

Investigate the Relationship between Leadership Style and Job Satisfaction among Employees of the Department of Education in Bushehr Province

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Abstract

The present study investigates the relationship between leadership style and job satisfaction among employees of the Department of Education in Bushehr Province. For this purpose, five sub-hypotheses and one main hypothesis were designed and the information needed to analyze the research hypotheses was designed via a questionnaire which was calculated 80 people in statistical sample based on Cochran's formula and selected by simple random sampling method, and questionnaires were distributed. All questionnaires were fully received. To test the hypotheses, Pearson correlation coefficient was used. Considering the analysis of the findings and testing the hypotheses one to five, there is a relationship between leadership style and job satisfaction of employees. The present study is correlational. Correlation research is divided into two general groups based on the objective of the research. The first category relates to research that aims to investigate bipartite correlations, which means that the researcher wants to examine the relationship between variables of job satisfaction and leadership style. The second category is a research that is carried out through regression analysis, covariance analysis, or correlation matrix. The purpose of this study was to investigate the relationship between leadership style and job satisfaction among the employees of the Education Department of Bushehr Province and its role on their performance.

Keywords: Job Satisfaction, Leadership Style, Performance, Leadership, Management, Occupation, Organizational Climate.

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Introduction

Job Satisfaction is one of the factors that has a significant effect on people's lives. If people are satisfied and pleased with their career and life, the result is clear in their lives. They are optimistic about their lives and believe that if they try, they will accomplish. Inaccessible goals are achievable in their view. If people who are not satisfied and pleased with their life and are not unhappy from the origin, they complain of everything and when they do not achieve their goals, they put it on the shoulders of others. Given the importance of job satisfaction in people's lives, we first define and then determine the factors affecting job satisfaction.

Definition of Job Satisfaction: Job Satisfaction is the result of employees' perceptions that provide the content and background of the job and what is beneficial for the employees. Job Satisfaction is a positive or pleasing feeling that is the result of job satisfaction according to individual's experience. This mood and positive feelings contribute a lot to the physical and mental health of people. Organizationally, a high level of job satisfaction reflects a highly desirable organizational climate that leads to employee recruitment and survival. Fischer and Hannah (1939) considered job satisfaction as a psychological factor, describing it as a kind of emotional adaptation to occupation and employment conditions. That is, if the desired job satisfies the person's needs desirable, then the person is

satisfied with his job. In contrast, if the person's job does not give the person satisfaction and pleasure, then the person begins to quit the service and seeks to change it.

Some group considers job satisfaction as a psychological factor, and some people consider mental attitudes and personal characteristics in the first place.

Statement of the problem

One of the most valuable assets an organization has is its staff. In fact, today it is believed that the human factor is the sole factor in gaining lasting competitive advantage with no alternative. The advances in science and technology and the introduction of new technologies into organizations have failed to reduce or replace the unimaginable role of humans in the success of the organization. However, not every human being of any quality can be considered valuable. Valuable human resources have unique and sometimes unique characteristics that set him apart from others; high motivated staff and job satisfaction increase the quality of work. This study examines the relationship between leadership style and job satisfaction. We have provided education in Bushehr province and examined each leadership style by assessing job satisfaction.

Research records

In addition to the theories mentioned, there are also various external and internal research related to the field of job satisfaction which can help the researcher of organizational issues

in understanding and identifying the variables influencing the job satisfaction. Here, some of the research is presented:

- In a study entitled "Investigating the Relationship between Managers' Job Motivation, Job Satisfaction and Organizational Commitment (High School teachers) in Marvdasht city" conducted by Mahmoud Saatchi and colleagues, it was found that there is a significant relationship between managers' motivation and job satisfaction with organizational commitment (Saatchi, 2008).

- In a research conducted by Bakhtiari Nasrabadi and his colleagues among employees of Isfahan ZobAhan Company in 2005, there was a significant and positive relationship between the value of work, independence, job opportunity, job facility and job challenges with job satisfaction of studied groups (Bakhtiari Nasrabadi, 2009).

- In the Ayspa research, entitled Investigating the Job Satisfaction of the Bank of Industry and Mines, the researchers have introduced organizational variables such as the physical conditions of the work environment, amenities and partnerships as the most important variables affecting the job satisfaction of the Bank's employees (Ayspa, 2003).

- In another study entitled "Investigating the Impact of Internal and External Factors on Job Satisfaction and (Physical and Mental) Health of Gas Companies' employees of East Azarbaijan Province", it was found that job stress has a more pronounced role

in personality traits in explaining job satisfaction. In health explanation, job stress and job satisfaction have a more important role compared to personality traits (Sarandi and Mani, 2006).

Concept of leadership style

There is no doubt that the success of any organization or group within the organization largely depends on the organization's leader competencies. In an organization, whether it is a business unit, a government body or an educational institution, the organization's leader competency determines the merits of the organization. Successful leaders are always looking for change and trying to benefit the most of their successes, motivating their employees to increase their productivity, correcting mistakes and pushing the organization to achieve its goals. The importance of leadership in the success of the organization lies in the need for the organization to coordinate and control it. The existence of any organization is to provide or achieve a goal that individuals cannot accomplish on its own. The organization itself is one of the main tools of control and coordination. Regulations, policies, job descriptions and hierarchy of powers are nothing but tools that have been created to facilitate control and coordination purposes. But leaders play important roles in integrating the various activities of organizations, creating coordination and communication between sub-units and controlling deviations (compared with

standards). No rules and regulations can replace an experienced leader who can adopt quick and decisive decisions (Hashemi, 2017).

Leadership, as one of the most important tasks, is a science and skill to influence individuals for achieving goals. The style of leadership or management determines the climate, culture and strategies governing the organization. Leadership style is a set of attitudes, traits and skills of managers based on four factors of value system, trust in employees, leadership inclinations and security feelings in important situations (Mossadegh Rad, 2002). The appropriate managerial patterns in each organization will create strong morale and motivation in the employees and increase their satisfaction from their job and career. Using leadership style, managers can increase their job satisfaction, organizational commitment of employees, and organizational productivity. Research has shown that leadership style of managers is related to the effectiveness, efficiency and productivity of the organization. Today, the role of the manager as a leader has become so important that continuous efforts are being made in all areas to find people who have the ability for leadership. And most organizations, whether public or private, face management inflation and lack of leadership (Hersey Blanchard, 1982).

By overview of the literature on job satisfaction, we can see two different categories of theories. Some essentially place the basis of job satisfaction on the satisfaction

of the individual's inner needs in the work place. In such theories, it is assumed that the higher the satisfaction of the individual's mental needs, he will be more satisfied and more productive. Other theories, rather than focusing merely on individuals, consider the organization's context, in addition to explaining job satisfaction. These theories are of great importance to managers because they include relatively simple processes for the initiation, orientation and persistence of job satisfaction (Hooman, 1992: 13).

In the Maslow Hierarchy Theory, one of the most widely used theories in examining job satisfaction; there are five types of human needs that these needs are in order of importance and from the bottom up: Physiological needs, safety needs, social needs, esteem needs and self-actualization needs.

Herzberg presented his "two-factor theory" between 1950 and 1960. He indicated that nature and automation are important sources of job satisfaction. In this perspective, the real satisfaction of the job is achieved by delegating adequate responsibilities to individuals and challenging the job. According to the results of these studies, many managers redesigned jobs and changed jobs from repetitive and simple mode to technical and content-rich jobs, and provided staff with the freedom, control, and responsibility for the management of role (Mirsepassi, 2000: 83).

The concept of job satisfaction

Since the time of Herzberg (1959), the concept of job satisfaction has been significantly challenged and revised. However, this concept appears to be ambiguous (Lacy FJ and Sheehan, 1997). Job definitions indicate that this concept encompasses three distinct but interrelated constructs, namely job evaluation, belief Having a job and emotional experiences about the job defines job satisfaction as a person's emotional or emotional reaction to their job. This emotional response arises from comparing actual outcomes with a tendency of expectations, desires (employee, Cranny CJ, Smith CP, and Stone EF, 1992). Bariff himself believes that job satisfaction is an attitude toward the job (Brief AP, 2005).

In traditional models, job satisfaction is influenced by people's feelings about their job. In these models, job satisfaction or dissatisfaction is not limited to the nature of the job, but also to the expectations that individuals have about their job. According to Maslow's theory, job satisfaction has been considered from the perspective of responding to needs, but this perspective focuses more on the needs of the ground than on cognitive processes (Lu H, While AE, and Barriball KL, 2009) in early job satisfaction studies. Concepts such as job attitudes and job satisfaction have been used interchangeably, leading to confusion, as some scholars consider them equivalent and others divisive. Vermom states that job satisfaction and job attitudes

can be used interchangeably because they both focus on one's emotional orientation toward the job and the role it occupies. Positive attitude is equivalent to satisfaction and negative attitude is equivalent to dissatisfaction (Jiang N. Measurement, 2010).

Job satisfaction in its broadest sense means the attitude, behavior, satisfaction and overall self-confidence of the workforce. In other words, in the language of management science, the term "job spirit" has a broader and more precise definition. For the sake of simplicity, we use the word job satisfaction in this article. But what we mean by this broader term is equivalent to the word "business spirit" in management principles. In fact, that phrase is just one aspect of the job spirit. If you ignore issues such as perspective, behavior, and self-esteem, generally speaking, job satisfaction will be meaningless and possibly futile (hasemi.2016:58).

Determinants of Job Satisfaction

After considering this concept in its broader sense and considering its central core, it is time to identify the key elements. The determinants of job satisfaction will vary depending on the nature of the activity and the overall approach of the organization. But in practice the most important elements that determine job satisfaction in an organization can generally be summarized as follows:

-Trust in the Leadership Capabilities of Organizations: When forces are trusted in the

leadership and management capabilities of senior members of the organization, the likelihood of creating them increases.

-Having a shared perspective: When the forces have a common view of the direction of the organization and have a positive view of the path, the likelihood of increased job satisfaction will be higher. Many forces want to work towards a goal that is higher than their individuality. In other words, they tend to be part of a bigger picture and all strive for a primary goal. Also, focusing on meeting customer needs and clarifying the reason for the presence of forces in an organization can also increase job satisfaction. In other words, knowing your precise role in an organization will make you feel better about being in that organization.

-The existence of effective communication: Another very important element is the effective communication within the organization.

Research hypotheses

Hypothesis 1: There is a relationship between the task-oriented leadership style and the job satisfaction among the education staff.

Hypothesis 2: There is a relationship between the autocratic leadership style and the job satisfaction.

Hypothesis 3: There is a relationship between the human-oriented leadership style and the job satisfaction.

Hypothesis 4: There is a significant relationship between the

leadership style (cooperative) and the job satisfaction of teachers in the intended statistical population.

Hypothesis 5: There is a difference between the job satisfaction of women and men employed in the Department of Education.

Methodology

The present study is correlational. Correlation research is divided into two general groups based on the objective of the research. The first category relates to research that aims to investigate bipartite correlations, which means that the researcher wants to examine the relationship between variables of job satisfaction and leadership style. The second category is a research that is carried out through regression analysis, covariance analysis, or correlation matrix.

Statistical Population

Statistical population is all staff of the Education Department in Bushehr province in 2017, which has 240 employees. Of these, 20 are women and 220 are men, who are working in 6 departments and 2 managements and 4 offices.

Sample and Sampling Method

According to the Cochran formula, 80 employees of the General Directorate were selected based on random sampling method and the questionnaires were distributed. All questionnaires were fully received.

Findings (data analysis)

In this section, the findings of the research are presented in two

parts: Descriptive and Inferential Findings.

A) Descriptive Findings

Table 4-1 the frequency and frequency percentage

Gender	Frequency	Percentage
Women	10	12.5%
Men	70	87.5%
Total	80	100%

The table above shows that 12.5 percent of employees and managers are women and 87.5

percent of employees and managers are men.

Table 4-2 Frequency and frequency percentage of age

Age	Number	Percentage
Under 27 years old	6	7.5%
27-37	19	23.75%
38-48	47	58.75%
Higher 48 years old	8	10%
Total	80	100%

As the data in the table above shows, 7.5% of subjects are under 27 years of age, 23.75% are

between 27 and 37 years old, 58.75% are between the ages of 38 and 48, and 10% over 48 years old.

Table 4-3 Frequency and frequency percentage of work experience

Age	Number	Percentage
1-10	12	15%
11-20	32	40%
21-30	36	45%
Total	80	100%

From the table above, we conclude that 15% of people have the work experience under 10 years, 32people have a work experience of 11 to 20 years, and

36people have a work experience of 21 to 30 years.

Table 4-4 Frequency of job satisfaction scores for men and women

143	71	171	51	154	31	187	11
83	72	135	52	194	32	152	12
168	73	161	53	183	33	181	13
173	74	188	54	171	34	172	14
101	75	172	55	156	35	164	15
132	76	145	56	115	36	171	16
177	77	149	57	171	37	168	17
142	78	172	58	166	38	173	18
130	79	179	59	174	39	148	19
182	80	195	60	187	40	170	20
122	61	108	41	184	21	190	1
189	62	168	42	173	22	151	2
173	63	150	43	144	23	149	3
178	64	128	44	169	24	132	4
186	65	188	45	180	25	165	5
134	66	159	46	142	26	142	6
131	67	183	47	187	27	151	7
129	68	177	48	186	28	158	8
145	69	174	49	179	29	187	9
174	70	189	50	70	30	158	10

The above table shows the frequency of women and men job satisfaction scores, with the highest

score of 196 and the lowest score of 71.

Testing hypotheses

Table 4-5 Correlation matrix of research variables

Variables	Job Satisfaction	Task-oriented leadership style	Autocratic leadership style	Human-oriented leadership style	Cooperative leadership style
Task-oriented leadership style	0.12	1			
Autocratic leadership style	0.16	*0.51	1		
Human-oriented leadership style	**0.50	-0.12	-0.8	1	
Cooperative leadership style	**0.58	*-0.26	-0.19	*0.23	1

p<0.01, **p<0.001, *p<0.05

As shown in the table above, there is no relationship between the task-oriented leadership style and autocratic leadership style and job satisfaction. But there is a significant correlation between job satisfaction with human-oriented leadership style (r = 0.50, p <0.01).Also, there was a significant correlation between

cooperative leadership style and job satisfaction (r = 0.58, p <0.01). This relationship was not observed between the human-oriented and task-oriented leadership styles.

Hypothesis 1: There is no relationship between the task-oriented leadership style and the job satisfaction of education staff.

Table 4-7: Correlation between job satisfaction and task-oriented leadership style

Hypothesis	Correlation Coefficient	Error level (α)	Confidence level (p)
First	0.12	0.01	99%

As shown in the table above, the correlation coefficient between the task-oriented leadership style and the job satisfaction level of the Education employees is 0.12.As a result, with 99% confidence, one can say that there is no significant relationship between task-oriented leadership style and job

satisfaction. Therefore, according to the above table, the first hypothesis of the research is not confirmed.

Hypothesis 2: There is a relationship between the autocratic leadership style and the job satisfaction.

Table 4-8: Correlation of the autocratic leadership style with job satisfaction

Hypothesis	Correlation Coefficient	Error level (α)	Confidence level (p)
Second	0.16	0.01	99%

As shown in the table above, the correlation coefficient between the combined leadership style and the job satisfaction level of the education staff is 0.16. As a result, with 99% confidence, one can say that there is no significant relationship between the autocratic leadership style and job

satisfaction. Therefore, according to the above table, the second hypothesis of the research is not confirmed.

Hypothesis 3: There is a relationship between the human-oriented leadership style and the job satisfaction.

Table 4-9: Correlation between human-oriented leadership style and job satisfaction

Hypothesis	Correlation Coefficient	Error level (α)	Confidence level (p)
Third	0.50	0.01	99%

As shown in the table above, the correlation coefficient between managers' leadership style and the job satisfaction level of education staff is 0.50. As a result, with 99% confidence, one can say that there is a significant relationship between the human-oriented leadership style and job

satisfaction, and the above hypothesis is confirmed.

Hypothesis 4: There is a significant relationship between Likert's collaborative (participation) leadership style and job satisfaction of teachers in the target population.

Table 4-10: Correlation of (collaborative) leadership style with job satisfaction

Hypothesis	Correlation Coefficient	Error level (α)	Confidence level (p)
Fourth	0.58	0.01	99%

As shown in the table above, the correlation coefficient between the collaborative leadership style of the managers and the job satisfaction of the Education staff is 0.58. As a result, with 99% confidence, one can say that there is a significant relationship

between the collaborative leadership style and job satisfaction, and the above hypothesis is confirmed.

Hypothesis 5: There is a difference between the job satisfaction of women and men employed in the Department of Education.

Table 4-11 Job satisfaction of men and women employees

Gender	Frequency	Score	Difference in averages	t	Degrees of freedom	Significance level
Women	10	152	18	3.019	78	.005
Men	70	170				

The above table shows that the average job satisfaction score of women employees is 152 and the average job satisfaction score of men employees is 170 and the difference between the two groups is 18, which according to the t score (3.019) and the significance level, we conclude that this difference is significant with 95% confidence, and men have more job satisfaction compared with the women.

Conclusion

Hypothesis 1: There is a relationship between the task-oriented leadership style and the job satisfaction of the education staff.

According to the data obtained from the research, first hypothesis was not confirmed ($R = 0.12, p = 0.01$). The results indicate that there is no relationship between task-oriented leadership style and job satisfaction. The present study is in line with the research of Mossadeghi Rad (2003).

The results of this hypothesis state that task-oriented managers have less impact on the thoughts, feelings and attitudes of subordinates, and as a result, managers who work only on the basis of their duty and are less concerned with the feelings and emotions of subordinates cannot attract their employees' job satisfaction. This kind of managers

and this management managerial approach consider more on job and work efficiency of the people and pay attention to the staff on the basis of their duty, and managers are judged more with job descriptions, organizational tasks and function of people according to their assigned duties, and managers do not pay much attention to their employees' emotional, psychological and internal affairs. For these reasons, they cannot attract employees' job satisfaction. Hypothesis 2: There is a relationship between the autocratic leadership style and the job satisfaction.

According to the obtained data, the second hypothesis was not confirmed ($r = 0.16, p = 0/01$). The results indicate that there is no relationship between autocratic leadership style and job satisfaction. The present study is in line with the research of Mossadeghi Rad (2003).

According to the analysis and the results obtained from this hypothesis, it can be said that managers who do their own leadership style in an autocratic way and do their organizational tasks and affairs in a manner of determination and in the form of orders and prohibition, have no impact on thoughts, feelings and attitudes of their subordinates. In this kind of leadership style, thoughts, ideas and opinions of the

employees are paid less attention or paid no attention, and less attention is paid to the participation of opinions and consultations, and the director manages his collection of subordinates individually on the basis of command. Consequently, this kind of managers and this leadership style will increase the gap between managers and employees and the organization and affairs of the organization will not be desirable and, in some cases, will fail, as a result there is no job satisfaction in the organization's staff.

Hypothesis 3: There is a relationship between the human-oriented leadership style and the job satisfaction.

According to the data obtained from the above research, the third hypothesis is confirmed ($r = 0.5$, $P = 0.01$), and the results indicate that there is a relationship between the human-oriented leadership style and the job satisfaction. This study is in line with researches of Bass and Heater (1988), Frost & Howell (1989), Howell and Higgins (1989), Jucal and Kanak (1979), Bennis (1989), Bass (1985), Burns (1986), Dorothy and Daniel Chuck (1986), Manning (2002), but does not approve the results of Wallace & Wiz (1995).

According to the conducted investigation and the results obtained from this hypothesis, it can be said that human-oriented managers have affected their subordinates thoughts, feelings and attitudes, and as a result, attract their job satisfaction. Human-oriented managers pay attention to the feelings, emotions, needs and

problems of their subordinates and their employees, and adhered to the human principles in dealing with their employees. This type of leadership leads to a closer relationship between managers and employees, so that employees consider themselves as part of the organization and be loyal and committed to their organization and complex. In this type of leadership style, employees and managers feel relaxed and attentive to the demands of employees, and there is a perception of the right understanding, understanding differences, effective communication, respecting and trusting subordinates, culture building, respecting justice in rewards in this type of leadership style. As a result, employees are satisfied with their job and have job satisfaction.

Hypothesis 4: There is a significant relationship between the (cooperative) leadership style and the job satisfaction of teachers in the target population.

According to the data obtained from the above research, the third hypothesis was confirmed ($r = 0.86$, $p = 0.01$), and the results indicate that there is a relationship between the human-oriented leadership style and job satisfaction. This study was consistent with the research conducted by Bass & Heater (1988), Frost and Howell (1989), Howell & Higgins (1989), Jucal and Kanak (1979), Bennis (1989), Bass (1985), Burns (1986), Dorothy and Daniel Chuck (1986) Manning (2002), but did not confirm he results of Wallace &

Wiz. According to the results obtained from this hypothesis, it can be said that managers who care about the participation of their employees and encourage and motivate participation in organizational affairs affect the thoughts, feelings and attitudes of subordinates, and, as a result, attract their job satisfaction. Participation managers believe in the active participation of employees in affairs, perception in correct understanding, understanding differences, effective communication, respect and trust in subordinates, culture-building, respect for justice in rewards, and directing their employees to participate in organizational decision-making. In this type of leadership, due to the importance of employees' opinions and thoughts and their decision making is used in affairs, they consider their employees as important and influential member in organizational decision making, and they are encouraged to participate in all affairs, and as a result there is job satisfaction among employees and people are satisfied with their job.

Hypothesis 5: There is a difference between the job satisfaction of women and men employed in the Department of Education.

The results of this study indicate that there is a significant difference between job satisfaction between men and women ($t = 3.19$, $p = 0.005$). In general, men job satisfaction is higher than that of women.

Considering that men in the community, as those responsible for lives and for the livelihood of the family, must be engaged in a job or occupation and thus manage their lives through this, they are satisfied with their job when they can take responsibility for their family and children. But women are satisfied with their jobs because being busy at work is not their main tasks and responsibilities, and only a few women in society are engaged in a job or carrier for a variety of reasons, including, expertise, active participation in social responsibility, intrinsic qualities and their interest as an employee in a job or carrier, and usually choose jobs with difficulty and certain conditions. So the results of this study also indicate that women are usually less satisfied with their jobs than men.

Suggestions

In order to increase the job satisfaction of employees in organizations, it is suggested that the quality of work and their performance be monitored by having a satisfactory job satisfaction.

- 1- The revision of the system of payments and compensation services
- 2- Designing a performance appraisal system with scrutiny consideration and continuous monitoring approach according to the personnel needs in Maslow's pyramid
- 3- Establishing appropriate social relationships between employees (development of a culture of trust and confidence, etc.).

4- Realistic and true employee attraction commensurate with individual capabilities and job characteristics

5- Pay attention to the issues of increasing occupational and organizational commitment among employees

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