

RELATIONSHIP BETWEEN MANAGEMENT STYLE OF MANAGERS AND MOTIVATION OF TEACHERS OF GUIDANCE AND HIGH SCHOOLS OF MASJID SOLEIMAN TOWN

Seyed Yaghoub Pourmoosavi^{*1}

¹Department of Educational Sciences, Faculty of Humanities, Payame Noor University, Tehran, Iran

^{*}Corresponding Author

ABSTRACT

The present study aimed to determine the relationship between management style of managers based on Blake Mouton theory- teachers' motivation- based on Maslow's hierarchy of needs of guidance and high schools of Masjid Soleiman town. It was attempted to answer these questions: how is the management style of managers (based on Blake Mouton theory) in each levels? How is teachers motivation (based on Maslow's hierarchy of needs) in each of the levels? Is there any association between management style of managers and teachers motivation? To do this, to determine management style of managers of schools, management style questionnaire was used to evaluate the effective factors on management method to the subordinates and it also evaluated management style in two dimensions of people and regulation bases. To evaluate teachers motivation, motivation questionnaire was used to investigate motivations based on Maslow's hierarchy of needs. The required data were obtained from above questionnaires, books, journals, articles, theses and internet. The study is survey-descriptive and as the relation between two variables is considered, it is correlation. Study population is including all state guidance and high schools of Masjid Soleiman as 85 schools. Multi-stage random sampling method was used. At first 70 schools were selected and in each school, principal and three teachers and totally 70 managers and 210 teachers were selected to respond the questionnaires. The data analysis was performed using SPSS software at descriptive and inference statistics. At descriptive statistics, frequency, percent, mean and standard deviation were used. For inference statistics, single-t correlation tests, Chi-square, concurrent regression model were applied. The results of the study showed that most managers follow management style "high people- high production" and according to teachers, physical needs are on priority. The study results showed that there is relationship between management style "low people- high production" and variable "position need" of motivation level and there is relation between management style "low people-low production" and "security need" variable of motivation levels. There was no relation between other variables and totally, there was no significant association between management style of managers and teachers motivation. In other words, there was no correlation between management style of managers and motivation of teachers among the study population.

KEYWORDS: Guidance school, High school, Management style, Motivation, Managers, Teachers.

INTRODUCTION

One of the most important duties of educational managers is management of human resources generally and teachers specifically as teachers are most important factor in education and progress of educational activities. Thus, creating good condition for efficient role of teachers and guiding their activities to achieve education goal is one of the duties of educational managers. Thus, managers as supervisor of teachers in educational institutions have various duties as increasing their job motivation.

Teachers as one of the main components of school system should have adequate motivation to fulfill education goals. In order that teacher can use his attempt for his duties, suitable conditions should be prepared and these suitable conditions are achieved only by effective management. Various studies are conducted regarding management styles in schools and its effect of the lack of effect on teachers' motivation. The present study attempted to investigate the relationship between management style from managers of educational institutions of guidance and high schools of Masjid Soleiman town and motivation of employed teachers is also investigated. If there is any relationship, which style of management can create highest motivation among the teachers?

Statement of problem

What is the relationship between managers management style and teachers motivation?

Although there are various views of effective factors on teachers motivation, the role of management, organizational environment and participation of teachers and its relationship with teachers motivation is less considered. In addition,

what is the effect of behavior and manager methods as feedback, human relations and evaluation system and reward of manager and school on teachers' motivation but it is not considered. Another point is the space in which teachers work. The effect of open or close space of school, trust or distrust, acceptance or non-acceptance of school and providing facilities or ignoring the teachers needs and the like are ignored. Another important issue is the activity of teachers in school and their participation degree in educational organization and it is not considered as effective factor on teachers motivation. Based on the researches on the mentioned topics and their relationship with teachers' motivation in educational organizations, it is assumed teachers think more about their behavior, organizational climate of school and type of participation of their co-workers in affairs. Based on new view, some of the reasons of low motivation of teachers attributed to external factors of school refer to management and internal factors of school (Mirkamali, 1994). Based on the above issues, this is raised that what is the relationship between management style of manager and motivation of managed teachers? Is management style of the principal of the school effective on the needs with the highest importance for teachers or not?

Theoretical basics of the study

Based on the importance of management and motivation, these issues have wide theoretical background and they are summarized due to the limitation of the article structure and the theories of these two items. Regarding motivation, Maslow theory and regarding management style, Blake Mouton theory was considered.

Theoretical basics of motivation

The term motivation is derived of Latinterm "moveo" which means to move. Motivation is the reason of behavior. In other words, not behavior is done without motivation. Human being motivation as conscious and unconscious is arising from his needs (SeyedJavadedin, 2007).

In various definitions, motivation is with some terms as desire, wanting, aim, need, taste and motivation. The most common in psychology is the term "motivation": motivation is a psychological mood giving energy along the goal or goals, moving or directing it and put it in goal path (SeyedJavadein, 2007).

Motivation theory based on Maslow model

Needs are classified based on various forms. "Maslow theory" divided human needs in five classes as shown in the hierarchy chart.

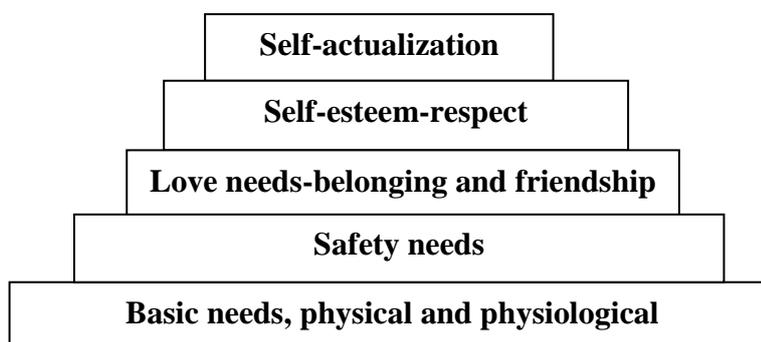


Figure 1- Hierarchy of human needs of Abraham Maslow (NiazAzari, 2002, p. 115).

Based on this theory:

- 1- Food, water, sleep physical needs, exercise and rest, air, housing and etc. are the basic human being needs.
- 2- Safety needs, being safe, comfort, good environment, these needs are necessary to create safety among the employees.
- 3- Belonging, membership in group, love and friendship all are the needs to keep satisfactory relations with others. Friendly behavior of people is used to fulfill this need in informal groups of organizations.
- 4- Feeling important, reliable, qualified and success, ability and intelligence based on hierarchy of needs, dissatisfaction of not meeting the self-esteem needs is more than the case in which social needs are not met.

- 5- Growth and actualization of talents and natural capabilities, curiosity and wisdom consciousness, respecting the beauty and creativities, accepting realities. If the needs of lower levels are met and there will be no ability for motivation, these self-actualization needs will be problematic (Saatchi, 1994).

Theoretical basics of management styles

In the early 1960s, Blake Mouton showed how managers use production-oriented and people –oriented behaviors for organizational arrangements (Afjei, 2001). The management styles are as followings:

The Impoverished or the Indifferent Style (Low Production / Low People): In this method, the least power is used and tasks are done without management supervision.

Dictatorial Style (High Production / Low People): This style is task-oriented and dictatorial, the leader doesn't trust the subordinates and leader and follower relation is based on fear.

The Middle-of-the-road or the Status-quo Style (Medium Production / Medium People): It considers organization performance and job satisfaction of employees at the same time. Both production and job satisfaction of organization member are high.

Country Club Style (Low Production / High People): Deep consideration of people needs to achieve good relations and consider intimate and friendly conditions in organization.

The Team or Sound Style (High Production / High People). The tasks are done by highly committed people. People have common benefits in organization and their mutual relations lead to mutual respect.

Main questions of the study

- 1.How is the management style of managers (based on Blake Mouton theory) in each of levels?
- 2.How is the teachers' motivation in each of the levels (based on Maslow theory)?
- 3.Is there any association between management style of managers and motivation of teachers?

Sub-questions of the study

- 4.Is there any association between individual features and motivation of teachers?
- 5.Is there any association between individual features and management style of managers?

MATERIALS AND METHODS

Study methodology

As the present study evaluates the relationship between management styles and teachers motivation and no variable is controlled or manipulated, the study is descriptive. As the relationship between gender, age, and work experience, education level with management style and motivation variables is studied, the study is correlation. The study methodology is descriptive and library study is used to determine theoretical basics.

Study time and area

The study population is all the male and female teachers and managers of guidance and high schools of Masjid Soleiman town and the study was conducted as cross section during 2012-2013.

Sample size

To select sample group and increasing accuracy of measurement, in the first stage of managers, stratified random sampling was used. In the second stage, for each manager, three teachers were selected working under the supervision of teacher. Based on Morgan Table, of 85 managers, 70 people were used as managers and of 460 teachers, 210 people were selected as teachers.

Sampling method

To select the studied samples, multi-stage random sampling was used. At first, the list of male and female guidance and high schools of Masjid Soleiman town was obtained of the office. According to Morgan table, among 85 schools, 70 schools were selected and a manager and three teachers under the supervision of manager were selected and totally 70 managers and 210 teachers were selected.

Data collection measure and its reliability and validity

To collect information a management style questionnaire based on Blake Mouton theory was used and motivation questionnaire was used based on Maslow theory. Six effective factors are included in management method to subordinates in management method questionnaire and five terms were used in each factor. Respondents scored them based on their views and motivation questionnaire is including 20 questions with two responses. At the beginning of both questionnaires, some questions were raised regarding gender, education, experience and etc. to make some comparisons in analyses.

To estimate reliability coefficient, Cronbach's alpha coefficient is used and the final results are shown in Table 1.

Table 1- The estimation of the reliability of managers management style (F₁ to F₅) and teachers motivation (from a to e)

Management style	Symbol	Reliability estimation	Motivation (needs)	Symbol	Reliability estimation
High people-high production	F ₁	0.7824	Physical and physiological need	a	0.9017
Low people-high production	F ₂	0.9127	Security need	b	0.8290
Medium people-medium production	F ₃	0.8352	Social need, love and belonging	c	0.8757
High people-low production	F ₄	0.8867	Respect, position need	d	0.8659
Low people, low production	F ₅	0.9190	Self-actualization, self-esteem	e	0.8312

As the measure of the study is questionnaires, three types of validity are used. Content, construct and prediction validity. The evidences of three types of validity are collected in the study. Another type of validity convergent-divergent or diagnostic was used. This type of validity was used by correlation matrix coefficients of motivation variables and five variables of management style. It was defined that the existing tests of each questionnaire, didn't evaluate different fields and each test is associated to a general concept.

Data collection method

Based on administrative rules, questionnaires distribution permission was obtained and they were delivered with the required explanations. The date of collecting questionnaires was defined and then they were collected at the definite time. 70 questionnaires were distributed among managers and 210 questionnaires among the teachers of high school and guidance schools (one management method questionnaire and three motivation questionnaires for each school) and all were returned.

Data analysis methods

At descriptive statistics, frequency, percent, mean and standard deviation were used and the following statistical tests were used at inference statistics.

1. Single-variable t-test: This test was aimed to answer this question: Is the sample mean selected of theoretical population with mean μ or another population. Single-variable t-test is used when mean standard error σ_x is indefinite and its value is estimated by data of sample group" (Shiolson, translated by Kiamanesh, 1995). The present study used this test to respond questions 1, 2.

2. Chi-square model

Question 3 was responded using chi-square. Also it was used to answer sub questions 1, 2.

3. Concurrent regression model: Some cases were computed by concurrent regression model.

RESULTS

Table 2- The central measures and dispersion of managers management style and teachers motivation in each of 5 levels (n=70)

Variable	Symbol	Mean	SD	Skewness	T skewness	Kurtosis	T kurtosis	Min	Max	Range
High people, high production	F1	43.13	6.66	-0.55	-1.87	0.79	1.35	26	60	34
Low people, high production	F2	30.2	6.79	.39	1.32	-0.05	-0.85	19	48	29
Medium people, medium production	F3	39.2	6.93	0.26	0.88	0.04	0.07	24	58	34
High people, low production	F4	45.44	6.89	-0.44	-1.49	-0.67	-1.14	30	58	28
Low people, low production	F5	32.31	9.07	-0.32	-1.09	-0.83	1.42-	12	49	37
Physical need	A	21.91	2.20	-0.41	-1.41	-0.61	-1.05	17	25.3	8.33
Security need	B	16.64	2.26	-0.53	-1.80	0.32	0.54	10.3	20.7	10.4
Social need	C	20.17	1.92	-0.10	0.35	-0.79	-1.36	16.3	23.3	7
Position need	D	21.33	1.94	0.07	0.25	-0.65	-1.10	16.7	25	8.3
Self-actualization	E	19.99	1.93	0.20	0.68	-0.62	-1.06	16	25	9

High people-high production variable (F1) with mean 43.13 and standard deviation 6.66 and mean standard error is 0.79. Thus, scores mean (F1) in a population with confidence interval more than 99% was ranging 44.019 to 48.237. Also, distribution skewness is -0.55 and dependent t is -1.87 and distribution is symmetrical and is skewed to left. Distribution kurtosis is 0.79 and dependent t is 1.35 and it shows that distribution is peaked relative to normal distribution and the subjects scores is ranging 26 to 60 and changes in range 34.

Low people-high production variable (F2) with mean 30.2 and standard deviation 6.79 and mean standard error is 0.81. Thus, scores mean (F2) in a population with confidence interval more than 99% was ranging 28.050 to 32.246. Also, distribution skewness is -0.39 and dependent t is 1.32 and distribution is symmetrical and is skewed to left. Distribution kurtosis is -0.05 and dependent t is -0.85 and it shows that distribution is peaked relative to normal distribution and the subjects scores is ranging 19 to 48 and changes in range 29.

Medium people-Medium production variable (F3) with mean 39.2 and standard deviation 6.93 and mean standard error is 0.82. Thus, scores mean (F3) in a population with confidence interval more than 99% was ranging 37.007 to 41.393. Also, distribution skewness is 0.26 and dependent t is 0.88 and distribution is asymmetrical and is skewed to left.

Distribution kurtosis is 0.04 and dependent t is 0.07 and it shows that distribution is peaked relative to normal distribution and the subjects scores is ranging 24 to 58 and changes in range 34.

High people-low production variable (F4) with mean 45.44 and standard deviation 6.89 and mean standard error is 0.82. Thus, scores mean (F4) in a population with confidence interval more than 99% was ranging 43.261 to 47.624. Also, distribution skewness is -0.44 and dependent t is -1.49 and distribution is symmetrical and is skewed to left. Distribution kurtosis is -0.67 and dependent t is -1.14 and it shows that distribution is peaked relative to normal distribution and the subjects scores is ranging 30 to 58 and changes in range 28.

Low people-Low production variable (F5) with mean 32.31 and standard deviation 9.07 and mean standard error is 1.00. Thus, scores mean (F5) in a population with confidence interval more than 99% was ranging 29.441 to 35.187. Also, distribution skewness is -0.32 and dependent t is -1.09 and distribution is symmetrical and is skewed to left. Distribution kurtosis is -0.83 and dependent t is -1.42 and it shows that distribution is peaked relative to normal distribution and the subjects scores is ranging 12 to 49 and changes in range 37.

Description of motivation variables

Physical need variable (A) with mean 21.29 and standard deviation 2.20 and mean standard error is 0.26. Thus, scores mean A in a population with confidence interval more than 99% was ranging 21.210 to 22.603. Also, distribution skewness is -0.41 and dependent t is -1.05 and distribution is asymmetrical and is skewed to right. Distribution kurtosis is -0.61 and dependent t is 1.35 and it shows that distribution is flat relative to normal distribution and the subjects scores is ranging 17 to 25.3 and changes in range 8.33.

Security need variable (B) with mean 16.64 and standard deviation 2.26 and mean standard error is 0.26. Thus, scores mean B in a population with confidence interval more than 99% was ranging 15.925 to 17.354. Also, distribution skewness is -0.53 and dependent t is -1.80 and distribution is symmetrical and is skewed to left. Distribution kurtosis is 0.32 and dependent t is 0.54 and it shows that distribution is flat relative to normal distribution and the subjects scores is ranging 10.3 to 20.7 and changes in range 10.4.

Social need variable (C) with mean 20.17 and standard deviation 1.92 and mean standard error is 0.22. Thus, scores mean C in a population with confidence interval more than 99% was ranging 19.560 to 20.776. Also, distribution skewness is -0.10 and dependent t is 0.35 and distribution is symmetrical and is skewed to right. Distribution kurtosis is -0.79 and dependent t is -1.36 and it shows that distribution is flat relative to normal distribution and the subjects scores is ranging 16.3 to 23.3 and changes in range 7.

Position need variable (C) with mean 21.33 and standard deviation 1.94 and mean standard error is 0.23. Thus, scores mean D in a population with confidence interval more than 99% was ranging 20.716 to 21.943. Also, distribution skewness is 0.07 and dependent t is 0.25 and distribution is symmetrical and is skewed to right. Distribution kurtosis is -0.65 and dependent t is -1.10 and it shows that distribution is flat relative to normal distribution and the subjects scores is ranging 16.7 to 25 and changes in range 8.3.

Self-actualization variable (E) with mean 19.99 and standard deviation 1.93 and mean standard error is 0.23. Thus, scores mean C in a population with confidence interval more than 99% was ranging 19.375 to 20.599. Also, distribution skewness is 0.20 and dependent t is 0.68 and distribution is symmetrical and is skewed to right. Distribution kurtosis is -0.62 and dependent t is -1.06 and it shows that distribution is flat relative to normal distribution and the subjects scores is ranging 16 to 25 and changes in range 9.

The results of the main questions of the study

Three basic questions are raised in the present study:

- 1.How is the managers management style (based on Blake Mouton theory) in each level?
- 2.How is the teachers' motivation in each level (based on Maslow theory)?
- 3.Is there any motivation between management style of managers and motivation of teachers?

To respond the first question of the study, ranking of each of management styles in the studied population showed that:

Management style “high people-high production” with people mean 4.21 was the highest rank and then management style “high people, low production” with rank mean 4.11 is in second rank and management style “medium people, medium production” with rank mean 3.12 is in the third rank and management style “low people and low production” with mean rank 1.99 is in the fourth rank and management style “low people and high production with rank mean 1.57 is in the final ranking.

In response to question 2, ranking teachers motivation in the studied population showed that physical need variable with rank mean 3.65 was in the highest rank of motivation and position need with rank mean 3.49 was in the second rank and social need with rank mean 2.98 was in the third rank and self-actualization with rank mean 2.90 was in the fourth rank and security need variable with rank mean 1.99 was in the final rank of motivation levels of the society.

To respond the third question” Is there any association between managers management style and motivation of teachers?, chi-square was used and the results showed that there was association only between management style “low people, high production” and “position need” variable of motivation levels and an association was between management style “low people and low production” and “security need” of motivation levels. There is no relation between other variables.

Data analysis (response of sub questions of the study)

1. Is there any association between individual features and teachers motivation?

2. Is there any association between individual features and management style of managers?

Chi-square was used to answer the first question (is there any association between individual features and teachers motivation?) and concurrent regression model was also used if necessary. After correction of the levels of individual features and motivation variables by SPSS software, chi-square was used and the results are as followings:

1. There is an association between physical need and type of employment but there is no relation between this variable and gender, education, educational level, age and work experience.

2. There is an association between security need and educational level but there is no relation between this variable and gender, education, type of employment, age and work experience.

3. There is an association between social need and gender and age but there is no relation between this variable and educational level, type of employment and work experience.

4. There is an association between position need and educational level but there is no relation between this variable and gender, education, age, type of employment and work experience.

5. There is an association between self-actualization need and age and work experience but there is no relation between this variable and gender, educational level, education, type of employment.

Chi-square was used to answer the second question (is there any association between individual features and managers management style?) and concurrent regression model was also used if necessary. After correction of the levels of individual features and management styles variables by SPSS software, chi-square was used and the results are as followings:

1. There is no association between high people-high production and personal features (gender, education, educational level, and age and work experience).

2. There is an association between low people-high production and gender but there is no association between this variable and factors (education, educational level, age, type of employment and work experience).

3. There is no association between medium people-medium production and personal features (gender, education, educational level, age and work experience).

4. There is no association between high people-low production and personal features (gender, education, educational level, and age and work experience).

5. There is no association between low people-low production and personal features (gender, education, educational level, age and work experience).

DISCUSSION AND CONCLUSION

The present study attempted to evaluate the relationship between managers management styles (based on Blake Mouton theory) and teachers motivation (based on Maslow needs hierarchy) of guidance and high schools of Masjid Soleiman town. Three basics questions are raised as:

1. How is the management style of managers (based on Blake Mouton theory) in each of levels?

2. How is the teachers' motivation in each level (based on Maslow theory)?

3. Is there any association between managers management style and teachers motivation?

To respond the first question, it was observed that Management style "high people-high production" with people mean 4.21 was the highest rank and then management style "high people, low production" with rank mean 4.11 is in second rank and management style "medium people, medium production" with rank mean 3.12 is in the third rank and management style "low people and low production" with mean rank 1.99 is in the fourth rank and management style "low people and high production with rank mean 1.57 is in the final ranking.

To respond the second question, ranking teachers motivation showed that physical need variable with rank mean 3.65 was in the highest rank of motivation and position need with rank mean 3.49 was in the second rank and social need with rank mean 2.98 was in the third rank and self-actualization with rank mean 2.90 was in the fourth rank and security need variable with rank mean 1.99 was in the final rank of motivation levels of the society.

To respond the third question" Is there any association between managers management style and motivation of teachers?, chi-square was used and the results showed that there was association only between management style "low people, high production" and "position need" variable of motivation levels and an association was between management style "low people and low production" and "security need" of motivation levels. There is no relation between other variables.

Two sub questions were raised in the study: 1- Is there any association between individual features and teachers motivation? 2- Is there any association between individual features and management style of managers? To respond the first question, chi-square was used and concurrent regression model was used if necessary. The results showed that:

There is an association between physical need and type of employment but there is no relation between this variable and gender, education, educational level, age and work experience. 2) There is an association between security need and educational level but there is no relation between this variable and gender, education, type of employment, age and work experience. 3) There is an association between social need and gender and age but there is no relation between this variable and educational level, type of employment and work experience. 4) There is an association between position need and educational level but there is no relation between this variable and gender, education, age, type of employment and work experience. 5) There is an association between self-actualization need and age and work experience but there is no relation between this variable and gender, educational level, education, type of employment.

Chi-square was used to answer the second question and concurrent regression model was also used if necessary. It was found:

1. There is no association between high people-high production and personal features (gender, education, educational level, age and work experience).
2. There is an association between low people-high production and gender but there is no association between this variable and factors (education, educational level, age, type of employment and work experience).
3. There is no association between medium people-medium production and personal features (gender, education, educational level, age and work experience).
4. There is no association between high people-low production and personal features (gender, education, educational level, age and work experience).
5. There is no association between low people-low production and personal features (gender, education, educational level, age and work experience).

The present study is conducted based on Maslow's needs hierarchy and management styles of Blake Mouton. The results showed that most managers had management style "high people, high production and physical needs had high priority for teachers compared to other needs. There was no association between management style of managers and teachers motivation and there was no relation between personal features of managers and their management style and individual features of teachers and their motivation except in some rare cases.

The results showed that physical needs had specific priority among the teachers and this need cannot be met by managers and it is associated to external factors. Thus, management method of school teachers cannot be effective on motivation and morale of employees. It doesn't mean the lack of relation is an absolute issue in all educational units.

Applied recommendations

- School managers can have more authorities to design teacher job based on the existing conditions to have good motivation capability to add efficiency and effectiveness of educational system.
- Considering the individual differences of each of the employees is one of the most important factors achieved in human resources productivity. One of the important conditions to achieve a goal is motivation among the people doing the task. Thus, being aware of the difference of people helps the manager to know their employees better and their goal should be meeting the basic needs of employees.
- Other principle of success in organization is correct selection of employees. The human resources experts should design the jobs as working in organization is good for employees. Appropriate job is based on knowledge, skill, experience, interest and individual features in a definite duty and it is required to do job division based on the individual capabilities of people and specialized labor division is done. One of the important issues in motivating employees for better performance and creating motivation is job and organizational promotions and they are mostly based on seniority. The studies showed that promotions based on some cases except ability and qualification lead to false result. Thus, correct measurement of capabilities of employees is considered in each job stage and their progress and continual evaluation of employees' performance in one work period is necessary.
- Establishment of goal-based management is one of the motivation creation tools and this method is considered in many great organizations and this program is used to create motivation among the employees. Based on this program, each person plays definite role in the institution and if all organization members achieve their goals, the unite goals are fulfilled and the organization achieves its general goals.
- Participative management programs caused that people participate in decision makings and attempt with more motivation to achieve their goals and decisions and this causes that one's productivity is increased in his commitment to work, motivation and job satisfaction.
- Education process is one of the stimulations of motivation among organization employees. This education aims to achieve organization goals by increasing job knowledge of employees and their attitude. TO achieve these goals, any organization should have efficient and specialized forces. It is required that managers have required education.
- One of the important factors in motivation is materialistic stimulations. Thus, top managers of educational organizations should find the ways and techniques to make the most out of these stimulations to increase employees' motivation.
- There should be a definite relationship between performance and reward and the employees see this relation clearly.

Study limitations

- 1.The study population was restricted to managers and teachers of guidance and high schools of Masjid Soleiman town. To generalize the results to other population, we should be cautious.
- 2.Inadequate similar researches of the present study and comparison, interpretation of the results were not effective.
- 3.The lack of access to adequate scientific sources related to study subject
- 4.Negligence of some of the education authorities and school parents to research and the lack of research culture in their work place

REFERENCES

- Abaszadegan M. (1991).** The principles and basic concepts of management. Tehran. Soroush publications.
- Ala E. (1992).** Productivity management and its improvement methods. Tehran. Zavar publications.
- Alagheband A. (1983).** The basics of educational management. Tehran. Roz publications.
- Alagheband A. (1998).** Theoretical basics and educational management principles. Tehran. Ravan publications.
- Alvani M. (1994).** Public management. Tehran. Nashr Ney.
- AzimiRamezani A.A. (1997).** The study of the effect of management styles on consideration of managers to motivational factors of teachers in elementary and guidance schools (state and non-profit) of boys in Tehran city. Tehran. ShahidBeheshti University. MA thesis of educational management.
- Bartol Kathran M., and David C.M. (1994).** Management; Newyork: McGraw- Hill, Inc.
- Behrangi M.R. (1994).** Educational management. Tehran. Golchin publications.
- Desler G. (1999).** The basics of human resources management (translated by Ali Parsayian and Seyed Mohammad Arabi), Tehran. Cultural research office.
- Diani M.J. (1995).** The study of the relationship between management style and job satisfaction of the teachers of TarbiatMoalem centers of boys. Tehran. ShahidBeheshti University. MA thesis of educational management.
- Drucker P. (1992).** The Practice of Management; New York: Harper and Brothers.

- Esfandiari F. (2006).** The study of the effect of leadership styles on motivation of employees of social security organization in Tehran. Tehran. Islamic Azad University. MA thesis of business management.
- Jamali H. (2007).** The study of the effect of leadership styles of managers and job satisfaction of employees of medical sciences University of Tehran. Tehran: Islamic Azad University. MA thesis of administrative management.
- Jasbi A. (1996).** The principles of management. Tehran. Islamic Azad University publications.
- Maslow A.H. (1954).** Motivation and Personality; New York: Itarper of Row.
- MehdizadeTovasan M. (2006).** The study of the relationship between leadership style of managers and job satisfaction of teachers in elementary, guidance and high schools of Noshahr town. Tehran. ShahidBeheshti University. MA thesis of educational maangement.
- Moanian D. (2005).** Educational management. Tehran. ShahrAb publications.
- Moayeri M.T. (2004).** Education issues. Tehran. Amir Kabir publications.
- Nasiri P. (2007).** Statistical inference in psychology and educational sciences. Tehran. Payam-e Noor University publications.
- NezamdustFaraz N. (2001).** The relationship between management method and job motivation of teachers in guidance schools of Tehran city. Tehran: Islamic Azad University. MA thesis of educational management.
- Niazazar K. (2002).** Human relations and behavior in educational organizations of third millennium. Tehran. Farashenakhti publications of Andishe.
- Robins S. (2009).** Organization theory (translated by Seyed Mehdi Alvani and Hassan Danayifard). Tehran. Safar publications. Sarmadi, Mohammad Reza. 2002. Islamic management. Tehran. Payame Noor University publications.
- Saeedi F. (2000).** The study of the relationship between management methods and teaches motivation in Tehran. Tehran. Islamic Azad University. MA thesis of educational management.
- Salehi F. (2004).** The study of the relationship between management method and job motivation of teachers in high schools of Kashan town. Tehran: Islamic Azad University. MA thesis of educational management.
- Sarmadi M.R. (2002).** Islamic management. Tehran. Payam-e Noor University publications.
- Shahrakipour H. (2008).** A review of Islamic management basics. Tehran. PayamResan publications.
- Stewart T.A. (1994).** How to Lad a Revelution, Fortune; Nowember.
- Vahidinasab H. (1996).** The study of the relationship between job motivation of teachers with leadership style of managers of institutions of Jaghtay, Tehran. ShahidBeheshti University. MA thesis of educational management.
- Wiles K. (1998).** Management and educational leadership (Translated by Mohammad Ali Tusi). Tehran. Educational center of administrative management center.