Hypothesis 3: There is a relationship between the job satisfaction of teachers and principals and their attitudes about team management style.

**Table 3.** Results of Pearson correlation test to examine the relationship between job satisfaction and team management

Variable	The correlation coefficient	Sig.
job satisfaction	0.096	0.180
Team		

According to the table above, since the significant number obtained is not less than 5%, it can be said that there is no relationship between the job satisfaction of teachers and managers and their attitudes about the Country Club management style.

Hypothesis 2: There is a relationship between the job satisfaction of teachers and principals and their attitudes about moderate management style.

**Table 4.** Results from the Pearson correlation test to examine the relationship between job satisfaction and moderate management

Variable	The correlation coefficient	Sig.
job satisfaction	0.124	0.081
Laissez-Faire		

According to the table above, since the significant number obtained is not less than 5%, then it can be said that there is no relationship between the job satisfaction of teachers and principals and their attitudes about moderate management style.

**Answers to each of the research questions**

A) Is there a relationship between the job satisfaction of teachers and principals and their attitudes about authoritative management style?

B) Is there a relationship between the job satisfaction of teachers and principals and their attitudes about the Country Club management style?

C) Is there a relationship between the job satisfaction of teachers and principals and their attitudes about team management style?

E) Is there a relationship between the job satisfaction of teachers and principals and their attitudes about the Laissez-Faire management style?

D) Is there a relationship between the job satisfaction of teachers and principals and their attitude towards moderate management style?

As stated in Chapter 3, according to the sample size, the number of respondents is a cluster random sampling method that among the twenty areas of education, 5 areas (based on different areas of Including North, South, East, West, and Center) and 33 schools were randomly selected from among them. Among the selected samples, 13 were male principals, 20 were female, 61 were female teachers, and 56 were female. They are male teachers whose sample size is classified and selected using Morgan's table. The following results were obtained by distributing 2 samples of questionnaires on management styles and job satisfaction and by collecting 66 questionnaires that teachers and principals returned, the following results were obtained.

In terms of gender, 41% of respondents were male, and 59% were female. The highest frequency was related to undergraduate education with 56%, and the lowest percentage was related to diploma education with 7%.

Data related to the background of principals and teachers are less than 5 years, 5 to 10 years, 10 to 15 years, 15 to 20 years, 20 to 25 years, and 25 years and above, and 83% of respondents have a teaching job and 17% They have also been managers.

The highest frequency is related to the history from 10 to 15 years with 33%, and the lowest frequency is related to the history from 20 years and up with 4%. The frequency chart is related to the organizational history of the respondents.

**Discussion and Conclusion**

- Exercising control by force and ignoring the person and his rights is, in fact, the prevalence of a central or self-centered manager. In this way, the principal's interests, desires, and opinions alone are the focus of decisions and planning in the organization, and the principal always approves of dry and inflexible rules in the school. In this way, the central role of teacher participation in influencing educational, social, and cultural decisions in

schools is forgotten. In general, the average job satisfaction of teachers in their self-control method is higher than the average job satisfaction of other coercive and normative control methods.

- The level of job satisfaction of employees who are under the supervision of managers with a high level of participation is significantly higher than employees who are under the supervision of managers with a low level of participation.

- Most school principals have a human tendency and believe in good relationships in the workplace. In other words, considering the work environment of education and its goals and the staff of academic units, managers do not only think about doing work by their subordinates but also pay attention to feelings, needs, individual differences, and personalities. Performing the duties of employees in educating students, they are careful, and according to the mentioned factors, all managers tend to the tendency of human relations because they believe that with this tendency, people can be better towards organizational goals.

- Compassionate management produces the highest level of satisfaction, and other management methods are not significantly different. According to the "Chi-square" test, which was used to prove the hypothesis, the results show that human management is much more common in schools. Moreover, it is inferred that the best management method affects teachers' satisfaction.

Since each research is conducted at a specific time and place, it can be assumed that the results are also different by comparing the results of previous research and the results of my research and other research; this is quite evident. Be. It is also worth noting that each study takes into account different factors. However, as can be seen in the results of the above research, in some cases self-control method has the most significant impact on teachers' job satisfaction, and in others, participatory management is considered the most influential factor on job satisfaction; in another study, compassionate management method Has been introduced as a factor on teachers' job satisfaction.

However, in my research, it was found that there is a higher correlation coefficient between Country Club management style and teachers' job satisfaction than other styles, and as a result, Country Club management style has the most significant impact on teachers' job satisfaction and has a direct and significant relationship.

In addition, other factors such as position, education, and years of work were evaluated. Other factors in this area of research have a more significant impact on teachers' job satisfaction. I hope other researchers have identified these factors and determined their impact.

- In the research conducted by Ms. Elham Sadat Hosseini in 2014 entitled "Study of the effect of control methods of principals on job satisfaction of female teachers in girls' primary schools in the 3rd district of North Zahedan," the result is as follows: The exercise of control in a coercive manner and ignoring the individual and his rights is, in fact, the prevalence of central or self-centered principal, which in some cases, unfortunately, has also affected our educational system. Thus, the wishes and opinions of the principal alone are the center of decisions and planning in the organization, and the principal always approves of the dry and inflexible rules in the school. In this way, the central role of teacher participation in influencing educational, social, and cultural decisions in schools is forgotten. Cooperation and empathy of all school staff require satisfaction and attention to their spirit and material and spiritual needs. Therefore, the control process in organizations, especially educational organizations, should be looked at beyond a tool view. Moreover, through this, a suitable emotional, social and cultural atmosphere is created in schools. In general, the average job satisfaction of teachers in the self-control method is higher than the average job satisfaction of other coercive and normative control methods.

The following results have been obtained in the research of Ms. Mitra Shaukat Daliri in 2013, entitled "Study of the relationship between the participatory management style of the Zahedan Water and Sewerage Company executives and the job satisfaction of the personnel under their supervision."

To make a significant difference between the averages of the two groups of employees, the "Man Whitney" test was used. The job satisfaction of employees supervised by managers with a high level of participation is significantly higher than employees under Supervisors are managers with a low level of participation. Managers who have a participatory style in the management style in various work situations due to participation and communication with their supervisor can easily participate in decisions and consider themselves effective in building their future careers and the opportunity to learn and train. They also have more, which increases the job satisfaction of the staff.

"In Ms. Shaukat Daliri's research, one of the management styles has been studied, the results of which are not in line with the results of my research, because in my research, Country Club management style has the greatest impact on job satisfaction."

In Mr. Alireza Khani's research in 2014 entitled "The effect of educational management methods on work orientations with human relations according to factors: background, education, age, etc. in primary, middle and high schools in Zahedan Region 5" The following results were achieved:

After extracting the information from the forms and according to the findings of this study, it can be concluded that most school principals have a human tendency and believe in good relationships in the workplace. In other words, considering the work environment of education and its goals and the staff of academic units, managers do not only think about doing work by their subordinates but also pay attention to feelings, needs,

individual differences, and personalities. Performing the duties of employees in educating students, they are careful, and according to the mentioned factors, all managers tend to the tendency of human relations because they believe that with this tendency, people can be better towards organizational goals. "In my research, it was found that Country Club style has the greatest impact on job satisfaction, which is in line with the above research results, appropriate for this style, and the results are the same."

- In the research of Mr. Mohammad Famili in 2013 entitled "The effect of educational management methods on academic failure in vocational schools in the country compared to other factors," the following results have been obtained. In comparison with economic, social, etc., the result of the research hypothesis is rejected because other factors have had a more significant impact on academic failure.

"In my research, it was found that factors such as education, years of work, and job position did not affect job satisfaction. With these interpretations, it can be concluded that other factors can affect job satisfaction."

The following results were obtained in a study conducted by Bang and Reiki in 2019 entitled "The relationship between leadership styles of Mississippi Vocational High School principals and teachers' job satisfaction."

Ining and Hisang conducted the following study in 2016 on the relationship between teachers' job satisfaction and their perceptions of leadership styles in Taiwanese schools.

A) Teachers' perceptions of managers' styles are more correlated than participatory styles

Is.

B) Female teachers, compared to male teachers, believed that their principals used a more authoritarian style and less team style, and these views are the opposite of male teachers, and there is no significant difference in the Laissez-Faire style of principals from the teachers' point of view. There are no men or women.

"My research is not in line with the above research because the current research has a significant relationship with Country Club style."

Another example of research on the impact of leadership styles on teacher job satisfaction conducted by Ranit Boogler among Israeli teachers is that in this study, 930 Israeli teachers were selected, and a questionnaire based on Likert principles was prepared and distributed among teachers. Out of all the questionnaires, only 755 people answered and referred to them, which included 5 items from 1 to 5. The collected data were analyzed by SPSS software using the Chi-square method. The results show that:

A) There is a direct relationship between teachers' job satisfaction and leadership styles. B) This relationship between participatory leadership styles is more correlated among other styles. C) Other factors are also involved in the level of teachers' satisfaction with the leadership styles of principals, such as gender, years of service, and the level of education of principals, which was determined based on research, teachers with managers with higher experience and years and higher education are more satisfied because of the choice of leadership style.

D) The gender of principals has a significant effect on the level of teachers' satisfaction so that the level of satisfaction of male principals is higher than female principals (due to consistency in decisions).

The above research, like other research, is not in line with my research because the results were different. And other factors besides gender, years of service, and education affect job satisfaction.

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