



## Investigating the relationship between teachers 'job performance and its relationship with managers' management styles

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### ABSTRACT

The aim of the present study was to investigate the job performance of high school teachers in relation to relationship-oriented-task-oriented management styles. For this purpose, 100 male and female teachers were selected by simple random sampling. The required information was collected using questionnaires of management styles and job performance. The results of the analysis showed that there is a positive and significant relationship between management style and job performance of teachers. This relationship was estimated in relational style in more powerful cognitive, emotional and behavioral subscales. The results also showed that there is no significant difference between the job performance of male and female teachers and age and service history are not significantly related to the job performance of teachers.

### **Keyword:**

job performance,  
management style,  
relationship style, task style

## 1. Introduction

The education system has long played a key role in the continuity, survival and strength of human societies. Customs and traditions, beliefs and values, attitudes and behaviors, knowledge and skills of societies have been transmitted through educational channels (Alaghband, 2006). Creating a healthy society requires a dynamic and progressive educational system that trains free, independent, hardworking and creative people. Since all reforms and activities are done with human thought, effort and perseverance, when he grows up healthy and competent, everything will be made well. Achieving a healthy community requires successful management and planning. Matching the leadership style and management of managers with performance indicators: supervision, decision making, creativity, coordination, planning, communication and scheduling are the factors of their success (Jafari and Yousefnejad, 2002). In any society, the effective performance of all social institutions is directly and indirectly dependent on the effective performance of the educational system, so in society there is a general sensitivity to the services of educational organizations; So that the officials of different societies in terms of allocating financial, material and human resources, have given a special priority to the educational system (Habibi and Damsaz, 2009).

The most important and effective factor in the school is known as the teacher and they are responsible for their job performance and students' academic progress and purposeful actions in the organization. Therefore, teachers need high work motivation to achieve high-level job performance, and if this motivation is created in teachers, it will lead to individual influence and success, as well as the overall effectiveness of the school (Bowl Duff and Crowley, 2002, quoting Yassini et al., 2012). The main task of managers is to establish a relationship with the community and nurture talents in order to achieve the set goals of the country's education system, so that they can understand the needs of society, and be responsive. In order to achieve the goals and meet the needs of the community, having a proper management style with the existing conditions is one of the factors for the success of managers in performing this serious and important task. Management in the organization. It is much more sensitive and dangerous than other organizations because in the educational system, due to the wide dimensions and principles of education, school principals have the most and heaviest responsibility to advance the goals (Jafari and Yousefnejad, 2002).

There are different views on job performance. Job performance "is defined as the set of behaviors that individuals display in relation to the job, or in other words, the amount of product, outcome, or return that results from a person's employment in their job." Also, the meaning of job performance is the manner and amount of performance and duties and responsibilities assigned by the instructor (Moazen et al., 2011). Based on Teacher Performance Evaluation Indicators, Cambridge School Indicates Teacher Career Performance Indicators in the form of educational planning, teaching and learning, creating an appropriate learning environment, interacting with parents, working with other staff, professional growth and feedback to

learners. Has been. Also indicators of teacher performance evaluation in various researches to; Pre-teaching activities and lesson design, teaching, development and educational leadership, use of diverse and appropriate teaching strategies, practical teaching, attention to learners 'motivation, designing a list of learners' and teacher's rights, communication with family, community and educational environment, The use of formal and informal assessment and educational feedback and the development of classroom rules have been noted (Copeland and Gray, 2004; Stark, 2007, citing Moazen et al., 2011). Research by Oganloo et al. (2013) shows that there is a significant relationship between management styles and employees' job performance. The results of the research of Adimi (2011), Kator and Enbazagen (2014) indicate that most managers preferred the democratic leadership style and also the performance of employees in the self-governing management style was estimated higher than other management styles.

Mehrabi et al. (2015) The relationship between management styles and teachers' performance to factors such as; Ability, clarity and clarity of organizational support, motivation, performance appraisal feedback, credibility and environment as factors affecting teachers' performance Point out. Research by Machiomo and Kitila (2014) shows that most of the principals surveyed in primary schools have a democratic management style. And this has contributed to the job satisfaction of teachers. Ahmadi and Bazar Afshan (2013) show that relationship-oriented and norm-oriented management styles have predictive power for organizational health and job stress variables. A positive and significant relationship between management style and job performance is also confirmed in the research of Yassini et al. (2012). The importance of studying the leadership style and performance of school principals and striving to improve it is not only because leadership styles can be a means to students' academic achievement and increase school performance. In addition to these humanitarian reasons and the need to pay attention to the rights of students and teachers, it creates favorable conditions in the school. This is important in the light of the application of performance indicators and its relationship with the desired leadership style in the school environment. Therefore, the present study aims to examine the relationship between management style (task-oriented-relationship-oriented) on teachers' job performance, and for this purpose, the following research questions were raised and examined.

- 1- What is the job performance of teachers?
- 2- Is there a significant relationship between management style and job performance of teachers?
- 3- Is there a significant relationship between age and service history variables with teachers' job performance?
- 4- Is there a significant difference between the job performance of male and female teachers?

## Method

The research method in the present study is descriptive and correlational. One problem is correlation if the researcher uses a group of subjects in at least two variables without manipulating or controlling any of them to obtain information and check whether the variables are related. And if so, is the relationship positive or negative?

## University College of Takestan

Statistical population, sample and sampling method:

The current research population consists of all high school teachers in Lain in the 2019-2020 academic year. Among them, 100 people were selected by simple stratified random sampling as a sample. Of these 100, 60 were male teachers and 40 were female teachers.

### Research tools

**Management Styles Questionnaire (Task-Oriented):** This questionnaire consists of 20 questions and is designed to assess the leadership style of managers based on the perspective based on the leader's behavior, in two styles, relationship-oriented and task-oriented. The validity coefficient of this questionnaire has been calculated by Nasser Maghsoudi (1999) using the bisection method and is equal to 88%. **Scoring method:** For the subjects' answers, we consider the following scores (always 5, often 4, sometimes 3, rarely 2, never 1) and the sum of the scores in each question constitutes his total score in that test.

Table 1. Gender information for teachers

Average history	Average age	Frequency	Abundance	Gender of teachers
18.76	42.47	60%	60	Man
5.23	41.57	40%	40	Female
		100%	100	Total

According to the data analysis, among the sample teachers, 60 (60%) were male teachers and 40 (40%) were female teachers. The average age of male and female teachers was 42.47 and 41.57 years, respectively, and the average age of male and female teachers was 18.76 and 5.23 years, respectively.

### Descriptive findings

Table 2. Descriptive statistics of managers' management style

Variance	The standard deviation	Average	management style
19.53	4.42	23.66	Circuit relationship
15.92	3.99	23.54	Task circuit

The information in Table (2) shows that the average scores of the relationship management and duty-oriented management styles are almost the same.

Table 4. Chi-square test results of teachers' job performance

You have meaning	Degrees of freedom	Chi-square statistics	Frequency	Abundance	Job Performance
0.000*	2	79.28	22%	22	Good
			74%	74	medium
			4%	4	Weak
			100%	100	Total

\*0.05 < p \*\* 01/0 < p

According to the mean and standard deviation obtained, the level of job performance of teachers is divided into three categories: good, medium and poor, which the frequency of classes shows that the job performance of teachers in the middle class is higher than other classes. Also, the chi-square test statistic is 79.28 and the significance value is

Table 5. Results of Pearson correlation test between management styles and teachers' job performance

Overall performance		Behavioral domain		Emotional domain		Cognitive domain		Variables
R	p	R	p	R	p	R	p	
0.421	0.000**	0.518	0.000**	0.164	0.032*	0.220	0.028*	Relationship circuit style
0.250	0.012*	0.299	0.002**	0.105	0.300	0.148	0.141	Duty circuit style

The information in Table (5) shows the relationship between relationship management styles and subscales; Cognitive,

**Job Performance Questionnaire:** This questionnaire was developed by Patterson (1990) and translated by Shokran. The questionnaire has 16 questions, each of which consists of a 4-point scale (always, often, occasionally and rarely). Salehi (2000) has reported coefficients of 0.78 and 0.86, respectively, by the method of composing and Cronbach's alpha. This questionnaire has three subscales: cognitive, emotional and behavioral.

**Method of analysis and data:** The data were analyzed at both descriptive and inferential levels and the results were reflected in the form of tables. At the descriptive level, frequency, frequency percentage, mean and standard deviation and graphs were used, and at the inferential level, Pearson correlation test, chi-square test and independent t-test were used.

### Results

#### Demographic information

Table 3. Descriptive statistics of teachers' job performance

Variance	The standard deviation	Average	Job Performance
10.01	3.16	24.38	Cognitive
3.90	1.97	11.34	Emotional
20.97	4.58	45.52	Behavioral
67.17	8.19	81.24	Overall performance

Descriptive analysis of the data shows that the average job performance of teachers in the subscales of the Job Performance Questionnaire for the surveyed teachers had the highest mean of the behavioral, cognitive and emotional subscales, respectively.

### Inferential findings

Question 1. What is the job performance of teachers?

0.000 and less than the error rate of 0.05, so it can be concluded that teachers' job performance is evaluated at an average level.

Question 2. Is there a significant relationship between management style and job performance of teachers?

emotional and behavioral and general job performance of teachers and a positive and significant relationship has been

found between task-oriented management style and behavioral subscale and overall job performance. It is clear that relational style has a higher correlation in addition to relation to more domains.

Question 3. Is there a significant relationship between the variables of age and service history of teachers with job performance?

Table 6. Results of Pearson correlation test between teachers' age and service history and job performance

Overall performance		Behavioral domain		Emotional domain		Cognitive domain		Variables
R	p	R	p	R	p	R	p	
0.144	-0.153	0.088	-0.382	0.099	-0.328	0.183	-0.069	Age
0.024	-0.809	0.024	-0.810	0.086	-0.393	0.045	-0.659	Years of service

\*0.05 < p \*\* 0.01 < p

The information in Table (6) shows that there is no significant relationship between age and service history with job performance.

**Discussion and Conclusion**

The present study aimed to investigate the relationship between management styles (relationship-oriented-task-oriented) and job performance of high school teachers. For this purpose, 4 research questions were asked. In the first question, which aimed to determine the status of teachers' job performance, the results of the analysis showed that the sample high school teachers evaluated their job performance at a moderate level, and this indicates that teachers felt relatively successful in performing their duties. And they are very satisfied with their performance. This can have good feedback in the field of teachers' work so that it will ensure their job success and satisfaction. The results of Moazen et al. (2011) confirm the result. Machioma and Keita (2014) Netiz showed that the job performance of secondary teachers is higher than that of primary teachers. The second question is the main topic of the present study. In response to this question, the data in Table (5) showed that there is a positive and significant relationship between relationship-oriented management style and teachers' overall job performance and cognitive, emotional and behavioral subscales. There is. And task-oriented management style has a positive and significant relationship with job performance and behavioral domain. And this relationship in the relationship-oriented style, in addition to having a significant relationship with all subscales of job performance has a higher correlation. In a relationship-oriented management style in which the principal directs the group activities, and organizes the relevant affairs with initiative, creativity and trust in the staff, in addition to the cognitive and behavioral domain, the emotional dimension can also affect teachers' job performance. Put.

Establishing an intimate relationship and creating an atmosphere of respect and trust will enable people to have a higher job performance in the workplace. The results are consistent with the results of the researches: Yassini et al. (2013), Bass (1981) (quoted by Yassini et al. 2013), Machioma Wakita (2014), Adimi (2011), Ketoro Inbejgan (2014), Mehrabi et al. (2015) is. Ahmadi and Bazar Afshan (2014) study that examined the management style and organizational health and job stress showed that relationship-oriented management style can predict organizational health and reduce employee job stress. Jahanian and Ishaghi (2012) also show that there is a positive and significant relationship between conflict management, competitive, avoidance and compromise management styles with job stress. Fakharian et al. (2013) showed that participatory management style with

organizational commitment and Teachers' mental health has a positive and significant relationship.

Pajoush Asad (2012) shows that relationship-oriented management style can increase teachers' self-efficacy. However, task-oriented management style has not shown such a prediction. Mohammadi Moghani (2010) in his research showed that the more relational management style of principals in schools, the higher the efficiency of teachers. On the other hand, paying attention to teachers' views increases their self-confidence, which Hajloo et al. (2013) showed that there is a significant relationship between self-esteem and organizational commitment of employees. Professional commitment is an issue that can be achieved in the training environment through distributive justice and trust in employees. This can be the result of belief and management performance in a relationship-oriented style (Hassani and Babazadeh, 2014). Organizational commitment is an issue that can predict burnout. Burnout is a psychological process that is caused by job stress (Shirley, 2003; Halbselin and Buckley, 2004, citing Khoshoei and Bahrami, 2014).

The results of the present study and the results of similar studies show that the type of management style will greatly improve the job performance of individuals. From the experts' point of view, improving the quality of management in education is one of the important indicators of improving the educational organization. Leadership and management are an integral part of organizations, so if organizations want to continue to exist in the future, they must reconsider their type and style of management (Tusi, 2003). The third question was to examine the relationship between the variables of age and service history and job performance of teachers. The results of the analysis showed that there was no significant relationship between age and service history and job performance of teachers. In the fourth question, the difference between the job performance of male and female teachers was discussed, which showed that there is no significant difference between the job performance of male and female teachers. The director or educational leader is responsible for encouraging others and showing leadership talent in them. If the staff of a school is to use the most power and strength in their work, they must be provided with the means to use the ideas and opinions of others and apply them. Creating an environment in which school staff devote all their efforts to education should be one of the most basic duties of an educational director and leader. Research aimed at identifying the factors affecting job performance, job satisfaction and job self-efficacy and ultimately the emergence of talents in organizations, especially the education organization, can provide policy makers and strategies to strengthen staff morale. To suggest.

We hope to see the improvement of the quality of the country's educational system day by day by using the results of relevant researches.

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