

Investigating the relationship between the leadership style of school principals and the job satisfaction and conscientiousness of primary school teachers

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Abstract

Background and purpose: The leadership styles of school principals, according to their approach to teachers, are effective in the growth of creativity or its reduction. This research was conducted to explain the relationship between the leadership style of school principals and the job satisfaction and conscientiousness of primary school teachers. **Methodology:** The research design was descriptive and correlational. The research's statistical population included all teachers and principals of the elementary school in Shahrood city in the academic year of 2014-2016. The statistical sample of this research was selected and studied by a simple random sampling method of 120 teachers. Leadership style Questionnaire, Job Satisfaction Questionnaire, and Work Conscientiousness Questionnaire were used to collect data. After collecting and extracting data, participants' scores were analyzed using Pearson's correlation and multivariate regression using statistical software (SPSS). **Results:** The results showed a significant positive correlation between the leadership style score with job satisfaction and work engagement at the level of 0.001. Also, there is a positive correlation between humanistic leadership style and job satisfaction at the level of 0.001 and work conscientiousness at the level of 0.05. The table results showed a positive correlation between conscientious leadership style with job satisfaction and conscientiousness at the level of 0.01. The leadership style of humanistic management, with a beta coefficient of 0.82, and task-oriented management, with a beta coefficient of 0.36, could predict work conscientiousness in teachers. Moreover, the humanistic management leadership style with a beta coefficient of 0.15 and the duty-oriented management leadership style with a beta coefficient of 0.46 could predict teacher job satisfaction. **Conclusion:** Planning training courses related to improving transformational leadership skills for school staff, especially managers and teachers, is an inevitable necessity for the success and excellence of the school. Effective leadership requires the use of both transformational and exchange leadership styles. Therefore, while creating the necessary conditions and space for teachers' internal motivation and self-efficacy, school administrators should also pay attention to external incentives and rewards.

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Introduction

In today's era, when the world is at the beginning of the twenty-first century, education is an important part of individual and social activity. As UNESCO declared in its global report: approximately one out of every five people living today is either a student or serves as a teacher in the formal education system (UNESCO, 2013). Therefore, the basis of any society's self-sufficiency and independence is based on educational organizations' existence. Among all the effective forces of an educational organization, most experts and thinkers on educational issues believe that teachers are the most important effective factors in the flow of education and training. Therefore, paying attention to their needs and how to provide them through the management of an organization can lead to job satisfaction among the human workforce and, consequently, develop organizational commitment in the organization (Hosseini Nasab, Farnia, and Molana, 2012). The situation is such that satisfied, energetic, and creative employees or committed human capital are considered the most important organizational resource (Grandjean, 2018). Currently, the unfavorable teaching job situation in many countries leads to leaving the job, absenteeism, and underwork. Even at the community level, the low attractiveness of teaching jobs prevents the attraction of excellent university graduates, which according to some scientists, is mainly due to unfavorable working conditions, rights, and salary (Bakhshayesh & Azarniyad, 2012).

Hence, every country needs an efficient education and training system in the path of development and progress. The first step in reaching a successful and efficient teaching staff is to understand the factors that are effective on the quality of teachers' performance because there is a direct relationship between the job satisfaction of individuals and their performance. So that people who are satisfied with their work will do their work better, and people who are dissatisfied with their work will not do their work properly (Ravari et al., 2012). On the other hand, one of the organization's success factors in achieving the group's goals is the manager's management practices and effective leadership styles. The manager in the organization's leadership role can choose different styles in the leadership of the human force (Garland et al., 2014). The appropriate behavior patterns of the manager in any organization cause strong employee morale and motivation and increase their satisfaction with their job and profession (Harris, 2018). Managers can use the right leadership style to increase their employees' job satisfaction, organizational commitment, and productivity (Nasiri Valik Bani & Ghanbari, 2015). Managers should pay attention to the job satisfaction of Saman members for at least three reasons; 1. There are many documents in which dissatisfied people leave the organization more or resign, but satisfied people are more present at work; 2. It has been proven that satisfied employees enjoy better health and live longer. In the case that dissatisfied people are prone to all kinds of diseases, from headaches to heart diseases; 3. Job satisfaction is a phenomenon that goes beyond the

boundaries of the organization and the company, and its effects can be seen in the private life of the individual and outside the organization (Garlanda et al., 2014).

In this way, knowing the relationship between the leadership styles of managers and the level of job satisfaction with the work conscientiousness of elementary school teachers in Shahrood city can provide appropriate information for the decision-making of the officials of these areas and other areas of education and upbringing and other Del Souz officials. It will also lead to adopting appropriate methods for the effectiveness of the country's education and upbringing system. Without a doubt, measuring employees' job satisfaction levels and examining the weak points and strengths that effectively reduce or increase employee satisfaction will help organizations provide better services, produce more suitable products, and ultimately improve productivity (Hosseini Nasab et al., 2012). Due to the importance of job satisfaction, multiple and sometimes conflicting views and concepts have been formed and developed about it. One of the newest theories about this is Terez's theory. From the psychological point of view, he suggests factors such as discussion and conversation, personal identity, support, people's value, equality, etc., which can give meaning to work and organizational environments and make them desirable, and determines the practical ways of making them. In the theory of Porter and Lawler, satisfaction in work environments is known as a derivational variable whose meaning or value is affected by the comparisons that a person makes between a fair reward and a real reward. In the same way, the scope of difference between the two, the scope of pleasure or pleasure also changes (Granada, 2016). Hockman and Oldham's theory of job characteristics is widely used in job satisfaction studies. This issue of how job characteristics affect job satisfaction is being studied. This model has five occupational characteristics (variety of skills, identity of task, importance of work, options, and feedback) which influence the sensitive mental state of a person. Specifically, this model emphasizes that enriching certain elements of occupations can effectively change people's mental states and increase their activity's effectiveness (Hashemmatouri, Abedi, and Nilforooshan, 2020).

Another root problem of our society to achieve cultural, economic, and social development, which can be related to burnout and job dissatisfaction, is the lack of work conscientiousness among a significant part of the country's workers. Many factors are involved in creating this problem, which is based on culture, among which social, organizational, and individual factors are the most important (Shahbaziyanhoni, Mesrabadi, & Farid, 2019). Work conscientiousness, sometimes interpreted as work ethics, means the tendency to perform work and job duties correctly without direct supervision. In other words, the internal tendency and force that causes a person to do his work efficiently without any external control and supervision is called work conscientiousness (Uyger, Spence, Simpson, and Karakas, 2017). Therefore, overwork, doing better work, internal

control, and responsibility are signs of work conscientiousness, while underwork, procrastination, supervision and evasion of responsibility are signs of weak work conscientiousness (Levy and Slavin, 2013). Accordingly, despite the development of knowledge and awareness in the field of educational management, which has been the result of countless and diverse studies and studies by scientists and management and organization experts. In our country, not many studies have been done concerning educational management and the effect of his management method on psychological factors such as job satisfaction and mental health of the educational staff, and the lack of scientific studies in this field is felt; of course, there is a lack of knowledge. This research draws and presents the perspective of the leadership style of principals, which may be an approach for scholars, practitioners, and officials to improve school management practices, eliminate deficiencies, strengthen positive points, and revise the programs of school counselors and student teachers. In order to train qualified teachers who are aware of educational, educational, and psychological issues. Considering the importance of the leadership style of school principals and its effect on job satisfaction and work conscientiousness, these basic factors play an important role in the lives of teachers. Considering the above, the research aims to identify the relationship between the leadership styles of the principals and the job satisfaction and conscientiousness of the teachers.

Methodology

The method of the current research is a correlational description. Using this method, the distribution and relationships between predictor variables and research criteria will be investigated in society. Finally, the multivariate regression method is used to predict the criterion variable. The research's statistical population included all teachers and principals of the elementary school in Shahrood city in the academic year of 2014-2016. The statistical sample of this research was selected and studied by a simple random sampling method of 120 teachers. Leadership style Questionnaire, Job Satisfaction Questionnaire, and Work Conscientiousness Questionnaire were used to collect data. After collecting and extracting data, participants' scores were analyzed using Pearson's correlation and multivariate regression using statistical software (SPSS).

Materials

1- Leadership style questionnaire. This questionnaire was created by Luthans (1989), and it was translated by Alvani (2007) in Iran. The questionnaire contains 35 items that are graded on a five-point scale (always, often, sometimes, rarely, never). Out of a total of 35 questions, 15 questions measure human-oriented leadership style, and 20 questions measure task-oriented leadership style (Alwani, 2008). In Mehdizadeh's research (2015), the reliability of the leadership style questionnaire using Cronbach's alpha was 0.85. In the

research (Bakhshayesh and Azarniyad, 2012), the reliability of the entire questionnaire was obtained using Cronbach's alpha equal to 0.78. The reliability of the subscales Humanistic dimension was reported as 0.92 and duty-oriented as 0.90.

2- Job description index. This questionnaire contains 39 items in each of the 5 subscales of job satisfaction (10 questions), supervisor (8 questions), colleague (10 questions), promotion (5 questions), and payment (6 questions). In the research of Bonyadkarizeh, Rahimi, and Mohammadzadeh (2015), in addition to content validity being confirmed by expert professors in this field, criterion validity was also confirmed. The criterion questionnaire to measure the validity of the criterion was a descriptive index of the job, and the correlation coefficient of the two tests was reported as 0.74. The reliability of the dimensions of job satisfaction for the dimensions of satisfaction with colleagues, satisfaction with pay, satisfaction with promotions, satisfaction with supervision, and satisfaction with work was obtained as 0.91, 0.88, 0.93, 0.84, and 0.90, respectively. Moreover, the confirmatory factor analysis method was used to check and confirm the construct validity of the questionnaire. The indicators of the confirmatory factor analysis of the model indicated the complete suitability of the model.

3- Work conscientiousness questionnaire. This test has 16 five-choice questions that measure two subscales, each of which is specified by several questions. The scoring method of this questionnaire is based on a five-point Likert scale, the options of which are rated from 1=very low to 5=very high. So, a score of 1 indicates a low conscientiousness of employees, and 5 indicates high conscientiousness. The validity of this questionnaire in the present study was reported through Cronbach's alpha of 0.83.

Results

The results of the questionnaires on leadership styles, work conscientiousness, and job satisfaction based on the mean and standard deviation are given in the following tables.

Table 1: Descriptive findings of leadership style and its dimensions

Index Scale	Mean	Standard deviation
Leadership style	57/73	5/51
Humanistic	24/28	3/49
Duty-oriented	33/45	4/48

The above table results show the research variables' mean and standard deviation. According to the above table, the score related to leadership style is equal to 57.73 (5.51). The lowest score is related to the humanistic leadership style dimension with a mean and standard deviation of 24.48 (3.49), and the highest dimension is related to the duty-oriented leadership style with a mean and standard deviation of 33.45 (4.48).

Table 2: Descriptive findings of job satisfaction and its dimensions

Index	Mean	Standard deviation
Job satisfaction	76/86	11/37
Work satisfaction	17/56	3/56

Supervisor	18/20	3/36
Co-worker	14/05	3/40
Promotion	10/28	5/05
Salary	13/75	5/59

The above table results show the research variables' mean and standard deviation. According to the above table, the score related to job satisfaction is equal to 76.06 (10.96). The lowest score is related to the promotion dimension, with a mean and standard deviation of 10.28 (5.05). The highest dimension is related to the supervisor, with a mean and standard deviation of 18.20 (3.56).

Table 3: Descriptive findings of work conscientiousness

Index	Mean	Standard deviation
Work conscientiousness	40/16	4/09

The above table results show the research variables' mean and standard deviation. According to the above table, the score related to work conscientiousness is equal to 40.16 (4.09).

Table 4: Pearson correlation coefficient between leadership style with job satisfaction and work conscientiousness

Variable	Job satisfaction		Work conscientiousness	
	Correlation coefficient	Sig	Correlation coefficient	Sig
Leadership style	0/76**	0/001	0/44**	0/001
Humanistic	0/80**	0/001	0/12*	0/017
Duty-oriented	0/31**	0/001	0/45**	0/001

To investigate the main hypothesis of the research that there is a relationship between leadership styles and job satisfaction and conscientiousness, Pearson's correlation coefficient method and multiple regression analysis were used. The results of the above table show that there is a significant positive correlation between the leadership style score and job satisfaction and work engagement at the level of 0.001; Also, there is a positive correlation between humanistic leadership style and job satisfaction at the level of 0.001 and work conscientiousness at the level of 0.05. The table results showed a positive correlation between conscientious leadership style with job satisfaction and conscientiousness at the level of 0.01.

As seen in the table (4), the obtained correlation coefficients indicated the relationship between criterion and predictor variables. Therefore, to investigate the first sub-hypothesis, "leadership styles can predict job satisfaction in teachers", multiple regression has been used, which is reported below.

Table 5: Regression results of predicting job satisfaction based on leadership style

Model	sum of squares	Df	mean square	R	R2	R2adj	F	sig
Regression	3068/71	1	3068/71	0/44	0/19	0/19	29/37	0/001

Residual	12329/15	118	104/48
Total	15397/86	119	

As seen in the table, the value of sig is less than 0.01, which shows the regression model's significance. That is, at least one of the predictor variables has a significant effect on the criterion variable.

R2 index (multiple determination coefficient): This index determines how many percent of the changes in the criterion variable are explained by the predictor variables. In this research, the value of R2 is equal to 0.19, which means that the leadership style can predict job satisfaction by 19%.

R2adj index (corrected coefficient of determination): This index examines the ability to predict the dependent variable by the predictor variables in the population. In fact, a little adjustment expands the sample to the entire population. The value of this coefficient is 0.19 in this research. In other words, leadership style can predict job satisfaction with 19% power.

Considering the significance of the whole model, it is necessary to check which of the coefficients is not zero, or in other words, which variable or variables have a significant effect on the model. For this purpose, the t-test is used.

Table 6: Standard, non-standard coefficients and t-statistics of the variables included in the regression equation

Predictive variable	Regression coefficient		T	sig	Required sig
	Unstandardized	Standardized Beta			
Leadership style	0/17	0/44	5/41	0/001	0/01

The above table showed that leadership style with a beta coefficient of 0.44 could predict teacher job satisfaction.

Table 7: Regression results of predicting job satisfaction based on leadership style dimensions

Model	sum of squares	Df	mean square	R	R ²	R ² _{adj}	F	sig
Regression	3492/66	2	1746/33	0/47	0/22	0/21	17/16	0/001
Residual	11905/19	117	101/75					
Total	15397/86	119						

As seen in the table, the value of sig is less than 0.01, which shows the significance of the regression model. That is, at least one of the predictor variables has a significant effect on the criterion variable.

R2 index (multiple determination coefficient): This index determines how many percent of the changes in the criterion variable are explained by the predictor variables. In this research, the value of R2 is equal to 0.22, which means that humanistic and duty-oriented leadership styles have 22% power to predict job satisfaction.

R2adj index (corrected coefficient of determination): This index examines the ability to predict the dependent variable by the predictor variables in the population.

In fact, a little adjustment expands the sample to the entire population. The value of this coefficient is 0.21 in this research. In other words, humanistic and duty-oriented leadership styles have 21% power to predict job satisfaction.

Considering the significance of the whole model, it is necessary to check which of the coefficients is not zero, or in other words, which variable or variables have a significant effect on the model. For this purpose, the t-test is used.

Table 8: Standard, non-standard coefficients and t-statistics of the variables included in the regression equation

Predictive variable	Regression coefficient		T	sig	Required sig
	Unstandardized	Standardized Beta			
Humanistic leadership style	0/26	0/15	1/88	0/038	0/05
Duty-oriented leadership style	0/20	0/46	5/65	0/001	0/01

As the results of the above table showed, the humanistic management leadership style with a beta coefficient of 0.15 and duty-oriented management leadership style with a beta coefficient of 0.46 could predict teacher job satisfaction.

As seen in the table (4), the obtained correlation coefficients indicated the relationship between criterion and predictor variables; Therefore, multiple regression has been used to predict work conscientiousness based on leadership styles, which is reported below.

Table 9: Regression results of predicting work conscientiousness based on leadership style

Model	sum of squares	Df	mean square	R	R ²	R ² _{adj}	F	sig
Regression	1158/06	1	1158/06	0/76	0/58	0/57	164/12	0/001
Residual	832/60	118	48057					
Total	1990/66	119						

As can be seen in the above table, the value of sig is less than 0.01 and it shows the significance of the regression model, that is, at least one of the predictor variables has a significant effect on the criterion variable.

R² index (multiple determination coefficient): This index determines how many percent of the changes in the criterion variable are explained by the predictor variables, in other words, how many percent of the predictor variables can fit the dependent variable. In this research, the value of R² is equal to 0.58, which means that the leadership style can predict work conscientiousness by 58%.

R²_{adj} index (corrected coefficient of determination): This index examines the ability to predict the dependent variable by the predictor variables in the population. In fact, with a little adjustment, it expands the sample to the entire population. The

value of this coefficient is 0.57 in this research, in other words, 7% leadership style can predict work conscientiousness.

Considering the significance of the whole model, it is now necessary to check which of the coefficients is not zero, or in other words, which variable or variables have a significant effect on the model. For this purpose, the t-test is used.

Table 10: Standard, non-standard coefficients and t-statistics of the variables included in the regression equation

Predictive variable	Regression coefficient		T	sig	Required sig
	Unstandardized	Standardized Beta			
Leadership style	0/04	0/76	12/81	0/001	0/01

As the results of the above table showed, the leadership style with a beta coefficient of 0.76 could predict teachers' work conscience.

Table 11: Regression results of predicting work conscientiousness based on leadership style dimensions

Model	sum of squares	Df	mean square	R	R ²	R ² _{adj}	F	sig
Regression	1545/45	2	772/72	0/88	0/77	0/77	17/16	0/001
Residual	445/21	117	3/80					
Total	1990/66	119						

As seen in the above table, the value of sig is less than 0.01, which shows the regression model's significance. That is, at least one of the predictor variables has a significant effect on the criterion variable.

R² index (multiple determination coefficient): This index determines how many percent of the changes in the criterion variable are explained by the predictor variables. In this research, the value of R² is equal to 0.77, meaning that seven humanistic and duty-oriented leadership styles have 77% ability to predict work conscientiousness.

R²_{adj} index (corrected coefficient of determination): This index examines the ability to predict the dependent variable by the predictor variables in the population. In fact, a little adjustment expands the sample to the entire population. The value of this coefficient in this research is 0.77, in other words, humanistic leadership style and duty-oriented leadership style have 7% ability to predict work conscientiousness.

Considering the significance of the whole model, it is necessary to check which of the coefficients is not zero, or in other words, which variable or variables have a significant effect on the model. For this purpose, the t-test is used.

Table 12: Standard, non-standard coefficients and t-statistics of the variables included in the regression equation

Predictor variable	Regression coefficients		T	sig	Required sig
	Unstandardized	Standardized Beta			
Humanistic leadership style	0/05	0/82	18/84	0/001	0/01
Duty-oriented leadership style	0/04	0/36	8/26	0/001	0/01

As the table shows, the humanistic management leadership style with a beta coefficient of 0.82 and duty-oriented management leadership style with a beta coefficient of 0.36 was able to predict work conscientiousness in teachers.

Discussion and Conclusion

The present study aimed to explain the relationship between the leadership styles of school principals and the job satisfaction and conscientiousness of primary school teachers. Undoubtedly, the human workforce is any organization's most important and valuable asset. Because most of the people's lives are spent in organizations or in connection with organizations; Therefore, issues such as job satisfaction and choosing a leadership style effective on employee efficiency and motivating them; Among the vital and effective issues on the effectiveness and efficiency of the organization in order to achieve the organizational goals, which should be paid attention to; Therefore, in this research, we decided to investigate the relationship between these components, which are among the most important factors affecting the performance of human resources and the productivity of the organization in the way of achieving the organizational goals and its prospects; For this purpose, in the current study, four dimensions of transformational leadership style and job satisfaction with work conscientiousness were investigated. The results showed a positive correlation between humanistic leadership style and job satisfaction at the level of 0.001 and the work conscientiousness at the level of 0.05. Further, the results of this research showed that there is a positive correlation between conscientious leadership style with job satisfaction and conscientiousness at the level of 0.01. Therefore, the present study shows that managers of organizations should be led to create job satisfaction and support employees in the first step to realizing work conscience in organizations and institutionalizing socialization in their organizations. Also, create a suitable space for interaction, growth, and prosperity, and include the willingness to take risks for employees in their plans. According to the existing definitions, work conscience is the development of a person's ethics in the organization and when performing their duties. It is a cultural norm that considers doing good and correct work as having spiritual value. In fact, people with a professional work conscience in the organization have a positive attitude towards

themselves, their role, and organizational duties and consider working in the organization as valuable and positive in itself. These people try to be conscientious in the organization and observe ethical principles in their work. This work ethic makes these people have a positive opinion of the organization and perform their duties with greater satisfaction (Abadinia, 2020). Therefore, according to the stated contents, a relationship between job satisfaction and a positive attitude towards work with work seems natural. Usually, those who have a positive attitude towards themselves and others and work at work are conscientious employees.

It can also be said that the dimensions of transformational management give many hopes and promises in the area of motivation; they use gestures and gestures to emphasize and pay attention to some matters and simply speak of great goals and objectives. They deal with issues personally, pay special attention to each of the employees and subordinates, act like a coach and give the necessary recommendations. They increase the knowledge and insight of the followers, encourage self-centeredness, and they order to be careful in solving problems. After individual considerations, they deal with the issues personally, pay special attention to each of the employees and subordinates, act like a coach and give the necessary recommendations. These dimensions can play an effective role in achieving employees' job satisfaction (Farhoudi and Ghanbarnia, 2020). Job satisfaction reflects the positive and negative feelings and attitudes that people have towards their jobs and expresses their attitude of people towards their jobs and originates from their perception about issues. These issues, such as the amount of salary received, opportunities for job promotion, the ability to supervise managers, and the way to communicate with colleagues, in other words, a person's reaction to an aspect of his work and the set of attitudes of a person to various aspects of his work, constitute his job satisfaction. This can lead to employee satisfaction or dissatisfaction according to the applied leadership style. In summary, in the education environment, if the organization's management seeks to create change and transformation, taking into consideration the technical and creative abilities of the employees and valuing them, it will provide the necessary incentives to improve the quality and quantity of their services. This way, employees can be satisfied with their jobs and job descriptions (Farahbakhsh et al., 2016).

The findings indicate that leadership style can predict job satisfaction in teachers. Also, the results showed that the humanistic management leadership style, with a beta coefficient of 0.15, and the duty-oriented management leadership style, with a beta coefficient of 0.46, could predict teacher job satisfaction. Job satisfaction is work-related well-being related to many positive organizational outcomes and individual health. So that satisfied employees tend to work hard with a positive state of mind, and with that state, they can accomplish many things in the workplace (Delay and Clark, 2020). Therefore, job satisfaction reduces

employee absenteeism, improves employee morale, and increases safety, motivation, profit margin and income, loyalty, and productivity (Safi et al., 2015).

Based on humanistic approaches to management, managers pay attention to the human aspects of their subordinates' problems and create quality work groups with big goals ahead of them. They treat their job as a duty that they do with human beings, not "persons"; These managers are concerned with their work and look to understand each of these people (Barnet, 2018). These managers consider it their duty to help these people so that they can do their work in the best way, and the management they apply in general. General management, not partial management, focuses on goals rather than methods. They allow their subordinates to participate in decisions as much as possible. They inspire their followers. They can inspire and guide them in a way that will provide the organization's interests. Also, these people can make the subordinates achieve very high morale and satisfaction and deeply impact the organization (Abedinia, 2020). These managers pay special attention to the needs and aspects of progress and advancement of subordinates, increase their awareness, and can guide people so that they look at old issues from newer perspectives. In the shadow of stimulating and motivating people, they are encouraged to give their best and not give up any effort to achieve the organization's goals. Based on duty-oriented management theories, the management system is considered to be based on duty and action. Managers emphasize the formal aspects of the organizational structure and reduce the influence of the human factor in organizations as much as possible. In these views, the main problem of management is to recognize the functions or tasks necessary to achieve organizational goals and group them in such a way that the highest production and efficiency are obtained with the lowest cost (Bakhshayesh and Azarniyad, 2012). Allocation of tasks according to reference groups, geographical location, type of production, goals, etc. The unity of command means one and only one, not several bosses, to one employee, and the hierarchy of organizational communication between all jobs are characteristic of this management system (Khazali and Jovari, 2015). Naturally, in this view of freedom of action, the right of individual judgment and creativity is not given to subordinates, and sets of dry and inflexible rules are prescribed, and subordinates must comply with them. This can cause burnout and dissatisfaction with the work environment. Job satisfaction is created when a person feels good about engaging in work and activity, observing progress, fulfilling social responsibilities, and bringing out individual abilities and desires. Also, suppose the behavioral score of a manager or leader in terms of action initiative or respect for others given to managers by subordinates about this type of behavior, and this behavioral score is high. In that case, the performance levels of employees and their level of satisfaction will be better. Obviously, the level of satisfaction in general and job satisfaction, in particular affect people's mental health (Bakhshayesh and Azarniyad, 2012).

The findings indicate that leadership style can predict work conscientiousness in teachers. Also, the results showed that the humanistic management leadership style with a beta coefficient of 0.82 and duty-oriented management leadership style with a beta coefficient of 0.36 could predict work conscientiousness in teachers. In explaining the present research results, we can refer to the definition of work conscience. Conscientiousness is the degree to which an organization's people are persistent, hardworking, and motivated to achieve the goal. Therefore, employees with a higher work conscience are expected to show more perseverance and effort and spend more time and energy performing assigned tasks. These people have more impulse control and feel more responsible for their tasks, so they try to provide tasks with better quantity and quality. In this case, it can be expected that employees with a higher work conscience will have better job productivity both from the point of view of the central duties of the job (duty performance) and from the point of view of side functions such as support, participation, and teamwork. On the other hand, meta-analyses have shown that personality traits are good predictors of job performance, and conscientiousness is considered the most important dimension in predicting job productivity. The significance of reliability in analysis (one of the components of work conscientiousness) can be explained based on the concept of reliability, in the same way that reliability conveys the desire to be reliable, and this characteristic refers to honesty, the rule of law in affairs, self-discipline and authority. Therefore, a person with this characteristic shows higher productivity to achieve his criteria and tries to do things correctly and with high quality. In fact, a person with the characteristic of reliability is a reliable, law-abiding, and orderly person who can follow the rules, policies, and criteria set for the quality of work. Also, to deal with the pressures from colleagues or even the individual himself to do low-quality work to fulfill the task and raise his work productivity to an excellent and praiseworthy level (Nemati & Jamshidfar, 2015).

The significance of leadership styles in regression analysis can be explained based on the concept of reliability. The leadership style of humanistic and duty-oriented management reflects the desire to strive to be competent and successful at work, which includes adopting high standards for one's performance and continuing to work until the goal is reached (Farahbakhsh et al., 2016). Based on the definition of this component, the results can be argued that organizational success emphasizes success and progress. It is also possible for a person to do anything to achieve success and productivity. Sometimes, one sacrifice personal progress and success for job performance and productivity.

The current research, like any other scientific research, has faced obstacles and limitations in practice; Some of these limitations include the internal and some external aspects of the problem, and financial, administrative, and executive limitations can be mentioned among these limitations.

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Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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