The Role of Flexibility and Competence on Work Performance According to the Mediating Role of Job Satisfaction Among Young Teachers in Sistan and Baluchistan Province

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ARTICLE INFORMATION	*ABSTRACT*
	Background and Aim: The most important task of education in this era, considering the complexity and expansion of science, is to first improve the performance of teachers and managers and to set precise targets to measure their performance. The present study was conducted with the aim of investigating the role of flexibility and competence on work performance with regard to the mediating role of job satisfaction among young teachers in Sistan and Baluchistan province. **Methods:** In terms of the purpose it was an applied study, the in terms of data collection it was a survey and it was a descriptive- correlation study. the statistical population was 440 young teachers of Sistan and Baluchistan province, who were selected using the Cochran formula and random sampling method. Multi-stage cluster, 205 people were selected as the sample size. Library and field data collection methods and tools for measuring written documents and four questionnaires, including Martin et al.'s human resources flexibility questionnaire (2005), Motahrinejad and Jahangard's teacher competence questionnaire (2017) and Patterson's occupational performance questionnaire (1922). Minnesota Job Satisfaction Questionnaire (MSQ) was used among teachers. The validity of the tool was measured through face, content and construct validity, and reliability was measured through Cronbach's alpha and composite reliability. Structural equation modeling method was used for data analysis using SPSS-v23 and Smart Pls-v3 software. **Results:** The results showed that flexibility and competence have a significant effect on work performance according to the mediating role of job satisfaction among young teachers in Sistan and Baluchistan province. **Conclusion:** The results of the research showed that examining the role of job flexibility and competence on the work performance of young teachers with the mediation of job satisfaction can lead to efficient and satisfactory performance in the field of education.

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Introduction

The 21st century has presented new challenges to the guardians of education. The evolution of global knowledge about learning requires solving the learning problems of learners. Understanding how to learn and its resources is the focus of decision-making about how to teach/learn in educational environments (Nazapour Samsami, 2022). Today, students live in a world where science has penetrated into the smallest issues of their lives, and it can be said that no organization or institution can teach all science to students. The ever-increasing expansion of science and its many branches is so fast that it is not possible to teach it through institutions such as education. The most important task of education in this era, considering the complexity and expansion of science, is first to improve the performance of teachers and managers and to set precise goals to measure their performance (Shah Moradi & Mehboobi, 2022).

Measuring teachers' performance is actually one of the important goals of human resource management in education. This assessment is a process by which teachers' work is assessed in a formal manner at specific times. This type of assessment leads to important consequences such as choosing the right people, rewarding them, and creating motivation to improve performance (Rossini et al., 2022). It is very important to improve the work performance of teachers, especially young teachers because they have a lot of time ahead of them when they can use the improvement of their performance in the quality of the country's education system. Researches show that various factors affect the work performance of teachers. One of these factors is competence and attention to flexibility among them. In order to develop the work performance of teachers, it is important to pay attention to their competence and improve it. Based on competence, the types of competencies needed by teachers should be taken into consideration so that by using those competencies, an important step can be taken in the direction of comprehensive development and progress of teachers and, subsequently students. Competency means a set of knowledge, attitudes, skills, and other related personal characteristics which affects a major part of the job and are correlated with the performance of that job, and can be measured in comparison with the accepted complete standards and can be developed and improved through retraining and experience (Porwanto, 2022). Moral and psychological characteristics are considered to be the most important competencies necessary in teachers' development. They describe flexibility, empathy, truthfulness, coolness, etc., as indicators of moral and psychological competence of school teachers. Ghanizadeh (2017) also confirmed this type of competence and named it moral and spiritual competence. He has introduced respect, trust, and honesty as the components of this type of competence. The next merit, which many experts have emphasized. Another aspect affecting the performance of young teachers is their flexibility. Education needs flexibility and the ability to adapt to environmental uncertainty in many aspects. Especially in the aspects of human resources, this ability to adapt is obtained from various forms, which are generally defined as human resource flexibility. In an uncertain environment, having the flexibility of human resources through creating a sustainable competitive advantage in the long term is valuable for the organization. The flexibility of teachers includes many different natural procedures and can generally be categorized into task, skill, and behavioral flexibility. Job satisfaction is a positive and pleasant feeling and the result of job evaluation or individual experience. This mode helps people's physical and mental health a lot. From an organizational point of view, a high level of job satisfaction reflects a very favorable organizational atmosphere that leads to the attraction and survival of the organization (Esadi & Etemad Ahari, 2017).

What we are currently witnessing in the schools of Sistan and Baluchistan provinces and considering the fact that this province is deprived in the field of education, it must be said that the performance of young teachers is not observed. While it is expected that young teachers will have more motivation to follow their career path, many obstacles such as regional deprivation, lack of allocation of sufficient funds, lack of attention to training, and improving the competence of teachers have caused their performance to decrease and there is no job satisfaction. Therefore, the researcher is ready to answer the question by conducting research, what is the role of flexibility and

competence on work performance concerning the mediating role of job satisfaction among young teachers in Sistan and Baluchistan province?

Method

Considering that the present research examined the impact of flexibility and competence on work performance with regard to the mediating role of job satisfaction among young teachers in Sistan and Baluchistan province, the research method is practical according to its purpose; according to the time of the research, cross-sectional; According to the type of data, quantitative; According to the method of data collection or the nature and method of the research, it was descriptive-correlational. The statistical population of the present study included all the young teachers of Sistan and Baluchistan province, numbering 440 people. Using Morgan's argument, 205 people were selected as the sample size. Library and field sources (questionnaire) were used to collect information.

Materials

The research questionnaire consists of two parts. One part included the subjects' general characteristics such as gender, field of study, age and work experience, and the other part included four questionnaires.

1. Human resource flexibility questionnaire by Martin et al. (2005). This questionnaire has 11 questions and its dimensions include task flexibility (3 questions); Skill flexibility (4 questions) and behavioral flexibility (4 questions).

2. Teacher Competency Questionnaire by Motahrinejad and Jahangard (2018). This questionnaire has 30 questions and three planning dimensions for education (10 questions), ethics and professional responsibility (10 questions) and resource management (10 questions).

3. Patterson's occupational performance questionnaire (1922). This questionnaire has 10 items and measures professional performance (4 items), individual performance (3 items) and social performance (3 items).

4. Minnesota Job Satisfaction Questionnaire (MSQ). This questionnaire has 19 items and 6 dimensions of payment system (3 questions), type of job (4 questions), development opportunities (3 questions), organizational climate (2 questions), leadership style (4 questions) and physical conditions (3 questions), which is used to measure job satisfaction.

These questionnaires were adjusted with a five-point Likert scale (very little = 1, little = 2, somewhat = 3, much = 4 and very much = 5). In order to determine the validity of the questionnaire, face, content and construct validity were used. In the apparent validity of the questionnaires, before distribution by the researcher, several members of the sample and some university and organizational experts (educational officials of Sistan and Bolchestan) were edited without editing, shape, spelling, etc. errors. In content validity in the form of a Delphi method and with the help of CVR and CVI forms and with the help of ten experts in this field, a few subjects, etc., the content of the questionnaire was examined in terms of additional questions or correction of questions. The CVI form showed that all the questions of the research variables have a good condition from the point of view of simplicity, clarity and relevance (the level of this coefficient was higher than 0.79 for each of the questions); Also, considering that the CVR value for all questions was above 0.62, no question needed to be deleted. Regarding construct validity, two types of convergent and divergent validity were used with the help of Lisrel software. In the convergent validity analysis, the findings showed that the significance coefficients of all factor loadings were greater than 2.58, that is, all factor loadings were significant with 99% confidence; The coefficients of all factor loadings were above 0.5; The average variance extracted (AVE) of all components was above 0.5, and the combined reliability of all components was greater than the average variance extracted; Therefore, it can be said that the convergent validity of the model structures is confirmed. For the analysis of divergent validity, Fornell and Larcker tests were used (this test measures divergent (diagnostic) validity at the level of hidden variables using the module defined in Lisrel software) and the results of these two tests indicated divergent validity. In this research, reliability was calculated through Cronbach's alpha coefficient. The values of this coefficient for all three research constructs were above 0.7, which indicated the reliability of the measurement tool. Of course, it is worth mentioning that the

reliability and validity of all three tools have been confirmed by previous researches.

Implementation

The random sampling method was a staged cluster. In the present study, first, the educational areas of the province were divided into five general clusters (units of the north, south, center, east and west of the province). Then, according to the geographical distribution of each region, it was considered as clusters, and finally, in each region, several schools were selected and young teachers with 5 to 10 years of work experience were randomly selected and the questionnaires were randomly distributed among them. To analyze the research data in the descriptive part of mean, standard deviation, tables, etc., using SPSS-21 software, and in the inferential part of Pearson correlation, group t-test using SPSS-21 software, and structural equation modeling using LISREL-v8.80 software were used.

Results

As can be seen in the above table, the results of correlation analysis showed that all four variables have a positive and significant relationship with each other ($p < 0.01$). On the other hand, the results of the table showed that all four dimensions are in a good condition.

Table 1. Current status of variables and correlation between them								
Component	Sig	Lower bound	Upper bound	Condition	1	2	3	4
flexibility	0.001	0.1354	0.4731	Appropriate	----	0.50	0.44	42.0
Competency	0.001	0.4775	0.8349	Appropriate	0.50	-----	0.46	45.0
work performance	0.001	0.1188	0.2418	Appropriate	0.44	0.46	----	50.0
Job Satisfaction	0.001	3250.0	6460.0	Appropriate	46.0	44.0	50.0	-----

After testing the measurement models, it is now necessary to provide a structural model that shows the relationship between the variables of the research. By using the structural model, it is possible to investigate the hypotheses of the research. In the following figure, the research model in the form of standard coefficients is given for the role of flexibility and competence on work performance with regard to the mediating role of job satisfaction among young teachers in Sistan and Baluchistan province:
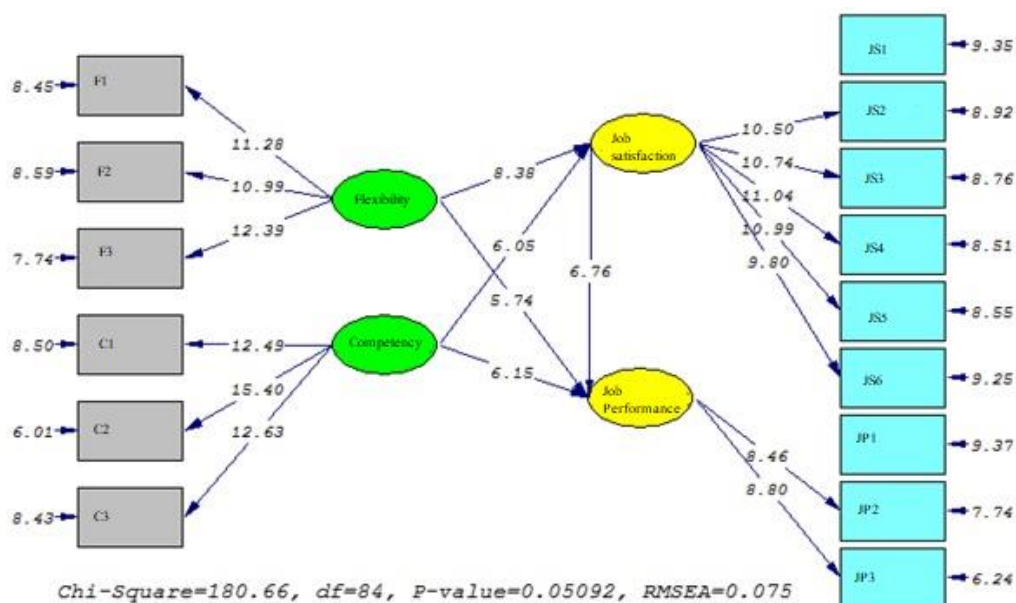

Chi-Square=180.66, df=84, P-value=0.05092, RMSEA=0.075

Figure 1. The structural model of the research in the standard coefficient estimation mode

In the figure below, the research model is presented in the mode of significant coefficients, where all the obtained coefficients are significant; Because the significance test value of each path is greater than 2.58 and smaller than -2.58.
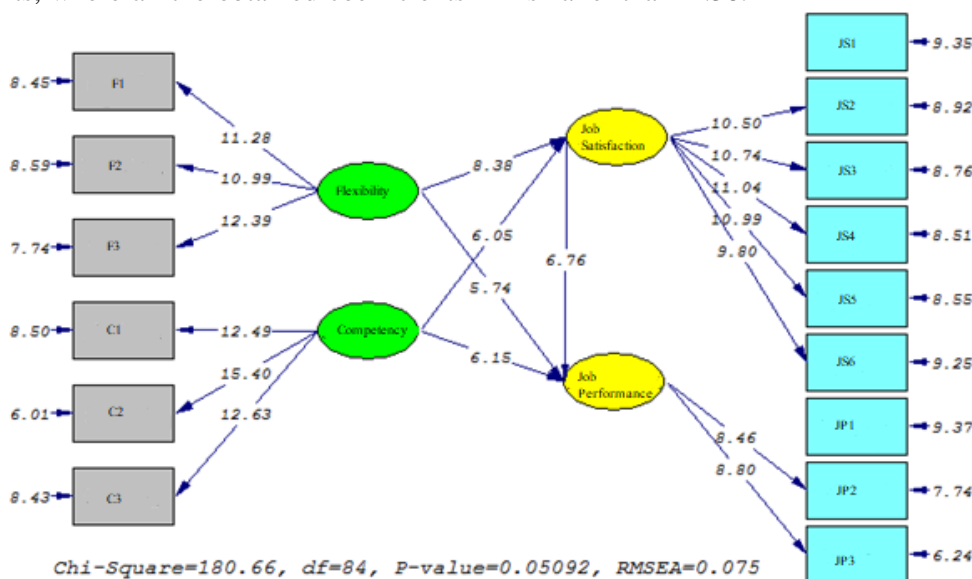

Figure 2. The structural model of the research in the significance mode of the coefficients

According to the values obtained in Figure 2, we examine the hypotheses of the research. The results of the model test can be seen in the table below.

Row	Examining the hypotheses	Standardized coefficient	t-value	Approved/rejected
	Table 2. Test results of the research model			
1	The effect of flexibility on work performance	0.28	5.74	Approved
2	The effect of competence on work performance	0.31	6.15	Approved
3	The effect of flexibility on job satisfaction	0.58	8.38	Approved
4	The effect of competence on job satisfaction	0.38	6.05	Approved
5	The effect of job satisfaction on work performance	0.33	6.76	Approved

Based on the table above, it is possible to see the type and extent of the effect of each of the research variables in the young teachers of Sistan and Baluchistan province, based on which all research hypotheses are significant at the 99% confidence level.

In order to check the direct and indirect effect of independent variables on the dependent variable, it is necessary to present the total, direct and indirect effects for the endogenous variable of the model, which can be seen in the following table:

Independent variable	Dependent variable	Effect		
		Direct	Indirect	Total
flexibility	Job satisfaction	0.58	----	0.58
Job	Job performance	0.33	-----	0.33

Table 3. Separation of direct, indirect and total effects in the research model

Satisfaction				
flexibility	Job performance	0.28	0.19	0.47
Competency	Job satisfaction	0.38	----	0.38
Job Satisfaction	Job performance	0.33	-----	0.33
Competency	Job performance	0.31	0.12	0.43

As can be seen in the table, the effect of flexibility on work performance is 0.47 according to the mediating role of job satisfaction. The effect of competence on work performance is 0.43 according to the mediating role of job satisfaction.

What can be concluded from the calculations is that although the developed model has caused it to deviate to a large extent from the value of the chi-score of the independence model, but due to the significance of the chi-score of the model (P = 0.05092), it can be concluded that the model is considered acceptable. Now that the indices show a good fit from the data to the model, it is time to measure the partial fit indices. The difference between the fit indices and the triple general fit indices is that the general fit indices judge the suitability of the whole model and not its components, and the partial indices judge the partial relationships of the model. Partial fit indices (critical ratios and their significance levels) show that all factor loadings are meaningful. The results of these analyzes are shown in Table 4.

Table 4. The results of the structural equation modeling test to fit the conceptual model of the research

Row	Abbreviation	Value	Acceptable value
1	x^2	180.66	-
2	CFI	0.92	Greater than 90%
3	GFI	0.93	Greater than 80%
4	IFI	0.93	Greater than 90%
5	RMSEA	0.075	less than 8 percent
6	CMIN/df	2.15	Between 1 and 5
7	AGFI	0.86	Greater than 80%
8	NFI	0.91	Greater than 90%

Conclusion

Teachers' work performance can be defined as a set of behaviors and activities that they perform to bring the whole organization and a school closer to its goals. Teachers' performance in their jobs is the determining factor of their organizational performance. Therefore, this concept has a special place in education. Teachers' performance has many consequences, such as improving the level of education, and will also lead to the cultivation of elite people. Therefore, dealing with the factors affecting teachers' performance is necessary. Based on this, the present research deals with this issue and considers the effect of flexibility and competence of young teachers of Sistan and Baluchistan province on performance. Young teachers' flexibility is much more flexible than teachers with high work experience because they usually look for innovation and changeability. Experienced teachers are very resistant to change. Therefore, investing in young teachers is important. Improving the competence of these teachers also increases their work and professional performance. Competence is in various personal, social, skill, and educational fields. Job satisfaction will also be provided by improving the flexibility and competence of young teachers in Sistan and Baluchistan province. The satisfaction leads to the better and more up-to-date performance of teachers. Teachers' job satisfaction as a fundamental factor affects many characteristics of individual behavior and their performance. Job satisfaction increases the teacher's productivity and commitment to the organization, guarantees his physical and mental health, and also increases the spirit of sacrifice.

Based on the findings of the research, some suggestions can be made:
• Providing the necessary training to improve the qualifications of teachers;

• Eliminating the discrimination of teachers' salaries compared to other jobs and government employees

• Allocation of loans to open non-profit, scientific, and strengthening schools with the participation of young teachers

• Providing the field of education for teachers in the field needed by the society

• Paying more salaries and bonuses to solve material shortages

Conflict of Interest

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

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