A Study of the Relationship between Leadership Styles (Transformational, Transactional) of Managers and Professional Satisfaction of Teachers: Girls' Elementary School of Khomeinishahr

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Abstract

The present study was a descriptive-correlational study conducted to examine the relationship between managers' leadership style and professional satisfaction of teachers of girls' elementary school of Khomeinishahr in 2012-2013. The statistical population consisted of all girls' elementary school teachers equaled 500 individuals, from which 218 individuals were selected based on simple random sampling and Cochran's sample size formula. Data were collected through Bass leadership style questionnaire (1992) consisting of 45 items, and Marston et al. professional satisfaction questionnaire (2005) consisting of 19 items, which were based on a five-level Likert item. The face validity of the questionnaires was confirmed by supervisor, advisor and some experts. The reliability of the questionnaires was measured by Cronbach's alpha coefficient equaled 0.913 and 0.872 for the leadership style questionnaire and the professional satisfaction questionnaire, respectively. Using descriptive statistics including frequency, frequency percent, and mean value as well as inferential statistics including Pearson correlation coefficient and ANOVA, data were analyzed. The results indicated a significant relationship between managers' transformational leadership style ($r=0.39$, $P< 0.05$), transactional leadership style ($r=0.32$, $P< 0.05$), as well as a combination of transformational-transactional leadership style ($r=0.386$, $P< 0.05$) and teachers' professional satisfaction. With regard to demographic characteristics like age, academic degree, the area of teaching, and work experience there was no significant difference between responders' opinions about managers' leadership styles. The other results indicated that with regard to the demographic characteristics except work experience, there was no significant difference between responders' opinions on professional satisfaction.

Introduction
Without considering quantitative issues and making education public, educational systems should unavoidably notice the qualitative issues of educational events. On considering resources and equipment, educational systems aim to promote education quality through their main factor i.e. teachers (Sharma, 2001). Since a teacher can act as a practical model for students' enthusiasm for learning and producing knowledge, teacher's role seems as one of the most significant components of curriculum. On the other hand, conceptualization, teaching methods and evaluation are also some other components of curriculum directly controlled by teachers. In this case, it should be ruled that the most effective component of educational systems is a teacher i.e. the main and actual broker of education (Colane, 1991; Mehrmohammadi, 1995).

In the process of education, a teacher is a typical figure who attempts to teach his/her knowledge and skills to learner purposefully, and change their behavior. Seif defines a teacher as one who transacts with one or more students to make a change in them. This will be a purposeful change, whether it is a cognitive, attitudinal or skillful change (Safi, 1997). As a teacher plays the most important role in providing proportional condition for learning activities, therefore, it is necessary for them to have essential competencies for performing such a role in educational systems (Maleki, 2002).

From the mid-twentieth century, implementing reforms in educational systems, the concept of teachers' professional improvement has emerged. Koustelios and Tsigilis (2005) suggest that one of the society classes whose professional satisfaction should be noticed are teachers. Creating cultural desired condition in which thinking and researching context is provided requires that teachers have a strong and vibrant spirit and have minimum difficulties and problems in their work and social lives.

Oluwatoyin (2006) suggests that teachers who have been worn due to their job and profession have a direct negative impact on students. According to Koustelios and Tsigilis (2005) an increase in teachers' professional satisfaction degree besides leading to improvement of their performance and efficiency, increases their order and efforts, which smoothes achievement of educational subjective. Satisfaction is defined as a set of consistent and inconsistent emotions with which employers look at their work. Furthermore, professional satisfaction is defined as a satisfaction (i.e. spiritual enjoyment caused by meeting needs, tendencies and hopes) one gains from her/his work (Ginsberg et al., 2009). Providing professional satisfaction, therefore, can be one of the main subjects of educational institute leaders' and managers' ideas, to help teachers' spiritual pressure reduce and help members of education work efficiently.

Mirkamali and Fallahi (1996) suggest that managers' behavior and method have a profound effect on maintaining and increasing teachers' freshness, vitality and motivation. If a school manager behaves with respect, mutual perception, love and compassion, after a while, teachers will respond him/her positively. Emphasizing on inflexible and official practices, some managers give rise to distrust and fright among teachers. As teachers do not endure this behavior, there is a conflict between them and those managers, hence, they resist against managers; conflict and resistance, therefore, undermine their motivations. Besides developing and making their activities more efficient, managers should have a suitable leadership style along with organizational subjective.

It is expected, therefore, that managers' desired leadership style eases up and motivates teachers and affects their personal satisfaction directly and indirectly. Certain behavioral patterns arising from advanced organizational activities whereby managers are known by others are leadership styles (Alagheband, 1996). Al-jazayeri (2000) believes that leadership is more palpable in educational organization than the other one. Leadership is a collective event but not a personal one (Rezaeian, 2007), which becomes significant by influencing others' behavior through social transactions (Aves, 2003).

Fum and Howeh (1998) describe required condition for leading educational environment. He believes that it is necessary for managers to have a descriptive view of leadership concept than an evaluative one. First, it means that it is very beneficial to analyze leadership in terms of several interacting and briefing factors instead of considering it in a framework of a simple value style like good or bad leadership. Second, it is necessary that managers have a long-term view of leadership including the test of effective leadership steps over time rather than concentrating on leadership frequencies. Third, it is better that managers consider criteria or leadership behavioral consequences in a dynamic complex and interacting procedure than an alternative simple procedure. In this regard, Kung and Xang (1985) asked Chinese teachers about the characteristics of a prime and effective manager. The responses indicated that teachers prefer a manager who has friendly relationship with them, pays attention to their problems and difficulties, assumes their emotions important and respect their characteristic (Ghodratabadi, 2005).

Safaie (1998) investigated the relationship between leadership styles of educational group managers and job satisfaction of faculty members of Isfahan University of Medical Science. The results indicated a relationship between leadership styles (i.e. supportive, participatory, guiding, success-oriented) and job satisfaction of faculty members. Jahangiri (1998), also, found that there was a positive correlation between leadership styles including participatory, support-oriented and achievement-oriented and high school teachers' mental health, on the other hand, there was an inverse negative correlation between autocratic leadership style and mental health. The relationship between leadership styles and organizational health in schools was also examined. The results indicated a significant relationship between managers' leadership style and organizational health (Taghinasab, 2006; Mazlumi, and Shahtalebi, 2010). Niazi (2009) indicated a strong positive relationship between managers' transformational leadership style and mental health of physical education teachers.

Almasian and Rahimikia (2001) examined the relationship between managers' leadership style and job exhaustion of official staff. According to the results there was an inverse significant relationship between managers' functional relationship style and staff's job exhaustion. Some researches focused directly on the relationship between leadership style and job satisfaction (Banihashemian et al., 2002; Fang, 2006; Dogan and Menderes, 2009; Riaze and Haider, 2010) whose results supported a strong significant relationship between leadership style and staff's satisfaction.

Further researches studied the relationship between leadership style and mental health (Arnold et al., 2007; Riaze and Haider, 2010), commitment (Arnold et al. ,2007), coaches' mood (Shirzadkebria and Shabanizangeneh, 2011) whose results indicated the relationship between these variables and leadership style.

According to above, it is expected that there is a relationship between school managers' leadership style and teachers' professional satisfaction, therefore, this research attempts to investigate the relationship between managers' leadership style (transformational-transactional) and professional satisfaction of teachers of Khomeinishahr to determine which

style of leadership reduces teachers' stress and tension in their job or life environment and increases their self-confidence, so that helps managers succeed in achieving organizational subjective.

Methodology

This is a cross-field and descriptive-correlational study which is an applicable research in terms of its nature. As it considers existing situation, it is correlational study, in addition, as it investigates the relationship between dependent and independent variables and because of taking advantages of field practices as well as library resource, it is a survey research. It is also possible to use its results in similar condition.

In this study after getting official permission from respective organizations (i.e. Khomeinishar education organization), questionnaires were distributed among respondents. Having collected data through questionnaires, they were analyzed by descriptive and infernal statistics. Descriptive statistics (like mean value, frequency distribution, standard deviation and variance) were used to describe data, while infernal statistics like Pearson correlation coefficient and ANOVA test were used through SPSS software to measure hypotheses.

The statistical population included 500 teachers of girls' elementary schools of Khomeinishahr in 2012-2013. Considering a variety of factors, desired probability accuracies, trust coefficient equals to 95%, and population size, required sample size was calculated through Cronbach's formula equaled 218 individuals. Simple random sampling, therefore, was used to respect equal chance principle for all members of population.

Research Instruments

In this research three following instruments were used:
1. Demographic questionnaire (made by researcher). In order to evaluate demographic variables, demographical data such as gender, age, academic degree, work experience, the place in which he/she worked and field of study were gathered from responders.
2. Leadership style questionnaire, provided using Bass model (1992), including 45 items in terms of a five-level Likert item. This had four subscales of transactional leadership style (i.e. pertinent reward, active exception-based management, passive exception-based management), transformational leadership style (i.e. idealized influence, inspiring motivation, intellectual persuasions and personal conservativeness), laissez faire leadership style and finally, organizational consequences (i.e. effectiveness, satisfactory, extra effort).
3. Professional satisfaction questionnaire, consisting of 19 items from Marston et al. (2005) including three subscales of the factors which were associated with professional satisfaction, tangible (physical) and applicable (salary and fringe benefit) issues, social factors (relationship with parents, colleagues and managers).

Content analysis method was used to investigate questionnaire validity, so that adjusted questionnaires were given out to experts and professionals, then, after considering their refinements, were distributed. Cronbach's alpha coefficient was used to measure questionnaire reliability. In this research using software SPSS and a primary study (pre-test) which was obtained from distributing 40 questionnaires among teachers of girls' elementary schools of Khomeinishahr, Cronbach's alpha coefficients were calculated equal to 0.872 and

0.913 for professional satisfaction questionnaire and leadership style questionnaire, respectively.

Results

Data were analyzed using descriptive and infernal statistics to examine the relationship between leadership style and professional satisfaction. Respondents' work experience was as follows: 11% less than 5 years, 25.5% between 5 to 10 years, 14% between 10 to 15 years, and 49.5% more than 15 years. The age range of 47.5% of respondents was less than 40 years, 39% were between 40 to 49 years old, 13% were between 50 to 59 years old, and 0.5% were more than 60 years old. Bachelor's degree was the academic degree whose frequency was the most, equaled 44.5% of total sample size. Respondents with the Master's degree had less frequency, equal to 4.5 %, while 15.5% and 35.5% of respondents had diploma and associate degree, respectively. Respondents whose field of study was human sciences literature had the most frequency equal to 62.5% among the whole sample and respondents whose field of study was mathematics had the least frequency equal to 7.5%, while frequency of respondents who studied experimental science was 30%. Table 1 provided research variables descriptive indexes.

Table 1.
Descriptive Indexes Including Mean Value And Standard Deviation of Variables.

Variable	Factor	Mean value	Standard deviation
Leadership style	Transactional	3.61	0.43
	Transformational	4.10	0.45
	laissez faire	3.81	0.60
	Organizational consequences	4.33	0.60
Professional satisfaction	Professional satisfaction	1.61	0.53
	Tangible and applicable factors	2.14	0.67
	Social factors	1.97	0.62

Analysis results of Pearson correlation between leadership style and professional satisfaction variables were provided in table 2.

Table 2.
Pearson Correlation Analysis Results.

	Transformational leadership style			Transactional leadership style			Combinative leadership style		
Teachers' professional satisfaction	Correlation coefficient	Squared correlation coefficient	Significance level	Correlation coefficient	Squared correlation coefficient	Significance level	Correlation coefficient	Squared correlation coefficient	Significance level
	0.390**	0.152	0.0005	0.320**	0.102	0.0001	0.386*	0.149	0.017

Table 2 indicated that correlation coefficient between managers' transformational leadership style, transactional leadership style, a combination of transformational-transactional leadership style and teachers' professional satisfaction was significant. i.e. there was a significant relationship between managers' leadership styles and teachers' professional satisfaction. (Zero hypothesis stated that correlation coefficient between managers' leadership styles and teachers' professional satisfaction equaled zero, and the opposed hypothesis stated that this correlation coefficient did not equal zero, therefore, there was a relationship between them). According to coefficients of determination (r^2=0.152, r^2=0.102, r^2=0.149), 15.2 percent of variance of managers' transformational leadership style, 10.2 percent of variance of managers' transactional leadership style and 14.9 percent of variance of a combination of transformational-transactional leadership style of managers were common with teachers' professional satisfaction.

The results of mean score comparison between teachers' responses to leadership style variables in terms of age, work experience, academic degree and field of study were presented in table 3.

Table 3.

Mean Score Comparison Between Teachers' Responses To Leadership Style Variables In Terms of Age, Work Experience, Academic Degree And Field of Study.

Variable		Mean value	Standard deviation	F	P
Age	Less than 40 years	4.12	0.47		
	40-49 years	4.16	0.44	0.216	0.885
	50-59 years	4.09	0.55		
	More than 60 years	4.18	0.00		
Work experience	Less than 5years	4.10	0.44		
	5-10 years	4.16	0.37	0.125	0.946
	10-15 years	4.13	0.48		
	More than 15 years	4.12	0.52		
Academic degree	diploma	4.13	0.42		
	Associate	4.10	0.52	0.145	0.933
	Bachelor's	4.15	0.44		
	Master's	4.18	0.49		
Field of study	Human sciences	4.14	0.41		
	Experimental science	4.10	0.41	0.128	0.880
	mathematics	4.13	0.31		

Table 3 indicated that observed F in p>0.05 was not significant for leadership style variables in terms of age, work experience, academic degree and field of study. It means that there was no significant difference between responses of respondents with different classes of age, work experience, academic degree and field of study in leadership style variables. (Zero hypothesis stated equality of leadership style means in different classes of age, work experience, academic degree and field of study, which was supported as p>0.05. So, opposed hypothesis was not supported, i.e. there was no significant difference between different classes of age, work experience, academic degree and field of study in leadership style).

Table 4 presented the results of mean score comparison between teachers' responses to professional satisfaction in terms of age, work experience, academic degree and field of study.

Table 4.
Mean Score Comparison Between Teachers' Responses To Professional Variables In Terms of Age, Work Experience, Academic Degree And Field of Study.

Variable		Mean value	Standard deviation	F	P
Age	Less than 40 years	1.58	0.45		
	40-49 years	1.59	0.46	1.386	0.248
	50-59 years	1.80	0.86		
	More than 60 years	1.33	0.00		
Work experience	Less than 5years	1.55	0.58		
	5-10 years	1.70	0.54	3.599	0.015
	10-15 years	1.84	0.80		
	More than 15 years	1.52	0.36		
Academic degree	diploma	1.55	0.36		
	Associate	1.64	0.46	0.235	0.872
	Bachelor's	1.61	0.63		
	Master's	1.68	0.39		
Field of study	Human sciences	1.63	0.52		
	Experimental science	1.59	0.57	0.124	0.883
	mathematics	1.58	0.42		

The results of table 4 indicated that the observed F in $p>0.05$ was not significant for professional satisfaction variable in terms of age, academic degree and field of study, i.e. there was no significant difference between responses of respondents with different classes of age, academic degree and field of study (zero hypothesis stated the equality between means of professional satisfaction in different classes of age, academic degree and field of study, which was supported as $p>0.05$. So, the opposed hypothesis was not supported, i.e. there was no significant difference between different classes of age, academic degree and field of study in professional satisfaction). However, the observed F in $p<0.05$ was significant for professional satisfaction variable in terms of work experience. i.e. there was a significant difference between responses of respondents with different work experience to professional satisfaction. (zero hypothesis stated the equality between means of professional satisfaction in different classes of work experience, which was not supported as $p<0.05$. So, the opposed hypothesis was supported i.e. there was a significant difference between responses of respondents with different work experience to professional satisfaction).

Conclusion and Discussion
The results indicated a significant and direct difference between managers' transformational leadership style and teachers' professional satisfaction. This direct relationship indicated that the more managers use transformational leadership style, the more teachers are satisfied with their profession. These results are along with (Arnold et al., 2007; Jahangiri, 1998; Taghinasab, 2010; Mazlumi and Shahtalebi, 2010; Fang, 2006; Dogan and Menderes, 2009; Riaze and Haider, 2010; Niazi, 2009). For the clarity of results, it can be said that using moral,

logical and mutual respect, transactional leadership style ensures teachers that their personal purpose was respected and they can be seen as useful members of a group, which provide their satisfaction. A transform-oriented leader can give rise to teachers' satisfaction and make them feel being useful members in a group, by encouraging and respecting them, listening to them effectively, enabling them, being honest and communicating with them. Using organizational mechanism such as rewarding, communication, organizational policies, methods and practices, a transform-oriented leader causes a dynamic environment in the organization.

The results also indicated a significant and direct relationship between teachers' professional satisfaction and a combination of transformational-transactional leadership style of managers. It can be said that, therefore, the more managers' transformational-transactional leadership style is, the more teachers are satisfied with their profession. This result is similar to (Fang, 2006; Mirkamali and Fallahi, 1996; Safaie, 1998; Banihashemian et al., 2011; Dogan and Menderes, 2009; Shirzadkebria and Shabanizangeneh, 2011; Riaz and Haidar, 2010). A combination of transactional-transformational leadership style, not only provides a creative atmosphere for teachers, a feeling of job security, and working in a friendly, participatory and logical environment, but also increases organizational commitment, subsequent with job commitment, and overall teachers' satisfaction. Emphasizing on emotions and inner motivations, as well as considering followers' personal differences and communicating with them and rewarding them based on their performance, a combination of transformational-transactional leadership style arouses followers' motivation to discover new solution to set out organizational problems.

In the case of respondents' opinion comparison about leadership style in terms of demographic characteristics, the results indicated that there was no significant difference between responses of respondents with different classes of age, work experience, academic degree and field of study about leadership style variables. It is not possible to determine a direct relationship between demographic characteristic and leadership style in a definite way. For example, in one case, having more work experience or simple and uniform duties can ease up using transactional leadership style, which is caused by the fact that staff need managers' attention and participation in their duty less than other cases. It can be almost true when staff's field of study is related to their work field, or they have higher academic degree. Transformational leadership style or a combination of transformational-transactional leadership style will be required in case of staff with less work experience. In the case of respondents' opinion about teachers' satisfaction in terms of their demographic characteristic, the results indicated that there was no significant difference between responses of respondents with different classes of age, academic degree, and field of study in professional satisfaction, while it was significant in terms of their work experience. A more experienced teacher dominates text book, so, she/he enjoys teaching and working with student and has more creative opportunity in teaching. Finally, since being considered as a protagonist in the group, she/he can also have a better relationship with his/her colleagues, which leads to his/her professional satisfaction.

According to the result and existence of relationship between leadership style and teachers' professional satisfaction, it is suggested that school managers should identify organizational situation, and adapt their main leadership style with the situation, in addition

to having general criteria. It is also suggested that education authorities provide in-service courses to make managers familiar with leadership styles.

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